Supporting and Fostering the Development of

Alternatively Certified Teachers:

Creating a Collaborative Community

by

Deborah Preach

A Dissertation Presented in Partial Fulfillment
of the Requirements for the Degree
Doctor of Education

Approved March 2013 by the
Graduate Supervisory Committee:

Ray R. Buss, Chair
Joshua Barnett
Karen Gasket

ARIZONA STATE UNIVERSITY

May 2013

ABSTRACT

First-year alternatively certified teachers face significant challenges as they attempt to address the complexities of classroom teaching, particularly when they are assigned to teach in urban school settings. As the number of alternatively certified teachers continues to increase, it is important to provide them with professional development opportunities that address the challenges that they encounter in their first year of teaching. This action research study was conducted to examine a professional development model designed to support the development of a small group of first-year alternatively certified teachers in the Mary Lou Fulton Teachers College (MLFTC) at Arizona State University. As first-year teachers within the Induction, Masters, and Certification (InMAC) program, their professional learning needs were unique. They had an immediate need to effectively acquire knowledge and apply it in their teaching practice as they concurrently completed coursework to obtain their master's degree and certification while serving as the teacher of record.

This study provided the opportunity for five first-year alternatively certified teachers to participate in a project that provided professional development to meet their specific needs. This two-pronged professional development model included two components: (a) a mentoring component provided by a recently retired master teacher, and (b) a learning community that included opportunities for observation, collaboration, and reflection with National Board Certified teachers. This study was designed to improve teaching practices and increase teaching self-efficacy among the first-year alternatively certified teacher participants.

i

Results from the mixed-method study provided evidence that the model benefited the participants by improving their teaching practices and increasing their teaching self-efficacy. In the discussion, the importance of non-evaluative feedback provided by the mentors was emphasized. Further, highly developed interpersonal relationships, effective communication processes, and helpful collaborative procedures were useful in understanding how alternatively certified teachers benefited from mentor feedback and guidance. Finally, implications for future practice and further research were offered.

DEDICATION

A doctoral degree was never on my "bucket list," but when the opportunity presented itself I accepted the challenge with the goal of becoming a leader and change agent in my community and profession. I could not have achieved this milestone in my life without the support of many important people. This dedication is my opportunity to express my heartfelt gratitude.

First and foremost, to my husband, Randy… Thank you for loving me through it all. Thank you for sacrificing *our* time, as well as a clean house, so that I could accomplish this goal. You're the meaning in my life…

Ashley and RJ… I am so blessed to have such incredible children. You have been my constant cheerleaders throughout this journey. Thank you for believing in me, and pushing me through to the end.

Mama and Daddy… Words cannot express my gratitude. Thank you for reading to me as a child and instilling a love of learning at an early age. Thank you for showing me the importance of, and providing me with educational opportunities. Thank you for your faith in me, and for being the first to put this crazy idea in my head! Most importantly, thank you for your constant love.

My dear sweet Paul… You were always an inspiration to me.

Mom and Dad… Thank you for all of your love and encouragement. Thank you for spending extra time with Randy when I was "knee-deep" in this study.

My family and friends, too many to name individually… Thank you for your patience, love and understanding throughout these past three years. Thank you for listening and putting up with me.

I would like to conclude with the thought that life is not just about "bucket lists" with things to check off. It's about looking forward to each new day and anticipating the coming attractions. I look forward to all of the coming attractions that life has to offer, most especially, time with those I love. Mahalo!

ACKNOWLEDGMENTS

Finally, I would like to acknowledge and thank the incredible individuals in my cohort who walked with me throughout this journey. We made it! Thank you to my learning scholar community for your feedback and comments on my work.

Pam, you were my rock. I couldn't have done it without you.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

Chapter 1

INTRODUCTION AND PURPOSE OF THE STUDY

It takes years to learn how to teach well,

and even then one never learns once and for all.

Teaching is not like driving a car or adding a column of figures….

Like any craft, one learns teaching by practicing it

and by finding models, other teachers

whose practice one admires and can study.

~Herbert R. Kohl

The first few years of beginning teachers' careers are pivotal, and are often burdened with emotional, physical, and mental challenges. Conflicts and struggles that confront novice teachers have been studied and documented by leading researchers for decades (Boyd, Grossman, Lankford, Loeb, & Wyckoff, 2009; Cochran-Smith, 2006; Cochran-Smith & Zeichner, 2005; Darling-Hammond, 2010; Ingersoll, 2001; Kardos & Johnson, 2007; Kauffman, Johnson, Kardos, Liu, & Peske, 2002; Loeb, Kalogrides, & Betteille, 2011; Lortie, 1975; Veenman, 1984; Zeichner, 2003).

Many contributing factors play a role in beginning teachers' experiences including levels of teaching preparation, administrative support, resource availability, monetary compensation, class size, parental support, and collaborative opportunities. Insufficient levels of these identified factors result in the creation of obstacles with which new teachers are faced. Consequently beginning teachers teeter precariously between survival and exiting the profession altogether. Attrition rates continue to be an area of concern with reports indicating as many as one-third leave the profession within the first

1

three years (Alliance for Excellent Education, 2004; Boyd et al., 2009; Ingersoll, 2002; National Commission on Teaching and America's Future, 2007).

Urban schools in major cities have been plagued with high faculty turnover rates averaging over 20%, with some studies showing annual attrition rates as high as 50% (Darling-Hammond, 2010; Ingersoll, 2001). These percentages are substantially higher than suburban and rural schools and districts, and have resulted in persistent shortages of qualified teachers for urban schools. These staggering statistics have created another phenomenon—the increased recruitment of alternatively certified teachers in urban areas (Ingersoll, 2001; Kardos & Johnson, 2007; National Commission on Teaching and America's Future, 2007; Stotko, Ingram, & Beaty-O'Ferrall, 2007).

Alternative certification programs have been developed across the nation in an effort to respond to teacher shortages, especially in the urban areas of large cities (Wilson, Floden, & Ferrini-Mundy, 2001; Zeichner & Schulte, 2001). Non-profit programs like Teach For America (TFA) and Teaching Fellows (TF) are two of the most widely known alternative certification programs. TFA recruits graduates of elite colleges to fill teaching positions in urban and rural low-socioeconomic contexts. TF, another selective program, places mid-career and recent college graduates in high-needs schools throughout the nation. Such programs have exhibited limitations while attempting to cope with the exceptional needs of urban schools. For example, studies have shown teacher preparation to be a significant contributing factor linked to turnover rates, which are substantial for alternative certification programs (Darling-Hammond, 2010).

Controversy and ongoing debate continue to surround alternatively certified teachers and the programs that provide their training (Kanstroom & Finn, 1999; Darling-

Hammond, Chung, & Frelow, 2002; Darling-Hammond, Holzman, Gatlin, & Veilig, 2005; Laczko-Kerr & Berliner, 2002). In spite of the controversy, the growth in the alternatively certified teacher population is substantial. The numbers increased from 6,000 in 1998 to 60,000 in 2005 nationwide, increasing at a rate of approximately 20% per year (Feistritzer, 2007). More recently, the rate of growth has increased even more precipitously; it nearly tripled between 2001 and 2006 (National Center for Alternative Certification, 2008). Approximately one-third of all newly hired teachers since 2005 have entered the profession through an alternative program (Feistritzer, 2011).

Alternatively certified teachers typically enter the classroom with an undergraduate degree in a field outside of education and without any formal teacher preparation. For instance, in Arizona, teachers seeking an alternative route to certification can apply for an intern certificate after passing a content-specific proficiency test and enrolling in a state-approved teacher preparation program. In addition to the challenges facing traditionally trained teachers, alternatively certified teachers have the added burden of simultaneously completing coursework while serving as teachers of record in their own classrooms.

Education advocates, practitioners, and policymakers have strong positions regarding the effectiveness of alternative certification programs. Although advocates argue this is a way to meet the demand for teachers (Kanstroom & Finn, 1999), opponents state that alternatively certified teachers are inadequately trained to meet the requirements of the neediest students in our nation's schools (Darling-Hammond, 1997, 2010; Heilig & Jez, 2010; Laczko-Kerr & Berliner, 2002).

3

Typically, alternative teacher preparation programs vary widely and there is little research about how this variation affects teaching performance and the students whom these teachers serve (Constantine, Player, Silva, Hallgren, Grider, & Deke, 2009; Hawley, 1992; Kane, Rockoff & Staiger, 2008; Wilson et al., 2001; Zeichner & Shulte, 2001). Proponents of alternative certification programs view them as a means of improving the current supply of teachers by attracting what they consider more academically able candidates than those in traditional certification programs (Kanstroom & Finn, 1999). By comparison, those who oppose alternative certification programs view them as a "harmful dalliance into the lives of low-income students who most need highly trained and highly skilled teachers" (Heilig & Jez, 2010, p. 1).

Substantial challenges including isolation and feelings of being inadequately prepared for the situations they are likely to encounter in their classrooms confront all first-year teachers, but they are especially troublesome for alternatively prepared teachers. One challenge faced by many teachers being prepared in urban teacher education programs is the lack of access to exemplary educators (Berry, Montgomery & Snyder, 2008). Observing how experienced educators deal with lesson delivery, classroom management, transitions from one topic to another, and so on can be crucial to developing strong teaching skills among alternatively prepared teachers. This issue of being able to observe exemplary educators is exacerbated by the relative isolation in which teachers often conduct their practice. Schlichte, Yessel, and Merbler (2005) assert that many first-year teachers feel isolated within their environment. Ingersoll and Kralik (2004, p. 2) echo this argument when they avow, "The work of teachers is largely done in isolation from colleagues…they are often left on their own to succeed or fail." Isolation

is a criticism of many alternative education programs, as well as many first-year teaching experiences.

Collegial isolation and lack of collaborative opportunities have been shown to lead to burnout (Kilgore & Griffin, 1998; Miller, Brownell, & Smith, 1999; Rosenberg, O'Shea, & O'Shea, 1998). Carroll (2010, p. 120) cogently argues there is a "need to develop collaborative learning teams of veterans and beginners" to combat these feelings of isolation. Further, networking and collaboration strategies have been shown to contribute to first-year teachers' successes by combating isolation (DuFour & Eaker, 1998; Conderman & Stephens, 2000; Joyce & Showers, 1996). These and other results have shown educators can successfully implement a variety of mentoring or coaching support systems to sustain new teachers (Shockley, Gulielmino, & Watlington, 2006).

Frequently, first-year novice teachers feel unprepared to fulfill their various teaching responsibilities. This perception of preparedness has been linked to teachers' sense of self-efficacy (Darling-Hammond et al, 2002). Novice teachers need to develop skills and a sense of efficacy based on their initial teaching experiences. Bandura (1997) affirms that novice teachers benefit from the opportunity to observe others to master the skills necessary to be successful in their practice. According to research by Lin and Gardner (2006), the development of teacher skills is best attained through context-based exposure, in conjunction with opportunities to observe, reflect, interpret, and implement the practices learned.

All beginning teachers, regardless of training, find themselves in vulnerable positions as they enter the profession. They are often left to fend for themselves with little or no support. Based on data it has collected, the National Education Association

(NEA, 2011) reports lack of support as the number one problem for new teachers. Moreover, isolation and the overwhelming scope of the job are additional factors that contribute to new teacher vulnerability and high turnover rates among beginning teachers (Duke, Karson, & Wheeler, 2006; Rogers & Babinski, 2002). Because of the increased numbers of alternatively certified teachers entering the profession who are working in some of our most challenging school settings, it is imperative that we provide them with the support they need to not only survive, but to thrive in the profession.

Educational Context

In Arizona, the Department of Education redefined the intern certificate to meet the NCLB requirements of providing a mandated alternative path to certification in the field of education. The intern certificate allows prospective teachers to teach with an intern certificate while simultaneously completing coursework for certification. As of November 3, 2010, 882 teachers held K – 12 intern certificates in Arizona, according to the Arizona Department of Education.

The Mary Lou Fulton Teachers College (MLFTC) at Arizona State University responded to teacher shortages within the state by developing the Induction Masters with Certification (InMAC) program in 2003 to prepare and support alternatively certified teachers assigned to high-need urban and rural districts. The MLFTC InMAC program partners with Teach For America (TFA). Most teachers within the InMAC program have minimal classroom experience and are serving as the teacher of record on an Arizona intern certificate while concurrently completing coursework to obtain their master's degree and certification in the field of education.

Faculty members in the InMAC program at MLFTC have continued to develop it from the time of its inception, with coursework and supervision specifically tailored to meet the unique professional learning needs and challenges of intern certificate teachers. In an ongoing effort to continue its development, the InMAC program faculty members at MLFTC have devised ways "to embed our practices in the changing realities of urban classrooms, reflect and improve upon the support and preparation given to teachers, and review and apply the latest educational research" (Heineke, Carter, Desimone, & Cameron, 2010, p.135).

As a clinical instructor within the InMAC program, the researcher participated in its continual development and improvement. The clinical instructor's role was to support first-year, intern certificate teachers in two contexts—in university coursework and in their classrooms. Working with intern certificate teachers in their coursework as well as their classrooms provided the researcher with the opportunity to see and identify their needs and challenges on an on-going basis.

In addition to the challenges facing any first-year teacher, the first-year InMAC teacher challenges are compounded. With minimal preparation in the summer preceding their first-year of teaching, alternatively certified teachers enter the classroom ill-prepared, compared to their peers who completed a two or four-year teacher preparation program.

Time constraints and the demands of the profession often result in feelings of ineffectiveness and low self-efficacy. Self-efficacy has been linked with educational outcomes, commitment to teaching, and retention in the field of education (Bruce, Esmonde, Ross, Dookie, & Beatty, 2010; Riggs, 1995; Tschannen-Moran, Woolfolk

7

Hoy, & Hoy, 1998; Tschannen-Moran & Woolfolk Hoy, 2001). Like many first-year teachers, InMAC teachers often become overwhelmed with stress, burnout, and isolation, which can result in an early exit from the profession (Schlichte et al, 2005). Because teachers in the InMAC program are alternatively certified, they are faced with the responsibility of being a teacher of record in a classroom, completing university coursework, and fulfilling additional requirements from their schools, districts, and the partnering organizations with which they are associated.

Frequently, first-year InMAC teachers do not have the opportunity to (a) observe other teachers, (b) reflect on their own practice, or (c) make connections between the theory they learn outside of the classroom and what they do inside the classroom, due in part, to the lack of preparation prior to their classroom placements. Without time to expand pedagogical and practical repertoire grounded in theory, first-year teachers often fail to move their practice forward to best meet the needs of students. Instead, many of these teachers tend to rely on the few strategies learned in their brief initial preparation.

Purpose of the Study

First-year teachers in alternative teacher certification programs lack the education and experience to feel competent in their classroom teaching (Darling-Hammond, 1997, 2010; Darling-Hammond et al, 2002; Heilig & Jez, 2010; Laczko-Kerr & Berliner, 2002). Without an undergraduate background in education, they lack the understanding and skills necessary to transfer knowledge learned during training and coursework (Joyce & Showers, 1982), which ultimately affects their teaching efficacy and effectiveness in the classroom (Darling-Hammond et al, 2002).

The purpose of this action research study was to examine the effectiveness of the Connecting Retired Educators with Apprentice Teaching Educators (*CREATE*) project that was provided to a group of alternatively certified teachers in the MLFTC InMAC program who are in their first year of teaching. Selected participants took part in a mentor-mentee partnership by working collaboratively with recently retired master teachers. The study was conducted to examine the influence of mentoring and opportunities that include the observation of master practitioners, self-reflection on their own practice, and collaboration with colleagues have on participants' classroom practices and their teaching self-efficacy.

Research Questions

The following research questions guided this study:

- How, and to what extent do (a) mentoring, and (b) collaboration, observation, and reflection influence the teaching practices of first-year InMAC teachers?

- How, and to what extent do (a) mentoring, and (b) collaboration, observation, and reflection influence teaching self-efficacy among first-year InMAC teachers?

Definition of Terms

Several key terms are used consistently throughout this document. To provide clarity and a common understanding, the following definitions have been provided.

Alternative certification program. Alternative certification programs are programs in which certification is provided to teachers with undergraduate degrees in fields other than education through abbreviated training and/or on-the-job work experience as a teacher of record in a classroom (Mahatha, 2005).

Alternatively certified teacher. Alternatively certified teachers are those who are participating in or who have completed work in an alternative teacher preparation program to obtain a teaching certificate.

Traditional certification program. A traditional teacher certification program is one in which individuals earn a bachelor's degree in education, and complete student teaching with a master/mentor teacher.

Intern certificate. In Arizona, alternatively certified teachers are issued an intern certificate as the single path to certification. The teachers must pass a content-specific proficiency test, receive fingerprint clearance, and enroll in a state-approved teacher preparation program such as the Mary Lou Fulton Teachers College Induction Masters with Certification (InMAC) program (Heineke, Carter, Desimone, & Cameron, 2010).

Collaboration. Collaboration is defined as the interaction between professionals who are voluntarily engaged and moving toward a common goal through shared decision-making and consultation (Friend & Cook, 1992).

Master teacher. For the purpose of this study a master teacher is one possessing expertise, high student achievement, experience with action research, and one who utilizes innovative classroom practices. The master teachers in this study have been identified as master teachers by their districts, and were all traditionally certified. The researcher selected the teachers based upon their willingness to participate in this project.

Mentor. An individual with teaching experience assigned to work with a novice teacher to enhance the novice's teaching practice. For this study, recently retired master teachers served as the mentors to first-year, alternatively certified teachers.

10

National Board Certified Teacher.   National Board Certification provides an advanced teaching credential to teachers who complete a rigorous assessment program. The certification is valid for ten years. National Board Certified Teacher training focuses on five core propositions: (a) teachers are committed to students and their learning; (b) teachers know the subjects they teach and how to teach those subjects to students; (c) teachers are responsible for managing and monitoring student learning; (d) teachers think systematically about their practice and learn from experience; and (e) teachers are members of learning communities (National Board for Professional Teaching Standards, 2012).

Novice teacher. A novice teacher is a first-year alternatively certified teacher of record teaching full time in his/her own classroom.

Reflection. Reflection is the process of examining and thinking critically about one's teaching practice with a willingness to be open to adaptation and change of that practice.

Teacher (teaching) efficacy. For the present study, this term is defined as a "teacher's judgment of his or her capabilities to bring about desired outcomes of student engagement and learning" following the work of Tschannen-Moran et al. (1998, p. 783).

Organization of the Dissertation

The following chapters included in this dissertation provide a detailed description and analysis of an action research project that was developed to support first-year, alternatively certified teachers within the InMAC program of the Mary Lou Fulton Teachers College. The novice teacher participants involved in the project were all first-year teachers of record in urban classrooms within the Phoenix metropolitan area. The

11

chapters are arranged in the following manner. In Chapter 2, the literature that framed

and supported the study is reviewed and summarized. In Chapter 3, the researcher

provides an explicit explanation of the methodology, including the context, participants,

and the quantitative and qualitative methods used in the study. In Chapter 4, the

researcher provides information about the analysis of the data and the results obtained

from the analysis. Chapter 5 presents assertions made from the data collected and

analyzed. In the final chapter lessons learned from the study and implications for

practice and for additional research are presented.

Chapter 2

THEORETICAL PERSPECTIVES AND RESEARCH GUIDING THE PROJECT

Coming together is a beginning,

Staying together is progress,

and working together is success.

~Henry Ford

The theoretical perspectives and other research guiding the project are presented in this chapter in four sections. In the first section, information is provided about the overarching theoretical frameworks around which the study was developed. The second section focuses on additional research and perspectives that informed the work. Previous cycles of action research are discussed in the third section, and in the final section of the chapter, implications for the action research project are presented.

Theoretical Perspectives

Three overarching perspectives provided the theoretical framework for this action research project. The theoretical perspectives include Bandura's social cognitive theory (Bandura, 1977, 1986, 1997), Vygotsky's social development theory (1978), and Lave and Wenger's (1991) situated learning theory.

Social cognitive theory. According to social cognitive theory learning is acquired as a result of interrelations among a person's behavior, environment, and personal internal cognitive processes (Bandura, 1997; see Figure 1).
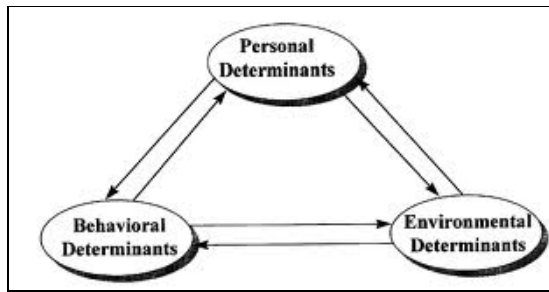
Figure 1: Theoretical Model of Triadic Reciprocal Determinism (Bandura, 1997, p. 6)

Bandura (1977, 1986, 1997) asserts people learn through the observation of attitudes, behaviors, and reactions of others. "Most human behavior is learned observationally through modeling: from observing others one forms an idea of how new behaviors are performed, and on later occasions this coded information serves as a guide for action" (1977, p. 22). This theory expands beyond the behavioral framework to include cognitive learning facets including attention, memory, and motivation. "Reciprocal determinism," according to Bandura (1977), refers to the world and a person's behavior in a reciprocal relation in comparison to behaviorist beliefs that one's environment determines one's behavior. The interactions in these relations are not sequential, simultaneous, or equal, but are dependent on the individual, the specific activity, or circumstance (Bandura, 1986). This theory guided and informed the observational component of this study. Providing the first-year teachers with the opportunity to observe experienced teachers allows them to learn from the modeled behaviors and may help them to apply the observed behaviors to their own contexts.

Social development theory. Vygotsky's (1978) social development theory is complementary to the work of Bandura and is based upon the principle that cognitive development is attained through the collaboration and social interaction between an active individual and an active social environment (Berk & Winsler, 1995). There are

three main components in the theory. First, according to Vygotsky, social learning precedes development. The second component in Vygotsky's theory is the More Knowledgeable Other (MKO), which refers to persons possessing higher ability levels, or more expertise, than the learner. Importantly, the MKO shares the knowledge and expertise with a less knowledgeable learner through social interactions, which foster cognitive and other kinds of growth in the learner. The Zone of Proximal Development (ZPD) is the third component. ZPD is considered to be the distance between what learners can learn individually and what they are capable of learning with collaborative support, for instance, from a MKO (Vygotsky, 1978). Vygotsky's theory promotes opportunities for learners to participate actively in the construction of meaning through social interaction and reciprocal experiences.

Situated learning theory. Lave's situated learning theory is related to the work of Vygotsky and Bandura. This theory supports the belief that learning takes place within an authentic context through social interaction and collaboration. Wenger's "communities of practice" and learning communities were developed based on this theory. Wenger (1998) defines communities of practice as "groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly" (p. 1). Becoming a teacher means becoming a member of a community by knowing and understanding the theory, knowledge, and beliefs that influence actions, and knowing how and when to utilize resources to modify practices (Lave & Wenger, 1991). Colleagues have the opportunity to become members of communities of practice as they actively observe, collaborate, and negotiate meaning.

Review of Supporting Scholarship

Teaching efficacy. Efficacy is embedded within the framework of social cognitive theory. Self-efficacy is defined by Bandura (1997) as "beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments" (p. 3). It is a judgment about one's capacity to complete a task within a specific domain, and differs from self-esteem in that it is specific to a certain task, and not a value judgment, and includes the following four sources of information: (1) physiological and emotional states; (2) vicarious experiences; (3) social persuasion; and (4) mastery experiences.

Teaching self-efficacy has been defined as a "teacher's judgment of his or her capabilities to bring about desired outcomes of student engagement and learning, even among those students who may be difficult or unmotivated" (Tschannen-Moran et al., 1998, p. 783). Efficacy beliefs are formed during the early stages of teachers' careers, stabilizing and becoming resistant to change over time (Woolfolk Hoy & Hoy, 2009). Teacher resilience, persistence, and effort have been linked with higher efficacy levels (Riggs, 1995; Tschannen-Moran et al., 1998). Theoretical and empirical studies have been conducted for the past several decades with various studies linking teaching self-efficacy beliefs to positive educational outcomes and indicators of teaching success (Allinder, 1994; Riggs, 1995; Tschannen-Moran et al., 1998).

