

Author and year, literature type	SASS years	Quantitative analytical methods	Independent variables of interest (and others)	Dependent variables of interest (and others)	Effect sizes of interest that are statistically significant at the 0.05-level
Anderson (2010) Dissertation	2003-2004	Logistic regression	Induction participation, mentor assignment (salary, age, gender, school level, region)	Teacher satisfaction, would teach again	Logistic regression, teacher satisfaction, odds ratio: Mentor assignment: 1.552 Induction program participation: 1.387 Logistic regression, intent to stay, odds ratio: Mentor assignment: 1.358
Antoine (2011) Dissertation	1999-2000	χ^2 , logistic regression	Induction participation, common planning, seminars/ classes for beginning teachers, extra classroom assistance, supportive communication, mentor teacher (new teacher, reduced teaching schedule, reduced number of preparations)	Intent to stay, teacher satisfaction	χ^2 : not reported Logistic regression, intent to stay, odds ratios: First-year extra assistance: 2.30 First-year supportive communication: 1.97 Logistic regression, job satisfaction, odds ratios: First-year extra assistance: 1.38 First-year supportive communication: 2.71 First-year mentor: 1.24
Atkins (2005) Dissertation	1999-2000	χ^2 , <i>t</i> -test, principal components analysis, logistic regression	Principal leadership behaviors, curriculum influence policy influence, professional development influence (school level, age, gender, education, faculty size, student enrollment, %free lunch, region, urbanicity, span of control, diversity of role)	Curriculum influence, policy influence, professional development influence, met performance goals	χ^2 : none reported and/or explicitly stated <i>t</i> -test: none reported and/or explicitly stated Principal components analysis: none reported and/or explicitly stated Logistic regression, met performance goals, odds ratios: Curriculum influence: 1.010 Policy influence: 0.990 Professional development influence: 1.026
Ballou and Podgursky (1995) Peer-reviewed article	1987-1988	Logit regression	Principal in-service training, administrative internship, management techniques (education, education admin. degree, principal years of experience, principal years at	Principal Performance as perceived by Teachers	None reported and/or explicitly stated.

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Baytop (2001) Dissertation	1993-1994	<i>t</i> -test, Logistic regression	current school, principal age, teacher age, teacher tenure at school, principal hired teacher, teacher-principal gender interactions, teacher-principal race/ethnicity interactions) Administrative leadership, peer collegiality, incidents of personal violence (age, gender, marital status, race, years teaching, school location, interaction effects)	Teacher satisfaction, incidents of personal violence	None reported and/or explicitly stated
Bluestein (2011) Dissertation	2007-2008	<i>t</i> -test, χ^2 , Interrupted time series analysis	Parent involvement, principal facilitation of parent participation, principal influence on instruction, principal influence of evaluation, management experience outside of education, gender, race, faculty size, student-teacher ratio, teacher experience, principal education, principal professional development, principal influence on instruction construct, principal support of teacher construct, principal support of first-year teacher construct, principal experience, principal salary	Academic performance index, change in academic performance index	None reported and/or explicitly stated

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Bond (2012) Dissertation	2007-2008	Logistical regression, χ^2 , correlations	instructional breadth construct, instructional depth construct Classroom autonomy factors, student behavior factors, collegiality factors, professional development, principal support, teacher support, staff recognition, working condition factors, mentoring (age, race, gender, years teaching, education, graduate education, certification type, IEP support, resources, knows the school)	Teacher intent to stay, teacher retention	χ^2 , intent to stay: none reported and/or explicitly stated Correlations, teacher retention, experienced teachers: Student misbehavior interferes with teaching: 0.23 Student tardiness and class cutting: 0.23 Cooperation among staff members: -0.21 Disciplining students: 0.35 Teachers enforce school rules: -0.22 Correlations, teacher retention, beginning teachers: Supportive administrator: -1.00 Availability of textbooks and materials: -0.47 None reported and/or explicitly stated
Brown (2004) Doctoral thesis	1999-2000	Logistic regressions, ordinary least squares regressions, correlation	Opportunities for faculty collaboration, support from administrators, workload, formal induction experiences (age, gender, race/ethnicity, education, training, specialty, student demographics, school type, urbanicity, daily attendance, school exclusively for at-risk students, student enrollment)	Career Choice commitment, planned retention, perceived competence	
Cannata (2007)	1999-2000	Ordinary least squares regression	Supportive principal, teacher influence (school size, gender, years experience, % free lunch,	Teacher community	Too many to list

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Table AII.

Meta-narrative review

Author and year, literature type	SASS years	Quantitative analytical methods	Independent variables of interest (and others)	Dependent variables of interest (and others)	Effect sizes of interest that are statistically significant at the 0.05-level
Peer-reviewed article			urbanicity, school type, school conversion status, years of school operation, charter authorizing body, school operation body, collective bargaining agreement, tenure waiver, budget waiver)		
Cha (2008) Dissertation	1999-2000, 2000-2001 TFS	Structural equation modeling, exploratory factor analysis, confirmatory factor analysis, correlations	Working conditions, professional training experiences (salary, gender, race, education, specialty, certification, new teacher, years experience, age, school level, urbanicity, student enrollment, student-teacher ratio, %minority, %LEP)	Job satisfaction, turnover intention, actual turnover, working conditions, professional training experiences (salary)	Correlations: Actual turnover and turnover intention: 0.332 Actual turnover and job satisfaction: -0.272 Actual turnover and working conditions: -0.138 Actual turnover and professional training experiences: -0.059 Turnover intention and job satisfaction: -0.765 Turnover intention and working conditions: -0.450 Turnover intention and professional training experiences: -0.087 Job satisfaction and working conditions: 0.854 Job satisfaction and professional training experiences: 0.127 Working conditions and professional training experiences: 0.133 Structural equation model, standardized total effects: Job satisfaction on working conditions: 0.85 Turnover intention on working conditions: -0.45 Turnover intention on job satisfaction: -1.39 Actual turnover on working conditions: -0.15 Actual turnover on job satisfaction: -0.46 Actual turnover on turnover intention: 0.39

(continued)

