2017

Coping Strategies of Alternatively Certified Teachers in an Urban U.S. School District

Paula Stanton Stanton
Walden University

Walden University

College of Education

This is to certify that the doctoral dissertation by

Paula Stanton

has been found to be complete and satisfactory in all respects,
and that any and all revisions required by
the review committee have been made.

Review Committee
Dr. Felicia Blacher-Wilson, Committee Chairperson, Education Faculty
Dr. Laura Lynn, Committee Member, Education Faculty
Dr. Paul Englesberg, University Reviewer, Education Faculty

Chief Academic Officer
Eric Riedel, Ph.D.

Walden University
2016

Abstract

Coping Strategies of Alternatively Certified Teachers in an Urban U.S. School District

by

Paula M. Stanton

MPA, Southeastern University, 2002

BA, Howard University, 1993

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

Education

Walden University

February 2017

Abstract

Teacher attrition has continued to be problem across the United States, especially in urban, high-need districts. The purpose of this qualitative multiple case study was to identify the coping strategies of alternatively certified teachers in urban, high-need schools in order to understand how teachers overcome factors contributing to attrition. Research questions centered on the perceived challenges and stressors of alternatively certified teachers as well as the coping strategies that support their retention. The conceptual framework was based on Bronfenbrenner's theory of ecological development. Criterion sampling was used to identify experienced alternatively prepared teachers who had persisted for at least 4 years within an urban, high-need district. Data consisting of in-depth, semistructured interviews, online journals, and documents were coded inductively, using pattern coding for the purpose of explanation building across cases. Four primary themes related to stressors were identified: student behaviors and motivation, workload, administrator stress, and colleague stress. The 6 main themes related to coping strategies were social activities, professional learning, wellness and exercise, avoidance behaviors, school community support, and recreation and pastimes. The implications are that teachers may use the findings to gain strategies that can empower them to persist in challenging placements, and students may have increased access to experienced teachers. In addition, school administrators and alternative preparation programs may use the findings to provide teachers with proactive strategies for retention before they begin to experience stressors.

Coping Strategies of Alternatively Certified Teachers in an Urban U.S. School District

by

Paula M. Stanton

MPA, Southeastern University, 2002

BA, Howard University, 1993

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

Education

Walden University

February 2017

Dedication

I would like to send a special thank you to my husband, Walker. God sent you to travel this journey with me, and you have done so regally. Thanks to my mom, my all-time favorite girl, Paulette, who taught, inspired, and encouraged me to always reach my highest potential, despite any and all obstacles, and then soar higher. She is in a class of her own. To my girls, Nyah and Aliyah, and my granddaughter, Nova: I am truly blessed to be surrounded by such beauty, grace, and promise. To my late brother, Paul: I miss you, but I have felt your light on my darkest of days. Thanks to my extended family and friends for their encouragement, support, and tolerance.

Acknowledgments

I must first acknowledge God, who gave me the strength, perseverance, and drive to endure this beautiful learning path. There are many people who invested time, energy, and support in ensuring that I completed each milestone in my doctoral journey. I would like to thank my committee members, Felicia Blacher-Wilson, PhD, and Laura Lynn, PhD, for their unwavering guidance and support. Dr. Blacher-Wilson has been a dedicated member of my committee from the beginning, and her uplifting encouragement, quality feedback, and firm nudges have made the completion of my study possible. Dr. Lynn joined my committee a year ago, but she has been invaluable in ensuring that my study met the standards of research quality and relevance through her guidance, and most importantly, her questioning, which forced me to think more analytically about my work.

I also want to thank the five participants who lent their time and shared their experiences despite working in one of the most challenging, yet rewarding professions known to humankind.

Finally, I want to thank all of my friends and family with whom I cannot wait to celebrate the completion of this work and the beginning of everything.

Table of Contents

List of Tables

Chapter 1: Introduction

Each year in the United States, school district staffers recruit and staff teachers in high-need areas. This can be a difficult undertaking because of adverse conditions such as low test scores, high crime and poverty rates, and lack of resources (Ingersoll & Henry, 2010; Tamir, 2010). To address shortages in hard-to-staff areas, school district administrators partner with alternative preparation and licensure programs, also called alternative routes to certification (Feistritzer, Griffin, & Linnajarvi, 2011). State educational agencies began offering alternative routes to teacher licensure in the United States in the 1980s due to projections of impending teacher shortages, especially in hard to staff districts and content areas (Feistritzer, 2005). The number of alternative teacher education programs increased after U.S. Congressional members passed the No Child Left Behind (NCLB) (2002), which required that K-12 teachers obtain certification in their teaching areas in order to be considered highly qualified. To comply with NCLB's mandate, administrators instituted various iterations of these programs, especially to fill positions in teacher shortage areas (United States Department of Education, 2004).

Alternative teacher preparation programs (ATPPs) have continued to increase in number. In 2011, forty-five states, the District of Columbia and Puerto Rico reported having alternative routes to teacher licensure (U.S. Department of Education, 2013). ATPPs based at institutions of higher learning, increased their number of completers by 3% in the 2009-2010 academic year from the previous year, and those not based at institutions of higher learning increased their number of completers by 18% from the previous academic year to academic year 2009-2010 (U.S. Department of Education,

2013). Alternative routes to teacher licensure and preparation vary in structure, cost, length, and quality. Such routes to licensure include the complete range of pathways to full certification, including P-12 school systems, national alternative certification and preparation programs, and non-profit preparation programs (O'Sullivan, 2015).

Supporters have lauded ATPPs for initiatives to fill teacher vacancies. Proponents argue that these programs help school districts to fill shortages in high-need teaching subjects such as special education, math, and science (Robertson & Singleton, 2010). Proponents also highlight higher retention rates associated with these programs. For example, educators at Valdosta State University found that teachers who had completed the university's alternative certification program had higher retention rates than comparative national and state data (Stanley & Martin, 2009). By contrast, opponents argue that alternative certification programs contribute to the problem of teacher attrition and teacher ineffectiveness. Opponents of these programs also argue that the increase in teacher turnover can be traced back to expanding efforts to increase the teacher pool with fast-track alternative routes to teacher licensure in the U.S. (Carroll, 2010).

This chapter includes the background of my study and a summary of research on alternative certification/licensure programs and teacher attrition. It also includes a statement of the problem and the purpose and nature of the study. In addition, I define key terms used in the study. The chapter concludes with the significance of the study and a summary of the chapter.

Background

Stakeholders in education debate the quality of alternatively certified teachers when compared to traditionally certified teachers. According to Darling-Hammond (2002), teachers who receive their training in alternative certification programs are of poorer quality and are more likely to leave the profession within the first 3 years of practice than their traditionally certified counterparts. In later research, Marszalek, LaNasa, and Adler (2010) supported Darling-Hammond's assertion about the quality of alternatively certified teachers. They found that teachers who had participated in traditional teacher education programs had a positive effect on student achievement whereas teachers who had participated in alternative certification programs had a negative effect on student achievement.

In addition to student achievement, some researchers have focused on retention of alternatively certified teachers. Greenlee and Brown (2009) conducted a study on the retention strategies used by administrators in a Florida district in which as many as 56% of teachers were alternatively certified. Compared to teachers with traditional certifications, a higher number of alternatively certified teachers reported that they wanted greater authority in the school and additional opportunities for professional development (Greenlee & Brown, 2009). These teachers also more often reported that they needed administrators to create a more positive school culture with more shared leadership in school decision-making and more tactful approaches to managing conflicts within the school (Greenlee & Brown, 2009). In addition, Schonfeld and Feinman (2012) reported that alternatively licensed teachers were more likely than traditionally licensed

teachers to experience violence and classroom management challenges. These differences in perceptions and experiences highlight the need for school administrators and other stakeholders to identify strategies and support structures that might help to retain teachers in the hard to staff areas in which they are placed. They also warrant more research into the ways in which alternatively certified teachers cope in challenging urban placements. There is a gap in research on the specific self-reported coping strategies that keep alternatively certified teachers in high-need urban schools.

In this study, I focused on one urban district in the mid-Atlantic region of the United States that had hired 292 teachers, which constituted more than 50% of its teaching force, from three alternative certification programs during the 2011-2012 school year. According to the state department of education, the number of hires from such programs rose to 295 in 2012-2013. In 2011-2012, the district had the third highest overall attrition rate in the state at 12.2%. Further, the district had the second highest number of teachers with 1-5 years of experience.