Frequently, novice teachers feel unprepared to fulfill their many teaching responsibilities. This perception of preparedness has been linked to teachers' sense of self-efficacy (Darling-Hammond, Chung, & Frelow, 2002). Efficacy has been identified as being one of the common predictors of teacher success, regardless of the type of

preparation the teacher receives. Studies have shown that the level of self-efficacy of those prepared in alternative programs was significantly lower than for those prepared in traditional programs (Darling-Hammond et al., 2002). Novice teachers need to develop skills through their first teaching experiences to foster efficacy. According to research by Lin and Gardner (2006), the development of teacher skills is best attained through context-based exposure, in conjunction with opportunities to observe, reflect, interpret, and implement the practices learned.

Professional development and teacher effectiveness. Professional development (PD) can be defined as experiences in education that include "processes and activities designed to enhance the professional knowledge, skills, and attitudes of educators so that they in turn, improve the learning of students" (Guskey, 2000, p. 16). Researchers are in agreement that PD through one-time workshops is an ineffective means of support for teachers, and in most cases this kind of PD is not transferred to the classroom (Joyce & Showers, 1995; Lieberman & Miller, 2001). Moreover, alternative teacher preparation programs often do not provide sufficient opportunities for teachers to connect knowledge gained in university coursework with the practical aspects of teaching (Santagata, 2010). Additional support for this assertion is found in the work of Speck and Knipe (2005) who suggest, "Opportunities for learning, observation, practice, feedback, coaching, and reflection on practice need to be integrated parts of a teacher's work" (p. 53).

Cognitive apprenticeship in educational practice. Good teachers are described as "improvisational and intuitive" according to Ayers (1986, p. 17). Experts move beyond the more inflexible, novice stage and become fluid, flexible, and intuitive with

their instruction, through a deep understanding of content and teaching theory, which they develop through reflective practice (Berliner, 1988; Shulman, 1986).

Apprenticeship is a social learning method that focuses on facilitating the development of novices so they can become experts in a field, traditionally being associated with learning in trades or crafts. In recent years, use of the idea of cognitive apprenticeship has gained respect and popularity in the educational world (Dennen, 2004). Scaffolding, modeling, mentoring, and coaching all "promote learning that occurs through social interactions involving negotiation of content, understanding, and learner needs, and all three generally are considered forms of cognitive apprenticeship" (Dennen, 2004, p. 813).

Legitimate peripheral participation and situated learning are key components of cognitive apprenticeships (Lave & Wenger, 1991). Situated learning theory suggests that learners initially learn at the periphery of a community, and as they develop competency, they move from peripheral involvement to being more fully involved at the center of the learning community. Studies of apprenticeships have provided evidence that supports the need for variety in competency and expertise among members, with novices interacting with others who exhibit various levels of experience through observation, discussion, and practice (Wenger, 1998). Lave and Wenger (1991) view learning as a dynamic, two-way social process, not as an individual process. According to Wenger (1998) learning "is the vehicle for the evolution of practices" (p. 13), and for the "development and transformation of identities" (p. 13).

Mentoring. Many recent educational reform efforts include mentoring as a component to support the development of novice teachers (Darling-Hammond, 2010).

18

Numerous models of mentoring programs have been created as a means of providing guidance to beginning teachers through the expertise of seasoned, veteran teachers. Experienced teachers possess an extensive repertoire of strategies that can help shape beginning teachers' practices through collaborative opportunities.

The National Foundation for the Improvement of Education (1999) reports that mentoring is an effective way to help novice teachers improve their practice through the development of instructional strategies, content knowledge and dispositional skills. The role of mentors is described by Danielson (2007) as "serving as a friendly critic or just a patient listener, (therefore) the mentor can assist the novice in identifying those areas of teaching that will benefit most from focused attention" (p. 175).

Mentoring is one crucial component of the Beginning Educator Support Team program, which was developed and piloted in the 1990s by Arizona State University in an effort to support beginning educators. The program, directed by Sharon Kortman, has grown substantially over the past 15 years. The name changed to Building Educator Support Teams (BEST) to reflect the comprehensive nature of the model, which now includes support and accountability from induction through leadership. All components within the BEST model are research-based, aligned to professional development and teaching standards, and emphasize teacher quality and student achievement (Kortman & Honaker, 2010). The BEST model was adapted and used as a framework to guide the practices of the mentors throughout this action research project.

BEST includes strategies and resources for effective mentoring and coaching. With respect to mentoring, the BEST model includes reflective questioning to promote collaborative dialogue, journaling and record-keeping strategies, classroom data-

collection techniques, and observation techniques. It also provides information and resources pertaining to the priority needs of novice teachers and the phases of first-year teaching. Because the role of the mentor in this project was a non-evaluative one, the emphasis of the training focused on reflective and collaborative dialogue.

Social collaboration and reflective practice. Collaborative models of professional development engage teachers in reviewing instruction, problem solving, and critically reflecting upon their practice. Through this process teachers develop a shared language or discourse within the community. Collaboration is critical for first-year teachers, especially those participating in alternatively certified teacher preparation programs. During this time, first-year alternative certification teachers are learning through experience as their learning is embedded within their work (Lave & Wenger, 1991). As a result, new teachers often feel isolated, and teacher collaboration has proven to have a substantial influence on instructional and reflective processes (DuFour & Eaker, 1998). Results from a study by Joyce and Showers (1996) clearly showed the formation of small collaborative groups of educators who discussed instructional strategies had positive affects on student outcomes. These outcomes could be attributed to placing the information in the "context of the social practices for the communities that give it cultural life" (Lave & Wenger, 1991, p. 3).

The preparation of reflective practitioners who have the ability to critically analyze their instruction has been a long-standing theme in teacher preparation (Camburn, 2010; Feiman-Nemser, 1990; Stoddart & Floden, 1995). Reflective practice and the ability to analyze experiences is one of the key components of Berliner's teaching expertise sequence (1986). Through social, collaborative experiences with fellow

20

teachers or instructional experts, novice teachers are able to engage in active reflection of their teaching which can result in the modification of current strategies or the adoption of new instructional practices (Camburn, 2010).

TAP. The System for Teacher and Student Advancement (TAP) is a school reform model that focuses on increasing teacher and principal quality by providing opportunities for career advancement, ongoing professional development, accountability assessments, and performance-based compensation. TAP was founded in 1999 by Lowell Milken in an effort to improve teacher recruitment, retention, practices, and performance. Due to TAP's growth, demand, and results, Milken established the National Institute for Excellence in Teaching (NIET) to manage and support TAP nationally. Teacher Incentive Funds (TIF) grants have made it possible for the TAP framework to be expanded throughout the nation (NIET, 2011). One such grant provided the opportunity for the MLFTC to integrate it into the teacher preparation program. The complete TAP rubric includes nineteen indicators of effective instruction. MLFTC piloted a rubric for teacher education that included six of the nineteen indicators. The six indicators include: (a) standards and objectives, (b) presenting instructional content, (c) activities and materials, (d) academic feedback, (e) instructional plans, and (f) managing student behavior. The selected indicators are those that teachers can be expected to exhibit during the beginning stages of development (Dailey, Watts, Charner, & White, 2013). The InMAC program uses an evaluation instrument that includes nine indicators of the TAP rubric. Using this rubric, clinical supervisors assess the performances of InMAC teachers. In follow-up debriefings, InMAC teachers and clinical supervisors discuss the strengths and weaknesses of the teaching that was observed and determine

next steps for modification(s) of performance(s) in an indicator area(s). This process

provides InMAC teachers with opportunities for reflection on practice, establishment of

new performance goals with respect to the indicators, modification of teaching processes,

and constant growth in teaching skills.

Previous Cycles of Action Research

The Connecting Retired Educators with Apprentice Teaching Educators *CREATE*

model has two critical components. See Figure 2. The first piece of the model includes
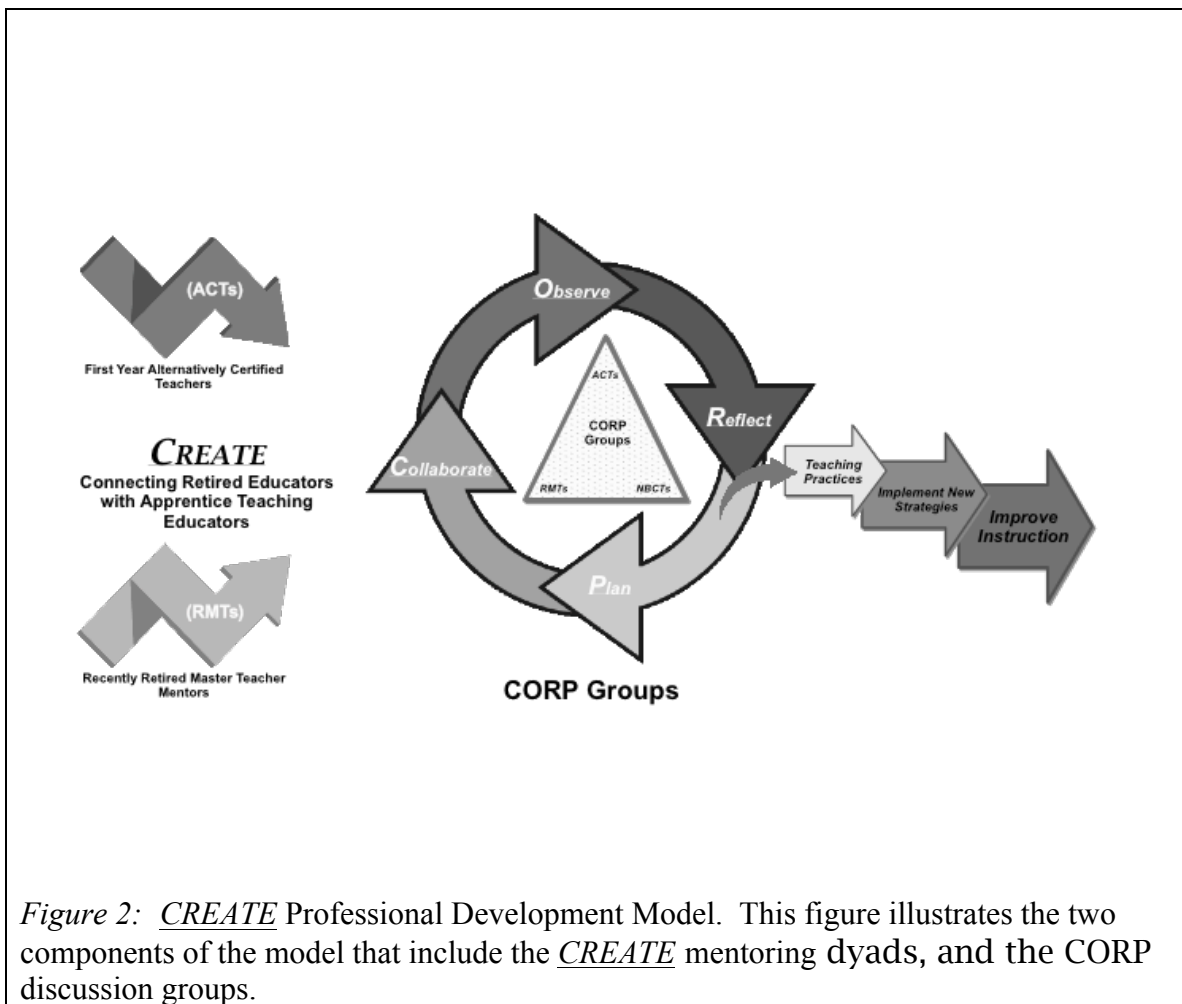
Figure 2: CREATE Professional Development Model. This figure illustrates the two
components of the model that include the *CREATE* mentoring dyads, and the CORP
discussion groups.

the dyadic mentoring relationship between retired teacher mentors (RTM) and first-year alternatively certified teachers (ACT). The second piece of the model includes Collaboration, Observation, Reflection, and Planning (CORP) group opportunities for the first-year alternatively certified teachers. The design for the *CREATE* research project was influenced by two previously conducted action research cycles. The first cycle of research occurred during spring 2011, and the second cycle was conducted during fall 2011 and spring 2012.

During the spring of 2011, in the first cycle of research, the researcher sought to learn more about the needs of the first-year alternatively certified teachers within the InMAC program. From the total population (n = 142) of all first-year teachers within the InMAC program, a smaller convenience sample (n = 18) was selected based on their willingness to participate in a needs assessment survey. The eighteen, first-year alternatively certified teachers chosen to participate in the survey were all members of the same cohort within the MLFTC InMAC program. Sixteen females and two males were included in the survey sample. Their participation in the study was voluntary. From this cohort, five teachers, four females and one male, were selected based on their grade level placements in elementary settings to participate in a small learning community.

The five, first-year teachers met face-to-face with a practicing teacher, who was an alternatively certified teacher graduate from the InMAC program. Her district identified her as a master teacher. At the end of the initial meeting with the master teacher, the first-year teachers were provided with a video of her teaching a guided reading lesson. After viewing the video, the group met via Skype to discuss the lesson with the master teacher. Several of the first-year teachers reported that they were able to

implement strategies in their classrooms that improved their current practice as a result of observing the demonstration lesson and after participating in the discussion. The following statements support this claim. For example, one participant commented,

> After observing the guided reading lesson I tried several of the strategies in my own classroom. I was amazed at the success that I had, and would like to be able to implement more in the future. I now feel more confident in my guided reading instruction, and it is nice to know that I have a resource if I have further questions about implementation (Intern teacher #5, Year 1, April 12, 2011).

Another first-year teacher responded,

> I don't have the opportunity to watch other teachers actually teaching. Being able to watch a lesson in action was so helpful. I also liked the study group discussion that we participated in [*sic*]. This experience allowed me to ask questions and clarify [the process] before I actually implemented it. My other professional development experiences have not allowed for opportunities like this (Intern teacher #4, Year 1, April 11, 2011).

Collaboration was another benefit of the teacher study group according to the interview responses, as noted in the following quote.

> The learning community experience was a positive and beneficial one that I am glad that I was able to participate in [*sic*]. The collaboration with teachers in similar grade levels provided insight into my instruction. Working with a master teacher who was also alternatively certified was empowering. I enjoyed watching the video of her guided reading lesson. I was able to use some of her strategies immediately in my own classroom (Intern teacher #4, Year 1, April 11, 2011).

24

Four of the five teachers implemented a strategy that they observed in the guided reading lesson into their own classroom. The fifth teacher planned to incorporate new strategies into her instruction in the future.

> My school does not have a system like this in place. I do not have a mentor teacher and I have not been able to observe another teacher. Being able to watch a lesson is the most beneficial thing I have experienced thus far as a first-year teacher. Watching the guided reading lesson gave me an idea of what my lessons should look like… My guided reading looked very different the day after we watched the video and discussed it. I have loved doing guided reading ever since (Intern teacher #2, Year 1, April 11, 2011).

Results and findings from surveys, interviews, and field notes collected throughout the first cycle supported the value of social interaction and observation experiences in contributing to the incorporation of new successful strategies into instruction by first-year teachers. Key words and phrases from the first-year teacher participant interviews were used to construct the Wordle visual in Figure 3. Wordles are on-line tools used to generate "word clouds" from the text that is provided. The words in the images created are sized according to their frequency in the text provided. Based upon Figure 3, it is evident that the key concepts identified as needs by the first-year teachers were: observe, collaborate, knowledge, and experience. The next level of key concepts included: management, reflection, veterans, and mentors. Other concepts not showing as prominently in the Wordle were items such as resources, strategies, stress, planning, isolation, feedback, and advice.

25

Figure 3: Wordle Visual Representation of Needs Assessment Data

During the second year, the research focused on the development of mentoring relationships between first-year teachers and recently retired master teachers. Prior to the beginning of the second cycle of research in the fall of 2011, the researcher recruited and selected five recently retired master teachers to serve as non-evaluative mentors for the first-year teachers in this second cycle of action research. The researcher conducted introductory informational meetings in the spring and summer of 2011 to explain the program to potential mentors. Final selections were made by the researcher based upon specific criteria including (a) a commitment to students and learning; (b) proficiency as an educator, effective teaching techniques and leadership skills; (c) ability to build trusting relationships and work effectively in a one-to-one basis; and (d) a positive attitude towards self and teaching as a profession. The mentor selections were

completed, and training was developed and facilitated by the researcher. Prior to the study, the researcher met with Sharon Kortman, the director of the BEST program described earlier in this chapter, to gain approval for the adaptation and use of the BEST mentoring program. The BEST model provided the framework for the one-day mentor training that included protocol use and requirements specific to the action research study. The intent of the training was to provide the recently retired master teachers with an understanding of the skills necessary for their new role, and to support them in their transition from teacher to mentor.

A new sample of first-year teachers participated in the project during this second cycle. Five first-year teachers in elementary placements within the same district were selected from the larger cohort of teachers within the InMAC program including two from kindergarten, one from third grade, and two from fifth grade. The sample size of first-year teacher participants was limited to five in order to maintain one-on-one relationships with the five trained mentors. Each of the five selected recently retired master teachers was assigned to a first-year alternatively certified teacher for the pilot study. Prior to beginning the pilot study the researcher met with principals for each of the first-year teachers to obtain permission to participate in the project.

All participants were provided with the requirements and protocol for the project prior to beginning the project. Each of the five mentor-mentee dyads met in August, 2011 in an introductory meeting to establish relationships. Ongoing communication, which was to occur at least one time per week throughout the pilot study, was expected. In addition to this ongoing communication, each dyad had the opportunity to observe and reflect on a lesson taught by a practicing master teacher on a quarterly basis. Each dyad

met with the observed teacher to discuss the lesson the same day, focusing the discussion on specific indicators of the TAP rubric. Based upon these discussions and critical reflection of their own instruction, the first-year teachers identified areas for which they could incorporate observed strategies to improve their practice.

Data were collected throughout the pilot study (second cycle) through monthly surveys, reflective journals, and interviews of both mentees and mentors. The following statements support the claim that first-year teachers benefited from this experience and were able to apply some of the observed strategies in their own practice. One first-year teacher affirmed,

> I learned of new strategies and how I can adjust them to fit with my class.   Her lessons were engaging and moved at a comfortable pace. I have already taught my class a term the master teacher had in place. Instead of saying, 'criss-cross applesauce, hands in lap, eyes forward' I can just say 'SLANT' and the students know all the components and how it should look. This saves me a lot of time rather than constantly reminding students (Intern teacher #2, Year 2, November 9, 2011).

Another first-year teacher responded,

> As a result of the observation, I invested in a few more tools such as a pocket chart and student notebooks that will help me create activity logs and enrichment activities to provide [to] my students. I already see what a difference it has made to have more ways available for students to pace [*sic*] their own learning when they finish something early, or in the morning, or during any small chunk of time during the day (Intern teacher #1, Year 2, November 11, 2011).

An additional response showed the implementation of strategies when the participant responded,

> Attention getters and noise levels were one key take away [*sic*] that I have immediately implemented. I utilize this now, in my classroom, and have found it to work much better than the procedure I had used before. I have also strengthened my classroom focus on vocabulary and have brought more focus and attention to my word wall. The observation was an excellent, meaningful experience. I took away many new strategies and felt like I could use the teacher whom I had observed, as a resource in the future (Intern teacher #2, Year 2, November 9, 2011).

Feedback from both the first-year teachers and the mentors focused on the collaborative and mentoring relationship benefits of the pilot study. Responses such as the ones below support this claim. For example, one participant offered,

> My experiences continue to be very positive. In addition to the observation day, I had lunch with my mentor and talked for about two hours about all things teaching [*sic*]. She continues to be very supportive and an inspiration to me. I am very thankful that I signed up for this program (Intern teacher #1, Year 2, November 11, 2011).

Another first-year teacher responded,

> This experience couldn't be better. My mentor has been amazing. She has gone above and beyond (Intern teacher #4, Year 2, November 9, 2011).

A response from a mentor also supported the benefits of the experience when she wrote,

Very positive… I have enjoyed meeting and discussing new strategies that

could work for my mentee. We have talked about successes and

difficulties that they [*sic*] have faced (Mentor #4, Year 2, November 8, 2011).

Conclusion/Implications

Evidence from the research literature in addition to the information from previous

rounds of action research suggest that first-year alternatively certified teachers within the

InMAC program at Mary Lou Fulton Teachers College are confronted with similar

challenges that face other alternatively certified teachers who are working in some of the

most challenging school contexts across the nation. These challenges include lack of

collaborative opportunities, lack of support or access to exemplary educators and

instruction, and minimal preparation prior to entering classrooms as the teachers of

record. In addition, InMAC ACT are concurrently completing graduate coursework to

obtain their masters degree.

The research literature and previous cycles of research also suggest that first-year

alternatively certified teachers benefit from mentoring relationships and opportunities to

observe and collaborate with other experienced professionals. Framed in the social

cognitive, social development, and situated learning theories, the research analyzed the

affects of mentoring, observation, collaboration, and reflection on first-year teachers'

performance and efficacy. The final cycle of this action research project was conducted

to examine the influence of the *CREATE* professional development model. Through the

implementation of this model the researcher investigated the following research

questions:

- How, and to what extent do (a) mentoring, and (b) collaboration, observation, and

  reflection influence the teaching practices of first-year InMAC teachers?

- How, and to what extent do (a) mentoring, and (b) collaboration, observation, and

  reflection influence teaching self-efficacy among first-year InMAC teachers?

Chapter 3

METHOD

Without change there is no innovation,

creativity, or incentive for improvement.

Those who initiate change will

have a better opportunity to manage

the change that is inevitable.

~William Pollard

The purpose of this action research study was to examine the influence of additional support for first-year intern certificate teachers within the Mary Lou Fulton Teachers College (MLFTC) InMAC program. Recall, InMAC program participants are those who have minimal classroom experience, and are serving as the teacher of record on an Arizona intern certificate while concurrently completing coursework to obtain their master's degree and certification. In addition to the many challenges confronting any first-year teacher, the first-year alternatively certified teacher faces additional challenges, including lacking the education and experience necessary to feel effective and confident in their practice.

Action research is a systematic approach to problem solving that involves deep inquiry into a workplace context in which the researcher is embedded (Stringer, 2007). This approach allowed the researcher to be actively engaged in the local context with the intent to "provide knowledge that will 'make a difference'" (Stringer, p. 193). As previously described in Chapter 2, The Connecting Retired Educators with Apprentice Teaching Educators *CREATE* professional development model has two critical

components. The first component of the model includes a dyadic mentoring relationship between retired teacher mentors (RTM) and first-year alternatively certified teachers (ACT). The second piece of the model includes the CORP group collaboration, observation, reflection, and planning opportunities for first-year ACT.

A description of the method for this project is provided in the following section. It includes the settings and participants, action plan, instruments and data collection procedures, intervention, procedure, and data analysis procedures that were utilized during the implementation of a professional development opportunity designed to support first-year ACT. The protocol for this study was based upon the procedures used throughout the 2011-2012 pilot study. The protocol was designed to simultaneously foster more effective teaching skills in beginning teachers and facilitate gathering data that was used to answer the following research questions:

- How, and to what extent do (a) mentoring, and (b) collaboration, observation, and reflection influence the teaching practices of first-year InMAC teachers?

- How, and to what extent do (a) mentoring, and (b) collaboration, observation, and reflection influence teaching self-efficacy among first-year InMAC teachers?

Settings and Participants

The settings for this study included urban elementary schools in metropolitan Phoenix, Arizona, and surrounding cities. The elementary schools in which the participants were placed are characterized by factors that constitute serious challenges not faced in other Arizona schools and districts, such as lower performance on state assessments, high percentages of students on free and reduced lunches, and high

33

proportions of ethnic minority students. Latinos or African-Americans make up to 95%
of the total population of some schools.

Participants for this action research study included first-year ACT, recently retired
teachers who served as mentors, and practicing National Board Certified Teachers
(NBCT). Purposive sampling was used in selecting participants to ensure a commitment
to the study and its goals (Lincoln & Guba, 1985; Stringer, 2007). Participants were
chosen based upon availability, dependability, interest, and willingness to participate
voluntarily. The roles and tasks for each of the participants are outlined in Table 1 and
are described in the following section.

First-year alternatively certified teacher (ACT). Five first-year elementary
teachers were chosen to participate in this study to work with the five trained retired
teacher mentors to provide one-on-one mentor-mentee relationships. The sample size of
first-year teacher participants was limited to five in order to maintain these one-on-one
relationships. The five first-year teachers were selected from the total population of all
first-year ACT (n = 36) enrolled in the InMAC program in elementary classroom
placements in the fall semester of 2012. Several factors greatly influenced the selection
of the five participants. The participants selected were teachers in the researcher's
supervision cohort (n = 12). Of the 12, seven were in similar primary grade level
placements. All seven were provided with the opportunity to participate in the study.
One participant could not participate due to other commitments. The final selections
were based upon the first five to respond.