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Choy <i>et al.</i> (2006) Statistical analysis report	1993-1994, 1999-2000	Logistic regression	School-based professional development budget, professional development accompanied with needed resources, school provided teachers with the time for professional development activities, principal influence on professional development, principal provided professional development, principal built community among faculty and staff, teacher influence on professional development, professional development planned by teachers, professional development presented by teachers, professional development considered part of regular work (district size, school type, 6 other school characteristics principal years experience, 4 teacher characteristics)	15 professional development activities	Too many to list
Cohen (2005) Dissertation	1999-2000	χ^2 , Logistic regression	Mentoring, common planning, workload reduction, seminars or classes for beginning teachers, supportive communication, collegiality,	Teacher turnover	χ^2 : none reported and/or explicitly stated Logistic regression, teacher turnover, no interactions model, odds ratios: High quality mentor: 0.82 Common planning: 0.76

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			commitment, faculty influence on instructional decisions, student discipline (age, infield/out-of-field teaching, sex, minority status, enrollment, big school, urbanicity, high free/reduced lunch)		Supportive community: 0.82 Infield teaching: 0.72 Collegiality: 0.80 Commitment: 0.61
Correll (2010) Dissertation	2003-2004	Multinomial logistic regression	Mentor activities, principal network opportunities, professional development (education, gender, salary, school level, urbanicity, location, %poverty)	Principal job satisfaction	Too many to list
DeAngelis and Brent (2012) Peer-reviewed article	2007-2008	<i>t</i> -test, ANOVA, χ^2 , OLS regression	(School type, urbanicity, charter type, years in operation, enrollment, student demographics, %ELL, %low income, %IEP, %disciplinary placement, 18 school expenses)	School security practices, school security spending	<i>t</i> -test: none reported and/or explicitly stated ANOVA: none reported and/or explicitly stated χ^2 : none reported and/or explicitly stated OLS regression: none reported and/or explicitly stated
Desimone <i>et al.</i> (2007) Peer-reviewed article	1999-2000	Hierarchical linear modeling	Authority, power, consistency, stability (full-time teacher, years experience, education, degree type, certification type, urbanicity, %poverty)	Participation in types professional development	None reported and/or explicitly stated
Duke <i>et al.</i> (2006) Peer-reviewed article	1999-2000	Logistic regression	Mentoring, mentoring program characteristics, induction, induction program characteristics (education, salary, age, specialty, gender,	Teacher commitment	None reported and/or explicitly stated

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Erickson (2007) Dissertation	1999-2000, 2000-2001 teacher follow-up survey	Principal components analysis, hierarchical linear modeling, OLS regression	race, %IEP, %LEP, %free/reduced lunch, urbanicity, enrollment, school level, threatened by student, resources) Professional development hours, professional development type, professional development support, professional development usefulness (gender, experience, education, enrollment, location, school type, %free/reduced lunch, school level)	Teacher turnover	OLS regression, proportion of movers, standardized coefficients: Professional development support: 0.13 OLS regression, proportion of leavers, standardized coefficients: Professional development support: -0.16
Everitt (2005) Conference paper	1993-1994, 1994-1995 teacher follow-up survey	Latent class analysis, multinomial logit regression	Classroom control, school policy influence (tenure, school type, school level, gender, education, age)	Teacher attrition	None reported and/or explicitly stated
Flamer (2005) Dissertation	1993-1994	Correlations, χ^2 , ANOVA	(Gender, race, salary, age, education, location, urbanicity)	School leadership autonomy	None reported and/or explicitly stated
Fowler (1991) Conference Paper	1987-1988	<i>t</i> -test	Teacher supervision, work with teachers (education, experience, salary, sex, race, ethnicity, age, school type, urbanicity)	Perceived principal effectiveness	None reported and/or explicitly stated
Fultz (2011) Dissertation	2007-2008	Principal component analysis, multiple	Focus on instruction, collaboration, parental involvement, networked	School climate	Correlations: School climate and networked leadership: 0.050 Focus on instruction and School climate: 0.061

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Gawlik (2005) Dissertation	1999-2000	linear regression, ANOVA, correlation OLS regression, ANOVA	leadership (%economically disadvantaged, %minority, urbanicity, enrollment) Professional development (years at school, years at other school, years experience, certified in main field, title I, union member, salary, race, gender, state influence, district influence, parent influence, student demographics, school council influence, charter type, school type, urbanicity, non-profit status, enrollment, student-teacher ratio)	Principal's perceived influence, teacher influence	Collaboration and school climate: 0.032 Others: none reported and/or explicitly stated OLS Regression, principal influence, standardized coefficients: Influence of school council: 0.344 Start-up charter: 0.097 Private: 0.754 OLS regression, teacher influence, standardized coefficients: Start-up charter: 0.133 Conversion: 0.098 Private: -0.031 Professional development: -0.149 ANOVA: none reported and/or explicitly stated
Gawlik (2008) Peer-reviewed article	1999-2000	OLS regression, ANOVA	(Years at school, years at other school, salary, race, gender, state influence, district influence, parent influence, student demographics, school council influence, charter type, school type, urbanicity, non-profit status, enrollment)	Principal's Perceived Influence	OLS regression, principal influence, standardized coefficients: Influence of school council: -0.05 Start-up charter: 0.01 Private: -0.03 ANOVA: none reported and/or explicitly stated
Gibbs (2004) Dissertation	1993-1994	χ^2 , ANOVA	(Gender, race, school level, professional development)	Types of professional development (changes in teaching practices)	None reported and/or explicitly stated
Gokturk and Mueller (2010)	1993-1994	Confirmatory factor analysis, structural equation modeling		Managerial decision teacher participation, technical material teacher	Structural equation modeling: too many to list