Understanding how teachers navigate the challenges that cause them to exit might help school district administrators address the issue of teacher attrition within the first 5 years. Teacher attrition is a national issue and has grown in the United States since the 1990s. By 2007, the national teacher turnover rate had risen to approximately 17% and more than 20% in urban schools. (Carroll, 2007). Study findings may give much-needed insight about how teachers cope with the factors that cause many of them to leave their careers. The findings may also address the broader issue of teacher attrition and may

equip alternatively certified teachers entering the profession with effective coping strategies that enhance their potential to be retained.

Problem Statement

Teacher attrition has been a major challenge for U.S. public and private school systems, specifically for early career teachers in urban districts, since 1994 (Ingersoll & Merrill, 2010). Carroll (2010) reported that more than 30% of novice teachers exit the profession within their initial 5 years of teaching, which results in an estimated $7.2 billion in costs to U.S. school districts per year. Carroll (2007) estimated the cost of turnover in Chicago per year to be $86 million; in Milwaukee, they estimated the cost to be $8,300 per teacher who departed the system, with a typical low-performing school in Milwaukee spending an additional $67,000 on activities such as recruitment and professional development. Ingersoll (2003) found that more than 41% of early career teachers in the United States leave the profession within 5 years of entry.

Overall, teachers report many individual and contextual reasons for exiting. Individual reasons included gender and age; burnout, and family changes (Curry & O'Brien, 2012; Tippens, Ricketts, Morgan, Navarro, & Flanders, 2013). Contextual factors include salary, professional development, administrative and peer support, school demographics, teacher preparation, and student issues (Schaefer, Long, & Clendenin, 2012). Other researchers have identified job stress, low funding, school safety, and teacher self-efficacy as factors affecting teacher retention (Klassen & Chiu, 2011).

Factors affecting teacher attrition among alternatively certified teachers might be similar to those affecting traditionally certified teachers in urban schools. For example,

researchers have identified peer and administrator support as two important factors accounting for teachers' success and desire to remain in high-need settings (Lambeth, 2012; Petty, Fitchett, & O'Connor, 2012). Similarly, Curtis (2012) found that lack of support from school administrators was a primary reason for traditional middle and high school mathematics teachers' decisions to leave the profession.

Factors contributing to teacher attrition are well documented (Curtis, 2012; Ingersoll, 2003; Petty et al., 2012). However, the research did not address coping strategies of alternatively certified teachers who persist in their placements and in the profession overall. To address this gap, additional research is needed on the coping strategies that relate to teacher efficacy, administrative and peer support, and training in order to prepare alternatively certified teachers for sustaining high performance in response to the demands of the profession.

Ng and Peter (2010) reported reasons that alternatively certified teachers stay or leave the profession and suggested additional study to understand the effects of diverse teacher preparation program types and participant (teacher) characteristics. Sedivy-Benton and McGill (2012) also studied this phenomenon and suggested a need for more in-depth research into the variables leading to teacher attrition to account for more specific differences in schools and teachers. To understand the experiences and barriers of alternatively certified science, technology, engineering, and mathematics teachers in an urban district, Koehler, Feldhaus, Fernandez, and Hundley (2013) studied teacher perceptions of preparedness and barriers to success and suggested tracking teachers in their first year in order to understand the common barriers and challenges they face and

to understand their perceptions about teaching once they have completed a year of full time teaching. They asserted that additional research could help inform future policy. Understanding perceived stressors, challenges, and coping strategies in their initial years can be critical for ATPPs, teachers, and district administrators for improving retention.

Researchers engaged in quantitative studies have focused on the impact of alternative licensure on teachers' use of instructional strategies, retention, and test scores. (Fletcher & Djajalaksana, 2014; Sindelar et al., 2012; Xu, Hannaway, & Taylor, 2011). Findings have illuminated factors related to teacher recruitment, teacher attrition and retention rates, teacher demographics, and student achievement. According to Teach for America (TFA), a well-known alternative teacher preparation program, 10,000 corps members across 50 regions in the United States served during the 2013-2014 school year. This number represents a sizable increase from the 400 corps members who served in five regions during the 1990-1991 school year (Teach for America, 2015). Findings on the effectiveness of TFA teachers have been positive and negative. Xu et al. (2011) found that TFA teachers positively affected high school students' test scores, particularly in science. On the other hand, Heilig, Cole, and Springel (2011) concluded that among peer-reviewed research studies, there is no definitive evidence to support the assertion that TFA teachers produce higher achievement than their traditionally certified counterparts. In addition, research on TFA reports attrition rates as high as 80% after the first 4 years of teaching (Heilig et al., 2011).

Teacher preparation is not the only factor associated with attrition. Sass, Flores, Claeys, and Perez (2012) studied teacher and school variables associated with attrition.

They studied personal variables such as teacher gender and age and school context variables such as adequate yearly progress (AYP) status, school size, level, and type. Sass et al. (2012) also encouraged administrators to identify teacher characteristics, such as coping skills and commitment to teaching in order to predict retention.

Although not unique to alternatively certified teachers, researchers in the area of teacher retention have also focused on coping styles and work-related teacher stress. Richards (2012) identified sources and manifestations of stress in a national survey of teachers working in kindergarten through Grade 12 and suggested coping strategies, such as humor and problem solving to manage such stress. In addition, Curry and O'Brien (2012) argued for a paradigm shift for teacher educators from focusing on attrition factors to preservice and in-service teacher wellness. They performed a case study to understand the overall wellbeing of two novice teachers, one with a wellness plan and one without a wellness plan. In their study, the teacher without a wellness plan expressed a desire to leave the profession in the summer following the teacher's first year, whereas the teacher with a wellness plan expressed satisfaction with her first-year experience. In order to add to the body of knowledge on teacher retention, I explored the concept of *wellness* in addition to other coping strategies that teachers used in their high-need placements.

Studies of teacher preparation, support, attrition, and stress provide relevant findings about teacher retention and coping strategies. However, research on the coping strategies and persistence of alternatively certified teachers in some of the most challenging schools in the United States is limited. The purpose of the study was to

address this gap in research and to gain an understanding of the perceived coping strategies of study participants who have persisted in the profession longer than 3 years.

Purpose of the Study

The purpose of this study was to describe the ways in which alternatively certified teachers in an urban high-need district develop work-related and non-work-related coping strategies that aid in teacher retention.

Research Questions

RQ1 (Qualitative): What are the perceived stressors facing persistent, alternatively certified teachers in an urban, high-need district in the mid-Atlantic region of the United States?

RQ2 (Qualitative): How do alternatively certified teachers with at least 4 years of experience in an urban, high-need district cope with stressors and challenges? What strategies and supports do these teachers use?

Conceptual Framework

The conceptual framework for this study was based on Bronfenbrenner's (1977) theory of human development. Bronfenbrenner explained how individuals accommodate for changes in environments within five systems: the microsystem (immediate surroundings), mesosystem (intersection between two microsystems), exosystem (environmental elements), macrosystem (cultural environment), and chronosystem (life events). These concepts are explained more fully in Chapter 2. Bronfenbrenner explained the progression of human development from childhood, including how adults live and grow within their authentic settings.

Researchers have used Bronfenbrenner's (1977) theory of human development as an approach to studying the alternatively certified teaching candidate's transition into the teaching profession (Tissington, 2008). Using Bronfenbrenner's theory, Tissington (2008) explained the transition by placing the teacher at the center of the five systems. Complex relationships within and outside of the classroom shape the broad cultural values of second career teachers. Tissington emphasized the teachers' active rather than passive role in the development process in order to understand the influences that could affect their success and retention.

I used Bronfenbrenner's theory as part of the conceptual framework for my qualitative multiple case study in order to understand how alternatively certified teacher candidates navigate within Bronfenbrenner's systems as they transition to becoming teachers of record. Moreover, I believe Bronfenbrenner's conceptual ecological model can provide a framework for understanding the persistence of teachers who remain in the most challenging environments. I collected and analyzed qualitative data in order to understand how alternatively certified teachers in high-need, urban schools have persisted within Bronfenbrenner's five systems beyond 3 years. The collective or multiple case study approach allowed me to engage in in-depth analysis of the factors that have affected participants' persistence and any coping strategies that may have helped them cope with the many challenges and stressors of the profession.