All five teachers were working as the teacher of record in urban elementary
classrooms in the Phoenix metropolitan area, and concurrently enrolled in graduate

certification coursework in MLFTC. As participants in the study, the ACT were

expected to work collaboratively and follow the established timeline and expectations of

the project protocol. Participants did not receive any incentives for their work in this

study.

In addition to the focal group of five ACT, the larger group of all InMAC first-

year ACT (n = 36) in elementary placements participated in the study as a natural

comparison group by completing the pre- and post-intervention Teachers Sense of

Efficacy Scale (TSES). Most ACT within the InMAC program are Teach For America

(TFA) corps members. The typical TFA ACT is a highly capable, recent graduate of a

well-recognized college or university. Generally, they do not have a bachelor's degree in

education. The five participants selected for this study were all TFA corps members.

Personal descriptions of each of the participants can be found in Appendix C.

Pseudonyms were assigned to each participant for the purposes of this study.

Retired teacher mentors (RTM). In an effort to recruit mentors, the researcher

met with leaders of state and local teaching associations, as well as district human

resource departments in the Phoenix metropolitan area. Through these meetings

approximately thirty names were provided. From this potential list, five were selected to

participate as non-evaluative mentors to the five first-year ACT. Several factors

contributed to the selections. Some of the candidates did not meet the criteria established

by the researcher, including lack of leadership and mentoring experiences. Some of the

recently retired candidates turned down the opportunity to participate in the study for

various reasons including: (a) lack of time to commit to the project; (b) desire for

compensation to participate; (c) frustration with the profession, and (d) philosophy conflicts with certification program.

The five retired teachers selected to participate possessed varied degrees of experience and expertise. All RTMs had prior experience in some sort of mentoring role. One RTM participant had an extensive background in math, whereas three others had strong literacy backgrounds and reading endorsements. Two RTM had K-12 certification, and three had elementary certification, two of whom had early childhood endorsements. One of the mentors was also a National Board Certified teacher. The mentor participants met specific criteria. These criteria included high professional achievement, respect from colleagues, leadership experience, and past collaborative, or mentoring experience, as identified by their previous school and district placements.

The RTM were trained prior to participating in the 2011-2012 pilot study. The one-day RTM training was facilitated by the researcher, and was adapted from the BEST mentoring program. A review of this training was also required prior to the beginning of the research study in July, 2012. RTM were expected to follow the project protocol and utilize effective mentoring practices, in which they had been trained, as they worked to support the ACT. RTM participants were provided with a fifty dollar stipend to cover travel or other costs.

National Board Certified Teacher (NBCT). Eight National Board Certified Teachers volunteered to participate in this study. The eight NBCT were recommended by the Arizona K12 Center, which provides the training for Arizona National Board Certification. In addition to the K12 center, the eight NBCT were also recommended by the districts in which they were currently teaching. They were practicing teachers in

urban elementary schools in the Phoenix metropolitan area. The role of the NBCT was to

allow the five mentor-mentee dyads to observe them teaching a lesson, and to meet

following the observation to discuss the lesson that was observed. They provided an

exemplary model of instruction, and shared their expertise as they dialogued with the

first-year teachers and mentors following the lesson in the CORP group discussions. The

NBCT volunteered to participate in the study without compensation, but were provided

with a modest ten dollar gift card.

National Board Certification is an advanced teaching credential that is valid for

ten years. It involves a rigorous assessment program and focuses on five core

propositions: (a) teachers are committed to students and their learning; (b) teachers know

the subjects they teach and how to teach those subjects to students; (c) teachers are

responsible for managing and monitoring student learning; (d) teachers think

systematically about their practice and learn from experience; and (e) teachers are

members of learning communities (National Board for Professional Teaching Standards,

2012).

Role of the researcher. The role of the researcher in this study was one of

facilitator, in addition to being a clinical instructor for ASU. The researcher's primary

function was to collect data routinely throughout the study including participant

interviews, efficacy surveys, reflection journal entries, monthly surveys, and field notes.

Recall, as previously described in Chapter 1, the researcher was employed as a clinical

instructor in the MLFTC InMAC program, and in that position worked with the first-year

ACT in two contexts--graduate coursework and in their classrooms. In this role, the

researcher informally and formally observed and provided evaluative feedback to an

average of twenty first-year ACT each year, which was determined by the number of placements in the InMAC program.

Formal evaluations were conducted on a quarterly basis, using the System for Teacher and Student Advancement (TAP) rubric as the evaluation tool for these observations. The researcher completed TAP certification training. At least one to two informal visits with each ACT were also conducted on a quarterly basis. Additional visits were conducted on an as-needed basis. As a result of working with the ACT on a regular basis, the researcher developed close professional relationships and had the opportunity to observe and identify their needs and the challenges they encountered.

In addition to gathering data throughout the study, the researcher also served as a coordinator and facilitator for various meetings and training sessions as outlined in Table 1. This included the facilitation of a RTM training session, which was a review of the training that was provided prior to the pilot study in July, 2011. In that initial training, RTM learned to mentor ACT by providing resources and instructional strategies, utilizing reflective questioning to promote collaborative dialogue, listening to the needs of the ACT, and supporting them in a non-evaluative, non-judgmental manner.

After all ACT participants were selected, the researcher met with their principals to obtain permission for their participation in the research study. The researcher also coordinated the first meeting of the year for all participants and assisted in scheduling classroom observations with the NBCT throughout the year.

Table 1

CREATE Participant Roles and Action Tasks

Roles	Tasks
Researcher/ Coordinator	• Create a timeline for the *CREATE* project • Develop protocols for the ACT and RTM • Identify participants for project (ACT, RTM, NBCT) • Facilitate RTM training using BEST program prior to the beginning of the study • Meet with principals to obtain permission for the study • Plan and facilitate initial meetings • Assist in the coordination of NBCT observations • Work collaboratively with ACT, RTM, NBCT, and principals throughout the project • Gather data throughout the study including participant interviews, efficacy surveys, reflection journal entries, monthly surveys, and field notes
Retired Teacher Mentors (RTM)	• Attend RTM training prior to the beginning of the study • Establish safe non-evaluative relationship with the assigned ACT • Utilize the strategies learned in the RTM training for effective mentoring practices • Work collaboratively with ACT, NBCT, and the researcher/coordinator • Follow established timeline and expectations as outlined in the project protocol • Maintain ongoing communication with ACT • Encourage critical reflection by ACT
Alternatively Certified Teachers (ACT)	• Work collaboratively with RTM, NBCT, and researcher/coordinator • Follow established timeline and expectations as outlined in project protocol • Maintain ongoing communication with RTM • Critically reflect and examine teaching practice
National Board Certified Teachers (NBCT)	• Work collaboratively with RTM, ACT, and principal/coordinator in scheduling observation visit times and follow-up debrief discussions with partner teams.

Instruments and Data Collection

The following section provides a detailed description of the instruments that were used in this study along with data collection procedures. This study followed a complementary mixed method research design that included the aggregation and analysis of qualitative and quantitative data. The purpose of the complementary design was to delve further into the phenomenon in an effort to gain a deeper understanding (Greene, 2007).

Both quantitative and qualitative data were collected and analyzed, but due to the small sample size of the intervention group, typical quantitative statistical analysis tests were not conducted. Statistical tests with such small sample sizes would have extremely limited power.

Quantitative measures. Three quantitative instruments were employed in this study. The Tschannen-Moran and Woolfolk Hoy (2001) Teachers Sense of Efficacy Scale (TSES; previously called the OSTES) was used as a pre- and post-intervention survey to gather data to address the second question of the study. A second instrument, a monthly survey, was given to gather data to develop a response to the first research question. The final quantitative instrument was the quarterly InMAC Performance Assessment, which is based on the TAP rubric.

Pre- and post-intervention TSES surveys. The TSES assessment was selected based on its validity and reliability. Tschannen-Moran and Woolfolk Hoy (2001) maintain, "The results of these analyses indicate that the OSTES [now called the TSES] could be considered reasonably valid and reliable" (p. 801). In a series of three studies,

the researchers found the TSES demonstrated strong validity for its three subscales based on factor analyses of the instrument and strong reliabilities.

The long form of the TSES, which contains 24 questions related to characteristics of effective teaching, was employed. Three constructs, which are each assessed using eight items, are included in the instrument: efficacy for student engagement, efficacy for instructional strategies, and efficacy for classroom management.

To illustrate the nature of the instrument, examples of two items are provided. The first is an item that measures efficacy for instructional strategies: "To what extent can you provide an alternative explanation or examples when students are confused?" A second illustrative item assesses efficacy for classroom management: "How much can you do to control disruptive behavior in the classroom?" The complete survey is provided in Appendix A.

Participants indicated their responses on a 9-point scale—(1) *Nothing*, (2), (3) *Very Little*, (4), (5) *Some Influence*, (6), (7) *Quite a Bit*, (8), and (9) *A Great Deal* (see Tschannen-Moran & Woolfolk Hoy, 2001; 2007 for details). As noted above, verbal qualifying descriptors were associated with odd numbered responses on the 9-point response scale. Internal consistency estimates of reliability using Cronbach's α (1951) for the three subscale scores and the total efficacy score ranged from .87 to .94 (Tschannen-Moran & Woolfolk Hoy, 2001). See Table 2. The instrument was used as a pre- and post-intervention assessment in this study, and was administered in paper-pencil form.

In addition to the TSES items, demographic questions were also included. The questions were used to identify gender, grade level placement, teaching organization association, and school context.

The assessment was administered to all first-year InMAC teachers in elementary school placements ($n = 36$) during the first ASU class meetings in August, 2012 and again in December, 2012. Permission was obtained from the instructors teaching the courses prior to administering the assessment. Participants used a unique identifier, known only to them, for the pre-and post-interventions so that data could be coordinated for analysis.

The TSES instrument was also used during the pilot study as a pre-intervention assessment in 2011-2012. The instrument was administered in an online Google form for the pilot study. The sample size for the pilot assessment was 16, and was given to all first-year teachers in the researcher's 2011-2012 assigned cohort. Based upon the pilot study and the final study pre-test, the reliability for each of the constructs, as well as the total TSES score is shown in Table 2. All of the constructs in each of the assessments show high reliability. The total TSES pilot study score was .94, and the final study pre-test assessment also proved to be highly reliable, with an overall reliability of $a = .90$.

Table 2

TSES Internal Reliability for Constructs and Total Score

TSES Construct	Items representing each subscale	TSES Tschannen-Moran & Woolfolk Hoy (2001)	Pilot Study	Final Cycle Pre-Test
Efficacy for Student Engagement	1, 2, 4, 6, 9, 12, 14	.87	.91	.88
Efficacy for Instructional Strategies	7, 10, 11, 17, 18, 20, 22, 23	.91	.95	.91
Efficacy for Classroom Management	3, 5, 8, 13, 15, 16, 19, 21	.90	.97	.91
Total Efficacy Score		.94	.94	.90

Monthly surveys. The five ACT completed a monthly survey that was developed

by the researcher to gather data as the intervention was implemented. The survey

included frequency of contact items, Likert items, and open-ended questions presented in

a textbox format. The frequency of contact items and the Likert items were included in

the quantitative data. On the survey, the initial three items required teachers to report the

frequency of mentor contact. A total of 14 Likert items were included in the survey.

These 14 items were used to assess three constructs including mentor influence (4 items)

perceptions of the NBCT observation (4 items), and views about CORP group discussion

following the NBCT observation (5 items). For example, mentor influence was assessed

by items such as, "My mentor provided helpful resources," and "My mentor provided

instructional strategies." Perceptions about the NBCT observations were gathered using

items such as, "The NBCT observation provided examples of effective instructional

strategies," and "The NBCT observation provided examples of effective procedures and routines." Views about the CORP group discussion following the NBCT observations was assessed by items such as, "The CORP discussion following the NBCT observation encouraged me to consider 'how' I teach," and "The CORP discussion following the NBCT observation encouraged me to consider 'why' I teach the way I do." The complete survey is provided in Appendix B. The monthly survey was administered online, and data was gathered through Survey Monkey. Surveys were made available to the participants on the last day of the month in September, October, and November. During the months of August and October, when there was not a NBCT observation or CORP group discussion, ACT only completed items pertaining to the mentoring construct.

This survey was used in a pilot during the spring semester of 2012. Cronbach's alpha (1951) was calculated to ensure internal reliability within the constructs of the instrument. The results demonstrated acceptable reliability with alpha reliability values of .92, .81, and .96 for the mentor influence, NBCT observation, and CORP group discussion scales, respectively.

A monthly survey was also developed for the mentors. This instrument allowed the researcher to gather data that provided confirmation of ACT monthly survey data. This eight-item survey paralleled the mentee survey, and included three frequency of contact items. Likert and open-ended items that addressed the same three constructs as the mentee survey were also included. See Appendix K. This online survey was also administered via Survey Monkey the last day of the month in September, October, and November.

InMAC Performance Assessment Guide. The Performance Assessment Guide (PAG), which was used for this study, is an InMAC quarterly evaluation instrument that is based on the TAP rubric. See Appendix H. There are nine indicators that were assessed in this instrument: (a) instructional planning, (b) standards and objectives, (c) presenting instructional content, (d) activities and materials, (e) academic feedback, (g) teacher content knowledge, (h) teacher knowledge of students, (i) managing student behavior, and (j) respectful culture. Each indicator was assessed using a 5-point rubric, which provided information about the extent to which the ACT had mastered the TAP indicator.

Qualitative Measures. Qualitative data sources for this study included pre- and post- intervention semi-structured interviews, observations of classroom instruction, and journals. Moreover, open-ended responses to questions on the Monthly Surveys provided additional qualitative data. These data were used to address both research questions, and through triangulation, deeper understandings of the information about the intervention's influence of the first-year ACT were constructed.

Semi-structured interviews. Prior to the beginning of the project, a semi-structured pre-intervention interview was conducted with the five ACT in August, 2012. Interviews provided the researcher with the opportunity to probe and explore participants' responses in an attempt to obtain a deeper understanding of their thoughts and experiences (Gay, Mills, & Airasian, 2009). The interview protocol consisted of seven open-ended questions aligned to the research questions designed for the purpose of obtaining opinions and perspectives of the first-year teachers, and to gain information as to their expectations about being a participant in the *CREATE* project. In an effort to

avoid bias, a colleague conducted the pre-intervention interviews. All interviews were

conducted on the same day, and were approximately 20 minutes in length. The

interviews were audio recorded for transcription and analysis.

The first section of the interview assessed the construct of efficacy through items

such as, "Looking at the TAP indicators, which do you consider to be your areas needing

growth or refinement?" This section of the interview also gathered data pertaining to

mentoring by asking the ACT to share their perceptions through items such as, "What are

you hoping to gain through your work and experiences with a _CREATE_ mentor?" Views

of the CORP group experiences were assessed in the second section of the interview

through questions such as, "What are you hoping to gain through your work and

experiences as a member of the CORP groups?" The complete list of interview questions

is provided in Appendix D.

The last instrument used for data collection was a semi-structured interview

conducted by the researcher at the end of the study between December 7th and December

15tt with the five first-year teacher participants. This interview provided a more in-depth

analysis concerning the constructs addressed throughout the study. The interview

protocol consisted of six open-ended questions asking the first-year ACT about the

mentoring experience through items such as, "How did your experiences with a mentor

support you personally or professionally?" It assessed the CORP group construct through

questions such as, "In what ways has your instructional practice been influenced as a

result of these experiences?" The complete list of interview questions is provided in

Appendix E. As in the pre-intervention interviews, each interview was audio recorded

and transcribed. Audio recording the interviews allowed the researcher to focus on each first-year teacher interviewee and effectively ask probing and follow-up questions.

Observations. According to Gay, Mills, & Airasian (2009), pairing observations and interviews provide the researcher with the opportunity to collect valuable complementary data. For this study the researcher observed each of the mentees twice during the semester, once in September, and once in December. The Performance Assessment Guide for the InMAC program, an instrument based on the TAP rubric, was used for each of the observations. One of the lessons was videotaped. In addition, as part of ongoing clinical instructor professional development, the researcher participated in monthly TAP training workshops in which videotaped lessons were viewed, scored, and discussed with other clinical instructors within the InMAC program. The professional development workshops ensure inter-rater reliability among the clinical instructors. The nine indicators from the TAP rubric that were assessed are (a) instructional planning, (b) standards and objectives, (c) presenting instructional content, (d) activities and materials, (e) academic feedback, (g) teacher content knowledge, (h) teacher knowledge of students, (i) managing student behavior, and (j) respectful culture. Each indicator was assessed using a 5-point rubric, which provided information about the extent to which the ACT has mastered the TAP indicator. Evidence of each of the descriptors was documented in bulleted form below each indicator in the rubric. The TAP instrument, which was used in this study, is provided in Appendix H.

Monthly surveys. As mentioned in the quantitative instrument descriptions, a monthly survey was developed for use in the study. The survey included frequency of contact items, Likert items, and open-ended questions presented in a textbox format. Of

the six open-ended questions in the survey, two assessed mentor support through items such as, "Describe your overall experience with your mentor." Two items focused on the observation experience through questions such as, "How will this experience influence your instructional practice in regard to the TAP indicators that you selected as areas of focus?" The final two open-ended questions pertained to the views of the CORP group collaborative discussions that followed the observations through items such as, "Please describe at least two strategies/ideas/insights from the discussion that benefited you as a teacher." See Appendix B for the open-ended monthly survey items. This online survey was developed and data was gathered through Survey Monkey.

Reflective Journals. Journals were used by the five ACT to record their thoughts and reflections regarding the project. Participants were asked to document contacts with RTM and topics of discussion. They also recorded information regarding the CORP group meetings, including TAP indicators selected for discussion, and strategies and resources acquired from the observations of the NBCT.

In addition, the RTM also recorded their reflections in journals throughout the study. Their entries included documentation of contact dates and topics of discussion, CORP group meeting discussion notes, and strategies and resources provided to the ACT. This information was used to provide complementarity to the ACT data.

Researcher Journal. In an effort to address researcher bias, a journal was used to record reactions and thinking of the researcher throughout the course of the intervention. This journal provided the opportunity for critical reflection regarding each of the events in the intervention, the method, the data, conflicts or concerns that occurred, as well as points of clarification throughout the project (Glaser & Strauss, 1967).

Mentor Focus Group. A post-intervention focus group interview and discussion was conducted with the RTM in December 2012. The purpose of the focus group was to facilitate discussion surrounding the mentors' experiences and perceptions of the study, as well as corroborate data collected from the mentees. The researcher facilitated by initiating topics, but did not provide any responses or viewpoints. Questions were posed and each participant was encouraged to respond. Gay, Mills, & Airasian (2009) note the importance of providing each participant the opportunity to respond throughout focus group discussions. The focus group was audio recorded and transcribed.

Intervention

The intervention that was implemented in this action research study included professional development opportunities to support a small group of first-year elementary teachers. It was conducted in the fall semester of the 2012 school year. This follow-up study replicated the procedures of the pilot study, which was conducted in the second cycle, during the 2011-2012 school year, and was described in Chapter 2. Recall Figure 2. Five first-year ACT were partnered with five RTM for the study. Connecting Retired Educators with Apprentice Teaching Educators (*CREATE*) afforded opportunities for retired master teacher mentors to provide confidential, non-evaluative support and guidance on a regular basis to the first-year teachers in an effort to improve instruction and self-efficacy. The second component of this study involved providing opportunities for the first-year teachers to observe, collaborate, reflect, and plan with NBCT during the two CORP sessions, one each in September and November.

Procedure

The procedure for the study is described in detail in this section. As previously described, RTM were recruited in the spring of 2011 for participation in the 2011-2012 year-long pilot study. The mentors were chosen based on mentoring experience and expertise in the classroom. Also, see the recruitment flyer in Appendix F. The RTM participated in a training session in July, 2011. The training session focused on key aspects of the BEST mentoring program including needs and adjustment phases of the first-year teachers, the mentoring cycle, reflective questioning to promote dialogue, data collection strategies, standards in teaching, and facilitating growth in first-year teachers.

Prior to the initiation of the final cycle of the research project, during the month of July, 2012, the researcher met with the five RTM to review the training that was provided in the 2011-2012 pilot study year. Each RTM was provided with a *Best Mentoring and Coaching Professional Development Guide* (Kortman & Honaker, 2010) to utilize as a resource. It included strategies and resources for effective mentoring that include (a) establishing processes for mentoring, (b) developing methods for professional growth, (c) implementing accountability and support, (d) strengthening teaching practices, (e) influencing teaching performance, and (f) demonstrating professional knowledge and leadership. The RTM also received a _CREATE_ notebook which was developed by the researcher. This notebook contained additional resources and information regarding the program, including expectations and protocols for observations. The protocol is provided in Appendix G. In addition to mentoring strategies and resources, the training also included an overview of the TAP evaluation rubric, which was used to evaluate all ACT in the InMAC program. The nine indicators included in the rubric were used in

discussions between the RTM and ACT throughout the study. They were used as areas of focus during the CORP observations and discussions.

After teacher placements were finalized for the 2012-2013 school year, five first-year teachers were selected to participate in the program. As noted previously, the sample size for the intervention group was limited to five to provide one-on-one relationships with trained and assigned mentors. The researcher met with the principals for each of the ACT to obtain permission for them to participate in the project, and also to ask the principals to provide substitute coverage for the NBCT observation visits. Data from the previous cycles was provided to promote "buy-in" for the ACT observation and discussion experiences.

All study participants were informed of the expectations and protocols for the project. The protocols for this study were based upon the data that were collected throughout the 2011-2012 pilot study. Each of the *CREATE* dyads met face-to-face in an introductory meeting in mid August 2012. The purpose of this meeting was to establish relationships and to discuss challenges the first-year teachers were facing. The ACT-RTM dyads were involved in ongoing weekly communication throughout the study via phone and email. ACT and RTM also met one time each month to discuss successes, refinements to their teaching, and challenges. For example, in a session, an ACT may have chosen to discuss instructional planning, one of the specific indicators from the TAP rubric. By comparison, another ACT may have requested support with teaching resources, or classroom organization during a meeting with their assigned RTM. While the frequency contact varied, a minimum of five contacts for each ACT-RTM dyad was expected throughout the study.

In addition, the ACT and RTM jointly observed a NBCT in the months of September and November. The observations were a minimum of one hour in length, and were based upon grade level placements. Prior to each observation the first-year teachers selected two indicators from the TAP rubric as areas of focus for the lesson observation as outlined in the NBCT Observation Protocol (Appendix F). One of the indicators was their area of refinement as identified in the first quarter InMAC formal evaluation. Prior to the visit the ACT communicated the selected indicators to the NBCT. Following the observation of the lesson the ACT and the RTM met to discuss and reflect upon the experience. The ACT developed at least five questions in preparation for the post-lesson conference with the NBCT. The ACT, RTM, and NBCT then met to discuss the lesson during the same school day. Table 3, which is presented below, shows a timeline for the events in the study.

Table 3

CREATE Timeline and Protocol

Intervention/Event	Date	Action Steps
• Initial Mentor Meeting/Training Review	July 2012	• Researcher met with 5 RTM for a training review and to provide protocols for the project.
• Alternatively certified teacher (ACT) participant selection process	July 2012	• Researcher selected 5 first-year ACT within the MLFTC InMAC program to provide one-on-one relationships with the 5 trained RTM.
• Principal Contacts	July 2012	• Researcher met with principals of ACT to obtain permission for the study.
• Introductory meetings with all participants.	August 2012	• Protocols and expectations for the study were explained.

• Five *CREATE* teams were involved in the study, with each team including a retired teacher mentor (RTM) and a first-year teacher (ACT). Practicing National Board Certified Teachers (NBCT) also participated.		• Relationships were established between the *CREATE* participants.
• Communication between the RTM and the ACT was conducted on a weekly basis via email, phone, or other optional social platforms as was determined by the teams.	Ongoing	• RTM acted as non-evaluative resources for the ACT. • ACT acquired resources and support through the ongoing communication.
• Joint visit (RTM and ACT) of a NBCT. • Ongoing weekly communication between RTM and ACT.	September 2012	• Following the observation the RTM, ACT, NBCT discussed lesson observed. • ACT developed increased knowledge of their practice through observations, collaboration, discussions, and reflection.
• Joint visit (RTM and ACT) of a NBCT. • Ongoing weekly communication between RTM and ACT.	November 2012	• Following the observation the RTM, ACT, NBCT met to discuss lesson observed. • ACT developed increased knowledge of their practice through observations, collaboration, discussions, and reflection.