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Peer-reviewed article				participation, technical procedural teacher participation	
Goldberg (2012) Dissertation	2007-2008	Correlations, OLS regression, logistic regression	Induction program comprehensiveness (preparation pathway, age, race, ethnicity, years experience, number of grades taught)	Perceptions of preparedness, intention to stay	Logistic regression, intention to stay, odds ratios Induction program comprehensiveness: 1.160
Grissom and Harrington (2010) Peer-reviewed article	2003-2004	<i>t</i> -test, exploratory factor analysis, OLS regression	Administrator professional development, teacher satisfaction (gender, race, years experience, education, enrollment, %minority, %free/reduced lunch, school level, urbanicity, teacher gender, teacher race, teacher education, full-time teacher, certification)	Principal effectiveness, school performance	OLS regression, principal effectiveness, standardized coefficients: Formal mentoring and coaching: 0.050 Participating in a principal network: -0.033
Grodsky and Gamoran (2003) Peer-reviewed article	1993-1994	Hierarchical linear modeling	Professional development sponsorship (title I school, any free/reduced lunch students, student demographics, school type, school level, faculty size, age, gender)	Professional community	HLM, school-based professional development, individual teachers: Professional community: 0.138 HLM, school-based professional development, all teachers: Professional community: 0.092
Gwaltney (2012) Dissertation	1999-2000, 2003-2004	Correlations, exploratory factor analysis, confirmatory factor analysis, structural equation modeling	(Gender, school types, teacher tenure, race, union, school level, ethnicity, age, education, specialty)	Teacher autonomy, teacher influence over resources and assessment, teacher influence over decision making and school climate, teacher	Too many to list

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Henke (2000) Dissertation	1993-1994, 1994-1995 teacher follow-up survey	Correlations, exploratory factor analysis, confirmatory factor analysis, principal components analysis, OLS linear regression, logistic regression	Shared decision-making, professional development, shared information, shared rewards, principal support, shared mission (efficacy, years experience, gender, age, race/ethnicity, waste of time)	influence over classroom, feedback, motivating potential Teacher retention (cooperative learning, use of educational technology, traditional practice use, portfolio assessment, groupwork)	Correlations: too many to list Logistic regression, teacher attrition, no interactions, odds ratios: Influence in classroom: 0.5 Others: none reported and/or explicitly stated
Herrera (2010) Dissertation	1999-2000	Correlations, logistic regression	Culture, order, discipline, resources, focus, input, intellectual stimulation (%minority, school level)	(School met requirements)	Correlations: too many to list Logistic regression, school met requirements on principal perceptions, odds ratio: Resources: 1.105 Focus: 1.112 Culture: 1.090 Logistic regression, school met requirements on teacher perceptions, odds ratio: Resources: 0.777 Culture: 0.786
Herriot (2012) Masters thesis	1999-2000	OLS regression, logistic regression, correlation	Goals for school, self-efficacy (salary, gender, race, age, %minority, urbanicity, school level, enrollment, education, years teaching experience, years leadership experience, years in current position, prior positions, aspiring principals program participation, union)	Supportive principal, principal knows kind of school wanted, principal enforces rules, principal discusses instructional practice Principal lets staff know expectations, staff recognized, cooperative effort among staff, rules	Correlations: too many to list Others: none listed

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Hines (2006) Dissertation	1999-2000	Correlations, OLS regression, structural equation modeling	Perception of principal influence, perception of school progress, perception of professional development (urbanicity, age, salary, education, sex, race, school improvement plan)	consistently enforced, necessary materials available, level of misbehavior does not interfere, generally satisfied Principal decisions to build capacity	Correlations: School progress and decision-making activity: 0.113 School progress and professional development activity: 0.077 School progress and professional development perception: 0.191 School progress and influences: 0.146 Decision-making activity and professional development activity: 0.203 Decision-making activity and professional development perception: 0.299 Decision-making activity and influences: 0.193 Professional development perception and professional development activity: 0.406 Professional development perception and influences: 0.237 Professional development activity and influences: 0.271 Structural equation modeling: Principal influence to professional development importance, all locations: 0.342 Principal influence to decision-making activity, urban sample: 0.178

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Hunt (2003) Dissertation	1993-1994	Correlations, ANOVA, OLS regression	Communication, trust, communication, trust, collegiality (school level, urbanicity, %minority, %free/reduced lunch, %teacher minority, specialty, salary, teacher ethnicity, marital status, no. of children, age, years experience, education, new teacher)	Teacher perceptions of curricular control, teacher perceptions of instructional control	OLS regression: none reported and/or explicitly stated Correlations: too many to list ANOVA: none reported and/or explicitly stated OLS regression, curricular control, standardized coefficients: Trust: 0.122 Collegiality: 0.246 OLS regression, instructional control, Standardized coefficients: Communication: -0.09 Trust: 0.191 Collegiality: 0.191
Ingersoll (1993) Conference paper	1987-1988	OLS regression	Teacher control of instruction, teacher control of tracking, teacher control of discipline (school type, urbanicity, %minority, %poverty, starting salary, %junior faculty, %masters degree)	Conflict between staff and students, disunity among faculty, disunity between faculty and administrators	None reported and/or explicitly stated
Ingersoll (1996) Peer-reviewed paper	1987-1988	OLS regression	Teachers classroom autonomy, faculty policy influence (school type, enrollment, urbanicity, %minority, %poverty, %beginning faculty, %graduate degree)	Conflict between staff and students in high schools, conflict among faculty in high schools, conflict between faculty and principals in high schools	None reported and/or explicitly stated
Ingersoll (1997) Statistical	1990-1991	Hierarchical linear modeling	Mentor program, teacher autonomy, faculty influence, cont. education support, effective assistance (gender,	Teacher commitment	None reported and/or explicitly stated

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analysis report			education, years experience, race/ethnicity, %minority, school level, urbanicity, enrollment, school type, district size, %poverty, religious affiliation, professional organization, professional hiring requirements)		
Ingersoll (2003) Book	1987-1988, 1990-1991, 1991-1992 teacher follow-up survey	Hierarchical linear model, multilevel logistic regression	Teacher classroom control, teacher schoolwide control (years experience, education, specialty, gender, minority, school type, enrollment, urbanicity, %poverty, %minority, school level)	Teacher turnover, conflict between staff and students, conflict between teachers, conflict between teachers and principals	None reported and/or explicitly stated
Jackson (2007) Dissertation	1999-2000	OLS regression, logistic regression, multinomial logistic regression	Principal support, teacher collegiality, classroom control, teacher influence, principal influence, principal perception of teacher influence (gender, minority, education, new teachers, specialty, salary, enrollment, %minority, urbanicity, school level)	Teach again, waste of time, commitment, satisfied, teacher retention	Multinomial logistic regression, stayers vs movers, relative risk ratios: Satisfied: 0.58 Multinomial logistic regression, stayers vs leavers, relative risk ratios: Commitment: 1.20 Satisfied: 0.61 Principal influence: 1.23 Multinomial logistic regression, movers vs leavers, relative risk ratios: Commitment: 1.17 Principal influence: 1.31 Others: not reported