Nature of the Study

The qualitative study followed the collective or multiple case study design**.** Qualitative researchers use approaches such as the case study to engage in inquiry by

collecting data in a natural setting. Qualitative research is best suited for describing the perceived stressors and challenges of urban, high-need teaching placements and for understanding how teachers regularly cope with the stressors and challenges. According to Creswell (2013), a multiple case study design is appropriate to understand one problem, issue, or concern by researching several cases that illustrate the problem. In my study, the cases were five alternatively certified teachers in an urban district in the mid-Atlantic region of the United States. I selected these cases because they represented alternatively certified teachers who had persisted in their role for at least four years. In 2010-2011, the state reported the attrition of 1,892 teachers in years one to five, 42% of the total attrition reported that year. Due to the high attrition rate of teachers with fewer than five years of experience, I selected teachers with four or more years of experience to present an in-depth understanding of the perceived coping strategies that have helped them to persist.

I collected data through online journals, interviews, and school/district documents (professional development documents, school/district context and achievement documents) for triangulation of data. Each participant kept an online journal for a 4-week period prior to interviews in order to identify specific challenges, stressors, and coping strategies. The journal was designed in order to help answer RQ1 and RQ2. I collected interview data to gather background information related to the participants' preparation and previous experience as well as to understand their current school contexts and environments. I asked specific questions targeted to the research questions with appropriate probes to ensure depth in answers. Finally, I collected public, professional

development and district documents from the local school system and/or the participants' respective preparation programs, in order to understand the measures that were already in place to help teachers cope with challenges. These documents provided additional answers to the research questions.

Ensuring quality in qualitative research involves systematic and rigorous data collection (Patton, 2002). I analyzed data inductively using pattern coding for explanation building in order to describe and understand the challenges and stressors that alternatively prepared teachers face and the coping strategies leading to their persistence.

Ideally, multiple coders would help to establish validity and reliability, in an effort to allow for multiple interpretations of the same data and elevate the rigor of the research. Because this was not possible due to cost and time, I conducted the coding, analysis, and cross-checking procedures thoroughly and with fidelity. I cross-checked data from each of the sources during the study, and solicited a peer reviewer or debriefer to assist in validating the research by asking challenging questions about methods and interpretations and working with me to keep accounts of peer debriefing sessions. According to Lincoln and Guba (1985), the peer reviewer serves as a devil's advocate who helps to ensure the researcher's honesty.

Definitions

I used the following key terms in this study:

Alternative routes to certification: Routes to teacher licensure that allow an individual with a bachelor's degree to obtain teacher licensure without completing a college-based teacher education program (Feistritzer et al., 2011). The National Center

for Alternative Certification defined alternative certification programs as those with the following criteria:

- Alternative preparation programs serve candidates who become teachers of record or teacher leaders while participating in such programs.
- Alternative preparation programs focus on recruitment, selection, support, and retention.
- Alternative certification programs are any programs other than undergraduate programs leading to certification. (National Center for Alternative Education, 2015).

Emotion-focused coping strategies: Coping strategies that reduce unwanted emotions by dealing with the emotions themselves. These behaviors might include crying or sharing the emotion with someone (Chang, 2013).

High-need schools: Schools that serve a significant number of children in poverty and have one of the following characteristics: (a) high percentage of teachers teaching outside of the grade or subject in which they were trained, (b) high attrition rate, (c) high percentage of teachers with temporary, provisional, or emergency teaching licenses (Silva, McKie, Knechtel, Gleason, & Makowsky, 2014).

Novice or beginning teachers: Teachers with three or fewer years of teaching experience (Bitterman, Gray, & Goldring, 2013).

Persistent teachers: Teachers who remain in the teaching profession (Caples & McNeese, 2010) or in high-need schools (Robinson, 2007).

Problem-focused coping strategies: Behaviors directly related to reducing stress or dealing with the problem. These might include cognitive or behavioral actions (Chang, 2013; Pareek & Jindal, 2014).

Traditional certification routes: Pathways to certification that require teachers to complete all teaching requirements, including coursework and student teaching prior to their initial teaching assignment (Constantine et al., 2009). Traditionally certified teachers are those who have participated in traditional certification routes.

Veteran teachers: Teachers with four or more years of full-time teaching experience. (Bitterman et al., 2013)

Assumptions

I assume that participants will share their experiences honestly in interviews and journals. I also assume that participant perceptions will represent their own experiences and situations within the context of their teaching assignments and school district. These assumptions are necessary in order to draw conclusions that might prove useful to preservice, novice, and experienced teachers as they cope with the challenges of working in high-need schools.

Scope and Delimitations

This study included alternatively certified teachers who have remained in the profession beyond 3 years in one urban district in the mid-Atlantic region of the United States. I selected this group in order to understand how they have remained in the profession while others have exited at high rates within the first 5 years (Carroll, 2007). All teachers were current, full-time teachers and were considered alumni of their

respective alternative certification programs because they had fulfilled their time commitment. The teachers may have transferred schools during their participation in the alternative certification program, but they had all remained in the same urban, high-need school district.

Limitations

A limitation of the study was the small sample size. I used criterion sampling to identify participants for the study. I established the following criteria for participation: current, full-time teacher of record in the district, with at least 4 years of teaching experience. I recruited participants by requesting ATPP recommendations of teachers who met the criteria. Prior to beginning the study, I verified that all participants had met the established criteria (Creswell, 2013). The small sample size resulted in a lack of ethnic diversity in the sample; three teachers identified as White, and two teachers identified as African American. However, diversity is a concern for ATPPs in the state. For example, during the 2013-2014 school year, 49% of first year resident teachers in the state were White, and 22% were African American. Asians and Latino/Hispanics accounted for less than 5% each.

The small sample size also contributed to a lack of diversity in the levels of the teachers in the study. The sample included three elementary school teachers, one middle school teacher, and one high school teacher. The reason for this limitation was that ATPP1 had primarily prepared teachers for elementary and middle school placements in its inaugural year. Therefore the pool of potential participants from the IRB-approved community partner did not include high school teachers. I was able to secure one high

school participant using convenience sampling and one additional middle school teacher using snowball sampling.

I collected three forms of data (interviews, online journals, and document review) in order to avoid researcher bias. The findings and conclusions were based on self-reported perceptions of teachers' experiences. An additional limitation was that I collected data on individual experiences that may not represent the experiences of other teachers in similar settings. Therefore, the findings and conclusions of this study cannot be generalized to other settings. Qualitative research, however, rarely makes claims about generalizability (Maxwell, 2013). Rather, it provides an opportunity for transferability. Lincoln and Guba (1985) asserted that the original researcher must provide rich descriptions that might allow others to transfer the findings to contexts outside of the study.

Transferability may be limited, but the findings and conclusions may provide insights about teacher coping and retention that could be transferred to other preservice teacher education programs, high-need school districts, and teacher mentoring and support initiatives. Another potential limitation is that my experience in K-12 education and my work with ATPPs may generate empathy or lack of empathy toward participants. To address this limitation, I allowed participants to review and comment on emerging themes.

Significance

The results of the study provided insights into the types of problem- focused and emotion-based coping strategies that alternatively certified teachers regularly use to

navigate within the five systems of Bronfenbrenner's (1977) ecological model as it relates to teaching in high-need, urban districts. The investigation of these coping strategies included qualitative data collection related to the current research on teacher attrition: 1) teacher preparation (Schaefer, Long, & Clendenin, 2012), 2) school context and environment (Sass et al., 2012), 3) administrative and peer support (Petty et al., 2012), and 4) teacher identity (Skaalvik & Skaalvik, 2011), efficacy (Stanley, 2011) and salary (Petty et al., 2012). This study can affect teacher retention in high need districts by providing an opportunity to understand the perceived coping strategies that have been effective for teachers who have persisted in the profession beyond the initial 3 years. These coping strategies can be shared with novice, alternatively certified teachers as they enter the profession and in mentoring programs as they transition from novice to veteran status. Ultimately, the results of the study can be shared with alternative teacher preparation organizations to serve as the basis for potential professional development initiatives and teacher mentoring and coaching work to address the high impact of teacher attrition.