Data Collection Timeline

The following matrix provides the multiple data sources that were employed in this study. Additionally, Table 4 presents the data collection timeline for the study.

Table 4

Data Collection Measures Matrix

Measure	Data Collection Timeline
Pre-intervention ACT Interview	August 2012
TSES survey (pre-intervention survey)	August 2012
Online Monthly Survey	Monthly (September, October, November)
Observations (PAG)	September, November
Reflection Journals	Monthly (collected in November)
TSES Survey (post-intervention survey)	November 2012
Post-intervention ACT Interview	December 2012
Researcher Journal	Ongoing

Validity, Reliability, and Trustworthiness

Several procedures were used to establish validity, reliability, and trustworthiness for this study. Validity of study conclusions was ensured by utilizing multiple sources of data and comparing these diverse, extensive data during the analysis. According to Boeije, making these thorough comparisons of the data "increase the internal validity of the findings" (2002, p. 393). All data sets were checked throughout the study. Interview transcripts were carefully reviewed for mistakes. Rich, thick description of the data was

used as a tool of validity to allow the reader to understand the experiences of the first-year teachers (Creswell, 2009).

The master list of codes from the qualitative data was reviewed with the total transcripts to ensure valid and reliable findings to address the research question. To add a level of trustworthiness to the study, the researcher remained consistent with the codes by constantly comparing and writing memos regarding the codes and their precise definitions (Greene, 2007).

Additional efforts to substantiate the trustworthiness of the study included member checking, the review of the researcher's interpretations of data, which is considered to be crucial for "establishing credibility" (Lincoln & Guba, 1985, p. 314). Transcripts were provided to the participants in electronic form. They had the opportunity to read and review the findings, and make suggestions or changes.

To minimize the possibility of bias, the researcher acknowledged and disclosed this role. To decrease bias due to the experimenter effect, the researcher documented thoughts and reactions throughout the intervention in a research journal. Artifacts were also collected to develop an audit trail. Additionally, to avoid bias a colleague conducted the pre-intervention interviews of the five primary ACT participants. The researcher was TAP certified and attended monthly TAP professional development with all InMAC clinical instructors to ensure inter-rater reliability when using the assessment. Full disclosure was provided to all participants as to the purpose of the study. All participants were made aware when they agreed to be a participant, that the study was exploratory, and that it may or may not be successful.

Chapter 4

DATA ANALYSIS AND RESULTS

Things don't have to

change the world to be important.

~Steve Jobs

In Chapter 4, the results of the completed analyses are presented. These results were framed by the following research questions:

- How, and to what extent do (a) mentoring, and (b) collaboration, observation, and reflection influence the teaching practices of first-year InMAC teachers?

- How, and to what extent do (a) mentoring, and (b) collaboration, observation, and reflection influence teaching self-efficacy among first-year InMAC teachers?

Results obtained from the quantitative data that included numerical data from the pre- and post-test efficacy assessments, and frequency and Likert items from the monthly surveys are presented in the first section. Following the quantitative results, the results of the qualitative data analyses are presented. These results include interpretive outcomes from pre- and post-intervention semi-structured interviews, observations, journals, and open-ended responses to questions on the monthly surveys. The data were triangulated to provide validity and corroborate findings from the various data sources (Creswell, 2009; Greene, 2007). As noted previously, due to the small sample size of the intervention group, the power of quantitative analysis procedures is limited, so the researcher looked closely at the analysis of the qualitative data.

Quantitative Data Analysis

The quantitative data included numerical data from the pre- and post-test assessments of efficacy on the TSES, scores from the nine TAP indicators included in the InMAC Performance Assessment Guide, and frequency and Likert items from the monthly surveys. The TSES was administered to address the research question: *How, and to what extent do (a) mentoring, and (b) collaboration, observation, and reflection influence teaching self-efficacy among first-year InMAC teachers?*

Teacher Sense of Efficacy Scale (TSES). As explained in Chapter 3, the TSES assessment contained three subscales: student engagement (SE), instructional strategies (IS), and classroom management (CM) (Tschannen-Moran & Woolfolk Hoy, 2001). Participant responses for both the pre- and post-test assessments were entered into an Excel spreadsheet. The data were categorized according to group (teachers who participated in the *CREATE* study and those who did not). The Statistical Package for Social Sciences, SPSS, software was used to calculate and analyze the data using descriptive statistical procedures. Table 5 displays the perceptions of efficacy means and standard deviation results for each of the three efficacy subscales.

The five ACT mean pre-test scores were substantially lower than the comparison group mean for all three variables. This indicates that the changes in the TSES scores of the intervention group might be accounted for by regression toward the mean as opposed to the intervention. To analyze this further the researcher examined scores from another subgroup of the comparison group that had similar pre-test scores to the intervention group. This subgroup included 7 first-year teachers.

Table 5

Means and Standard Deviations for Initial and End-of-Study TSES Scores

Group	Initial Pre-test TSES Constructs			End-of-Study Post-test TSES Constructs		
	CM*	IS*	SE*	CM	IS	SE
CREATE Group (*n* = 5)						
Mean	4.40	4.40	4.68	6.30	6.45	6.48
(SD)	(1.16)	(1.25)	(1.15)	(1.10)	(0.96)	(1.04)
Comparison Group (*n* = 36)						
Mean	5.45	5.78	5.71	6.06	6.40	6.54
(SD)	(1.36)	(1.30)	(1.10)	(0.97)	(0.97)	(0.84)
Subgroup of Comparison Group (*n* = 7)						
Mean	4.39	4.73	4.92	5.09	5.55	5.59
(SD)	(0.58)	(1.04)	(0.55)	(0.51)	(0.55)	(0.53)

Note: CM = classroom management, IS = instructional strategies, and SE = student engagement.

The researcher examined the data from the TSES assessment to develop an understanding of how teachers' efficacy was altered through participation in the *CREATE* professional development. Each of the constructs in the instrument was analyzed.

Classroom management. The eight-item student engagement subscale mean for the *CREATE* group pre-test assessment was 4.40. It rose to 6.30 on the post-test assessment. The comparison group obtained a higher pre-test score of 5.45, and increased to 6.06 on the post-test evaluation. The intervention group showed a 43%

increase in the area of classroom management, whereas the comparison group increased by 11%. The subgroup analysis showed an increase of 16%. This group began with an initial mean of 4.39, which was slightly lower than the *CREATE* group, and increased to a final score of 5.09.

       Instructional strategies. On the eight-item subscale that assessed instructional strategies, the mean pre-test score for the *CREATE* group was 4.40. The comparison group again showed a higher pre-test score of 5.78. The *CREATE* group showed a 47% increase in the percentage score from the pre- to post-test appraisal with a score of 6.45. The comparison group gained 11% on the instructional strategies efficacy subscale with a post-test score of 6.40. The subgroup also showed a significantly lower increase than the intervention group, increasing by 17% from a pre-test score of 4.73 to a post-test score of 5.55.

       Student Engagement. The final sub-scale of the TSES survey also consisted of eight items, which measured teacher efficacy in regards to student engagement. The *CREATE* group began with an initial mean of 4.68 and increased to 6.48 on the final assessment, an increase of 38%. The natural comparison group scores in this construct increased by 15% from 5.71 to 6.54. The subgroup began with a pre-test score of 4.92, and increased by 14% to 5.59 on the final assessment.

       Summary findings for the TSES. Each of the groups, the *CREATE* group, the comparison group, and the subgroup, exhibited increases in efficacy scores on all three subscales of the TSES instrument from the pre- to the post-test assessment. The *CREATE* group had substantially higher increases than the other two groups. Generally,

these increases in efficacy were 2.5 to 4 times higher than the percentage increases for the natural comparison group.

Performance Assessment Guides. The researcher examined the data from the InMAC Performance Assessment Guides (PAG), which were used as the evaluation tools for the quarterly observations in September and November. Table 6 displays the range and median for each of the constructs. As described in Chapter 3, the PAG includes nine TAP indicators. These indicators were classified into three constructs in order to connect to the TSES for analysis. Results showed modest increases over the course of the study.

Table 6

Range and Median for Quarterly Performance Assessment Guide Scores

TSES Construct *TAP Indicators*	*Range* September	*Median* September	*Range* November	*Median* November
Classroom Management *Managing Student Behavior* *Respectful Culture*	1 - 3	2	2 - 3	3
Instructional Strategies *Standards and Objectives* *Presenting Instructional Content* *Academic Feedback* *Instructional Plans* *Teacher Content Knowledge*	1 - 3	2	2 - 3	3
Student Engagement *Activities and Materials* *Teacher Knowledge of Students*	1 - 2	2	2 - 3	3

Monthly Surveys. The mentee monthly surveys were researcher developed and included Likert items that addressed the research question, "How, and to what extent do (a) mentoring, and (b) collaboration, observation, and reflection influence the teaching practices of first-year InMAC teachers?" Of the 14 close-ended questions in the survey,

four items assessed mentor influence, four items focused on perceptions of the NBCT

observation experience, and the final five items pertained to the views about the CORP

group collaborative discussions that followed the observations. This online survey was

developed and data were gathered through Survey Monkey. Participants responded by

indicating their degree of agreement with the statement using the following Likert scale:

(4) = *Strongly Agree;* (3) = *Agree*; (2) = *Disagree*; and (1) = *Strongly Disagree*. A final

item on the survey assessed the TAP indicators, which were the focus for the

observations. Mentor influence was assessed on all three monthly surveys. Because

there were only two NBCT observations, one in September, and one in November, the

observation and CORP group discussions were assessed on the second and final surveys.

Table 7 displays the results of the means and standard deviation analysis for each of the

variables.

Table 7

Means and Standard Deviations for Perception of Mentor Influence, NBCT Observation,
and CORP Group Discussion on Monthly Surveys

Monthly Survey Perception of	Month Administered	Mean	Standard Deviation (SD)
Mentor Influence 1	September	3.50	.50
Mentor Influence 2	October	3.10	.72
Mentor Influence 3	November	3.30	.33
NBCT Observation 1	October	3.50	.58
NBCT Observation 2	November	3.15	.55
CORP Group Discussion 1	October	3.30	.24
CORP Group Discussion 2	November	3.48	.48

These data showed the rating for the mentors dipped from the first survey to the second survey from midway between strongly agree and agree to slightly above agree. The same scores increased again on the third survey. The dip was due to the fact that one of the mentee-mentor dyads had significant difficulty communicating. Data from qualitative sources explain this outcome further. With respect to the observations, _CREATE_ participants "agreed" that the observations were beneficial. Finally, participants specified that the CORP meeting following the observations were beneficial as they worked during their first semester of teaching. The trend for the CORP variable indicated an increase from the first to the second session, which illustrated that participants were more favorably disposed toward the second CORP session.

Qualitative data analysis

The qualitative data sources included five mentee pre-intervention interviews, five mentee reflection journals, fifteen mentee monthly surveys, five mentee post-intervention interviews, fifteen mentor monthly surveys, one mentor focus group, and ten performance assessment guides. All ten mentee interviews and the focus group interview were audio recorded and transcribed. Further detail regarding the qualitative data sources can be found in Table 8.

Table 8

Description of Qualitative Sources

Data Source	Word Count
Mentee Pre-intervention Interviews	6,397
Mentee Reflection Journals	3,836
Mentee Monthly Surveys	2,653
Mentee Post-intervention Interviews	10,938
Mentor Monthly Survey	2,114
Mentor Focus Group	8,187
InMAC Performance Assessment Guides	33,551
Total Word Count	67,676

"Analysis is the interplay between the researcher and the data" (Strauss & Corbin, 1998, p. 13). The researcher began the analysis process by reviewing all transcripts, question responses, and journal entries. The researcher then employed a software program HyperRESEARCH Qualitative Analysis Tool v. 3.0.3 (Researchware, 2011) to assist in the coding process. Open coding was the initial step in the analysis of the qualitative data. The researcher separated the raw data and developed a preliminary list of concepts, ideas, and meanings (Corbin & Strauss, 2008). From these initial codes, larger categories were derived as relationships were identified. The researcher analyzed and reflected on the larger categories and identified theme-related concepts and themes, which were then used to develop assertions. The codes were continually revised throughout the analysis process to reflect influences of the multiple data sources.

Themes. The researcher initially identified a total of 78 codes in the analysis of the qualitative data. After critical reflection and continual revision as needed throughout the study and the analysis process, the codes were merged into five major themes. The themes that emerged from the data included: (a) personal and professional challenges faced by ACT, (b) personal and professional support provided by mentors, (c) personal and professional support provided by CORP group, (d) increased confidence and teaching self-efficacy, and, (e) growth and development in teaching practice. Table 9 presents the theme-related components that undergirded each of the themes that emerged from the initial codes. The themes from the analysis led the researcher to a set of assertions, which are also included in the table.

Table 9

Theme-related Components, Themes, and Assertions

Theme-related components	Themes	Assertions
1. ACT struggled to find balance between work and personal lives. 2. ACT often felt isolated and lacked collaborative opportunities. 3. ACT lacked behavior management skills and strategies. 4. ACT needed support with instructional planning, differentiation, and resources.	Personal and professional challenges faced by ACT	As they began the school year, ACT participants were faced with significant personal and professional challenges, which affected their teaching self-efficacy.
1. RTM provided support through ongoing weekly communication and collaboration. 2. RTM provided emotional support, as well as helping ACT find balance between work and personal lives. 3. RTM provided professional support with behavior management strategies.	Personal and professional support provided by RTM	The RTM shared their experiences and expertise, providing non-evaluative personal and professional support for the ACT, which addressed the challenges the first-year teachers faced.

4. RTM provided professional support with instruction, planning, resources, and classroom organization.		
1. CORP group provided opportunities for collaboration and discussion. 2. CORP group provided professional support to ACT with behavior management strategies and resources. 3. CORP group provided professional support to ACT with instruction, resources, and classroom organization. 4. CORP group provided opportunities for ACT to reflect on practice.	Personal and professional support provided by CORP group	The CORP group provided ACT with observational and collaborative opportunities that fostered personal and professional growth.
1. ACT demonstrated increased confidence in their abilities to find balance between work and personal life. 2. ACT showed increased confidence in behavior management. 3. ACT displayed increased confidence in planning and instruction. 4. ACT exhibited increased confidence in resource use and classroom organization.	Increased confidence and teaching self-efficacy	ACT participants self-reported feelings of increased confidence and teaching self-efficacy.
1. ACT focused on areas that were specific to their unique needs, which supported their growth and development. 2. ACT implemented new behavior management strategies. 3. ACT incorporated new instructional and organizational strategies. 4. ACT established relationships to assist in their future growth and development.	Growth and development in teaching practice	Through participation in the study, ACT developed their teaching practices by implementing behavior management, organizational, and instructional strategies. They also established relationships to support them in the continued growth and development of their practice.

Personal and professional challenges faced by ACT. *Assertion 1: As they began*

the school year, ACT participants were faced with significant personal and professional

challenges, which affected their teaching self-efficacy. The pre-intervention interviews

provided insight into the challenges that the first-year ACT faced as they began the

school year. The interviews were conducted within the first two weeks of school during

the month of August 2012. The theme-related components that led to the theme for this

assertion included: (a) ACT struggled to find balance between work and personal lives;

(b) ACT often felt isolated and lacked collaborative opportunities; (c) ACT lacked

behavior management skills and strategies; and (d) ACT needed support with

instructional planning, differentiation, and resources.

Finding balance between work and personal life was a substantial factor to the

ACT as they described the challenges they faced. The need for balance was mentioned

by the first-year ACT 19 times during the pre-intervention interviews. Mary's quote

provided an example that illustrated the need for balance. "It's a lot to balance. It's hard

to go home at night, you know. I'm stuck at school some evenings until 8 o'clock and I

need to find a good balance for myself" (Pre-intervention Interview, August 21, 2012).

Pam stated, "There's just not enough hours in the day, and it's been hard for me to

balance everything" (Pre-intervention Interview, August 21, 2012). Amy responded, "I

never knew that I'd be this tired after every day … and I'm just a little bit overwhelmed"

(Pre-intervention Interview, August 21, 2012).

Mary discussed finding balance and prioritizing when she expressed:

I'd like to first of all, find a good balance between work and life. If I could leave

each day at 4:30 when I'm off work and feel healthy and happy and balanced, and

66

if I knew what was important and what to let go of … I think just that feeling balanced is what I'm looking for in the end … not feeling like 'It's 9 o'clock and I haven't eaten, and I should probably go home' (Pre-intervention Interview, August 21, 2012).

Pam also mentioned this struggle when she said:

For example, today I had two students receive referrals, and so I was handling that, as well as knowing that we have curriculum night on Thursday, so I have to prepare what I'm going to talk to parents about. I also have a word wall that needs to be finished … It's all the little tiny things that I feel like I just don't have time to do them" (Pre-intervention Interview, August 21, 2012).

In addition to addressing the challenges that they were facing, the ACT also provided information about the emotions that they were feeling as they began their teaching career. Emotion was infused in many of their responses, especially in the first interview. One ACT described her experience as "a wonderful rollercoaster. Some days it all clicks, and some days it definitely does not" (Lisa, August 21, 2012). Some of the positive emotions expressed in the interviews included rewarding, exciting, affirming, and inspiring. Overwhelming, stressful, and discouraging were the three most noted negative emotions that the ACT mentioned in the pre-intervention interviews. Molly's response when asked to describe her experience as a first-year teacher was, "So far they [experiences] have been overwhelming. They have been exciting. They have at times been discouraging, and at times been inspiring. It's been all over the board" (Pre-intervention Interview, August 21, 2012). When asked to provide a specific example of any of those emotions she responded:

I was really excited when one of the boys actually brought me an apple. I thought

that was the cutest thing in the world … Any time that a student says that they

understand, or something clicks and you can see it, it's really, really exciting and

inspiring. I would say discouraging at times because right now … I have days

where I don't have support and I have so much left to plan, and I don't know how

I am going to change what I'm doing, and how I am going to plan for the next

day. I think the planning is overwhelming (Pre-intervention Interview, August

21, 2012).

In addition to finding work-life balance, many of the ACT responses referred to

lack of experience and education, moving away from home, and taking university

coursework while concurrently serving as a teacher of record in an urban school setting.

Four of the five teachers moved to Phoenix from other states, away from friends and

family immediately after graduation to begin their summer institute in the Teach For

America program. *Isolation and need for collaboration* were mentioned in the interview

data as areas of concerns for the ACT. "I don't have friends or other colleagues that can

provide that, and at my school I am the only second grade teacher" (Mary, Pre-

intervention Interview, August 21, 2012). She also mentioned, "I would love having

someone that I could email or call and say 'I'm stuck and I need you.' I need someone to

fall back on" (Pre-intervention Interview, August 21, 2012). Amy also referred to her

need for collaboration when she suggested:

I think it would be great to have someone to go to with concerns that I have, for

example, being so tired after school every day … if I feel like something's going

really well, or something's not going really well, having someone to bounce that

off of because I think sometimes it can be hard to talk to people at your school (Pre-intervention Interview, August 21, 2012).

Four of the five ACT had undergraduate degrees in other fields. Amy was the only teacher who studied education. Because they did not have the training or experience that traditionally certified teachers received prior to becoming the teacher of record, the participant responses indicated a lack of confidence in many areas of their practice. Pam provided an example of this when she stated, "I feel like I'm struggling to stay afloat. I feel like it's very hard for me to make a difference in my students' lives when I feel like I have no idea what I'm doing" (Pre-intervention Interview, August 21, 2012). Lisa expressed, "This is a big learning curve and I am not at that comfort level yet" (Pre-intervention Interview, August 21, 2012). Consistent with the responses of low efficacy for teaching, Molly testified, "I know that sometimes it affects my lessons when I'm not as confident teaching" (Pre-intervention Interview, August 21, 2012). Other examples of low confidence levels occurred frequently throughout the data from the pre-intervention interview.

ACT indicated a *need for effective behavior management skills* and strategies. Pam stated, "I feel like a lot of the stress that I have as a first-year teacher is because of the behavior of my students. It's something that I've been struggling with every single day" (Pre-intervention interview, August 21, 2012). Molly commented, "I know they can get under control. I just haven't quite mastered how to do that yet" (Pre-intervention Interview, August 21, 2012).

Knowing how to provide differentiated behavior management strategies for individual students was a concern for some of the ACT. For example, Pam declared:

I have a lot of students who have very high energy, and so it's been hard. When I

give a direction, half of my students do not follow that direction … We have a

rewards and consequence system in my classroom, but for many of the kids the

consequences do not affect them" (Pre-intervention Interview, August 21, 2012).

Mary maintained, "Differentiating behavior management, as well as instruction, is my

biggest challenge …finding different behavior plans that work for different kids" (Pre-

intervention Interview, August 21, 2012).

ACT made multiple references to the *need for support with instructional planning*

and implementation, differentiation, and organizing and acquiring resources. In addition

to the instructional differentiation that she mentioned in her previous quote, Mary

discussed the need for support in planning and presenting instructional content when she

stated:

I want someone who will really help me, um, present the content the best way I

can, because I've already run into things that I need to reteach and it's only week

two. There are already things where I say, 'Hey, I spent two days on that and

they're still not getting it.' You know it's not them, I know that it's the

introduction to the material, which also stems from planning purposefully, so that

also stems from having good plans, strong lesson plans set [*sic*], and how I'm

going to present it (Pre-intervention Interview, August 21, 2012).

Pam shared her struggles by saying, "I'm having a hard time seeing the objective

and breaking apart the objective so that I know when I'm teaching it to my students they

are understanding it" (Pre-intervention Interview, August 21, 2012).

Molly discussed her need for support with her instructional planning when she

indicated:

> I am trying to come up with more creative ways to do things. I started to really try to do some of that today, but I'm not, I'm having a hard enough time with just getting lesson plans completed, than to make them fun and interesting … so getting more creative with what I have (Pre-intervention Interview, August 21, 2012).

Molly also commented on the topic of instructional differentiation when she asserted:

> I have eighteen little personalities in m classroom, and each and every one of them needs something different, and it's just so hard with one lesson plan based on so many different kids, and so many different ways of learning (Pre-intervention Interview, August 21, 2012).

The challenge of needing instructional resources was another item that several of the ACT mentioned in the pre-intervention interviews. Mary stated, "I need resources. I feel, sometimes, what affects me on a day-to-day basis is lacking tangible ideas and resources" (Pre-intervention Interview, August 21, 2012). Molly also indicated the need for resources by saying that "it would be helpful to have additional resources" (Pre-intervention Interview, August 21, 2012). Someone to "direct me to more resources" was mentioned by Pam (Pre-intervention Interview, August 21, 2012).

The ACT participants all described challenges they faced as first-year teachers. They also expressed a desire to improve and develop their confidence and their practice to support the needs of their students. Pam revealed this when she offered the following comment:

71

I am hoping that when I get to school in the morning I feel like I'm prepared, and

I feel like I know what I'm doing that day … that I feel comfortable about what

I'm teaching, so that I'm not constantly looking down at my teacher's guide

seeing what to do next. I'd love to understand it well enough so that I can just get

up there and just teach my students and know that I am doing it right (Pre-

intervention Interview, August 21, 2012).

Personal and professional support provided by RTM. *Assertion 2: The RTM*

shared their experiences and expertise, providing non-evaluative personal and

professional support for the ACT, which addressed the challenges they faced. Another

theme identified from the qualitative data was the support that was provided by the RTM

throughout the study. The theme-related components validating the theme that led to this

assertion include: (a) RTM provided support through ongoing weekly communication

and collaboration; (b) RTM provided emotional support, as well as helping ACT find

balance between work and personal lives; (c) RTM provided professional support with

behavior management strategies; and (d) RTM provided professional support with

instruction, planning, resources, and classroom organization.