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Jackson (2012) Peer-reviewed article	1999-2000, 2000-2001 teacher follow-up survey	Multinomial logistic regressions	Teacher influence, principal influence, school mean teacher influence (gender, minority, education, new teacher, specialty, salary, enrollment, %minority, school level, urbanicity, principal experience, principal minority)	Teacher retention	Multinomial logistic regression, stayers vs movers, relative risk ratios: Teacher influence: 0.85 Multinomial logistic regression, stayers vs leavers, relative risk ratios: Teacher influence: 0.88 Principal influence: 1.19
Jackson and Marriott (2012) Peer-reviewed article	2003-2004	ANOVA, Logit regression	Principal instructional influence, teacher instructional influence, teacher instructional influence school mean (school type, region, school level, urbanicity, enrollment, %minority, %free/reduced lunch)	Teacher satisfaction, principal satisfaction, school performance	None reported and/or explicitly stated
Johnson (2005) Masters thesis	1999-2000	OLS regression	Discipline problems, support, teacher influence, teacher control (physical support, gender, age, years experience, education, infield teaching, salary satisfaction, minority, urbanicity, enrollment, school level, faculty size)	General job satisfaction	None reported and/or explicitly stated
Kang (2010) Dissertation	1999-2000, 2000-2001 teacher follow-up survey	Multinomial logistic regression	Mentoring, induction activities (full-time status, age, gender, salary, certification, race, specialty, education, urbanicity,	Teacher turnover	Too many to list

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Kang and Berliner (2012) Peer-reviewed article	1999-2000, 2000-2001 teacher follow-up survey	Multinomial logistic regression	enrollment, school level, school type, religious affiliation) Induction activities (full-time status, age, gender, salary, certification, race, specialty, education, urbanicity, enrollment, school level, school type, religious affiliation)	Teacher turnover	Logistic regression, stayers vs movers, relative risk ratios: Seminars: 0.67 Extra classroom help: 0.57
Keefe (2008) Dissertation	1999-2000	OLS regression	Teacher influence, principal influence (school board influence, district influence, policy measures, %poverty, %minority, %female faculty, %masters degrees, years experience, school level, urbanicity, years operational, school type)	Perceptions of workplace, teacher commitment, career satisfaction, efficacy, job satisfaction, cohesive relationship, cohesive community among teachers	Too many to list
Keiser and Shen (2000) Peer-reviewed	1993-1994	<i>t</i> -tests		Differences between principals' and teachers' perceptions of empowerment	<i>t</i> -tests, η^2 : Evaluating teachers: 0.20 Hiring new full-time teachers: 0.14 Deciding how the budget will be spent: 0.17 Establishing curriculum: 0.06 Determining the content of the in-service programs: 0.11 Setting discipline policy: 0.10 None reported and/or explicitly stated
Kelly (2010) Peer-reviewed	2003-2004	Logistic regression, <i>t</i> -test	(Schools serving predominantly black populations)	Faculty support for discipline, reports of problem behaviors, goals,	

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Kendall (2011) Masters thesis	2007-2008	Correlations, logistic regression	(Years began teaching, gender, specialty)	time use of classroom activities Opportunities for leadership, attitudes about teaching, intentions to transfer, would be a teacher again, leave for better pay, intent to stay	Correlations: too many to list Logistic regression: none reported and/or explicitly stated
Kim and Liu (2005) Peer-reviewed article	1999-2000	Multinomial logistic regression	Induction, teacher support, teacher duties, mentoring	Intent to stay (first-year teacher, novice teacher, veteran teacher)	Too many to list
Kim (2011) Masters thesis	1999-2000	OLS regression	Instructional leadership, organizational leadership (title I status, student-teacher ratio, years experience, gender, race)	Teacher attitudes	None reported and/or explicitly stated
Kirkhus (2011) Dissertation	2003-2004	Correlations, OLS regression	Principal leadership activities, teacher empowerment, facilitating collaborative school structures (% free/reduced lunch, % minority, gender, years experience, enrollment)	Teachers' sense of community, satisfaction with teaching, teacher perception of the impact of state and district standards	Too many to list
Krommendyk (2007) Dissertation	1999-2000	Discriminant function analysis, MANOVA	(School type)	Teacher collegiality, principal supportive leadership, teacher-principal relationship, teacher satisfaction, student behavior problems reported by teachers, student behavior	None reported and/or explicitly stated

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Leslie (2009) Dissertation	2003-2004	Hierarchical linear modeling	Teachers' perceptions of influence, teachers' perceptions of school culture, teachers' perceptions of career and working conditions, teachers' perceptions of administrative leadership (years experience, years at school, years teaching, prior experience, aspiring principals program, education, grade level, years experience, gender, certification, enrollment, % free/reduced lunch)	problems reported by principals, teacher power to control decisions Teacher satisfaction	None reported and/or explicitly stated
Liu (2007) Peer-reviewed article	1999-2000, 2000-2001 teacher follow-up survey	Hierarchical generalized linear model	Teacher influence over school policy	Teacher career status	Hierarchical generalized linear model, teacher attrition, odds ratio: Teacher influence over school policy: 0.63
Marks and Nance (2007) Peer-reviewed article	1999-2000	Hierarchical linear modeling	Teacher influence (state influence, school board influence, district influence, school council influence, parent influence, school location, urbanicity, school level, gender, state control)	Principal influence on curriculum and instruction, principal influence on supervision	Too many to list