Summary

Teachers continue to exit their teaching careers at alarming rates within their first five years of teaching, costing schools millions of dollars each year (Carroll, 2010; Ingersoll, 2003). Beginning in the 1980's and increasing in the 21st century as a result of NCLB mandates, alternative certification programs have been used as a solution to addressing teacher shortages in high-need urban school (Feistritzer, 2005). These alternative certification programs allow teachers to earn their teaching credentials at an

accelerated pace while receiving on-the-job training. Carroll (2010) also noted that increases in teacher shortages occurred during the same time that alternative licensure programs began to increase, thereby suggesting that this influx of teachers increased teacher turnover. In order to fully comprehend the occurrence and impact of teacher attrition, it is important to understand the factors and challenges associated with attrition as well as the ways that teachers cope with the challenges that they face in some of the most high-need school environments.

Chapter 2 will include a review of the literature on teacher attrition, persistence and retention, and coping. The literature review will include an introduction, an outline of the literature search strategy, including databases and key words used, the conceptual framework for the study, and an exhaustive review of current literature on teacher retention and attrition. Chapter 2 will conclude with a summary and conclusions.

Chapter 2: Literature Review

Introduction

To address the need for qualified teachers in urban school districts, many U.S. school systems have come to depend on alternative teacher licensure routes designed to quickly recruit new talent into the profession. Candidates typically undergo a rigorous selection process that is intended to recruit and select the brightest and most talented individuals (Feistritzer, 2005; Zhang & Zeller, 2016). By 2011, every state in the U.S. reported having some form of alternative route to teacher certification (Feistritzer et al., 2011).The question remains whether these types of programs help to address the problem or further exacerbate it.

In order to address questions about the effectiveness of alternative certification programs, some researchers have focused on teacher attrition and retention. According to Ng and Peter (2010), the data on alternatively certified teacher retention was inconclusive, but Carroll (2010) noted that the increase of overall teacher turnover in the 1990s occurred during the same time that more teachers were obtaining licensure via alternative pathways. Further, Darling-Hammond (2003) found that alternatively certified teachers quit the profession or left schools at the same or higher rate than traditionally certified teachers.

Researchers have also sought ways to categorize teacher preparation programs in order to understand their impact on student learning. Nadler and Peterson (2009) described two types of alternative certification programs: symbolic and genuine. They defined symbolic programs as those that require approximately 30 methodology credits in

education for certification. This is similar to traditional routes to certification. Genuine alternative certification programs were defined as those that require participants to pass a test or take substantially fewer credits to earn a teaching certification. Nadler and Peterson (2009) tackled the question of whether alternative certification programs increase the pool of minority teachers and impact student learning. They found that states with genuine programs had higher minority representation and higher National Assessment of Educational Progress scores in 4th and 8th grade reading and math. These findings support the effectiveness of ATPPs in improving diversity and student achievement.

Organizations in Germany, England (Ladd, 2007), and Norway (Haugen, 2013) have also developed alternative teacher preparation programs to address teacher shortages. Seventeen countries in the Organization for Economic Cooperation and Development had allowed teachers to enter the profession through nontraditional routes by 2007 (Ladd, 2007). Even though such programs have existed for over 20 years, not much information is available on overall retention rates of alternative certification programs and the factors that lead to teacher persistence. (Ladd, 2007; Schonfeld & Feinman, 2011).

Literature Search Strategy

In my review of the literature, I explored current research on teacher attrition and retention in order to better understand the conditions and experiences that help teachers persist in the profession and those that most often force them out. I searched PsychINFO, ProQuest, Academic Search Premier, and Education Research Complete databases. In

Psych INFO, I searched *teacher coping*, *teacher attrition*, and *teacher retention*. In my search of ProQuest, I searched *teacher attrition*, *teacher retention*, *teacher turnover*, *alternative teacher certification* and *licensure*, *teacher coping*, *teacher stress*, *teacher resilience*, *teacher burnout*, *teacher mentoring*, *teacher identity*, *teacher support*, and *teacher efficacy*. In my search of Academic Search Premier and Education Research Complete, I used *teacher persistence* and *high-need schools.* During the literature search, I located approximately 150 peer reviewed articles published between 2009 and 2015. *Because* the search yielded articles that were from countries outside of the United States, I omitted them from the review when they did not add to my understanding of stressors and challenges of teachers in the U.S. I analyzed contributions of all of the articles to understanding my topic and answering my research questions and included 80 of the articles in my literature review. I concluded my review when I began to see identical themes and sources across databases and studies; however, I continued to review literature on my topic throughout the study.

The research on these conditions and experiences seems to fit into three main categories: practicum experience, satisfaction, and support. In addition to the conditions and experiences that promote teacher retention, I also explored the following subtopics: (a) teacher resilience, (b) self-efficacy, (c) teacher identity, and (d) teacher stress and coping.

Conceptual Framework

Bronfenbrenner's (1977) theory of ecological development provides a conceptual framework for understanding how human beings exist within complex relationships and

environments. Bronfenbrenner identified five systems: microsystem, mesosystem, exosystem, macrosystem, and chronosystem. The microsystem is the complex relationship between the individual and the immediate setting such as school, work, or home. The mesosystem is the interrelations among major settings in the microsystem. The exosystem is the social structure that does not contain the individual yet affects his/her mesosystem. The macrosystem refers to the prototypes that exist in a society. These prototypes often serve as blueprints for ideal structures and activities. For example, schools are part of the macrosystem because they represent an overarching institutional pattern, and they operate similarly in a society. Another example would be laws and regulations that provide an explicit blueprint of behaviors and expectations. Bronfenbrenner (1994) later added the chronosystem and explained that it relates to changes in environment over time. The chronosystem represents major life events during the lifespan that change how the teacher interacts within the other systems. This could include moving to a new school district, getting married, or starting a family.

Researchers have used Bronfenbrenner's theory to understand attrition factors, such as burnout. For example, Brunsting, Sreckovic, and Lane (2014) used Bronfenbrenner's (1977) ecological model to explain the range of variables affecting special education teacher burnout. These variables included administrative support, teacher experience, student disability, role ambiguity, and role conflict (Brunsting et al., 2014). I believe that this was an appropriate theory with which to synthesize teacher burnout research because it develops over time, across settings, and within the systems identified in the ecological model (Gavish & Friedman, 2010).

Tissington (2008) also used Bronfenbrenner's (1977) theory to explain alternatively certified teachers' transition from teacher candidates to teachers of record. She did so by aligning each of the five systems with the elements of the teaching profession to which they most logically connect. The microsystem aligns with classroom practices; the mesosystem aligns with professional collaboration; the exosystem relates to organizational structure and policies, and the macrosystem encompasses cultural values. Tissington's (2008) findings also suggested that administrator, peer, or other support systems can improve teachers' development and well-being within any of the five systems. I believe that an understanding of the most common teacher perceptions of attrition and retention factors in relation to the five systems is important in understanding how teachers persist.

In the first section of this literature review I will identify major themes as they relate to the needs of teachers, followed by attributes and conditions of persistent teachers such as resilience, efficacy, and teacher identity. Finally, I will summarize the research on teacher stress and coping. Each of these themes or concepts can be explored within one or more of the five ecological systems identified by Bronfenbrenner (1977).

Practicum Experience

Researchers on teacher retention suggest that teachers having undergone alternative routes to teacher preparation need to experience the types of settings in which they will be working as early as possible in their careers (Petty et al., 2012). This is due to the unique challenges of working in urban, high-need districts. Petty et al. found that teachers reported a lack of connection between teacher preparation programs and the

realities of teaching assignments in urban settings. Further, Caires, Almeida, and Martins (2010) found that teachers with high stress at the beginning of their practicum experiences reported feelings of improvement at the conclusion. Teachers ultimately felt more of a sense of belonging to the school community and more comfort in their roles

Ng and Peter (2010) added to the notion that experiences are key for preservice educators by underscoring the importance of realistic expectations of factors within and outside of the school community. They recognized that attrition sometimes occurs due to life events that are unrelated to the dynamics of a school. Career choices are often based on outside factors, either professional or personal. Gilpin (2011) quantified the importance of preservice practicum experiences, finding that teachers who participated in a practicum were more likely to persist in the profession.