The qualitative data provided numerous examples of ways that the RTM

supported the first-year ACT, both personally and professionally. These data were

complementary to the quantitative data because they supported and further explained the

quantitative data obtained from the monthly survey Likert items. The data from the

open-ended monthly surveys questions, reflection journals, and post-intervention

interviews provided evidence that the majority of the support provided in the beginning

of the study included personal support in areas such as emotional support, and finding

72

balance between work and personal life. These data also included instructional "quick fixes" to address immediate needs in areas such as organization and resources. Behavior management was another key area of support that RTM provided, not only at the beginning of the study, but throughout its entirety. The final area of support that the RTM provided included planning and instruction.

The ACT expressed an appreciation for the availability of the RTM, and their willingness and ability to support through *ongoing weekly communication and collaboration*. Lisa noted this about her RTM, "She was just very positive and always available to talk" (Monthly Survey, December 5, 2012). She also described her appreciation during the post-intervention interview when she declared, "I think I just really appreciated the time she spent just talking and listening. It was so nice to have her to talk to, and know that she wouldn't judge me. She was a real sounding board" (Post-intervention Interview, December 12, 2012). Mary wrote this entry in her reflection journal in response to a student situation, "I'm a mess. She [RTM] was the first person I called and she came right to school" (Reflection Journal, November 5, 2012). Mary also noted in her post-intervention interview, "She is there when I need her, whether it's at 6:00 a.m., or 11:00 p.m." (Post-intervention Interview, December 12, 2012). Amy testified, "It was nice just knowing that I could call her if I needed her, and just knowing that I could, if I needed help in my classroom, call her and she would be there right away" (Post-intervention interview, December 12, 2012). Pam noted that her RTM "called and checked in frequently to make sure everything was going well" (Monthly Survey, December 4, 2012).

The number of contacts varied from dyad to dyad with some having as many as 30 monthly contacts via email, text, phone, or face-to-face. The study protocol included a requirement for weekly communication via email, text, phone call, or face-to-face meetings between the RTM and ACT dyads. One dyad only communicated two times during the second month of the study. This is explained further in detail in the discussion section of Chapter 5.

In addition to ongoing communication throughout the study, RTM provided varying degrees of personal support *including emotional support and helping the ACT find balance between work and personal lives*, much of which was determined based on the individual needs of the ACT. Some of this differentiated support included: (a) discussing the importance of overall health and well-being; (b) bringing lunch to the ACT in their classroom; (c) going to a movie together; (d) meeting for coffee after school; and/or (e) meeting for dinner.

Having a non-evaluative, confidant who provided emotional support was indicated frequently throughout the qualitative data. Lisa provided this description of her RTM, "She lifted my spirits and put me as a person first, then a teacher. She considered my personal well-being and not just my success in the classroom" (Monthly Survey, December 5, 2012). Amy's response showed her appreciation for the non-evaluative role of her RTM when she maintained, "just getting that empathy, and having someone that understands and doesn't look at me in an evaluative way" (Post-intervention Interview, Dec. 12, 2012). Two of the ACT compared the RTM relationship to the one they experienced with their mom. "It was so nice having the personal support, like having a mom there to ask me, 'Did you take care of yourself this week?'" (Lisa,

Post-intervention Interview, December 11, 2012). Amy also commented on this topic when she declared, "We had dinner together a couple of times, and that was really nice…She's kind of like a mom figure to me. She reminds me a lot of my own mom" (Post-intervention Interview, December 12, 2012).

Mary discussed experiences that described the support that she received from her mentor regarding finding balance in her life when she asserted:

> She played a vital role in my personal and professional life because I think as a first-year teacher it's finding that balance that is so key, between the two, and that was my biggest struggle … having her there consistently, personally and professionally was fantastic. I could call her and vent about specific students, or projects, or assignments that she could talk me through, but I could also call her, meet her for lunch, or rely on her to just say, 'I need a glass of wine,' or 'I just need to watch a movie,' or 'I need to chat about how I am feeling.'
> (Post-intervention Interview, December 12, 2012).

The type of support provided by the RTM evolved over time as the study progressed, moving from personal to more professional support that included specific behavior management strategies, classroom organization, and instructional strategies. The following quotes substantiated the professional support provided by the RTM in the area of *behavior management strategies*. Amy described a conversation that she had with her RTM when they went to dinner, "I told her about my trouble [*sic*] student, and how he lacks respect. She provided recommendations for handling him" (Reflection Journal, August 30). She also responded in her monthly survey, "I gained some insight into behavior management strategies … She provided me with many ideas to implement"

75

(Monthly Survey, September 11, 2012). Lisa made the following entry in her monthly reflection journal that described the support she received from her RTM support on a day when she had faced significant behavior management challenges, "She helped me pick up the mess of the poorly managed day" (Reflection Journal, September 4, 2012).

Mary's RTM provided behavior management support with advice and resources as she described in several of her monthly reflection journal entries, "Late night chat about standards and behavior issues … Been chatting with [RTM] about behavior management and she gave me some great books … She left me with DVDs and a book of Fred Jones to help me with management" (Reflection Journal, October 5, 2012).

In addition to behavior management strategies and support, RTM shared their experience and expertise by providing *professional support with instruction, planning, resources, and classroom organization.* Molly described the help that she received from her RTM with a phonics lesson with which she was struggling when she indicated:

> I didn't really understand how I was teaching it … I was just doing what the book told me and … she set up a meeting and had me bring my teachers' edition and we went through … how you would teach the phonics lesson, and that was really helpful because I got no training on my curriculum (Post-intervention Interview, December 11, 2012).

Pam described the support that she received from her RTM for her mathematics instruction when she averred:

> She gave me some math lessons that I am going to try to modify for my classroom. I know that a lot of the things that she gave me I either want to use, or

have been able to modify and implement something similar (Post-intervention Interview, December 12, 2012).

Mary described her feelings when she was faced with her first grading experiences, and the support that she received from her RTM when she declared:

I had no idea what I was doing. I had to write four paragraph narratives for each kid. I had two days. I had 28 kids. I didn't know the language to use. I had no idea how to defend the grade that I was giving each student … And she was there. She said, 'Send them to me … Let me edit them. Let's talk it through. Why did you assign this grade? Here are some essential questions to ask yourself when giving grades (Post-intervention Interview, December 12, 2012).

Personal and professional challenges support provided by CORP group.

Assertion 3: The CORP group provided ACT with observational and collaborative opportunities that fostered personal and professional growth. Theme-related components that substantiated the theme that led to this assertion include: (a) CORP group provided opportunities for collaboration and discussion; (b) CORP group provided professional support to ACT with behavior management strategies and resources; (c) CORP group provided professional support to ACT with instruction, resources, and classroom organization; and (d) CORP group provided opportunities for ACT to reflect on their practice.

In addition to the individual support obtained from the RTM, ACT received professional development through the CORP group. The protocol for this component of the study involved each of the dyads jointly observing a NBCT during the months of September and November. The observations were a minimum of one hour in length, and

were based upon grade level placements. A CORP group discussion that included the ACT, RTM, and NBCT followed each of the observations. Qualitative data included frequent responses indicating that the ACT benefited from these *collaborative discussion experiences*. Participants' responses referred to discussions focused on behavior management strategies, instructional strategies, differentiation, student engagement, resources, and organization.

The data provided examples of how the CORP group influenced the first-year teachers personally and professionally. The following quote from Lisa was an example of personal support provided from the collaboration among the CORP group, "It was nice to talk to and collaborate with teachers who have experience, and have survived, and who have tips about how to keep a level head in the midst of it all" (Post-intervention interview, December 11, 2012). Molly indicated, "…she [NBCT] talked to me like a professional and I felt like I was on her level, and that was eye-opening for me because I still don't see myself as a real teacher yet" (Post-intervention interview, December 12, 2012). Amy responded, "It just gave me options that I had never thought about myself. It was just nice to know that I'm not the only one really going through those problems. (Post-intervention Interview, December 12, 2012). Mary also indicated her appreciation of the CORP group discussions following the observations when she affirmed, "When I observed I got to sit in the back and observe the teacher and then ask, 'Why did you do that? What were you thinking when you did that? How did you get that to work?" (Post-intervention Interview, December 12, 2012).

Responses of ACT referred to CORP observations and discussions focused on behavior management strategies, instructional strategies, differentiation, student

78

engagement, resources, organization, and reflection. All of the ACT participants described *behavior management strategies* that they observed and discussed in the CORP groups. Lisa described her CORP group experience in the following way:

From the first teacher I observed I noticed a lot of those little first-grade procedures that are just constant, you know, just one after the other … I've been told about them, but I didn't really know what that looked like before so it was interesting to see that, that kind of routine … to see that actually roll out was very beneficial (Post-intervention Interview, December 12, 2012).

Additionally, Lisa reported in her monthly survey:

I saw transitions, additional behavior strategies, and much more. It was also helpful to get to talk to the teacher and ask specific questions. I am now able to think of a specific way to deal with issues because I saw the master teacher do it. That visual was helpful (Monthly Survey, December 5, 2012).

Molly shared strategies that she found to be beneficial to her practice through this experience: "I gained a lot of good ideas about management including attention getting signals, using a quiet voice, correcting behavior individually and privately, and incorporating behavior 'calendars'" (Monthly Survey, October 23, 2012). Mary stated, "The observation was amazing … Her classroom management was a great model for my own and I learned so incredibly much from this experience" (Monthly Survey, October 23, 2012).

Throughout the qualitative data there were frequent examples of the ACT observing and discussing *instructional strategies* in the CORP groups. Mary said of her experience, "I learned so much about planning for guided reading groups by observing

her teach. She also provided and discussed multiple reading resources to use in my

planning" (Monthly Survey, October 23, 2012). It was evident that Molly believed that

the CORP group experience enhanced her teaching experience when she acknowledged,

"The first strategy from the discussion that benefitted me was promoting note-taking and

recording student thinking processes. This was a huge 'aha' moment for me in how to

keep students engaged during sharing" (Monthly Survey, October 23, 2012).

Additionally, Molly described the differentiated instruction that she observed when she

declared:

> We observed during her literacy block. At the beginning of the time they were
>
> engaged in small groups. I was able to observe how she differentiated work for
>
> all the students in the different groups, and how she worked with the lowest
>
> students at her guided [reading] table (Monthly Survey, October 23, 2012).
>
> Amy also observed differentiation strategies that she described in the following

way:

> It was amazing to see how subtle[ly] they were able to differentiate centers, and I
>
> couldn't even tell which were the low and high, but the teacher knew and had
>
> them [students] purposefully sit at certain places … so that's just really great
>
> because I feel like before I was being very obvious about it (Post-intervention
>
> Interview, December 12, 2012).
>
> Pam described the "informal student data collection method" that she observed

and discussed in her CORP group:

> It was nice to see and it was nice to talk about it with her after the observation.
>
> I'm not a computer person and I know that TFA and my school are very computer

80

driven, so it was nice to see that she just had a notepad and she just wrote the date and a note about each one, just noted who got it and who didn't and the next page who got it and who didn't. So it was nice to see that it didn't have to be, it could be a very structured system, but it didn't have to be very technically done (Post-intervention Interview, December 12, 2012).

The CORP group provided additional opportunities for ACT to *reflect on their practice*. Evidence to substantiate this claim was provided in the following quote:

I took a lot of pictures. I feel like on the actual day I took a lot of notes and I took a lot of pictures, but I didn't really soak it all in until later when I was able to really reflect on it all. I just haven't gotten to do observations so the reflection after was really key. I don't think I really knew what I was looking for. It was more like, 'Oh, I like this, or I like that.' I wasn't really thinking, 'Oh, I want to do this right away, but the experience supported me in thinking about how to like, what this profession is' (Lisa, Post-intervention Interview, December 12, 2012).

Mary appreciated the opportunity to reflect on her practice when she affirmed, "I was able to take a step back, reflect on my own teaching and then drive [*sic*] what I feel is most important for myself and my kids" (Post-intervention Interview, December 12, 2012). Amy noted, "I have been able to reflect on strategies observed and integrate some of them into my teaching practices as a result of these experiences" (Post-intervention Interview, December 12, 2012).

Increased confidence and teaching self-efficacy. *Assertion 4: ACT participants self-reported feelings of increased confidence and teaching self-efficacy.* Theme-related components substantiating the theme leading to this assertion include: (a) ACT

demonstrated increased confidence in their abilities to find balance between work and personal life; (b) ACT showed increased confidence in behavior management; (c) ACT displayed increased confidence in planning and instruction; and (d) ACT exhibited increased confidence in resource use and classroom organization.

The researcher acknowledges that most first-year teachers naturally increase in their self-confidence and teaching self-efficacy throughout the year, due in part to maturation. The qualitative data from this study provides evidence that some of that some of the increase in the intervention group efficacy may be attributed to the components of the *CREATE* project, which was intended to help support the first-year teachers in this area.

The need for emotional support and finding balance between work and personal life were two challenges noted by the first-year teachers in the pre-intervention interviews. Throughout the study the ACT repeatedly alluded to their increased confidence and ability to prioritize and find balance. First-year teachers in the intervention group self-reported that their personal confidence was largely attributed to relationships established with their assigned RTM. To support this assertion, Lisa offered this response, "It's so helpful to have someone to increase my confidence and morale" (Monthly Survey, October 9, 2012). Amy stated, "She provided a great deal of emotional support, which in turn helped my confidence" (Post-intervention Interview, December 12, 2012). She also testified about her RTM:

> I knew I could trust her by telling her anything, and that's not something that you
> easily find in the teaching world … You can't necessarily tell everyone
> everything, and I felt like I could be so honest with her and get her feedback about

anything, which was great … even about things like determining what is most important, both personally and in my classroom (Post-intervention Interview, December 12, 2012).

Mary described the influence that her RTM had on her ability to prioritize and find balance, "She was there just as much for me personally as she was professionally. She really helped me find the balance between the two. It was amazing." When asked to provide specific examples she went on to explain, "We've talked a lot about staying healthy, doing small things for yourself, exercising, eating well, basic things like that made a world of difference for me" (Post-intervention Interview, December 12, 2012).

Lisa affirmed the key role that her RTM played in developing her confidence when she stated:

> … those are the little things that I kind of just forget about in the middle of it all, to just really just take care of myself, so I've definitely benefited from that, and that really linked into that emotional support too, to just know that she was thinking of me as a person first (Post-intervention Interview, December 12, 2012).

Increased confidence in behavior management was another theme that was indicated in the qualitative data. Pam explained, "I feel more comfortable in deciding how I want to approach students who need specific behavior plans" (Monthly Survey, December 4, 2012). Amy described some issues that she was having in her classroom that she was able to discuss with the CORP group:

> I asked her a lot of questions about bullying and tattle-telling because I have just non-stop tattle-telling, and she was just so empathetic about it, which I think like I said before is just such a huge part. To have an amazing teacher say, 'Oh, I

83

totally know what you are saying, but this is what has worked for me'… It just

gave me options that I had never thought about myself. It was just nice to know

that I'm not the only one really going through those problems (Post-intervention

Interview, December 12, 2012).

Lisa maintained that the increase in confidence and self-efficacy that she

experienced in dealing with student behaviors was a result of the observation. She

expressed that adding more structure in her classroom influenced her management

efficacy. She explained:

I think the actual structures and procedures were a result of the observation. I

focused on classroom management and teacher knowledge of students when I

observed, so differentiation was part of that as well. There were two students that

the teacher differentiated for frequently, and they were also on individual

behavior plans. I've taken some of that and her behavior plan that she used for

one of her kids and I've used with one of my kids now (Post-intervention

Interview, December 12, 2012).

ACT experienced an increase in *instructional self-efficacy* throughout the

semester. Qualitative data indicated that the participants felt better prepared to plan

instruction to meet the needs of their students. They also expressed an ability to try new

strategies. Pam noted, "I have decided that it is okay to branch out and not religiously

follow my curriculum. I have also learned that not everything is black and white"

(Monthly Survey, December 4, 2012). Amy demonstrated her increased willingness to

try new instructional strategies when she suggested, "I just need to keep working and

trying new things, and this experience gave me ideas and resources as well as confidence

to try some of the new things that I observed." (Post-intervention Interview, December 12, 2012).

In the pre-intervention interview, Molly indicated that a lack of confidence was affecting her daily instruction by stating, "I know that sometimes it affects my lessons when I'm not as confident teaching" (August 21, 2012). In the post-intervention interview Molly declared:

I think just having a different perspective has helped me think about what I'm doing in a different way … I can now identify what is best practices and what isn't … that was good for me, for gaining my own independence and confidence (December 11, 2012).

ACT were provided with resources and classroom organizational strategies from RTM and the CORP group, which also helped support instructional self-efficacy. Pam commented on resource support provided by her RTM when she offered, "I feel more confident in what I am doing. I feel like a lot of the resources and tools that she gave me have definitely influenced that" (Post-intervention Interview, December 12, 2012). She also noted resource support she received from the NBCT as part of the CORP group observation when she claimed:

She gave me a book report template that had a menu with a bunch of different things. They [students] could only choose one, but eventually they had to do all of them. I was thinking of doing book reports so it was nice to have that (Post-intervention Interview, December 12, 2012).

Mary also received resources from her CORP group experience and maintained,

85

"I was provided with an abundance of resources which I immediately began to implement in my classroom. They were practical and beneficial" (Monthly Survey, December 4, 2012). She expanded upon this in the post-intervention interview by describing some of the resources that she received. "I left with a binder clip full of papers … graphic organizers, ideas for centers, ideas for guided reading groups … concrete resources, which immediately impacted my instruction the next day" (Post-intervention Interview, December 12, 2012). Mary mentioned the organizational challenges that she experienced as a first-year teacher when she stated, "Organization was a huge one that was affecting my instruction. That was probably even bigger than behavior management" (Post-intervention Interview, December 12, 2012). She continued and explained:

> Organization of my classroom with that small space – it is so hard. The room gets out of hand, which totally impacts my instruction. I have copies, but now I don't know where they are, and we don't have room for reading groups, and it's too loud, and I'm panicking because I can't find the highlighters or the scissors, or I'm out of glue sticks. So she was buying me tubs and folders and while I was instructing she was organizing things into binders. And the next day I would know exactly where everything was … and now I don't have to waste time, and that in turn improved my behavior management, because they weren't all hanging out for three minutes while I searched out supplies. So it was marvelous! (Post-intervention Interview, December 12, 2012).

Growth and development in teaching practice. *Assertion #5: Through participation in the study, ACT developed their teaching practices by implementing behavior management, organizational, and instructional strategies. They also*

established relationships to support them in the continued growth and development of

their practice. This final assertion was substantiated by the following theme-related

components: (a) ACT focused on areas that were specific to their unique needs which

supported their growth and development; (b) ACT implemented new behavior

management strategies; (c) ACT incorporated new instructional and organizational

strategies; and (d) ACT established relationships to assist in their future growth and

development.

The qualitative data provided evidence that the ACT were able to focus on their

own *individual professional learning needs* during the CORP group experiences. The

CORP group allowed the first-year teachers to select TAP indicators upon which they

focused their observations and discussions. According to the observation protocol, one of

the TAP indicators was to be an area in which they were to work on refinement to

improve their teaching skills. The second TAP indicator was open to their choice. The

ACT commented on this approach and expressed that it provided them with ownership of

their learning. Mary explained this in her post-intervention interview when she claimed:

> Another thing that really made a difference for me was being able to select my
>
> areas of focus, especially when going for the observations. I was able to pick the
>
> TAP indicators that I felt were most important. It made all the difference because
>
> in my other professional supports they choose … but letting me take a step back,
>
> reflect on my own teaching … that was really so effective for me because then I
>
> was so much more invested in my growth because it was the growth that I wanted
>
> to make (Post-intervention Interview, December 12, 2012).
>
> One of the RTM mentioned this point in the focus group when she offered,

87

"… they were able to lead the discussions more because now there's the ownership for the mentee" (RTM, December 10, 2012).

Qualitative data indicated that ACT were able to modify their *behavior management* plans to include new strategies gained through the <u>CREATE</u> project. Lisa explained how she revised her individual behavior plans after one of the CORP group observations when she asserted:

> I had been trying to manage six individual behavior plans that involved giving points constantly throughout the day. I had just been doing tally marks, tally marks, tally marks, every time that they were doing what was expected. It was too much. One of the teachers I observed had students get the points in the transition times. That was less distracting. I am now using this for three of my students. It's basically just a star or sticker system based on their goals for the day, and her sheet had their name, the student's name, their goal, and the, um, a little areas for each period of the day … they don't need all of that constant feedback and it's a lot easier for me to just do it at the transitions instead (Post-intervention Interview, December 12, 2012).

Molly commented about a small change that she made in addressing student behaviors in her classroom when she averred:

> The second strategy from the [CORP group] discussion that benefited me is addressing behaviors privately and individually for certain students. I have already applied these two strategies by addressing behaviors individually and not calling students out in front of the class (Monthly Survey, December 4, 2012).
>
> Mary had this to say about the NBCT observation, "… her behavior management

… was pristine, amazing, and I was just like, 'How do you do this? How long is this
going to take? How long have you been teaching?'" (Post-intervention Interview,
December 12, 2012). Mary went on to describe the positive narration that she observed
and subsequently included as one of her behavior management techniques.

> I have a student who constantly shouted out, and then I would positive narrate and
> say 'Yes, [student], thank you for raising your hand quietly. What question can I
> answer for you?' and then that student would say, 'Oh, I get it now' without
> constantly receiving a consequence, without me constantly redirecting. They start
> to notice it, and that improved my classroom so much (Post-intervention
> Interview, December 12, 2012).

The researcher observed the implementation of positive narration during Mary's
second quarter formal observation and noted the following evidence, "Teacher uses
positive narration throughout the lesson. '[Student] is ready. Very nice. Thank you for
waiting quietly'" (Performance Assessment Guide, November 5, 2012).

Amy commented about "how to use a quiet voice, but still have control" based on
the observation during her CORP group experience. This was also evidenced in her
quarterly observation. She remarked, "It was something I had never seen before until I
had gone on my observations, and then tried it out" (Post-intervention Interview,
December 12, 2012). Molly also discussed the implementing a lower voice level as a
result of her observation. "I changed how I am speaking to the kids … Her voice is
always really low, so I've started working on that after I observed her" (Post-Intervention
Interview, December 11, 2012).

Through the observations of the NBCT and the collaborative discussions that

followed the lessons, ACT were able to utilize the *instructional ideas and strategies* gleaned from the experiences and integrate them into their own practices. Molly commented about the differentiation strategies that she observed during her first NBCT visit when she noted, "I was able to observe how she differentiated work for all the students in the different groups, and how she worked with the lowest students at her guided (reading) table" (Monthly Survey, October 23, 2012). Finally, Molly indicated the addition of the choice board, the opportunity for students to select their learning activity, "was revolutionary, and it was amazing, and it changed my life," stated Molly. "They have choice with it. It's self-differentiated, and I could put up review or enrichment" (Molly, Post-intervention Interview, December 11, 2012). She also recorded that she had "incorporated Cornell notes" into her vocabulary instruction (Monthly Survey, December 5, 2012). Evidence of these newly implemented instructional strategies was documented in Molly's November Performance Assessment Guide.

Mary indicated that she implemented several ideas and strategies into her reading lessons that she had observed during the CORP visit when she maintained, "I used the same anchor chart as she used in her ELA lesson for teaching fiction and non-fiction. I also structured a vocabulary lesson similar to hers (Monthly Survey, December 4, 2012). She also declared, "I have provided more opportunities for my students to collaborate and discuss" (Monthly Survey, December 5, 2012). Pam affirmed, "I was able to incorporate small things into my classroom. For example, I found new brainstorming strategies, new learning development strategies, new ways to incorporate sentence frames, etc. I think the little things have made a big difference" (Monthly Survey, December 4, 2012). She provided a specific example in her post-intervention interview when she suggested:

I noticed that a lot of things that she had in her room directly connected to whatever they were learning about at that time ... I kind of forgot that I should be putting things up that connect back, so after I left I put up more anchor charts and more things that we talked about in our CORP group discussions, so I know that was a huge light bulb moment (Post-intervention Interview, December 5, 2012).

In addition to the behavior management and instructional strategies gained from the *CREATE* project, ACT also referenced the *relationships that have been established* as a result of their participation in the study as aiding the development of their practice. Not only did they develop relationships with their RTM, ACT participants also made connections with NBCT as part of the CORP group experience. Several mentioned that they intended to continue these relationships in the future. Several planned to conduct future observations together. Mary made this comment about her RTM, "We both plan to work together well beyond this experience." Pam stated that the NBCT she observed said to "email her any time with questions." According to Pam the NBCT also said, "…text me or email me and we can sit down and talk" (Post-intervention Interview, December 12, 2012).