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Marschall <i>et al.</i> (2012) Peer-reviewed article	2003-2004	OLS regression	(%LEP, student demographics, %title I, teacher demographics, principal demographics, school type, enrollment, school level)	Programs for parents	None reported and/or explicitly stated
McBride (2012) Dissertation	2007-2008, 2008-2009 teacher follow-up survey	Logistic regression	Mentoring	New teacher employment status in year two, new teacher employment status in year three	Logistic regression, new teacher employment status in year two, odds ratio: Mentor: 2.092 Supportive administration: 2.239 Induction program: 1.421 Ongoing guidance: 0.678 Seminars: 1.378 Extra assistance: 1.274 Common planning: 0.864 Reduced schedule: 0.882 Logistic regression, new teacher employment status in year three, odds ratio: Mentor: 2.421 Supportive administration: 1.766 Induction program: 2.042 Ongoing guidance: 0.690 Seminars: 0.663 Extra assistance: 1.364 Common planning: 0.878 Reduced schedule: 1.057
Mello (2008) Masters thesis	1999-2000	Probit	Types of professional development, support for professional development, principal professional development behaviors,	Teacher morale, career choice confidence, planned retention	None reported and/or explicitly stated

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Michaelowski (2005) Dissertation	1999-2000	Structural equation modeling	cooperation among staff, teacher influence in school policy, teacher control in classroom policy, school safety (gender, race, infield teaching, salary, education, school level, years experience, %minority, %free lunch enrollment urbanicity)	Teacher authority over school discipline (neighborhood disadvantage, %minority, student poverty, enrollment, student-teacher ratio, parent involvement, school security measures, violence prevention programs, urbanicity)	Student violent behavior, student misconduct	Too many to list
Miller (2004) Dissertation	1993-1994	Hierarchical linear modeling	Organic structures (gender, race/ethnicity, years experience, education, school level, urbanicity, %free lunch, %minority, %minority faculty, enrollment, instructional arrangements, specialty, SES, student ability group, student engagement, educational expectation)	(Age, race, years experience, education, gender, school	Organic management measures, school average for organic measures, student growth in achievement, school average student achievement growth	None reported and/or explicitly stated
Moon (2012) Dissertation	2007-2008	χ^2 , correlations, OLS regression	(Age, race, years experience, education, gender, school	Professional development, professional development priorities, administrative	Correlations: too many to list χ^2 and OLS regression: none reported and/or explicitly stated	

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Mordan (2012) Dissertation	2007-2008, 2008-2009 teacher follow-up survey	χ^2	level, urbanicity, %free/reduced lunch) Teacher improvement, mentor assigned, mentor's main job, mentor subject area same, mentor grade level same, frequency of mentoring, frequency of mentor observation	support, teacher self-efficacy, teacher collective efficacy, annual yearly progress (AYP) Teacher retention, career decisions	Too many to list
Ni (2012) Peer-reviewed article	2003-2004	Confirmatory factor analysis, hierarchical linear modeling	(Gender, age, beginning teacher, race, education, certification, salary, union, %minority, \$free/reduced lunch, %IEP, %LEP, student-teacher ratio, enrollment, school type, charter type)	Principal leadership and support, sense of community and collegiality, teacher influence on school policy, teacher control in classroom, professional development (workload, adequacy of instructional supplies)	Too many to list
Pagerey (2006) Dissertation	1999-2000	Structural equation modeling, principal components analysis, OLS regression	Teacher induction support, working conditions, school decision making	Intention to remain in teaching	Too many to list
Parise (2011) Dissertation	1993-1994, 1999-2000, 2003-2004, 2007-2008	Logit regression, OLS regression, correlations	(Specialty, %free/reduced lunch, school type, accountability status, strength of proficiency standards, school level,	Professional development participation, professional development quantity, professional development usefulness (policy measures)	Too many to list

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Author and year, literature type	SASS years	Quantitative analytical methods	Independent variables of interest (and others)	Dependent variables of interest (and others)	Effect sizes of interest that are statistically significant at the 0.05-level
Perie and Baker (1997) Statistical analysis report	1993-1994	OLS regression	gender, age, race, enrollment, years experience Workplace conditions, administrative support and leadership, student behavior and school atmosphere, teacher control (teacher compensation, background characteristics)	Job satisfaction	None reported and/or explicitly stated
Phillips <i>et al.</i> (2011) Peer-reviewed article	1999-2000	Hierarchical linear modeling	Consistency, authority, power (stability, specialty, full time teacher, years experience, education, teaches advanced class, certification, %poverty, urbanicity)	Participation in types of professional development	HLM, participation in content-focused professional development, math teachers: More teacher influence in school policy: 0.06 Principals observing and supervising more often: 0.02 Principal at school for 3+ years: 0.04 State uses criterion-referenced assessments: 0.03 HLM, hours in teaching strategies, math teachers: More teacher influence in school policy: 0.035 Principal at school for 3+ years: 0.05 Teachers at school for 3+ years: -0.02 HLM, participation in content-focused professional development, science teachers: Barriers to dismissal of teachers: 0.04 HLM, hours in teaching strategies, science teachers: principal at school for 3+ years: 0.02 Too many to list
Price (2012) Peer-reviewed article	2003-2004	Structural equation modeling	Structural power, exchange frequency, positive emotion, relational cohesion, principal proximal relationship	Teacher commitment, teacher satisfaction, teacher cohesion perception, principal	

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Author and year, literature type	SASS years	Quantitative analytical methods	Independent variables of interest (and others)	Dependent variables of interest (and others)	Effect sizes of interest that are statistically significant at the 0.05-level
Prigden (2004) Dissertation	1993-1994	ANOVA, correlation, χ^2	characteristics (urbanicity, enrollment, school level, gender, race/ethnicity, school type, %free/reduced lunch, %minority, \$LEP, %SPED) (Education, certification, race, gender, urbanicity)	satisfaction, principal cohesion perception, principal commitment Educational leadership, educational administration, school governance, teacher professional development, principal professional development (best practices)	Correlations: School governance of students and teacher professional development: -0.34 School governance and stakeholder influence and principal professional development: 0.86 School governance and stakeholder influence and teacher professional development: 0.67 Teacher professional development and school governance: 0.75 Others: none listed
Rainey (2007) Dissertation	1999-2000	OLS regression, logistic regression	Principal influence, principal facilitating student learning (years teaching, years principalship, aspiring principals program, enrollment, urbanicity)	Principal instructional leadership, principal empowerment, school met performance goals	Logistic regression, schools' academic achievement, odds ratios: Curriculum establishment: 0.856 Evaluation of curriculum and instruction development: 0.929 Student learning facilitating: 0.917 Logistic regression, schools' academic achievement, elementary principals only, odds ratios: Curriculum establishment: 0.820 Logistic regression, schools' academic achievement, secondary principals only, odds ratios: Student learning facilitating: 0.974 Other: none reported and/or explicitly stated