In addition to persistence in the profession, research also supported practicum experience as a factor in attitudes toward urban schools and diversity. Lee, Eckrich, Lackey, and Showalter (2010) hypothesized that teachers who participated in an urban field experience would have higher post-course scores on their intention to remain in urban settings, their perceptions of urban schools, and their attitudes toward diversity and multiculturalism. They found that students who participated in redesigned courses with more specific foci on diversity and multiculturalism along with embedded field experiences in urban settings were more likely to remain in the profession. Participants' intentions to teach in urban settings were positively related to their enhanced coursework experiences and their experiences in urban settings.

Special education is one of the specific areas with the highest turnover rate (Robertson & Singleton, 2010). Connelly and Graham (2009) found a significant difference in the number of special education teachers (80%) with 10 or more weeks of student teaching experience who chose to remain in the profession a year after their initial teaching year versus the percentage of teachers (63%) who had fewer than 10 weeks of student teaching experience and were still teaching after the first year. The research suggests that practicum experience in inclusive classrooms can support a teacher's development of efficacy in classroom management and other areas of concern that might result in higher retention rates. Teacher education programs cannot minimize the importance of practicum experience in teacher development. Further, practicum experience in inclusive classrooms may not only promote a sense of confidence in the ability to manage behaviors, but also in knowledge of laws, management of workload, and knowledge of resources and standards (Sokal, Woloshyn, & Funk-Unrau, 2013). This research did not suggest that practicum experience in inclusive classrooms improved efficacy in all areas, but it did suggest that efficacy in classroom management can be improved with authentic time to work within classrooms that mirror potential inclusive classroom placements.

Some alternatively certified teachers obtain practical classroom experience by serving as apprentices or by working alongside teachers as paraprofessionals. Sindelar, et al. (2012) identified several alternative licensure special education teacher preparation programs to determine cost effectiveness of the programs as well as to determine the participants' desires to continue teaching. In addition to the lower attrition rate for special

education alternative licensure programs as compared to the overall attrition of new teachers, the findings supported the notion that working with an experienced teacher prior to becoming teachers of record may increase retention for special education teachers. Sindelar et al. (2012) found that three-fourths of the teachers in the study intended to stay in the profession. In addition, step up programs, alternative licensure programs in which aspiring teachers work as para educators before becoming teachers of record, had higher retention rates than the other groups in the study. Step-up program participants received support in special education classrooms, beyond the traditional internship program, including more preservice training and were much more likely to remain in special education, to remain in their schools, and to remain in the profession. These results support the need for more practical experience, specifically with special education students, prior to the initial teaching assignment.

Even when teachers perceive that they have been well prepared for their teaching careers, novice teachers experience frustration that could potentially lead to attrition. Mee and Haverback (2014) interviewed six middle school-trained teachers with practicum experience working with challenging and diverse populations of students in a mid-Atlantic state to examine their commitment to teaching adolescents and their early career frustrations. After their first year, all of the teachers experienced frustrations related to paperwork, classroom management, curriculum, and organization. Five of the six teachers planned to continue in their placement, and one teacher was considering moving to another district or potentially exiting the profession in the future.

Success and Satisfaction

Researchers have found that the feeling of satisfaction is important in teachers' desires to persist in urban schools (Ng & Peter, 2010; Petty et al., 2012). The findings of these studies suggested that teachers who felt the pride of accomplishment were more likely to want to remain in their urban teaching assignments or to select placements in urban schools upon completion of their programs. Carter and Keiler (2009) found similar results that also highlighted that alternatively certified teachers felt more success and satisfaction when they had access to resources that could be implemented immediately in their classrooms. For example, one of the teachers perceived that her class was going well when she saw the enjoyment her students derived from using games and other activities that she had learned from her math methods instructor. These findings suggest a need for more study into ways of recognizing accomplishments in the early stages of teachers' careers.

Rockoff and Speroni (2010) further supported that the effects of experiencing success for alternatively certified teachers as early as during the hiring process, impact their future success with students. Specifically, teachers who received higher subjective feedback prior to being hired as teachers of record or in their first year as teachers of record showed greater gains in student achievement with future students. Student achievement data was further improved in the second year for teachers whose student achievement data was higher in the first year. These results imply that the experience of success can ultimately improve teacher quality and student achievement.

Teacher satisfaction can also be related to racial composition, especially within a profession traditional dominated by Whites. Renzulli, Parrot, and Beannie (2011) found that teaching in racially mismatched schools lowered the satisfaction levels for White teachers, but working in charter schools where they experienced more autonomy, reduced the negative effect. The results of this study also showed that Blacks teaching in majority Black schools were less satisfied than Whites teaching in majority White schools. Again, the negative effects were mediated with more teacher autonomy.

In addition to the effects of autonomy on job satisfaction, a growing body of international research has focused on the effects of work-family conflicts on stress, burnout, and job satisfaction. (Fung, Ahmad, & Omar, 2014; Noor & Zainuddin, 2011). Family-related demands such as balancing work life with the demands of raising children played a role in work-family conflict (Palmer, Rose, Sanders, & Randle, 2012). Palmer et al. (2012) asserted that programs that help teachers balance their work and home life could potentially decrease stress and turnover and increase job satisfaction.

Effectiveness can be barometer for feelings of success among teachers. Shaha and Ellsworth (2013) found that teachers who participated more in online and on demand professional development experienced higher gains in student achievement and teacher retention. More attention to ways to improve teacher performance is important in solving some of the problems of teacher turnover. Cheidel (2010) suggested that some teachers seek out professional development that opens the doors to other professions. Therefore, in order for teachers to remain in the profession, the professional development opportunities

may include instructional techniques that help improve their practice rather than lure them outside of the classrooms.

A source of dissatisfaction for teachers that affects retention rates is teacher salary (Petty et al., 2012). Low teacher salary has been reported as one of the major reasons that some teachers choose to exit the profession (Curtis, 2012; Ingersoll, 2003). School districts sometimes offer financial incentives as a means of attracting and retaining teachers, with the hope that these incentives will translate to higher student achievement. Lin (2010) found a positive relationship between higher teacher salaries and student achievement. Targeted salary increases could be one solution to the turnover problem in hard-to-staff, high minority, high poverty areas.

Support

One of the themes in the literature related to a teacher's satisfaction and desire to remain in the profession is the need to feel supported. Support can take the form of induction programs, administrator support, peer support, professional development, and teacher mentoring. This is not an exhaustive list, and there is no specific diet of the types of support that are effective for every teacher, but the research supports the notion that teachers are more likely to remain when they perceive that they have support. One way to support teachers is through intensive induction programs (Gujarati, 2012; Lussier & Forgione, Jr., 2010). Gujarati (2012) posited that the key to retention of highly qualified teachers is a comprehensive induction program, lasting for a minimum of 2 years. Lambeth (2012) further synthesized the research supporting effective practices such as teacher induction programs and mentoring as a means of lowering attrition rates,

including the acknowledgement that beginning teachers in urban settings may require differentiated strategies that reflect the diverse socioeconomic, racial, and ethnic groups of the communities in which they serve.

One teacher's experiences, documented in a narrative inquiry by Craig (2014), revealed her challenges with four principals over a 6-year period. The study document a series of experiences that caused her to leave her urban placement to teach abroad in Beijing and eventually in London. Anna chose to enter an alternative teacher preparation program after working in the communications field. Upon completion of her teaching courses, Anna secured a position at a diverse middle school. Though Anna was able to hone her craft and had many rich learning experiences, her negative experiences began to overshadow her desire to remain at the school. These experiences ranged from inconsistent administrative and peer support, constant changes in grade level, district mandated dysfunctional professional learning communities, and public humiliation (Craig, 2014). Anna's experiences seem to mirror some of the challenges reported by other teachers upon entry into the profession.

Petty et al. (2012) also corroborated the importance of administrative support in retention, but they did not find it to be the most important factor in teachers' desires to stay or leave. Not only do teachers need the direct support of their administrators, but also, they need administrators who support collaboration. Darling-Hammond and Rothman (2011) described the practices of school leaders in Finland who provided time during the school day for novice teachers to collaborate on curriculum and assessments. The implication of these types of day-to-day peer collaboration opportunities suggests

that administrators hiring cohorts of teachers who collaborate, co-plan, and work well together may foster the type of collegiality that promotes the desire to stay.