Chapter 5

DISCUSSION

"Education is at the heart of our future.

Our future lies in our ability to dream.

What we dream we can create.

What we create we can become."

~ Dr. Ira and Dr. Mary Lou Fulton

The purpose of this action research study was to examine the *CREATE*
professional development model which was designed to enhance the teaching practices
and teaching self-efficacy in five novice, first-year alternatively prepared elementary
teachers. As noted in the literature review, professional development provides
experiences in education that include "processes and activities designed to enhance the
professional knowledge, skills, and attitudes of educators so that they in turn, improve the
learning of students" (Guskey, 2000, p. 16). The *CREATE* professional development
model included a mentoring component, as well as opportunities for first-year teachers to
observe the modeling of teaching practices, and participate in collaborative discussions
following the observations. In this chapter the researcher presents a discussion of the
findings from the data analysis.

The findings of this study led to five assertions: (a) As they began the school
year, ACT participants were faced with significant personal and professional challenges,
which affected their teaching self-efficacy; (b) The RTM shared their experience and
expertise, providing non-evaluative personal and professional support for the ACT as
they addressed the challenges they faced as first-year teachers; (c) The CORP group

provided ACT with observational and collaborative opportunities that fostered personal

and professional growth; (d) ACT participants developed increased teaching self-efficacy

as a result of their participation in *CREATE* project; and (e) Through participation in the

study, ACT developed their teaching practices by implementing behavior management,

organizational, and instructional strategies. They also established relationships to support

them in the continued growth and development of their practice.

 Further explanation and discussion regarding the results of the study are included

in the next section. In addition to the findings, lessons learned, implications for practice,

implications for research, and concluding thoughts are also included in this final chapter.

Integration of Quantitative and Qualitative Data

This study followed a mixed method design that included both qualitative and

quantitative data. Descriptive statistical data were presented for the quantitative

measures. With only five participants in the intervention group, statistical analysis tests

were not used because power of the quantitative statistical data analysis is severely

limited. Because of this, the researcher focused on the analysis of the qualitative data.

The results did point to positive perceptions of both components of the project, RTM, and

the CORP group experience. The ACT broadened their knowledge of instructional,

behavioral, and organizational strategies, and incorporated them into their practice. This

was reflected in the themes that came through in the qualitative data from the interviews

and monthly surveys. It was also evidenced on the observational data on the TAP

performance assessment guides.

Results of the TSES data indicated that the first-year ACT participants reported

substantially higher teaching efficacy as a result of their participation in the study, most

notably in the classroom management and instructional practices constructs with gains of 43% and 47% respectively. Triangulated data from the interviews, reflection journals, and open-ended monthly survey questions support this finding.

Discussion of Findings

The discussion section of this paper is separated into two sections: (a) changes in teaching practices of first-year alternatively certified teachers, and (b) changes in teaching self-efficacy of first year alternatively certified teachers. The intent of the *CREATE* model of professional learning was to provide experiences to support growth in strategies and approaches in the first-year teacher participants' current teaching practices, as well as develop their overall teaching self-efficacy. The two components of the study each played a different role in the development of each of these constructs. They are discussed individually in each section.

Changes in teaching practices of first-year alternatively certified teachers. This research study was designed to mitigate the challenges that first-year teachers face when attempting to improve their practice and provide high quality teaching to their students. This study attempted to gain insight into the influence that a professional development model that provided opportunities to collaborate, observe, and reflect had on first-year teaching practices, and addressed the following research question: *How, and to what extent do (a) mentoring, and (b) collaboration, observation, and reflection influence the teaching practices of first-year InMAC teachers?*

Through their experiences and participation in *CREATE*, the five ACT gained an understanding of how to modify their instruction and incorporate new or alternate

strategies in their teaching. Data showed that the teachers implemented new approaches

as a result of these experiences.

Mentoring and changes in teaching practices. Data presented in Chapter 4

provided evidence that ACT benefitted from the RTM professionally, and were able to

incorporate strategies and practices obtained from this relationship.

The mean scores from the three monthly surveys for the mentoring construct were

3.5, 3.1, to 3.3, respectively. The second survey during the mid-point of the study

showed a slight dip in the mean scores for this construct and had the lowest score of the

three surveys. In that survey four of the five ACT agreed and strongly agreed with the

Likert items pertaining to the mentors, but Amy disagreed with all four items. The

qualitative data collected throughout the study provided further details and insight into

the quantitative monthly survey results.

Contact frequency seemed to be a factor in the mentoring construct. The number

of contacts varied from dyad to dyad with some having as many as 30 monthly contacts

via email, text, phone, or face-to-face. The protocol included a requirement for weekly

communication via email, text, phone call, or face-to-face meetings between the RTM

and ACT dyads. Contact frequency data was collected in the RTM and ACT monthly

surveys and reflection journals. RTM and ACT communicated via email or text an

average of 5 times during the first month of the study. Phone contact frequency averaged

3 times over the same time period, and each dyad met face-to-face one time during the

first month of the study. Averages for the second month of the study included: (a) email

or text - 6; (b) phone - 2; and (c) face-to-face - 2 times. Data for the final month of the

study showed the following contact frequencies: (a) email or text - 6 (b) phone - 2; and (c) face-to-face - 2.

When looking at the contact frequency data for that time period, both Amy and her RTM documented minimal contact. This was also expressed in the qualitative data. Amy provided this response in the monthly survey, "I did not have much contact with my mentor this month" (October 23, 2012). According to Amy's RTM, "We had very little contact. Every contact was generated by me. I spent a significant amount of time arranging our observation. The date was changed twice" (RTM Monthly Survey, October 31, 2012). Reasons for the lack of communication were explained further in the post-intervention interview as Amy discussed her administration's added requirement for her to observe other teachers in her school every day on her prep period, which occurred midway through the study. The mentor supported this data with her response in the mentor focus group:

> We had an awful time setting up the observation. She had every excuse in the world not to go, and part of the problem I learned, was that her principal was making her observe other teachers every single day during her prep. These were teachers in her school. (RTM, December 10, 2012).

Because of this and other added requirements from her administration, communication between the RTM and ACT in this dyad was minimal during the month of September and part of October. They were not able to observe during September as per the study protocol.

Nevertheless, overall the ACT indicated mentors played an important role in changing their instructional practices. The qualitative data clearly attest to the influences

96

the mentors had on the ACT. After forming strong interpersonal relationships, the

mentors were able to provide the ACT with both personal and professional support.

Evidence from interviews clearly attests to the strong interpersonal relationships that

developed. Recall that some ACT viewed their RTM as if they were their "mom."

Moreover, other evidence from the interviews, surveys, and reflection journals confirm

the vital role that these close relationships played in the communication that occurred

between ACT and RTM. Specifically, ACT felt comfortable to share personal and

professional issues and concerns with their mentors. Initially, the ACT posed issues

about their personal lives such as balance between work and self. Later their concerns

focused on professional issues about instruction, classroom management, resource

utilization, etc. Moreover, and importantly, ACT readily accepted the advice and

suggestions offered by the RTM; first about personal matters and later about instructional

and classroom management concerns. As noted in chapter 4, the ACT truly appreciated

the highly beneficial communications opportunities they were able to attain with their

mentors.

   CORP group and changes in teaching practices. In addition to the RTM mentor

construct, Likert items in the quantitative data of the monthly survey included items

pertaining to the observations as well as items specific to the CORP group discussions

following the observations. Overall, the results showed the CORP group process was

beneficial to ACT, which was apparent in the qualitative results. The opportunity to

observe a master teacher (NBCT) apply her craft was seen as extremely helpful by the

ACT as evidenced in the interview data, monthly surveys, and reflection journals.

Additionally, the communication opportunities that occurred in the debriefing sessions

that allowed for questions and reflection were critical in influencing changes in teaching practices. Through this collaboration, ACT were able to pose questions specific to their unique needs. By engaging in dialogue with the CORP group members, ACT were able to share their challenges and gain an understanding of new approaches and strategies to implement in their classrooms.

Changes in teaching self-efficacy of first-year alternatively certified teachers. This study also examined the influence of the *CREATE* professional development model on teaching self-efficacy beliefs of first-year teacher alternatively certified participants. Recall, in the literature presented, teaching self-efficacy has been linked to positive educational outcomes and can be indicators of teaching success (Allinder, 1994; Riggs, 1995; Tschannen-Moran et al., 1998). There are four predictors of self-efficacy according to Bandura (1997), and as is noted in the literature: social persuasion, vicarious experience, mastery experience, and physiological and emotional states. This study focused on vicarious experiences created by the observation of master teachers, along with social persuasion through mentoring and collaborative opportunities, which supported the increased mastery experiences and teaching practices of the participants by increasing their teaching self-efficacy.

Quantitative and qualitative data were collected to examine the following question: *How, and to what extent does (a) mentoring, and (b) collaboration, observation, and reflection influence teaching self-efficacy among first-year InMAC teachers?* Results of the quantitative and qualitative data analysis were presented in Chapter 4 and indicate an increase in teaching self-efficacy among first-year participants of the study. The TSES scores exhibited by the five ACT who participated in

intervention are consistent with, albeit lower than, those scores observed for novice teachers with one to three years teaching experience (Tschannen-Moran & Woolfolk Hoy, 2007). While the quantitative data showed a substantial increase among all ACT participants in the study, the power of this data is limited due to the sample size as mentioned previously. The qualitative data provided evidence that showed self-reported feelings of increased efficacy by the first-year teacher participants, most notable in the areas of classroom management and instructional practices that included differentiation to meet the needs of all students.

Mentoring and changes in teaching self-efficacy. All five ACT indicated feeling more efficacious as a result of the relationship that was established with their assigned mentor. They valued the mentoring experience, and the non-evaluative role of the RTM. Strong relationships were developed between ACT and RTM as evidenced in quotes such as "I could also just kind of feel like I was talking to a friend who actually had a lot more experience than I did" (Amy, Post-intervention Interview, December 12, 2012). She went on to add, "It's so nice to have someone who I can go to and talk to about teacher problems, someone who is not in their first year of teaching because it's just not the same." Mary expressed, "[RTM] was there when I needed her … like a friend, a companion" (Post-intervention Interview, December 12, 2012).

As described earlier, Amy and her RTM did not have as many contacts as the other dyads in the study. In spite of this limited contact, the relationship that Amy had with her RTM still supported her teaching self-efficacy. She expressed this in her post-intervention interview when she stated that her RTM "provided a great deal of emotional support, which helped my confidence" (December 12, 2012).

CORP group and changes in teaching self-efficacy. As discussed in the

mentoring construct section, Amy and her RTM were not able to observe during the

month of September. They were, however able to schedule a visit with two different

teachers within the same day during the early part of November. This CORP group

experience proved to be "critical" to Amy's teaching self-efficacy and outlook of the

profession, according to her RTM. Amy was the only participant with an undergraduate

degree in education. Being a teacher had been her life-long goal. She began

experiencing self-doubt and lack of confidence in her teaching ability prior to going with

her RTM on the observations. Amy and her RTM observed two first grade teachers.

Amy stated in the post-intervention interview:

> I loved the observations. It helped me a lot in my classroom. It gave me many
>
> ideas and it made me see what confident, strong teachers looked like, and before
>
> that I feel like I didn't know anymore. I was kind of losing track of it all (Amy,
>
> December 12, 2012).

Despite the fact that Molly's second observation was not as exemplar as the first

observation, she still felt that she grew from the experience. In her post-intervention

interview responses, she indicated that her teaching self-efficacy was increased as a result

of her ability to recognize the differences. She stated:

> … the first time I was there I was intimidated because I felt like I saw nothing but
>
> good stuff and I was like 'Oh my gosh, I need to work on so many things.'…so
>
> the second time it was…kind of like, fall from perfection…which was good for
>
> me to see I think because then I was like 'OK, other people can have bad days.
>
> They can do things that are not necessarily the best'…and so it made me feel

100

better about myself…I could also pick out, point out, the things that were not so great (Molly, December 11, 2012).

Molly's RTM also commented on this experience and discussed how beneficial it was for Molly to be able to recognize the lack of strategies, or ineffective strategies that were presented in the second observation. The two different observations provided opportunities for Molly to see examples and non-examples.

The findings from this action research study suggest that professional development models that include observational and collaborative opportunities for first-year teachers may lead to increased teaching self-efficacy and improved teaching practices. Research studies have identified teaching self-efficacy as the strongest predictor of performance, commitment, and retention (Tschannen-Moran & Woolfolk Hoy, 2001). The results from this study validate previous research results, and demonstrate the connection between teaching self-efficacy and teaching practices. First-year participants were able to implement new instructional strategies as their teaching self-efficacy increased throughout the study. "It's been helpful to have increased confidence … I now am able to try things that I would not have attempted before" (Lisa, Monthly Survey, October 9, 2012). Research by Lin and Gardner (2006) suggests that teacher skills are best attained through context-based exposure, in conjunction with opportunities to observe, reflect, interpret, and implement the practices learned. Data from this study corroborates this claim.

Through the CORP group experiences, ACT were able to observe lessons and discuss the lessons observed. Participants felt that these collaborative experiences elevated their levels of efficacy and had a substantial influence on their instruction.

Teaching can be an isolating profession without many opportunities to collaborate with others. The findings from this study support previous research indicating that collaborative experiences allow teachers to engage in active reflection of their teaching, which can result in the addition of new instructional practices or the modification of current strategies (Camburn, 2010, DuFour & Eaker, 1998, and Joyce & Showers, 1996).

In addition to the results from the NBCT observations, the findings from this study also provided evidence that non-evaluative mentoring relationships with experienced teachers positively influenced the first-year teachers. Mentoring has been included as a key component of many recent educational reform efforts to support novice teachers (Darling-Hammond, 2010). Experienced mentor teachers share their experience and expertise to support beginning teachers. While there are numerous studies that include mentoring, this study takes a slightly different approach with the inclusion of recently retired master teachers. There is limited research pertaining to intergenerational mentoring, and most of the research available focuses on supporting pre-service teachers.

Lessons Learned through Implementation

Several lessons were learned as this study was implemented. Data revealed the importance of having a non-evaluative resource. This was one of the key lessons learned from this study. As stated in the literature, Danielson (2007) described the role of mentors as "a friendly critic, or just a patient listener." The non-evaluative role of the RTM led to more trusting relationships with the assigned ACT. The ACT were willing to share their problems and concerns with the RTM, and turned to the RTM for personal and professional advice. RTM provided more emotional and personal-based support early in

102

the study, but then subsequently focused more on professional support as the ACT teaching self-efficacy increased throughout the study.

Another lesson learned was the value of having a differentiated type of professional development. Data findings indicated that the ACT were more invested and focused because they were able to select areas of their instruction that they believed to be most relevant. As Mary expressed, "It's really hard for me to wrap my mind around somebody stopping in for five minutes and then telling me what I need to improve, whereas I am with my kids and I know where I need to focus" (Post-interview, December 12, 2012). When the ACT observed NBCT, they were able to select the specific TAP indicators of focus during the observation based upon their needs. They also used these indicators to reflect and develop questions to lead the discussions in the CORP groups following the observations. This individualized focus, in conjunction with the collaborative learning community that the discussion group provided also may have supported the increased teaching efficacy of the ACT.

Collaboration was identified as being a critical factor in influencing the development of the first-year ACT. Collaborating with professionals possessing various levels of expertise was valued by the novice teachers, and led to their increased teaching self-efficacy. This was evidenced in the data regarding both constructs of the study. ACT appreciated the dyadic collaboration that they had with their assigned RTM, and they also benefited from the collaborative opportunities that the CORP group provided with the RTM and NBCT. This again mitigates the isolation that so many first-year teachers experience.

An unanticipated finding was that the first-year ACT participants did not know what they did not know. Study data reveals numerous references to this idea. ACT participants expressed the desire to want to improve their teaching practice, but they did not know how, or whom to turn to for advice. "I have days where I don't have support and I have so much left to plan, and I don't know how I am going to change what I'm doing, and how I am going to plan for the next day (Molly, Pre-intervention interview, August 21, 2012).

Alternatively certified teachers do not have the same experiences or education as traditionally certified teachers, and as a result often do not have the ability or knowledge to implement or modify instruction during their early classroom practice. Mary exclaimed:

Sometimes you don't know what you don't know … I've never been in a classroom. I didn't know what a seven-year-old was until a month ago. It's hard to be a teacher when you don't know what a teacher looks like, or acts like, and it felt very unnatural. I need resources. If you tell me to use a graphic organizer and it's not a Venn diagram I have no idea what it is. I've never learned it. I've never used it (December 12, 2012).

Amy expressed her appreciation for the NBCT observation when she said, "Going to see an exemplar teacher was just amazing and it was something to strive towards, rather than being confused, or not knowing what I should be doing (Post-Intervention Interview, December 12, 2012). Mary provided this comment about her RTM at the conclusion of the study in the post-intervention interview:

I just needed someone to show me, or to answer the small questions that I have …

to give me the confidence in myself to be an effective teacher … having her there

only as an advocate for my success … caring about me, and who I am, made all

the difference (December 12, 2012).

Limitations

There are limitations to this action research study. The most significant limitation

is the brevity of the study, which took place during the fall semester of 2012. Although

this was a limitation for the final cycle of the study, results from the pilot study provide

additional evidence that indicate benefits of the *CREATE* professional development

model, particularly the mentoring component. This could be attributed to the additional

time that the mentor-mentee dyads had to develop relationships during the two-semester

period of the pilot study in comparison to only one semester in the final cycle of the

study.

A second limitation of the study is the small sample size. Because there were

only five ACT participants, the power of any quantitative statistical data analysis is

severely limited. Further, with only five participants in the intervention group, use of

typical statistical analysis tests were not warranted, thus only descriptive statistical data

were presented for the quantitative measures. Although this was a limitation in the

analysis of the quantitative data, it allowed the researcher to delve deeper when analyzing

the qualitative data. The researcher was able to minimize this limitation through

triangulation.

History and maturation presented potential threats to the internal validity of this

study. The use of a naturally occurring comparison group helped to minimize most

effects of these threats, with respect to TSES, but not the other data sources. Based on the TSES quantitative results, an additional threat to validity was regression toward the mean. Specifically, data for the five ACT was problematic with respect to this issue. The five ACT mean pre-test scores on the TSES were substantially lower than the comparison group mean for all three variables thus, changes in the TSES scores of the intervention group might be accounted for by regression toward the mean as opposed to the intervention. As mentioned in the results and analysis, the use of an additional subgroup of 7 first-year ACT with similar pre-test scores helped to mitigate this limitation.

The role of the researcher as the clinical instructor for the first-year ACT participants presented the potential for bias. To decrease this threat, the researcher documented thoughts and reactions throughout the intervention in a research journal. Artifacts were also collected to develop an audit trail. Additionally, a colleague conducted the pre-intervention interviews of the five primary ACT participants.

Finally, schools and districts would incur costs in replicating or scaling up this professional development model due to the need to provide substitute teacher coverage for the observation component. The researcher suggests applying for federal seed money grants or teacher quality grants to cover these costs.

Implications for Practice

Facing teacher shortages, many urban schools in major cities across the nation often fill teaching vacancies with alternatively certified teachers. Most alternatively certified teachers enter the profession with minimal experience and education. With increased accountability and expectations, it is imperative for schools to provide novice

106

teachers with the professional development necessary to deal with the many challenges with which they are faced.

First-year alternatively certified teachers should be provided with collaborative opportunities. These collaborative opportunities must be provided in their school contexts, as well as in their teacher preparation coursework. It is also critical for first-year teachers to be exposed to exemplary teaching. As noted in the lessons learned, because of their minimal preparation, most ACT have never seen exemplary teaching, and are often unaware how to modify or implement effective strategies based upon their student needs. Relevant, embedded professional development that is differentiated based upon the individual needs of the teacher is critical to the success of first-year ACT. In the following section the researcher provides recommendations for future research.

Implications for Future Research

Future research is warranted based upon lessons learned from this study. Stringer suggests that action research is strengthened when it is replicated in various contexts (2007). Studies that explore similar models of professional learning for novice first-year teachers in different settings are recommended.

The researcher recommends future studies that include larger samples in an effort to show more significant results. "The influence of sample size on the power of statistical tests is critical" (Creswell, 1994, p.34). The statistical power increases as the sample size increases. The small sample size of the intervention group in this study did not allow for statistical analysis.

The use of technology would eliminate the need for face-to-face observations, and would provide a means of scaling up this model to reach a potentially larger target group

of teachers. As mentioned in the findings, observation scheduling presented a significant problem for one dyad in this study. By incorporating technology, geographic and scheduling challenges would be minimized. A study that investigates including video-taped lessons of master teachers, followed by virtual collaborative discussions focused on TAP indicators through a technology platform is one recommendation. The researcher also recommends the possibility of embedding a similar model into coursework whereby the instructor could take the role of the RTM.

Evidence from this study also suggests that further work be done to recruit and develop the recently retired master teacher group to provide a resource for first-year teachers. This is a resource that is widely untapped, but has the potential to significantly influence the development of novice teachers. The researcher again recommends the use of technology to support this endeavor.

Conclusion

Our nation faces the ongoing problem of filling positions in some of the most challenging urban schools and classrooms. Many schools and districts are turning to alternatively certified teachers to fill these positions. Alternatively certified teachers have limited experience and education in comparison to traditionally certified teachers, and have an immediate need for support in dealing with the complexities of classroom teaching. Feelings of isolation, lack of collaborative support, and access to exemplary instruction are areas that need to be addressed to support these novice teacher challenges. Schools and districts hiring alternatively certified teachers would benefit from professional development models to support and prepare the teachers for success in their profession.

The findings of this action research study suggest that further investigation of professional development models that include observational and collaborative opportunities are warranted. Many professional development models include observations, either face-to-face or virtually, with most being in a video format, but the collaborative discussions that follow the observations add a unique element to the *CREATE* model. These discussions allow the ACT to ask questions of the master teacher observed based upon their individual needs, which allows the opportunity for deeper reflection of their instructional practice.

Another key aspect of this study, which is unique to this professional development model, is the inclusion of non-evaluative retired teacher mentors. The study showed notable benefits of non-evaluative mentoring relationships with experienced teachers.

Closing thoughts from the researcher's perspective. This action research study has provided the opportunity for me to grow not only as a researcher, but as an educator and leader in the profession. It has helped me to delve deeper, and critically reflect on my practice. Through the implementation of the *CREATE* project I was able to take on the role of change agent and engage first-year teacher participants in a professional development model designed with the intent to influence their teaching self-efficacy and teaching practice. Although this was a small study, I anticipate that it will continue to influence my efforts as a teacher educator and it is my hope that it will also influence future action research studies and professional development.

REFERENCES

Alliance for Excellent Education. (2004). *Tapping the potential: Retaining and developing high-quality novice teachers*. Washington, DC.

Allinder, R. M. (1995). An examination of the relationship between teachers' efficacy, curriculum-based measurement, and student achievement. *Remedial and Special Education, 16.* 189-216. doi:10.1177/074193259501600408

Ayers, W. (1986). Thinking about teachers and the curriculum. *Harvard Educational Review*, *56*, 49-51.

Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review, 84,* 191-215.

Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Englewood Cliffs, NJ: Prentice-Hall.

Bandura, A. (1997). *Self-Efficacy: The exercise of control.* New York, NY: W. H. Freeman and Company.

Berk, L. E., & Winsler, A. (1995). *Scaffolding children's learning: Vygotsky and early childhood education*. Washington, DC: National Association for the Education of Young Children.

Berliner, D.C. (1988). The development of expertise in pedagogy. Charles W. Hunt Memorial Lecture, presented at the annual meeting of the American Association of Colleges for Teacher Education. New Orleans, LA.

Berry, B., Montgomery, D., & Snyder, J. (2008). *Urban teacher residency models at institutes of higher education: Implications for teacher preparation*. Center for Teaching Quality. Washington, D.C.

Boeije, H. (2002). A purposeful approach to constant comparative method in the analysis of qualitative interviews. *Quality & Quantity, 36,* 391-409.