(continued)

Author and year, literature type	SASS years	Quantitative analytical methods	Independent variables of interest (and others)	Dependent variables of interest (and others)	Effect sizes of interest that are statistically significant at the 0.05-level
Reid (2007) Dissertation	1999-2000, 2000-2001 teacher follow-up survey	ANOVA, multinomial logistic regression	Intent to remain in teaching, principal leadership, student discipline, required professional development activities (age, assignment, qualifications, years experience, urbanicity, %minority, %LEP, %free/reduced lunch, specialty, teaching qualifications)	Teacher professional development goals, teacher professional development needs met	Logistic regression, content vs student discipline professional development goals, odds ratios: Until I am eligible for retirement: 1.20 Definitely plan to leave teaching as soon as I can: 1.78 Logistic regression, content vs teaching students with special needs professional development goals, odds ratios: Principal leadership: 1.12 Logistic regression, content vs technology in instruction professional development goals, odds ratios: Until I am eligible for retirement: 1.18 Until something better comes along: 1.28 Definitely plan to leave teaching as soon as I can: 1.34
Riehl and Sipple (1996) Peer-reviewed article	1987-1988	OLS regression	Teacher attitudes, administrative support, buffers, teaching help, school influence, autonomy, order (gender, race, married, children, education, years experience, enrollment %poverty, %minority, school level, task environment)	Teacher professional commitment, teacher organizational commitment, teacher effort	Too many to list
Rosen (2007) Dissertation	1999-2000	Logistic regression, correlations, OLS regression	Teacher influence (race, gender, %LEP, %free/reduced lunch, school type)	School level performance, teacher influence	Too many to list
Ryans (2009) Dissertation	2003-2004	χ^2	Professional development activities, principal's perceptions of autonomy	Job satisfaction	None reported and/or explicitly stated

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Meta-narrative review

Author and year, literature type	SASS years	Quantitative analytical methods	Independent variables of interest (and others)	Dependent variables of interest (and others)	Effect sizes of interest that are statistically significant at the 0.05-level
Scian (1993) Conference paper	1987-1988	Logistic regression	(aspiring principals program, school performance standards) Perceived School leadership/culture, perceived autonomy and discretion, perceived social climate/student behavior (salary, class size, school level, specialty, school type, education, infield teaching, married, age, race, gender)	Work commitment, career choice commitment, planned retention	None reported and/or explicitly stated
Sentovich (2004) Dissertation	1999-2000	Exploratory factor analysis, confirmatory factor analysis, hierarchical linear modeling	Administrative support, major student problems, professional development, autonomy, student aggression, satisfaction, collegiality (school type, parental support, tardy, compensation/credentials, curriculum, school type)	Teacher satisfaction	None reported and/or explicitly stated
Shen <i>et al.</i> (2012) Peer-reviewed article	2003-2004	Hierarchical linear modeling	School influence, classroom control, staff collegiality, working conditions, administrative communication, administrative support, positive student behavior (school level, years experience, gender, education, certification, enrollment,	Teacher satisfaction	HLM, teacher satisfaction, effect sizes: School influence: 0.08 Classroom control: 0.11 Positive student behavior: 0.16 Administrative support: 0.26 Staff collegiality: 0.43 Career and working conditions: 0.57

(continued)

Author and year, literature type	SASS years	Quantitative analytical methods	Independent variables of interest (and others)	Dependent variables of interest (and others)	Effect sizes of interest that are statistically significant at the 0.05-level
Shen and Ma (2006) Peer-reviewed article	1987-1988, 1999-2000	Hierarchical linear modeling, correlation	%free/reduced lunch, parental support, years principal, years at school, prior experience, aspiring principals program) (School level, location)	Teacher influence on curricular and instructional practices	Correlations, teacher influences: Selecting textbooks and other instructional materials and establishing curriculum: 0.75 Selecting textbooks and other instructional materials and determining the content of in-service professional activities: 0.27 Selecting content, topics, and skills to be taught and establishing curriculum: 0.80 Selecting content, topics, and skills to be taught and selecting textbooks and other instructional materials: 0.82 Selecting teaching techniques and establishing curriculum: 0.43 Selecting teaching techniques and selecting textbooks and other instructional materials: 0.42 Selecting teaching techniques and selecting content, topics, and skills to be taught: 0.59 Determining the amount of homework to be assigned and selecting content, topics, and skills to be taught: 0.50 Other: none reported and/or explicitly stated Too many to list
Shen and Xia (2012) Peer-reviewed article	1999-2000	Hierarchical linear modeling	(School level)	Principal influence, teacher influence	None reported and/or explicitly stated
Short (2012) Masters thesis	1999-2000	OLS regression	Professional development frequency, professional	Teacher outcomes of professional development	None reported and/or explicitly stated

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Author and year, literature type	SASS years	Quantitative analytical methods	Independent variables of interest (and others)	Dependent variables of interest (and others)	Effect sizes of interest that are statistically significant at the 0.05-level
			development during regular hours, schools provide services for professional development, budget for professional development, professional development rewards (%free/reduced lunch, calendar, title I, school type, state improvement plan, race, ethnicity, gender, age, education, aspiring principals program, prior experience, currently teaching, salary, union)		
Singh and Billingsley (1998) Peer-reviewed article	1987-1988	Correlation, exploratory factor analysis, confirmatory factor analysis, structural equation modeling	Principal leadership and support, peer support, race, gender, education (years experience)	Teacher commitment	Too many to list
Skinner (2008) Dissertation	2003-2004	t-test, logistic regression, principal components analysis	Principal influence (school type, gender, race, new teacher, certification, education, class size, age, %minority, %free/reduced lunch, enrollment, school level, urbanicity, charter school law)	Teacher schoolwide influence, teacher classroom control, teacher satisfaction, collegiality, support from administrators, student behavior, professional development value (parent involvement, salary)	Too many to list