The cohort model may also be effective in providing support in the preparation of alternatively certified teachers. Beare, Torgerson, Marshall, Tracz, and Chiero (2012) explored alternative teacher preparation programs on a single campus in Yosemite California to determine the effectiveness of three different pathways, a traditional, campus-based program, an intern program, and a partner school program. The two latter programs were variations of the cohort model. In the intern program, students participated in a fluid cohort model in which they had the support of a dedicated faculty member and team. The other alternative pathway included a closed cohort model in which teachers participated in coursework and field experiences within a partnership school and received professional development support from the partnering school and district. The results revealed no significant differences in the candidates and no differences in the way supervisors rated the teachers on levels of preparation, but the teachers rated their preparation differently based on the pathways they pursued. The partner school program group rated their preparation significantly higher than the campus-based group. As a result of the study, Beare et al. (2012) supported the cohort model, partnership schools, and coursework tied to field experiences.

Carter and Keiler (2009) also supported the need for coherent systems of support for alternatively certified teachers in small schools; however, they posited that teachers in urban, small schools first need to understand the context and history of the small school reform movement. Carter and Keiler (2009) did not undervalue the usefulness of

collaborating with other teachers, but they posited that alternatively certified teachers in small, urban schools need additional support due their lack of preparedness for the unique experiences that teachers in these small schools face. Other researchers placed administrative support higher amongst the reasons that teachers leave the profession (Curtis, 2012; Ng & Peter, 2010; Prather-Jones, 2011).

Administrator Support

Particularly, first year teachers have many expectations of their principals, including feedback (Roberson & Roberson, 2009), help with discipline (Curtis & Wise, 2012; He & Cooper, 2011), and support with building relationships with parents (Song & Alpaslan, 2015). The decision to stay or leave is sometimes rooted in teachers' feelings of mistreatment or based on their most recent evaluations (Curtis, 2012). Curtis (2012) also found that as many as a third of the teachers who participated in the study were planning to leave within 5 years. This aligns with more recent teacher attrition trends (Carroll, 2010). Often, there may be a gap in the shared understanding of administrative support between teacher and administrator. Prather-Jones (2011) defined administrator support based on the perceptions of the types of support that led to teachers' career decisions. Prather-Jones found that teachers want principals to enforce consequences for misconduct, to provide opportunities for shared decision-making, and to facilitate the development of relationships with other teachers in the school.

In addition to support with managing student behaviors and developing collegial relationships, teachers also need to feel respected and appreciated (Prather-Jones, 2011). Inclusion in decision-making and appropriate handling of disciplinary issues played key

roles in feelings of support and enabled teachers of students with emotional and behavioral disorders to remain in the profession (Prather-Jones, 2011).

In a study of three urban middle schools near Washington, DC, Maring and Koblinsky (2013) provided more specific areas in which teachers, especially in high violent crime areas, need administrative support. Teachers in the study indicated that they needed behavior management training, effective school leadership (strong principal leadership, clearly articulated expectations for student behavior and responsive administrators), improved school safety, peer mediation programs, mental health services, and parental support (Maring & Koblinsky, 2013).

In addition to administrative support, early career, urban teachers also need peer support (Shernoff et al., 2011). Peer support can include instructional coaching, professional development, and participation in professional learning communities. These activities play key roles in helping teachers overcome some of the barriers affecting their success and retention in urban, high-need schools. Battersby and Verdi (2015) suggested online professional learning communities as a potential strategy for retention. In addition, Gaikhorst, Beishuizen, Zijlstra, and Volman (2015) supported the idea of professional development outside of the school in the form of networking with teachers from other schools to exchange experiences in urban environments.

Peer Support

Often teachers, especially early in their careers, suffer in isolation with issues related to classroom management, building school-community relationships, and use of instructional resources. McNulty and Fox (2010) suggested that teachers seek out other

teachers with similar philosophies and seek out as many formal and informal support systems as possible, including opportunities to observe other teachers. Schools systems have attempted to foster this type of support through the development of teacher mentoring programs that provide the kind of clinical supervision that helps teachers avoid feelings of isolation.

Mentoring programs can work in different ways, offering support in peer relationships or offering support by providing an example of potential teacher leadership roles for those aspiring for professional opportunities in the field. Because lack of leadership can lead to additional attrition, mentoring can be especially important for those teachers who consider leaving the profession due to lack of professional growth (Fulton, Yoon, & Lee, 2005).

In order to address the need for better prepared and better supported teachers, the College of Teacher Education and Leadership (CTEL) of Arizona State University, partnered with the well-known Teach for America alternative teacher preparation program to prepare teachers to work in urban districts in Phoenix, AZ (Heineke, Carter, Desimone, & Cameron, 2010). This program represented a dual approach to support, as teachers received support from a dedicated staff member at TFA and a full-time non-tenure track faculty member. The faculty member not only visited and supported the teachers in their classrooms but also taught university coursework. The TFA staff member provided professional development and collaborated with the faculty member to support the overall growth of the teacher. The effectiveness of such a partnership was not confirmed in my review of the literature, but Heineke et al. (2010), suggested more

research that included survey data from principals, school achievement data, and evaluations and field notes of university faculty and TFA staff to determine the effectiveness of the model. Evans (2010) further supported the importance of this type of collaboration in their assertion that alternatively certified middle school teachers should receive more professional development in their mathematics content knowledge from the schools in which they teach and the coursework in which they are enrolled.

Teacher Resilience

Teacher resilience can be a complex phenomenon, but it is important to understand how it relates to a teacher's desire to remain in the profession. Krovetz (1999) explained resilience theory as the ability of individuals to overcome adversity with the presence of protective factors. Accordingly, when these protective factors, identified by Henderson (2003) and examined for their importance by Muller, Gorrow, and Fiala (2011), are present, teacher retention is possible, even in challenging high-need schools. The resiliency factors that comprise Henderson's resiliency wheel are Purpose and Expectations (PE), Nurture and Support (NS), Positive Connections (PC), Meaningful Participation (MP), Life-guiding Skills (LS), and Clear and Consistent Boundaries (Henderson, 2003). Henderson's model assumed that each of these factors contributed equally; however, Muller et al. (2011) found that these factors may contribute unequally and further asserted that social interactions within the school setting and professional identity were important in fostering resilience.

Researchers have begun to focus on social and emotional competence as an indicator of resilience. Jennings, Frank, Snowberg, Coccia, and Greenberg (2013)

examined the effectiveness of the Cultural Awareness and Resilience in Education (CARE) professional development model on teacher resilience by focusing on well-being, stress, burn-out, efficacy, and health. Teachers who participated in this program experienced several components: (a) emotions skills instruction (to encourage them to reflect on emotional states and behaviors), (b) mindfulness practices (to develop awareness, insight, and reflection), (c) compassion practices (to encourage listening and responsiveness). These findings supported other research that showed that supporting teachers' emotional well-being works to promote resilience. Some of the research posed alternative viewpoints about the extent to which resilience was a reactive or proactive process, but much of the research associated resilience as a reactive process in which an individual faces a trauma or deals with extreme adversity.

Gu and Day (2011; 2013), took a slightly different stance on teacher resilience and provided evidence that it involves complex relationships between internal and external factors, including personal values, personal experiences, and work-related relational factors. They further argued that teacher resilience is not merely about reactions to adversity but also maintaining a commitment to the profession while managing the everyday challenges of the profession. This is similar to the results of Doney (2013) that showed that novice science teachers revised their protective factors in order to address challenges as they occurred. In other words, teachers developed resilience over time, and their resilience was flexible and ongoing. As resilient teachers encounter stressors, they begin to build a repertoire of coping mechanisms that allow

them to recover from adversity and counteract the negative effects of stress in order to make it possible to remain in the profession.

Resilience can also be related to a teacher's sense of well-being in terms of salutogenic factors such as general health and job satisfaction, pathogenic factors such as physical illnesses, and complaints such as exhaustion (Pretsch, Flunger, & Schmitt, 2012). When viewing each of these factors separately, they found that resilience contributed more to the general well-being and satisfaction of teachers when compared to non-teaching employees. They suggested that resilience can mitigate some of the negative consequences of factors that are present in the teaching profession such as lack of recognition and support, high workload, large class sizes, poor physical environments, high demands, and low control (Pretsch et al., 2012).

Teacher resilience can be a reflection of teacher calling and/or sense of hopefulness. In their exploration of teacher motivation and well-being, Bullough and Hall-Kenyon (2011) found that preservice and inservice teachers self-identified as having a sense of calling and high levels of hopefulness. Despite a lower sense of calling reported in teachers with 6-10 years of experience, the results suggested that improvement efforts must address teacher conceptions of themselves. A key to maintaining hopefulness and sense of calling is to remove factors that undermine sense of calling and create conditions that facilitate support (Bullough & Hall-Kenyon, 2011).