Boyd, D., Grossman, P., Lankford, H., Loeb, S., & Wyckoff, J. (2009). *Who leaves? Teacher attrition and student achievement. Working Paper 23*. National Center for Analysis of Longitudinal Data in Educational Research. Washington, DC. Retrieved from ERIC database. (ED508275)

Bruce, C. D., Esmonde, I., Ross, J., Dookie, L., & Beatty, R. (2010). The effects of sustained classroom-embedded teacher professional learning on teacher efficacy and related student achievement. *Teaching and Teacher Education*, *26*, 1598–1608.

110

Camburn, E. M. (2010). Embedded teacher learning opportunities as a site for reflective practice: An exploratory study. *American Journal of Education, 116*(4), 463-489.

Carroll, T. (2010). Learning teams: Creating what's next, an action agenda. *What do teachers need to know and be able to do in tomorrow's schools?* 117-122. Amherst, MA: Pearson Education.

Cochran-Smith, M. (2006). *Stayers, leavers, lovers, and dreamers: Why people teach and why they stay. 2004 Barbara Biber Lecture. Occasional Paper Series 16.* Bank Street College of Education, New York, NY. Retrieved from ERIC database. (ED491764)

Cochran-Smith, M., & Zeichner, K. (Eds.). (2005). *Studying teacher education.* New York, NY: Routledge.

Conderman, G., & Stephens, J. T. (2000). Voices from the field: Reflections from beginning special educators. *Teaching Exceptional Children, 33*(1), 16-21.

Constantine, J., Player, D., Silva, T., Hallgren, K., Grider, M., & Deke, J. (2009). *An evaluation of teachers trained through different routes to certification. Final Report. NCEE 2009-40423.* Jessup, MD: National Center for Education Evaluation and Regional Assistance. Jessup, MD. Retrieved from ERIC database. (ED504313)

Corbin, J., & Strauss, A. (2008). *Basics of qualitative research: Techniques and procedures for developing grounded theory.* Thousand Oaks, CA: Sage Publications, Inc.

Creswell, J. (1994). *Research design: Qualitative and quantitative approaches.* Thousand Oaks, CA: Sage.

Creswell, J. (2009). *Research design: Qualitative, quantitative, and mixed method approaches* (3rd ed.). Los Angeles, CA: Sage.

Cronbach, L. (1951). Coefficient alpha and the internal structure of tests. *Psychometrika,16,* 297-333.

Dailey, Watts, Charner, & White (2013). *Partnering to prepare tomorrow's teachers: Examples from practice.* Learning Network Issue Brief. Retrieved from http://niwl.fhi360.org/publications/pub_topic.html#tppd

Danielson, C. (2007). *Enhancing professional practice: A framework for teaching* (2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.

Darling-Hammond, L. (1997). *The right to learn: A blueprint for creating schools that work.* San Francisco, CA. Jossey-Bass.

Darling-Hammond, L. (2010). *The flat world and education: How America's commitment to equity will determine our future*. New York, NY: Teachers College Press.

Darling-Hammond, L., Chung, R., & Frelow, F. (2002). Variation in teacher preparation: How well do different pathways prepare teachers to teach? *Journal of Teacher Education*, *53*, 286-302.

Darling-Hammond, L., Holtzman, D. J., Gatlin, S. J., & Veilig, J. V. (2005). Does teacher preparation matter? Evidence about teacher certification, Teach for America, and teacher effectiveness. *Education Policy Analysis Archives, 13*. Retrieved from http://epaa.asu.edu/epaa/v13n42/

Darling-Hammond, L. (2006). Assessing teacher education: The usefulness of multiple measures for assessing program outcomes. *Journal of Teacher Education, 57*(2)*, 120-138.

Dennen V. P. (2004). Cognitive apprenticeship in educational practice: Research on scaffolding, modeling, mentoring, and coaching as instructional strategies. In D.H. Jonassen, (Ed.), *Handbook of Research on Educational Communications and Technology* (2nd ed., pp. 813-828). Mahwah, NJ: Lawrence Erlbaum Associates.

DuFour, R., & Eaker, R. (1998). *Professional learning communities at work: Best practices for enhancing student achievement.* Bloomington, IN: National Education Service.

Duke, L., Karson, A., & Wheeler, J. (2006). Do mentoring and induction programs have greater benefits for teachers who lack preservice training? *Journal of Public and International Affairs, 17*(2), 61–82.

Erickson, F. (1986). Qualitative methods in research on teaching. In M. Wittrock (Ed.), *Handbook of Research on Teaching* (3rd ed., pp.119-161). New York, NY: Macmillan.

Feiman-Nemser, S. & Parker, M. B. (1990). Making subject matter part of the conversation in learning to teach. *Journal of Teacher Education, 41*(3), 32-43.

Feistritzer, E. (2007). *Introduction: National Center for Alternative Certification.* Washington, DC: National Center for Education Information.

Feistritzer, E. (2011). *Profile of Teachers in the U.S. 2011.* Washington, DC: National Center for Education Information.

Friend, M., & Cook, L. (1992). *Interactions: Collaboration skills for school professionals.* White Plains, NY: Longman.

Gay, L., Mills, G., & Airasian, P. (2009). *Educational research: Competencies for analysis and applications*. Upper Saddle River, NJ: Pearson Education.

Glaser, B. (1965). The constant comparative method of qualitative analysis. *Social Problems, 12*, 436-445.

Glaser, B. & Strauss, A. (1967). *The discovery of grounded theory: Strategies for qualitative research.* Hawthorne, NY: Aldine De Gruyter.

Greene, J. (2007). *Mixed methods in social inquiry.* San Francisco, CA: Jossey-Bass.

Guskey, T. (2000). *Evaluating professional development.* Thousand Oaks, CA: Corwin Press.

Hawley, W. D. (1992). The theory and practice of alternative certification: Implications for the improvement of teaching. In W. D. Hawley (Ed.), *The alternative certification of teachers*, (pp. 3-34). Teacher Education Monograph No. 14. Washington DC: ERIC Clearinghouse on Teacher Education.

Heilig, J., & Jez, S. (2010). *Teach For America: A Review of the evidence.* Boulder and Tempe: Education and the Public Interest Center & Education Policy Research Unit. Retrieved from http://epicpolicy.org/publication/teach-for-america

Heineke, A., Carter, H., DeSimone, M., & Cameron, Q. (2010). Working together in urban schools: How a university teacher education program and Teach For America partner to support alternatively certified teachers. *Teacher Education Quarterly 37*(3), 123-136.

HyperRESEARCH 3.0.3. Computer Software, ResearchWare, Inc., 2011. <http://www.researchware.com/>.

Ingersoll, R. (2001). Teacher turnover and teacher shortages: An organizational analysis. *American Educational Research Journal, 38*, 499-534.

Ingersoll, R. (2002). The teacher shortage: A case of wrong diagnosis and wrong prescription. *NASSP Bulletin, 86*(631), 16-31.

Ingersoll, R., & Kralik, J. M. (2004). *The impact of mentoring on teacher retention: What the research says.* Denver, CO: Research Review.

Joyce, B., & Showers, B. (1982). The coaching of teaching. *Educational Leadership, 40,* 4-10.

Joyce, B. R., & Showers, B. (1996). Staff development as a comprehensive service organization. *Journal of Staff Development, 17,* 2-6.

Kane, T. J., Rockoff, J. E., & Staiger, D. O. (2008). What does certification tell us about teacher effectiveness? Evidence from New York City. *Economics of Education Review*, *27,* 615-631.

Kardos, S., & Johnson, S. (2007). On their own and presumed expert: New teachers' experience with their colleagues. *Teachers College Record, 109*, 2083-2106.

Kauffman, D., Johnson, S., Kardos, S., Liu, E., & Peske, H. (2002). "Lost at sea": New teachers' experiences with curriculum and assessment. *Teachers College Record, 104*, 273-300.

Kanstroom, M., & Finn, C. (1999). *Better teachers, better schools.* Washington, DC: Education Leaders Council, Thomas B. Fordham Foundation.

Kilgore, K. L., & Griffin, C. (1998). Beginning special educators: Problems of practice and the influence of school context. *Teacher Education and Special Education, 21,* 155-173.

Kortman, S. A, & Honaker, C. J. (2010). *Mentoring and coaching professional development: Support to quality practice.* Dubuque, IA: Kendall/Hunt Publishing Company.

Laczko-Kerr, I., & Berliner, D. C. (2002). The effectiveness of "Teach for America" and other under-certified teachers on student academic achievement: A case of harmful public policy," *Education Policy Analysis Archives*, *10*(37). Retrieved from http://epaa.asu.edu/epaa/v10n37/

Lave, J., & Wenger, E. (1991). *Situated learning: Legitimate peripheral participation.* New York, NY: Cambridge University Press

Lieberman, A. & Miller, L. (Eds.). (2001). *Teachers caught in the action: Professional development that matters.* New York: Teachers College Press.

Lin, Z., & Gardner, D. (2006). Benchmarking teacher education: A comparative assessment of the top ten teacher-producing universities' contributions to the teacher workforce. *Planning and Changing, 37*(1 & 2), 258-282.

Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. Newbury Park, CA: SAGE Publications, Inc.

Loeb, S., Kalogrides, D., & Beteille, T. (2011). *Effective schools: Teacher hiring, assignment, development, and retention, NBER Working Paper No. 17177.* Cambridge, MA: National Bureau of Economic Research. Retrieved from ERIC database (ED521469)

Lortie, D. C. (1975). *Schoolteacher: A sociological study*. Chicago, IL: University of Chicago Press.

Mahatha, J. L. (2005). *Principals' perceptions of the effectiveness of alternatively certified teachers in New Orleans public schools* (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses database. (UMI No. 3175824)

Miles, M. B. & Huberman, A. M. (1994). *Qualitative data analysis: An expanded source book (2nd ed.)* Thousand Oaks, CA: Sage Publications, Inc.

Miller, M., Brownell, M., & Smith, S. (1999). Factors that predict teachers staying in, leaving, or transferring from the special education classroom. *Exceptional Children, 65,* 201-218.

National Board for Professional Teaching Standards (2002). *What teachers should know and be able to do*. NBPTS Policy Statement. Retrieved from http://www.nbpts.org/the_standards/the_five_core_propositio

National Center for Alternative Certification (2005). *Teacher Education Reports, 27*(11).

National Commission on Teaching and America's Future. (2007). *The high cost of teacher turnover.* Washington, DC. Retrieved from http://nctaf.org/wp-content/uploads/2012/01/NCTAF-Cost-of-Teacher-Turnover-2007-full-report.pdf

National Foundation for the Improvement of Education. (1999). *Creating a teacher mentoring program*. Washington, D.C. Retrieved from http://www.neafoundation.org/pages/educators/knowledge-and-resources/nea-foundation-publications/

Rogers, D. L., & Babinski, L. M. (2002). *From isolation to conversation: Supporting new teachers development.* Albany, NY: State University of New York Press.

Rosenberg, M., O'Shea, L., & O'Shea, D. (1998). *Student teacher to master teacher.* Upper Saddle River, NJ: Merrill.

Schlichte, J., Yssel, N., & Merbler, J. (2005). Pathways to burn out: Case studies in teacher isolation and alienation. *Preventing School Failure, 50(*1)*, 35-41

Shockley, R., Guglielmino, P., & Watlington, E. (2006). *A national crisis in teacher education: What are the costs?* Teacher Recruitment and Retention. Retrieved from http://hub.mspnet.org/index.cfm/14505

Shulman, L. S. (1986). Those who understand: Knowledge growth in teaching. *Educational Researcher 15*(2), p. 4-14. doi:10.3102/001389X015002004

Speck, M. & Knipe, C. (2005). *Why can't we get it right? Designing high-quality professional development for standards-based schools.* Thousand Oaks, CA: Corwin Press.

Stoddart, T. & Floden, R. (1995). Traditional and alternate routes to teacher certification: Issues, assumptions, and misconceptions. National Center for Research on Teacher Learning.

Stotko, E., Ingram, R., & Beaty-O'Ferrall, M. E. (2007). Promising strategies for attracting and retaining successful urban teachers. *Urban Education, 42*(1), 30-51. doi:10.1177/0042085906293927

Strauss, A., & Corbin, J. (1998). *Basics of qualitative research: Techniques and procedures for developing grounded theory* (2nd ed.). Thousand Oaks, CA: Sage.

Stringer, E. (2007). *Action research* (3rd ed.). Thousand Oaks, CA: Sage Publications.

Tschannen-Moran, M., Woolfolk Hoy, A., & Hoy, W. K. (1998). Teacher efficacy: Its meaning and measure. *Review of Educational Research, 68*, 202-248.

Tschannen-Moran, M., & Woolfolk Hoy, A. (2001). Teacher efficacy: Capturing an elusive construct. *Teaching and Teacher Education, 17*, 783-805.

Tschannen-Moran, M., & Woolfolk Hoy, A. (2007). The differential antecedents of self-efficacy beliefs of novice and experienced teachers. *Teaching and Teacher Education*, *23*, 944-956.

Veenman, S. (1984). Perceived problems of beginning teachers. *Review of Educational Research, 54*(2), 143-178.

Vygotsky, L.S. (1978). *Mind and society: The development of higher mental processes*. Cambridge, MA: Harvard University Press.

Wenger, E. (1998). *Communities of practice: Learning meaning and identity.* New York, NY: 89 Cambridge University Press.

Wilson, S. M., Floden, R. E., & Ferrini-Mundy, J. (2001). *Teacher preparation research: Current knowledge, gaps, and recommendations.* Seattle: University of Washington, Center for the Study of Teaching and Policy.

Woolfolk Hoy, A., & Hoy, W. K. (2009). *Instructional leadership: A research-based guide to learning in schools* (3rd ed.). Boston, MA: Pearson.

Zeichner, K. M., & Schulte, A. K. (2001). What we know and don't know from peer-reviewed research about alternative teacher certification programs. *Journal of Teacher Education, 52*(4), 266-282.

Zeichner, K. (2003). The adequacies and inadequacies of three current strategies to recruit, prepare, and retain the best teachers for all students. *Teachers College Record*, *105*(3), 490-519.

APPENDIX A

TSES TEACHING EFFICACY PRE- AND POST-INTERVENTION SURVEY

Teaching Efficacy Survey

Dear Participant:

I am a doctoral student under the direction of Dr. Ray Buss in the Mary Lou Fulton Teachers College at Arizona State University. I am conducting a research study that focuses on supporting and fostering the development of first year teachers.

I am inviting you to participate in completing the following questionnaire that will help me gather important data. The questionnaire will take approximately 10-15 minutes to complete and your participation is voluntary. If you choose to complete the questionnaire your responses will help make a contribution to the information known about first-year teacher self-efficacy. There are no foreseeable risks or discomforts to your participation. Participants must be 18 or older to complete this questionnaire.

Your individual responses to the questionnaire are anonymous and will only be seen by the research investigators. All information will be kept confidential. Participants will be assigned a number that will be used for data analysis and reporting. The aggregate results of this study may be used in reports, presentations, or publications but your name will never be used.

If you have any questions concerning the research study, please contact Deborah Preach at Deborah.Preach@asu.edu or Dr. Ray Buss at Ray.Buss@asu.edu.

If you have any questions about your rights as a subject/participant in this research, or if you feel you have been placed at risk, you can contact the Chair of the Human Subjects Institutional Review Board, through the ASU Office of Research Integrity and Assurance, at (480) 965-6788.

Return of the questionnaire is your consent to participate.

Sincerely,

Deborah Preach

Teaching Efficacy Survey

Questionnaire

This questionnaire is designed to help us gain a deeper understanding of the types of things that create difficulties for teachers.

This survey is from: Tschannen-Moran, M. & Woolfolk Hoy, A. (2001). Teacher efficacy: Capturing an elusive construct. Teaching and Teacher state.edu/ahoy/researchinstruments.hum#sense.

***Please respond to each of the questions by considering your CURRENT ability, resources, and opportunity to do each of the following in your present context.

Efficacy in Student Engagement

	Nothing (1)	(2)	Very Little (3)	(4)	Some Influence (5)	(6)	Quite A Bit (7)	(8)	A Great Deal (9)
1. How much can you do to get through to the most difficult students?	☐	☐	☐	☐	☐	☐	☐	☐	☐
2. How much can you do to help your students think critically?	☐	☐	☐	☐	☐	☐	☐	☐	☐
3. How much can you do to motivate students who show low interest in school work?	☐	☐	☐	☐	☐	☐	☐	☐	☐
4. How much can you do to get students to believe they can do well in school work?	☐	☐	☐	☐	☐	☐	☐	☐	☐
5. How much can you do to help your students value learning?	☐	☐	☐	☐	☐	☐	☐	☐	☐
6. How much can you do to foster student creativity?	☐	☐	☐	☐	☐	☐	☐	☐	☐
7. How much can you do to improve the understanding of a student who is failing?	☐	☐	☐	☐	☐	☐	☐	☐	☐
8. How much can you assist families in helping their children do well in school?	☐	☐	☐	☐	☐	☐	☐	☐	☐

Teaching Efficacy Survey

Efficacy in Instructional Strategies

	Nothing (1)	(2)	Very Little (3)	(4)	Some Influence (5)	(6)	Quite A Bit (7)	(8)	A Great Deal (9)
9. How well can you respond to difficult questions from your students?	☐	☐	☐	☐	☐	☐	☐	☐	☐
10. How much can you gauge student comprehension of what you have taught?	☐	☐	☐	☐	☐	☐	☐	☐	☐
11. To what extent can you craft good questions for your students?	☐	☐	☐	☐	☐	☐	☐	☐	☐
12. How much can you do to adjust your lessons to the proper level for individual students?	☐	☐	☐	☐	☐	☐	☐	☐	☐
13. How much can you use a variety of assessment strategies?	☐	☐	☐	☐	☐	☐	☐	☐	☐
14. To what extent can you provide an alternative explanation or example when students are confused?	☐	☐	☐	☐	☐	☐	☐	☐	☐
15. How well can you implement alternative strategies in your classroom?	☐	☐	☐	☐	☐	☐	☐	☐	☐
16. How well can you provide appropriate challenges for very capable students?	☐	☐	☐	☐	☐	☐	☐	☐	☐

Teaching Efficacy Survey

Efficacy in Classroom Management

	Nothing (1)	(2)	Very Little (3)	(4)	Some Influence (5)	(6)	Quite A Bit (7)	(8)	A Great Deal (9)
17. How much can you do to control disruptive behavior in the classroom?	☐	☐	☐	☐	☐	☐	☐	☐	☐
18. To what extent can you make your expectations clear about student behavior?	☐	☐	☐	☐	☐	☐	☐	☐	☐
19. How well can you establish routines to keep activities running smoothly?	☐	☐	☐	☐	☐	☐	☐	☐	☐
20. How much can you do to get children to follow classroom rules?	☐	☐	☐	☐	☐	☐	☐	☐	☐
21. How much can you do to calm a student who is disruptive or noisy?	☐	☐	☐	☐	☐	☐	☐	☐	☐
22. How well can you establish a classroom management system with each group of students?	☐	☐	☐	☐	☐	☐	☐	☐	☐
23. How well can you keep a few problem students form ruining an entire lesson?	☐	☐	☐	☐	☐	☐	☐	☐	☐
24. How well can you respond to defiant students?	☐	☐	☐	☐	☐	☐	☐	☐	☐

Teaching Efficacy Survey

Demographic Information

Identification #
(Please write the last 3 digits of your ASU ID# and the first three letters of your mother's first name.)

Gender

☐ Male

☐ Female

Age

Grade Level

☐ K   ☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5   ☐ 6

With which organization are your associated?

☐ TFA

☐ ATF

☐ Other

School Placement Context

☐ Public (District)

☐ Charter

☐ Other

Thank you very much for your participation in this survey. Your feedback is appreciated.

APPENDIX B

MONTHLY MENTEE SURVEY

CREATE Fall 2012 Mentee Monthly Survey

Dear Participant:

I am a doctoral student under the direction of Dr. Ray Buss in the Mary Lou Fulton Teachers College at Arizona State University. I am conducting a research study that focuses on supporting and fostering the development of first year teachers.

I am inviting you to participate in completing the following questionnaire that will help me gather important data. The questionnaire will take approximately 10-15 minutes to complete and your participation is voluntary. If you choose to complete the questionnaire your responses will help make a contribution to the information known about first-year teacher self-efficacy and instructional practices. There are no foreseeable risks or discomforts to your participation. Participants must be 18 or older to complete this questionnaire.

Your individual responses to the questionnaire are anonymous and will only be seen by the research investigators. All information will be kept confidential. The aggregate results of this study may be used in reports, presentations, or publications but your name will never be used.

If you have any questions concerning the research study, please contact Deborah Preach at Deborah.Preach@asu.edu or Dr. Ray Buss at Ray.Buss@asu.edu.

If you have any questions about your rights as a subject/participant in this research, or if you feel you have been placed at risk, you can contact the Chair of the Human Subjects Institutional Review Board, through the ASU Office of Research Integrity and Assurance, at (480) 965-6788.

Return of the questionnaire is your consent to participate.

Sincerely,

Deborah Preach

CREATE Fall 2012 Mentee Monthly Survey

*1. How many times...

	0	1	2	3	4	5	6	7	8	9	10	More than 10
...did your mentor contact you by email or text this month?	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
...did your mentor contact you by phone this month?	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
...did you meet face-to-face with your mentor this month?	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Other (please specify)

[   ]

*2. My mentor...

	Strongly Agree	Agree	Disagree	Strongly Disagree
...provided helpful resources.	☐	☐	☐	☐
...provided instructional strategies.	☐	☐	☐	☐
...assisted me in establishing goals.	☐	☐	☐	☐
...encouraged me to reflect upon my practice.	☐	☐	☐	☐

*3. Describe any additional ways that your mentor supported you this month.

[   ]

*4. Describe your overall experience with your mentor.

[   ]

*5. Which two TAP indicators did you select to focus on during your observation?

☐ Instructional Planning

☐ Standards and Objectives

☐ Presenting Instructional Content

☐ Activities and Materials

☐ Academic Feedback

☐ Managing Student Behavior

*6. The National Board Certified Teacher (NBCT) observation...

	Strongly agree	Agree	Disagree	Strongly Disagree
...provided examples of effective instructional strategies.	☐	☐	☐	☐
...provided examples of effective procedures and routines.	☐	☐	☐	☐
...provided examples of effective instructional resources.	☐	☐	☐	☐

*7. I have been able to incorporate one or more of the strategies, procedures, and/or resources from the
observation into my own instruction.

☐ Strongly Agree

☐ Agree

☐ Disagree

☐ Strongly Disagree

*8. Describe the overall observation visit experience.

[text box]

*9. How will this experience impact your instructional practice in regard to the TAP indicators that you selected as areas of focus?

[text box]

*10. The CORP group discussion following the NBCT observation...

	Strongly Agree	Agree	Disagree	Strongly Disagree
...provided the opportunity for collaboration.	☐	☐	☐	☐
...encouraged me to consider "what I teach."	☐	☐	☐	☐
...encouraged me to consider "how" I teach.	☐	☐	☐	☐
...encouraged me to consider "why" I teach the way I do.	☐	☐	☐	☐
...encouraged me to critically reflect upon my practice.	☐	☐	☐	☐

Page 3

127

CREATE Fall 2012 Mentee Monthly Survey

*11. Please describe at least two strategies/ideas/insights from the discussion that benefited you as a teacher.

*12. How have you applied these into your instructional practice?

Thank you very much for your participation in this survey. Your feedback is appreciated. When you are finished click on the "Done" button and your survey responses will be submitted.

APPENDIX C

PARTICIPANT DESCRIPTION

CREATE PARTICIPANTS

Participant #1 (Mary): Mary is 22 years old and recently graduated from a major university in the Upper Midwest with a bachelor's degree in Spanish. She is currently teaching second grade in a Phoenix area charter school.

Participant #2 (Pam): Pam is also a recent graduate with a degree in marketing. She is 21 years old and is currently placed in fourth grade. She originally began the school year teaching first grade, but was moved to a different school and grade level after the first month of school. Her new placement is approximately thirty miles away from her original placement, but within the same charter organization as her first placement.

Participant #3 (Lisa): Lisa received her undergraduate degree in Nonprofit/Public Management and Human Resources/Industrial Relations. She graduated from a major university in the Upper Midwest and is 22 years old. She is currently teaching in a first grade classroom in a charter school.

Participant #4 (Amy): Amy is the only participant who received her undergraduate degree in elementary education. She is 23 years old. She graduated from a major university in the Southwest, and is currently teaching first grade. She has always aspired to be a teacher.