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Author and year, literature type	SASS years	Quantitative analytical methods	Independent variables of interest (and others)	Dependent variables of interest (and others)	Effect sizes of interest that are statistically significant at the 0.05-level
Smith (2007) Peer-reviewed article	1999-2000, 2000-2001 teacher follow-up survey	Hierarchical generalized linear model	State requires induction, induction comprehensiveness, mentorship (certification, school level, urbanicity, % poverty, enrollment, teacher preparation, state funds induction, state requires same subject mentor, state recommends same subject mentor, full time teacher, specialty, school revenue, education, state accountability)	Mentorship, mentor teaches same subject, teacher turnover	HGLM, has first-year mentor, odds ratio: State requires induction: 2.78 HGLM, same subject mentor, odds ratio: State funds induction: 0.47 HGLM, moving vs staying, odds ratio: Number of induction components other than mentorship: 0.842 HGLM, leaving vs staying, odds ratio: Mentorship × state requires same subject mentor: 0.66 Level of administrative support: 0.91
Smith and Ingersoll (2004) Peer-reviewed article	1999-2000, 2000-2001 teacher follow-up survey	Multinomial logistic regression	Same subject mentor, other subject mentor, seminars, collaboration time, teacher network, supportive communication (full-time teacher, age, specialty, gender, race, salary, school type, urbanicity, school level, %poverty, enrollment, extra resources provided)	Teacher retention	Logistic regression, beginning teacher attrition, relative risk ratio: Collaboration time: 0.598
Smith and Rowley (2005) Peer-reviewed article	1999-2000, 2000-2001 teacher follow-up survey	Hierarchical linear modeling, hierarchical generalized linear modeling	Teacher school policy influence, teacher classroom control, teacher influence ratio, school disciplinary climate, administrative support, professional development participation, collaborative atmosphere	Professional development participation, teacher turnover	None reported and/or explicitly stated

(continued)

Author and year, literature type	SASS years	Quantitative analytical methods	Independent variables of interest (and others)	Dependent variables of interest (and others)	Effect sizes of interest that are statistically significant at the 0.05-level
Song (2006) Dissertation	1999-2000	Hierarchical linear modeling, confirmatory factor analysis, correlations	(age, gender, race, years experience, salary, specialty, certification, education, full-time teacher, school type, enrollment, %poverty, urbanicity) Professional learning community, supportive leadership, collective autonomy, individual autonomy, planning time, principal learning, teachers' responsibility for PD (student-teacher ratio, school level, enrollment, urbanicity, %minority, time support, money support, performance indicator, accountability, district enrollment, %free/reduced lunch, gender, years experience, specialty)	Teachers' opportunities to learn	None reported and/or explicitly stated
Sparks (2012) Dissertation	1993-1994, 1999-2000, 2003-2004, 2007-2008	Correlation, hierarchical linear modeling	Perception of leadership quality (years experience, novice teacher, school level, tested specialty, gender, race, enrollment, %minority, %free/reduced lunch)	Teacher autonomy (AYP status, title I status, state failed AYP sanctions)	HLM, Teacher autonomy, full sample, effect size: Perception of leadership quality: 0.26 Average school perception of leader: 0.19 HLM, teacher autonomy, state failed AYP sanctions, effect size: Perception of leadership quality: 0.27 Average school perception of leader: 0.22 HLM, teacher autonomy, no state failed AYP sanctions, effect size:

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Author and year, literature type	SASS years	Quantitative analytical methods	Independent variables of interest (and others)	Dependent variables of interest (and others)	Effect sizes of interest that are statistically significant at the 0.05-level
Stockard and Lehman (2004) Peer-reviewed article	1993-1994, 1994-1995 teacher follow-up survey	Structural equation modeling, correlations, discriminant analysis	Student threats, orderly school, social support, effective principal, teacher influence, teacher control, interruptions for discipline, mentoring (gender, race/ethnicity, education, experience, in-service activities, are, school level, class size, %low achievers, %socioeconomic status, infield teaching, salary, urbanicity, location, undergraduate GPA, field experience, preferred grade assignment, specialty, has own room, hours of assistance, sufficient supplies)	Teacher satisfaction, teacher retention	Perception of leadership quality: 0.21 Average school perception of leader: 0.13 Too many to list
Swimpson (2008) Dissertation	1999-2000	Discriminant analysis, cluster analysis, ANOVA	Planning together, peer observations, mentoring and coaching, regularly scheduled collaboration, administrative support, professional development support, cooperative effort, networking (title I, gender, race/ethnicity, methodology, standards, contact hours, teaming,	Professional development activities	None reported and/or explicitly stated

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Author and year, literature type	SASS years	Quantitative analytical methods	Independent variables of interest (and others)	Dependent variables of interest (and others)	Effect sizes of interest that are statistically significant at the 0.05-level
Talbert (2009) Dissertation	1999-2000	χ^2 , logistic regression	parental support, individual and collaborative research) Professional development, data utilization, hiring of school teachers, met standards (gender, age, education, ethnicity)	School performance, principal hiring influence, use performance reports, professional development	None reported and/or explicitly stated
Tickle (2008) Dissertation	2003-2004	Confirmatory factor analysis, structural equation modeling, correlation	Perceived student behavior, perceived administrative support (experience, salary satisfaction)	Teachers' intent to stay, teachers' job satisfaction	Too many to list
Tickle <i>et al.</i> (2011) Peer-reviewed article	2003-2004	Structural equation modeling, correlation	Administrative support, student behavior (experience, salary satisfaction)	Teachers' intent to stay, teachers' job satisfaction	Too many to list
Urick (2012) Dissertation	1999-2000, 2001-2002 teacher follow-up survey	Latent class analysis, multinomial logistic regression	(Urbanicity, enrollment, school level, %free/reduced lunch, %minority, student-teacher ratio, school met goals, gender, race, ethnicity, education) (School size)	Transactional leadership, transformational leadership, instructional leadership, teacher retention	Too many to list
VanderJagt <i>et al.</i> (2001) Peer-reviewed article	1993-1994	ANOVA		School violence, deviant behavior, disrespect for teachers, low motivation (truancy, detrimental family background, lack of preparation for learning)	Too many to list
Ware and Kitsantas (2007)	1999-2000	Exploratory factor analysis, OLS regression, correlation	Teacher efficacy to enlist administrative direction, teacher collective efficacy,	Teacher commitment	Correlations: Teacher efficacy to enlist administrative direction and commitment to teaching: 0.37