Researchers argue that locus of control (LOC) can be a factor in teacher resilience. Rotter's locus of control theory (1966) of internal and external locus of control reinforcement supported the position that an individual with an internal locus of control

believes that he or she has control over his or her own outcomes based on his or her actions; whereas an individual with an external locus of control believes that his or her actions will not affect outcomes and are simply a result of fate or bad luck. Therefore, teachers with an internal locus of control might believe that they can adjust their actions in stress related situations. In a cross cultural qualitative study of teachers in Zimbabwe and the United States of America, Crothers et al. (2010) found a significant relationship between external LOC and job stress among U. S. educators. The Zimbabwean teachers with external LOC, on the other hand, did not show higher levels of stress due to the collectivist culture in which they were raised. In collectivist cultures, such as Zimbabwe, an individual may not have the expectation that he or she will have direct control over his or her life path; therefore, he or she may not experience stress over the lack of control (Crothers et al., 2010).

Resilience in the face of extremely negative working conditions, such as before, during, and after desegregation in the rural south, may help explain why some teachers stay in the profession despite working in the most challenging of environments. In a narrative qualitative study, Taylor (2013) studied four teachers in a rural, southern community and found six overarching resilience themes in all four participants: (a) use of religion, (b) flexible locus of control, (c) optimistic bias, (d) autonomy, and (e) commitment, (f) enjoying change, (g) positive relationships, and (h) education viewed as important. Taylor further identified a new theme that emerged from this study, teacher efficacy (Taylor, 2013). All but the last theme aligns with Polidore's (2004) resilience theory which emerged from a study of three female African American teachers who

displayed similar characteristics while persisting before, during, and after segregation in the rural south. These teachers had long careers despite the challenges they encountered during this difficult time in American history. The findings of Polidore (2004) and Taylor (2013) suggest that teacher resilience strategies and self-efficacy may be factors in avoiding attrition.

Self-efficacy

Elliot, Isaacs, and Chugani (2010) suggested additional research specifically to determine how teachers' self-efficacy affects the retention rates of alternatively certified teachers. According to Bandura (1997) teachers with low self-efficacy perceived their surroundings as dangerous and focused on their inability to cope. Self-efficacy influences the degree to which people expect to be successful and how much they persevere to achieve success. On the other hand, self-efficacy can be negatively impacted when a person repeatedly fails.

Several studies have found that teacher efficacy is important in how teachers cope and in their desire to remain in the profession. Stanley (2011) found that teachers with strong efficacy cope with challenges by using problem-solving behaviors, often through religious, spiritual, or mystical experiences. Teacher efficacy can come from a variety of individual and contextual factors that have been associated with retention. Hand and Stuart (2012) found that individual factors such as learning as you go, receiving feedback, and observing master teachers were important in physical education teachers' efficacy in their beginning years. These factors were found to positively or negatively affect efficacy depending on the extent to which they were present. Stuart and Hand

(2012) primarily discussed the contextual sources of efficacy in terms of the extent to which the mentor provided support. Even when the mentor was not particularly helpful in developing teacher efficacy, teachers still found the feedback and support from the mentor to be valuable (Hand & Stuart, 2012).

Job satisfaction and social support are themes in the literature on teacher retention. Sass, Seal, and Martin (2011) explored the relationship between teacher efficacy, student engagement, student stressors, job dissatisfaction, and intention to quit. Specifically, they found that the level of teacher efficacy predicts stressors related to student engagement, which may lead to job dissatisfaction and exiting the job or profession. This research points to the need for increased awareness of what makes teachers dissatisfied and how they cope with the stressors that typically affect attrition.

When comparing the teaching self-efficacy of traditionally certified teachers with that of alternatively certified career and technical education (CTE) teachers, Duncan, Cannon, and Kitchell (2013) found that traditionally certified teachers had higher levels of efficacy on all competencies except use of noncomputer technology in teaching. Overall, the traditionally certified teachers in the study reported feelings of competence on more of the competencies than the alternatively certified teachers. These results reflect the idea that traditionally certified teachers may have gained more experiences with pedagogy and implementation of standards, whereas alternatively certified CTE teachers have more industry-related experience that might require the use of noncomputer technology.

Teacher Identity

The development of teacher identity is an important factor in a teacher's motivation and desire to remain in the profession. Teacher identity may include the individual values and beliefs held by a teacher as well as the degree to which those values and beliefs align with the school's values and goals. Skaalvik and Skaalvik (2011) defined this as value consonance and found that teachers in nine Norwegian elementary schools with an average of 13 years of teaching experience showed a positive relationship between value consonance and job satisfaction. They further posited that job satisfaction was the highest predictor of motivation to leave or remain in the profession.

Preservice Teacher Identity

The research on preservice teacher identity suggests that more attention to how teachers are inducted into the profession is necessary. Saka, Southerland, Kittleson, and Hutner (2013) suggested that personal characteristics and school contexts play important roles in the development of science teacher identities as they strive to teach within the expectations of science reform. This study highlighted the experiences of a novice science teacher and his struggles with establishing his teacher identity, attending graduate school, and developing professional relationships within the school community, which ultimately resulted in his questioning whether he wanted to remain in the profession.

Identity development focused on multicultural perspectives during preservice teacher education courses may help teachers become better prepared for their work in schools with children of poverty. According to Smiley and Helfenbein (2011), exposure to Ruby Payne's (2001) A Framework for Understanding Poverty affected the ideological

development of teachers during their practicum in urban schools. Payne's work focused on bridging the achievement gap by educating teachers about the perceptions and realities of urban education and students living in poverty. Helfenbein (2011) found that understanding the complex aspects of student identities and cultures through a different lens was useful in developing teachers' identities as educators, especially to supplement some of the inaccuracies they had previously learned in their coursework. Similarly, Hochstetler (2011) argued the importance of providing time for teachers, specifically English teachers, to begin to develop their teacher identities by thinking, writing, and talking about teacher identity prior to entering the classroom. Hochstetler also argued that this may be useful as early as prior to the first teaching methods course, as a way of avoiding the attrition that might be the result of misconceptions, misunderstandings, and misaligned expectations.

Lee (2013) found that some program components of preservice teacher education programs that help teachers develop teacher identities might help teachers remain in urban districts. For example, teachers need to understand how their racial, ethnic, and cultural identities help form their teacher identities. How teachers situate their identities within the school setting influences the extent to which these identities play a role in their professional identities.

Adding to the body of research on teacher identity and psychological orientations, Battle and Looney (2014) explored teachers' beliefs as they relate to remaining in the profession. Drawing on the expectancy-value theory of Eccles (1987), they found a positive association between teachers' views of the intrinsic value of teaching and the

desire to remain. These teachers also viewed the financial and emotional costs of teaching as low. This research suggests that teachers who genuinely like the profession and view it as important to their self-concept are more likely to remain. They further posited that secondary teachers' knowledge of adolescent social and moral development may be indirectly related to teachers' perceptions of their effectiveness in the profession in that it may play a role in how teachers value themselves as educators.

One of the issues possibly affecting teacher retention is the lack of emotional preparation in developing one's teacher identity. This lack of preparation may be the result of early career teachers' lack of understanding of the emotional demands of teaching (Brown, Horner, Kerr, & Scanlon, 2014). They used the term, *emotional labor*, to describe the ways that employees reveal or conceal their emotions in order to achieve professional goals. Specifically, teachers are often discouraged from displays of emotions that do not align with implicit expectations of a good and caring teacher. Brown et al. (2014) suggested that more preparation on the emotional demands of teaching and more explicit sharing of the concepts of emotional acting may allow teachers more opportunities to develop their teacher identities, possibly reducing burnout and turnover.

Teacher Stress and Coping

Because stress has been identified as a factor affecting retention and attrition, research on teachers' reported coping strategies bears relevance in understanding how alternatively certified teachers manage stress. Richards (2012) provided a national snapshot that outlined teachers' sources and manifestations of stress and suggested ways of coping. The top five sources of stress were: number of duties and responsibilities,

needy students, lack of time for relaxation, unmotivated students and pressure for accountability (Richards, 2012). Richards (2012) confirmed the research on the usefulness of social support as one of the top five coping strategies (Anderson, 2010; Sass et al., 2011) in addition to humor, solitude, problem-solving, and positive attitude.