Participant #5 (Molly): Molly received her degree in French literary studies.   Pam is 22 years old, and was recently married (within the first month of school). She began the school year teaching first grade, but was moved to third grade during the third week of school.

APPENDIX D

PRE-INTERVENTION INTERVIEW

Pre-Intervention Interview: Introduction

I would like to begin by thanking you for taking the time to meet with me today. I would also like to thank you for your participation in the research study this year. The purpose of this interview is to obtain your opinions and perspectives about being a first-year teacher, and to gain information with respect to your expectations about being a participant in the C*REATE* project. The interview will last approximately thirty minutes. With your permission I will record the interview in order to make a transcription for analysis.

Construct 1: Mentor – Efficacy

The first section of this interview will focus on your thoughts about being a first-year teacher and your work this semester with a C*REATE* mentor.

1. Describe your experiences as a first year teacher.

2. Looking at the TAP indicators, which do you consider to be your current areas of strength?

3. Looking at the TAP indicators, which do you consider to be your areas where you want to grow or refine your efforts?

4. What are you hoping to gain through your work and experiences with a C*REATE* mentor?

Construct 2: CORP – Collaboration, observation, reflection, planning

The second section of this interview focuses on your participation in the CORP groups through this project.

5. What are you hoping to gain through your work and experiences as a member of the CORP groups?

6. What areas of your instructional practice are you hoping to improve as a result of these experiences?

7. How are you hoping to increase efficacy as a result of these experiences?

Final Question

8. Is there anything else that you would like to share?

APPENDIX E

POST-INTERVENTION INTERVIEW

Post-Intervention Interview: Introduction

I would like to begin by thanking you for taking the time to meet with me today. I would also like to thank you for your participation in the research study this year. The purpose of this interview is to gain a better understanding of your experience as a first-year teacher, and to obtain your opinions and perspectives about your experiences as a member of the *CREATE* project. The interview will last approximately thirty minutes. With your permission I will record the interview in order to make a transcription.

Construct 1: Mentor – Efficacy

The first section of this interview will focus on experiences with your *CREATE* mentor.

1. How did your experiences with a mentor support you personally or professionally?

2. In what ways has your efficacy been influenced as a result of this relationship?

3. In what ways has your instructional practice been influenced as a result of these experiences?

Construct 2: (CORP – Collaboration, observation, reflection, planning)

The second section of this interview focuses on your experiences in the CORP group.

4. How did your experiences in in the CORP group support you personally or professionally?

5. In what ways has your instructional practice been influenced as a result of these experiences?

6. In what ways has your efficacy been influenced as a result of this relationship?

Final Question

7. Is there anything else that you would like to share about this experience?

APPENDIX F

RTM RECRUITMENT FLYER

You Can Make a Difference...
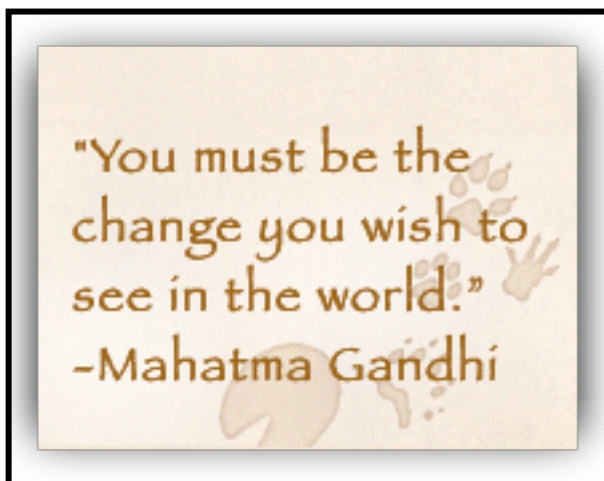
- *Are you a retired master teacher who is willing to give back to the profession?*
  (At least five years of experience, leadership roles, strong evaluations,
  and have demonstrated student achievement and growth)

- *Would you like to continue to make an impact in the lives of children?*

- *Do you want to inspire hope and optimism for the future of our profession?*

Become a volunteer mentor and make a difference! Share your experience and expertise with novice teachers. Your support, guidance, and advice will shape new professionals into effective teachers. This is an exciting opportunity that provides flexibility and minimal time commitments for participants.

You can change a life! You can make a difference!
If you would like additional information prior to the meeting please contact:

Deborah Preach
Deborah.Preach@asu.edu
(602) 739-5073

APPENDIX G

CREATE /CORP GROUP PROTOCOL

The TAP rubric will be used as a reference for the observations, post-visit reflections, and conference.

Prior to Observation

- ACT will select two TAP indicators as areas of focus for the observation. The selected indicators will be communicated to the NBCT prior to the observation.
- ACT and RTM will meet prior to the NBCT observation to discuss the indicator choices. *This meeting can be face-to-face or phone, depending on time and preference. (For example… ACT and RTM could arrive at the school site 15 – 30 minutes prior to the observation.)*
- ACT and RTM will note the TAP indicator choices in reflection journals.

During the Observation

- ACT will take notes throughout the observation in reflection journals. Things to incorporate into notes include, but are not limited to:
    - Evidence pertaining to each of the two selected TAP indicators.
    - Strategies/ideas to implement
    - Questions for post-visit with NBCT (at least five questions)
    - Questions for RTM
    - Other important information
- RTM will take appropriate notes throughout the observation to prepare for post-visit conferences.

Post-Visit Reflection Following the Observation

- ACT and RTM will meet to discuss the observation.
- Each ACT will prepare at least five questions for the post-visit conference with the NBCT.
- Allow at least 15 minutes for this discussion prior to meeting with the NBCT. *If you will be meeting with the NBCT immediately following the observation, please leave the observation at least 15 minutes prior to the post-visit meeting in order to prepare for the meeting.*

Post-Visit Conference with NBCT

- ACT and RTM will meet with the observed NBCT during the same school day.
- RTM will begin the conference with introductions. They will act as the facilitator for the discussions.
- ACT will participate by asking prepared questions and discussing other concerns, interests, questions… Please don't limit conversations to the five questions… Make the discussions relevant to you and your practice.
- ACT and RTM will take notes throughout the conference.
- ACT and RTM will debrief following the meeting to discuss the experience and next-steps.

APPENDIX H

TAP RUBRIC PERFORMANCE ASSESSMENT GUIDE FOR INMAC PROGRAM

TEACHER NAME:
CLINICAL INSTRUCTOR:
DATE OF OBSERVATION:

This portfolio addresses InTASC Standard #1 (Learner Development), Standard #2 (Learning Differences), Standard #3 (Learning Environments), Standard #4 (Content Knowledge), Standard #5 (Application of Content), Standard #6 (Assessment), Standard #7 (Planning for Instruction), and Standard #8 (Instructional Strategies).

PERFORMANCE ASSESSMENT GUIDE

- ✓ Arrange the day/time of your lesson and post-conference with your clinical instructor
- ✓ Complete the ***Planning Narrative*** prior to the observation (at least 24 hours in advance) and post to Blackboard
- ✓ Post ***Lesson Plan*** to Blackboard prior to the lesson (at least 24 hours in advance)
- ✓ Teach the entire lesson (see syllabus as video will be needed for the Quarter 2 observations)
- ✓ Participate in ***Post-Conference*** with your clinical instructor
- ✓ Complete the ***Post-Lesson Reflection*** and post to Blackboard
- ✓ Note: see syllabus for ***Video Reflection*** requirement for Quarter 2

PLANNING NARRATIVE

1. *What were your areas of reinforcement and refinement from your previous lesson? How are they being addressed in this lesson? What evidence will indicate that you have progressed toward your goals? Note: may not be applicable on first observation.*
2. What evidence do you have that your lesson plan will be appropriate for the age, knowledge, and interests of all learners?
3. What skills would your students demonstrate to indicate mastery of your objective? How are you measuring those skills in your formative assessment? How are you measuring those skills in your summative assessment?
4. What do you need to know about the content in this lesson to be successful teaching it?
5. Other reflective thoughts regarding this lesson?

APPRENTICE TEACHING EVALUATION

Standards and Objectives	Exemplary (5)	Highly Proficient (4)	Proficient (3)	Approaching Proficient (2)	Unsatisfactory (1)
SCORE:	• All learning objectives and state content standards are explicitly communicated. • Sub-objectives are aligned and logically sequenced to the lesson's major objective. • Learning objectives are: (a) consistently connected to what students have previously learned, (b) know from life experiences, and (c) integrated with other disciplines. • Expectations for student performance are clear, demanding, and high. • State standards are displayed and referenced throughout the lesson. • There is evidence that most students demonstrate mastery of the objective.	Evidence in both columns 3 and 5	• Most learning objectives and state content standards are communicated. • Sub-objectives are mostly aligned to the lesson's major objective. • Learning objectives are connected to what students have previously learned. • Expectations for student performance are clear. • State standards are displayed. • There is evidence that most students demonstrate mastery of the objective.	Evidence in both columns 1 and 3	• Few learning objectives and state content standards are communicated. • Sub-objectives are inconsistently aligned to the lesson's major objective. • Learning objectives are rarely connected to what students have previously learned. • Expectations for student performance are vague. • State standards are displayed. • There is evidence that few students demonstrate mastery of the objective.

Provide evidence of your score on Standards and Objectives:

Presenting Instructional Content	Exemplary (5)	Highly Proficient (4)	Proficient (3)	Approaching Proficient (2)	Unsatisfactory (1)
SCORE:	Presentation of content always includes: • visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the	Evidence in both columns 3 and 5	Presentation of content most of the time includes: • visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal	Evidence in both columns 1 and 3	Presentation of content rarely includes: • visuals that establish the purpose of the lesson, preview the organization of the lesson, and

Exemplary (5)	Highly Proficient (4)	Proficient (3)	Approaching Proficient (2)	Unsatisfactory (1)
lesson; • examples, illustrations, analogies, and labels for new concepts and ideas; • modeling by the teacher to demonstrate his or her performance expectations; • concise communication; • logical sequencing and segmenting; • all essential information and; • no irrelevant, confusing, or nonessential information.		summaries of the lesson; • examples, illustrations, analogies, and labels for new concepts and ideas; • modeling by the teacher to demonstrate his or her performance expectations; • concise communication; • logical sequencing and segmenting; • all essential information and; • no irrelevant, confusing, or nonessential information.		include internal summaries of the lesson; • examples, illustrations, analogies, and labels for new concepts and ideas; • modeling by the teacher to demonstrate his or her performance expectations; • concise communication; • logical sequencing and segmenting; • all essential information and; • no irrelevant, confusing, or nonessential information.

Provide evidence of your score on Presenting Instructional Content:

Activities and Materials	Exemplary (5)	Highly Proficient (4)	Proficient (3)	Approaching Proficient (2)	Unsatisfactory (1)
SCORE:	Activities and materials include all of the following: • support the lesson objectives; • are challenging; • sustain students' attention; • elicit a variety of thinking; • provide time for reflection; • are relevant to students' lives; • provide opportunities for student-to-student interaction; • induce student curiosity and suspense; • provide students	Evidence in both columns 3 and 5	Activities and materials include most of the following: • support the lesson objectives; • are challenging; • sustain students' attention; • elicit a variety of thinking; • provide time for reflection; • are relevant to students' lives; • provide opportunities for student-to-student interaction; • induce student curiosity and suspense;	Evidence in both columns 1 and 3	Activities and materials include few of the following: • support the lesson objectives; • are challenging; • sustain students' attention; • elicit a variety of thinking; • provide time for reflection; • are relevant to students' lives; • provide opportunities for student-to-student interaction; • induce student curiosity and suspense;

| | with choices;
• incorporate multimedia and technology and;
• incorporate resources beyond the school curriculum texts (e.g., teacher-made materials, manipulatives, resources from museums, cultural centers, etc.).
• In addition, sometimes activities are game-like, involve simulations, require creating products, and demand self-direction and self-monitoring. | | • provide students with choices;
• incorporate multimedia and technology and;
• incorporate resources beyond the school curriculum texts (e.g., teacher-made materials, manipulatives, resources from museums, cultural centers, etc.). | | • provide students with choices;
• incorporate multimedia and technology and;
• incorporate resources beyond the school curriculum texts (e.g., teacher-made materials, manipulatives, resources from museums, etc.) |

Provide evidence of your score on Activities and Materials:

Academic Feedback	Exemplary (5)	Highly Proficient (4)	Proficient (3)	Approaching Proficient (2)	Unsatisfactory (1)
SCORE:	• Oral and written feedback is consistently academically focused, frequent, and high quality. • Feedback is frequently given during guided practice and homework review. • The teacher circulates to prompt student thinking, assess each student's progress, and provide individual feedback. • Feedback from students is regularly used to monitor and adjust instruction. • Teacher engages students in giving specific and high-quality feedback to one another.	Evidence in both columns 3 and 5	• Oral and written feedback is mostly academically focused, frequent, and mostly high quality. • Feedback is sometimes given during guided practice and homework review. • The teacher circulates during instructional activities to support engagement and monitor student work. • Feedback from students is sometimes used to monitor and adjust instruction.	Evidence in both columns 1 and 3	• The quality and timeliness of feedback is inconsistent. • Feedback is rarely given during guided practice and homework review. • The teacher circulates during instructional activities, but monitors mostly behavior. • Feedback from students is rarely used to monitor or adjust instruction.

Provide evidence of your score on Activities and Materials:

Instructional Plans	Exemplary (5)	Highly Proficient (4)	Proficient (3)	Approaching Proficient (2)	Unsatisfactory (1)
SCORE:	*Instructional plans include:* *• measurable and explicit goals aligned to state content standards;* *• activities, materials, and assessments that:* *are aligned to state standards.* *are sequenced from basic to complex.* *build on prior student knowledge, are relevant to students' lives, and integrate other disciplines.* *provide appropriate time for student work, student reflection, and lesson and unit closure;* *• evidence that plan is appropriate for the age, knowledge, and interests of all learners and;* *• evidence that the plan provides regular opportunities to accommodate individual student needs.*	*Evidence in both columns 3 and 5*	*Instructional plans include:* *• goals aligned to state content standards;* *• activities, materials, and assessments that:* *are aligned to state standards.* *are sequenced from basic to complex.* *build on prior student knowledge.* *provide appropriate time for student work, and lesson and unit closure;* *• evidence that plan is appropriate for the age, knowledge, and interests of most learners and;* *• evidence that the plan provides some opportunities to accommodate individual student needs.*	*Evidence in both columns 1 and 3*	*Instructional plans include:* *• few goals aligned to state content standards;* *• activities, materials, and assessments that:* *are rarely aligned to state standards.* *are rarely logically sequenced.* *rarely build on prior student knowledge* *inconsistently provide time for student work, and lesson and unit closure;* *• little evidence that the plan is appropriate for the age, knowledge, or interests of the learners and;* *• little evidence that the plan provides some opportunities to accommodate individual student needs.*

Provide evidence of your score on Instructional Plans:

145

Managing Student Behavior	*Exemplary (5)*	*Highly Proficient (4)*	*Proficient (3)*	*Approaching Proficient (2)*	*Unsatisfactory (1)*
SCORE:	• *Students are consistently well-behaved and on task.* • *Teacher and students establish clear rules for learning and behavior.* • *The teacher uses several techniques, such as social approval, contingent activities, and consequences to maintain appropriate student behavior.* • *The teacher overlooks inconsequential behavior.* • *The teacher deals with students who have caused disruptions rather than the entire class.* • *The teacher attends to disruptions quickly and firmly.*	*Evidence in both columns 3 and 5*	• *Students are mostly well-behaved and on task, some minor learning disruptions may occur.* • *Teacher establishes rules for learning and behavior.* • *The teacher uses some techniques, such as social approval, contingent activities, and consequences to maintain appropriate student behavior.* • *The teacher overlooks some inconsequential behavior, but other times addresses it, stopping the lesson.* • *The teacher deals with students who have caused disruptions, yet sometimes he or she addresses the entire class.*	*Evidence in both columns 1 and 3*	• *Students are not well-behaved and are often off task.* • *Teacher establishes few rules for learning and behavior.* • *The teacher uses few techniques to maintain appropriate student behavior.* • *The teacher cannot distinguish between inconsequential behavior and inappropriate behavior.* • *Disruptions frequently interrupt instruction.*

Provide evidence of your score on Managing Student Behavior:

Teacher Content Knowledge	*Exemplary (5)*	*Highly Proficient (4)*	*Proficient (3)*	*Approaching Proficient (2)*	*Unsatisfactory (1)*
SCORE:	• *Teacher displays extensive content knowledge of all the subjects she or he teaches.* • *Teacher regularly*	*Evidence in both columns 3 and 5*	• *Teacher displays accurate content knowledge of all the subjects he or she teaches.*	*Evidence in both columns 1 and 3*	• *Teacher displays under-developed content knowledge in several subject areas.* • *Teacher rarely*

146

implements a variety of subject specific instructional strategies to enhance student content knowledge. • The teacher regularly highlights key concepts and ideas and uses them as bases to connect other powerful ideas. • Limited content is taught in sufficient depth to allow for the development of understanding.		• Teacher sometimes implements subject-specific instructional strategies to enhance student content knowledge. • The teacher sometimes highlights key concepts and ideas and uses them as bases to connect other powerful ideas.		implements subject specific instructional strategies to enhance student content knowledge. • Teacher does not understand key concepts and ideas in the discipline and therefore presents content in an unconnected way.

Provide evidence of your score on Teacher Content Knowledge:

Teacher Knowledge of Students	Exemplary (5)	Highly Proficient (4)	Proficient (3)	Approaching Proficient (2)	Unsatisfactory (1)
SCORE:	• Teacher practices display understanding of each student's anticipated learning difficulties. • Teacher practices regularly incorporate student interests and cultural heritage. • Teacher regularly provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught.	Evidence in both columns 3 and 5	• Teacher practices display understanding of some students' anticipated learning difficulties. • Teacher practices sometimes incorporate student interests and cultural heritage. • Teacher sometimes provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught.	Evidence in both columns 1 and 3	• Teacher practices demonstrate minimal knowledge of students' anticipated learning difficulties. • Teacher practices rarely incorporate student interests or cultural heritage. • Teacher practices demonstrate little differentiation of instructional methods or content.

Provide evidence of your score on Teacher Knowledge of Students:

Respectful Culture	Exemplary (5)	Highly Proficient (4)	Proficient (3)	Approaching Proficient (2)	Unsatisfactory (1)

147

| SCORE: | • Teacher –student interactions demonstrate caring and respect for one another.
• Students exhibit caring and respect for one another.
• Teacher seeks out and is receptive to the interests and opinions of all students.
• Positive relationships and interdependence characterize the classroom. | Evidence in both columns 3 and 5 | • Teacher – student interactions are generally friendly, but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures.
• Students exhibit respect for the teacher and are generally polite to each other.
• Teacher is sometimes receptive to the interests and opinions of students. | Evidence in both columns 1 and 3 | • Teacher – student interactions are sometimes authoritarian, negative, or inappropriate.
• Students exhibit disrespect for the teacher.
• Student interaction is characterized by conflict, sarcasm, or put-downs.
• Teacher is not receptive to interests and opinions of students. |

Provide evidence of your score on Respectful Culture:

Reinforcement	Refinement

POST-LESSON REFLECTION
(TO BE COMPLETED AFTER YOUR POST-CONFERENCE)

1. Based upon your instruction and student performance, what can you identify as your strengths and your areas of growth?
2. Considering student achievement: what steps will you take to address students who did not meet the objective (i.e. work with a small group of students during reading time, meet with mentor to determine how he/she will follow up with students, plan to reteach lesson (day and time?), consult with parents and send home supplemental materials, consult with Special Education teacher, etc.)
3. What will you do before your next evaluation to address your areas of growth?
4. In your next lesson, what evidence will show you have improved in those areas?
   5. Other reflective thoughts regarding this lesson?

APPENDIX I

TSES PERMISSION LETTER

Anita Woolfolk Hoy, Ph.D.

Professor
Psychological Studies in Education

Dear

You have my permission to use the *Teachers' Sense of Efficacy Scale* in your research. A copy of both the long and short forms of the instrument as well as scoring instructions can be found at:

http://www.coe.ohio-state.edu/ahoy/researchinstruments.htm

Best wishes in your work,

Anita Woolfolk Hoy, Ph.D.
Professor

College of Education
29 West Woodruff Avenue
Columbus, Ohio 43210-1177
WWW.COE.OHIO-STATE.EDU/AHOY
Phone 614-292-3774
FAX   614-292-7900
Hoy.17@osu.edu

150

APPENDIX J

IRB APPROVAL

Office of Research Integrity and Assurance

To:	Ray Buss
	FAB
From:	Mark Roosa, Chair
	Soc Beh IRB
Date:	06/05/2012
Committee Action:	**Exemption Granted**
IRB Action Date:	06/05/2012
IRB Protocol #:	1206007913
Study Title:	Supporting and Fostering the Development of Alternatively Certified Teachers:

Creating a Collaborative Community

The above-referenced protocol is considered exempt after review by the Institutional Review Board pursuant to Federal regulations, 45 CFR Part 46.101(b)(1) (2) .

This part of the federal regulations requires that the information be recorded by investigators in such a manner that subjects cannot be identified, directly or through identifiers linked to the subjects. It is necessary that the information obtained not be such that if disclosed outside the research, it could reasonably place the subjects at risk of criminal or civil liability, or be damaging to the subjects' financial standing, employability, or reputation.

You should retain a copy of this letter for your records.

APPENDIX K

MONTHLY MENTOR SURVEY

CREATE Fall 2012 Mentor Monthly Survey

Dear Participant:

I am a doctoral student under the direction of Dr. Ray Buss in the Mary Lou Fulton Teachers College at Arizona State University. I am conducting a research study that focuses on supporting and fostering the development of first year teachers.

I am inviting you to participate in completing the following questionnaire that will help me gather important data. The questionnaire will take approximately 10-15 minutes to complete and your participation is voluntary. If you choose to complete the questionnaire your responses will help make a contribution to the information known about first-year teacher self-efficacy and instructional practices. There are no foreseeable risks or discomforts to your participation. Participants must be 18 or older to complete this questionnaire.

Your individual responses to the questionnaire are anonymous and will only be seen by the research investigators. All information will be kept confidential. The aggregate results of this study may be used in reports, presentations, or publications but your name will never be used.

If you have any questions concerning the research study, please contact Deborah Preach at Deborah.Preach@asu.edu or Dr. Ray Buss at Ray.Buss@asu.edu.

If you have any questions about your rights as a subject/participant in this research, or if you feel you have been placed at risk, you can contact the Chair of the Human Subjects Institutional Review Board, through the ASU Office of Research Integrity and Assurance, at (480) 965-6788.

Return of the questionnaire is your consent to participate.

Sincerely,

Deborah Preach

CREATE Fall 2012 Mentor Monthly Survey

*1. How many times...

	0	1	2	3	4	5	6	7	8	9	10	More than 10
...did you contact your mentee by email or text this month?	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
...did you contact your mentee by phone this month?	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
...did you meet face-to-face with your mentee this month?	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Other (please specify)

[   ]

*2. As a mentor I...

	Strongly Agree	Agree	Disagree	Strongly Disagree
...provided helpful resources to my mentee.	☐	☐	☐	☐
...provided instructional strategies mentee.	☐	☐	☐	☐
...assisted my mentee in establishing goals.	☐	☐	☐	☐
...encouraged my mentee to reflect upon his/her practice.	☐	☐	☐	☐

*3. Describe any additional ways that you supported your mentee this month.

[   ]

*4. Describe your overall experience with your mentee.

[   ]

155

✱5. Which two TAP indicators did your mentee select to focus on during the NBCT observation?

☐ Instructional Planning

☐ Standards and Objectives

☐ Presenting Instructional Content

☐ Activities and Materials

☐ Academic Feedback

☐ Managing Student Behavior

✱6. The National Board Certified Teacher (NBCT) observation...

	Strongly agree	Agree	Disagree	Strongly Disagree
...provided examples of effective instructional strategies.	☐	☐	☐	☐
...provided examples of effective procedures and routines.	☐	☐	☐	☐
...provided examples of effective instructional resources.	☐	☐	☐	☐

✱7. Describe the CORP group discussion following the observation.

✱8. Describe the overall observation visit experience.

Thank you very much for your participation in this survey. Your feedback is appreciated. When you are finished click on the "Done" button and your survey responses will be submitted.