Teachers we studied spoke intently about how their principals related to them personally and professionally. They wanted administrators to be present, positive, and actively engaged in the instructional life of the school. Often, the principals failed to meet these teachers’ expectations. Most were said to succeed in some things but fall short in others.
The stakes are high. Every day, we wager
the future of this country on our
teachers. We are daily entrusting the
dreams of our young people to those who
teach them. Whether those dreams are
delayed, denied, or fulfilled is ours to
decide.
...Their accounts make it clear that the support they seek isn’t just a matter of wanting their jobs to be easier – it’s a matter of making their jobs doable, and giving them a chance to experience the success with their students that is teaching’s primary reward.

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...New teachers will benefit when their principals recognize that the enthusiasm and fresh ideas they bring will benefit everyone. Their energy, their commitment can be a real shot in the arm for a grade level team or an entire school. We can all use that.
As the principal plans how to best support beginning teachers, she must also contemplate how to develop an effective three-way relationship that includes the principal, the new teacher, and the new teacher’s mentor.
Given the career options and lack of long-term commitment to teaching that characterize the next generation of teachers, schools and districts that hope to hold on to new teachers will have to pay close attention to what these teachers say they want: support.
New teachers listed several attributes and behaviors of principals and other school administrators that made a difference to their introduction to teaching. The first was accessibility. Teachers gave high marks to principals who made it easy for them to ask questions and discuss problems, and those that provided them with assistance, guidance, and solutions...
Principals' support for mentoring and induction programs – particularly those related to collegial support – also appears to play a prominent role in the beginning teachers' decisions to quit or remain on the job.
Researchers have found strong links between organizational conditions and employee motivation, commitment, and turnover. High turnover undermines these conditions, diminishing the sense of community - which is a hallmark of strong schools... - and leading to a decline in student achievement.