(continued)

Author and year, literature type	SASS years	Quantitative analytical methods	Independent variables of interest (and others)	Dependent variables of interest (and others)	Effect sizes of interest that are statistically significant at the 0.05-level
Peer-reviewed article			teacher efficacy for classroom management		Teacher efficacy to enlist administrative direction and teacher collective efficacy: -0.42 Teacher efficacy to enlist administrative direction and teacher efficacy for classroom management: -0.21 Teacher collective efficacy and commitment to teaching: -0.29 Teacher collective efficacy and teacher efficacy for classroom management 0.31 Teacher efficacy for classroom management and commitment to teaching: -0.24 OLS regression, commitment to teacher, standardized coefficients: Teacher efficacy to enlist administrative direction: 0.286 Teacher collective efficacy: -0.126 Teacher efficacy for classroom management: -0.138
Ware and Kitsantas (2011) Peer-reviewed article	1999-2000	Hierarchical linear modeling, correlation	Teacher efficacy to enlist administrator support, teacher collective efficacy, principal efficacy	Teacher commitment	Correlations, principal influence: Curriculum/standards influence and policy/spending influence: 0.42 Curriculum/standards influence and professional development: 0.14 Curriculum/standards influence and principal engagement: 0.12 Policy/spending influence and professional development: 0.22 Policy/spending influence and principal engagement: 0.15 Professional development and principal

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Author and year, literature type	SASS years	Quantitative analytical methods	Independent variables of interest (and others)	Dependent variables of interest (and others)	Effect sizes of interest that are statistically significant at the 0.05-level
Washington (2011) Dissertation	1990-1991, 1993-1994, 1999-2000, 2003-2004	ANOVA, discriminant analysis, logistic regression	(Year, location, %free/reduced lunch, %minority, school level)	Parent involvement in decision areas, mechanisms for parent involvement	engagement: 0.18 HLM: none listed Too many to list
Weathers (2006) Dissertation	1999-2000	Hierarchical linear modeling	Teacher classroom control, teacher influence on social policies, planning time, collaboration participation, mentoring, PD in-depth study, PD perceived useful, research participation, perception of management, PD autonomy, leadership style and practices (race, education, gender, urbanicity, school level, years at school, standards guide practice, %poverty, %minority, faculty size, mean measures, accountability pressure, teaching structure)	Teacher community	Too many to list
Weathers (2011) Peer-reviewed article	1999-2000	Hierarchical linear modeling	Teacher classroom control, teacher influence on social policies, planning time, collaboration participation, mentoring, PD in-depth study, PD perceived useful, research participation, perception of management, PD autonomy, leadership style and practices	Teacher community	Too many to list

(continued)

Author and year, literature type	SASS years	Quantitative analytical methods	Independent variables of interest (and others)	Dependent variables of interest (and others)	Effect sizes of interest that are statistically significant at the 0.05-level
Wei (2012) Dissertation	2007-2008	Multilevel structural equation modeling, confirmatory factor analysis	(race, education, gender, urbanicity, school level, years at school, standards guide practice, %poverty, % minority, faculty size, mean measures, accountability pressure, teaching structure) Perceived collaboration, perceived school support, classroom autonomy, teacher participation in decision making, principal control, professional development (teacher content competency, enrollment, %minority, years experience, gender, education (School level, urbanicity, %free/reduced lunch)	Teacher motivation	Too many to list
Weil (2011) Dissertation	2007-2008	ANOVA, correlations	School leadership, autonomy/ discretion, social climate/ student behavior (gender, family income, race, age, marital status, infield teacher, education, school type, specialty, school level, class size, salary, perceptions of class size, perceptions of salary)	Professional development	Correlations: too many to list ANOVA: none reported and/or explicitly stated
Weiss (1999) Peer-reviewed article	1987-1988, 1993-1994	Logistic regression, exploratory factor analysis	Influence on school policy, control of classroom practices (age, tenure, gender,	Teacher morale, teacher commitment, teacher planned retention	None reported and/or explicitly stated
Wells (1993) Dissertation	1987-1988	Structural equation modeling		Commitment to teaching	Too many to list

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Author and year, literature type	SASS years	Quantitative analytical methods	Independent variables of interest (and others)	Dependent variables of interest (and others)	Effect sizes of interest that are statistically significant at the 0.05-level
Williams (1993) Dissertation	1987-1988, 1988-1989 teacher follow-up survey	Structural equation modeling, correlations	education, assignment, salary satisfaction) Administrative climate, professional development potential (teaching assignment, education, years experience, salary, resources, student-teacher ratio, certification, specialty, school level)	Job satisfaction	Too many to list
Williams (2012) Dissertation	2007-2008	χ^2	Induction/mentoring, administrative support, professional development (year began teaching) (School level)	Job satisfaction, teacher retention	None reported and/or explicitly stated
Xie (2008) Dissertation	2003-2004	Discriminant analysis, correlation, canonical correlation analysis	(School level)	Teacher leadership, school climate	Too many to list
Xie and Shen (2013) Peer-reviewed article	2003-2004	Discriminant function analysis	(School level)	Teacher leadership	Too many to list
Zhang (2006) Dissertation	1999-2000, 2000-2001 teacher follow-up survey	Structural equation modeling, exploratory factor analysis	School climate (school poverty)	Professional growth, teacher job satisfaction, teacher retention (perception of compensation)	Too many to list
Zommers (2009) Dissertation	2003-2004	ANOVA, <i>t</i> -test	Teacher influence, teacher satisfaction, teacher vs principal perceptions (school type, teacher absenteeism)	School climate	None reported and/or explicitly stated

Notes: This table details the SASS administrations, quantitative analytical methods, independent variables, dependent variables, and effective sizes of interest (i.e.: relating to one of the four emergent instructional leadership themes) of all 109 studies reviewed for this paper