Seminal research on coping has focused on how individuals use cognitive processes to categorize stress as a threat or a challenge (Lazarus, 1991; Lazarus & Folkman, 1984) and the actions or emotions they use to handle it. Sometimes the initial emotion is denial as teachers try to avoid dealing with stress rather than to use other proactive approaches (Hung, 2011). When engaging in denial, teachers may use other coping strategies to distance themselves from the stress as they await an outcome or determine a future course of action. Denial may not be a long-term solution, but it may be an appropriate coping mechanism in the short term.

Folkman, Tedlie, and Moskowitz (2004) identified several developments in coping research, including future-oriented proactive coaching and communal coping. These new concepts in coping explain how individuals thrive or do not thrive in the midst of stress. Additional research on the extent to which alternatively certified teachers in urban districts who choose to remain in the profession use these strategies may provide guidance on effective interventions that aid in retention.

An additional coping strategy in the research on teacher retention is spiritual coping. Faith based coping can take the form of reading religious texts, listening to religious music, or meditating. Teachers who prayed or meditated perceived that they were better equipped to manage stress, deal with challenging students, and develop

problem-solving skills that promoted resilience (Hartwick & Kang, 2013; Sikkink, 2010). In other words, teachers who rely on spiritual coping may find ways of not only supporting themselves but also supporting their students.

In an era of controversy about the adoption of national standards in the United States, teachers may also need to develop strategies to cope with change. Obara and Sloan (2010) conducted a case study of mathematics teachers coping with the implementation of new standards, Curriculum and Evaluation Standards for School Mathematics, and a new math curriculum in the middle school classroom. Teachers in the study attended a five day summer institute and spent time with a mathematics coach engaging in professional development with the new materials in order to become more comfortable with implementing the state mandated curriculum. Ultimately, the findings suggested that teachers perceived that they had made major changes to their instructional practice; however, the observations of their teaching did not yield the same perceptions. Teachers tended to revert back to their traditional practices when faced with the pressure of upcoming standardized assessments. Teachers may need to adopt additional strategies to cope with such changes as curricular initiatives and national standards.

Summary and Conclusions

The aforementioned studies provided some insight into the factors affecting retention and attrition of teachers in a variety of contexts and settings. The research suggests that practicum experience, success, and support are major players in a teachers' desire and ultimate decision to remain in the profession. In addition, several other internal factors such as resilience (Gu & Day, 2011), locus of control (Crothers et al., 2010) self-

efficacy (Klassen & Chui, 2011), and teacher identity (Hochstetler, 2011) also play an important role in retention. Overall, some teachers manage to overcome the challenges of teaching while others leave for a variety of reasons. The reasons that teachers leave the profession are well-documented in the research; however, further inquiry into the coping strategies that allow teachers to persist once they have made the initial decision to teach in an urban school, may yield additional processes and methods that support teacher persistence and retention. The purpose of this study is to address the gap in the literature by understanding and describing the coping strategies that help alternatively certified teachers persist in urban districts. This study provides insights into strategies that new teachers might use as they experience some of the stressors and challenges that are unique to working in these districts. This information can be shared with incoming alternatively certified teachers in induction activities, professional development experiences, and in other initiatives that support teachers early in their teaching careers. In order to address the gap in the literature, this multiple case study explores the perceived coping strategies of teachers having participated in alternative certification programs in a high need, urban district to determine the effective coping strategies that have supported their persistence. In doing so, the coping strategies that have not been effective may also be identified. Chapter 3 will describe the research method, data collection, and analysis strategies that helped answer the research questions.

Chapter 3: Research Method

Introduction

The purpose of this qualitative case study was to describe how alternatively certified teachers in urban districts cope with the struggles, challenges, and issues that force others to leave the profession. I designed my study to answer the following research questions: What are the perceived stressors facing persistent, alternatively certified teachers in an urban, high need district in the mid-Atlantic region of the United States? and How do persistent, alternatively certified teachers with at least 4 years of experience in an urban, high-need district cope with stressors and challenges? I used the research questions to drive the purposeful sampling strategy, data collection, and analysis.

Research Design and Rationale

The purpose of a case study is to collect and analyze data from a case or cases that provide an in-depth understanding to explore an issue (Creswell, 2013). Yin (2009) explained that qualitative researchers use the case study approach to explore the real-life context or setting of a case. While a quantitative approach might be helpful in assessing the impact of various coping strategies on alternatively certified teachers' retention, I sought to first identify the strategies that teachers in high-need urban schools find to be effective in their retention. Quantitative research is appropriate for examining relationships between variables or testing a theory or explanation (Creswell, 2013). I deemed a qualitative approach to be more appropriate to answer my research questions. Yin (2011) suggested considering five features of qualitative research rather than arriving at a definition: studying the meaning of life in real world situations, representing

participants' perspectives, covering contextual situations, providing insights to explain human behavior, and using multiple sources of evidence.

I selected the multiple case study design for this study after review of the other four approaches: narrative, ethnography, phenomenology, and grounded theory (Creswell, 2013). My sample consisted of five teachers from alternative certification programs. I explored their persistence through the lens of Bronfenbrenner's (1977) human development model to illuminate their coping strategies for working in urban, high-need districts. I believe this topic is important because school administrators in the study setting hired more than 50% of its teachers from three alternative certification programs and had the third highest overall attrition rate for all teachers in the state in 2012 according to the state department of education

I selected the case study research design after a review of seminal texts on qualitative research design and methodology, including Creswell (2013), Maxwell (2013), Patton (2002), Stake (1995), and Yin (2003; 2011). I rejected a narrative design because I could not answer my research questions by seeking to understand the lived and told experiences of alternatively certified teachers. I also rejected this design because I could not gain an understanding of participants' perceptions of stressors and coping strategies by observing them in real world settings. I rejected an ethnographic approach because I could not answer my research questions by immersing myself in the daily lives of the teacher participants (Creswell, 2013). I considered using a phenomenological design but rejected it because I did not seek to understand how the participants experienced a specific phenomenon such as the stress of accountability. Rather, I sought

an understanding of the range of stressors that they experienced and how they persisted despite them. I considered grounded theory because of my initial intent to develop a theory of how teachers cope, but I ultimately rejected it after reviewing the purpose of my study and research questions. I determined that I needed to identify the stressors and coping strategies prior to developing a grounded theory. I will consider using it for future research on coping. A case study design allowed me to study persistence within a selected group of participants.

A multiple case study was the best approach to answering my research questions. I engaged in in-depth study and analysis of five participants in a particular district in order to understand any commonalities or differences in factors that have helped them to persist beyond the 4-year period in which many teachers typically exit. Creswell (2013) asserted that, in multiple case studies, the researcher selects one issue or concern and explores multiple sites in order to include the different contexts that might be relevant to understanding the issue. Yin (2009) added that using a multiple case study design allows a researcher to study each case, replicating the data collection and analysis procedures rather than generalizing from one case to another. Rather than generalize coping strategies of alternatively certified teachers across schools and alternative certification programs, I sought to uncover themes within and across cases.

Role of the Researcher

I was the primary data collection instrument. I conducted, transcribed, and coded interview and online journal entry data. As I collected data, I established reflexivity by developing a researcher identity memo. According to Maxwell (2013), using such a

memo allows a researcher to examine his or her feelings, values, assumptions, and goals as they relate to the research. Using this memo allowed me to reflect on how the multiple components of my identity informed and influenced my research. Upon completion of data collection, I analyzed data for themes and coding categories. In order to minimize researcher bias, I allowed participants to review the themes and made corrections where necessary (Creswell, 2013).

In addition, I have had experiences working in the study setting, specifically with high school English teachers. In order to avoid potential issues of researcher bias, I attempted to avoid recruitment of high school English teachers. However, one teacher in the study was a high school English teacher. Using convenience sampling, I selected her to participate in the study because she fit the participant criteria and was also available to participate during data collection (Yin, 2013).

I have also served in a teacher support role in the school district that served as the setting of this study. I focused my recruitment efforts on elementary, middle, and high school teachers in content areas other than English to avoid researcher bias. I attempted to recruit teachers with whom I had no previous contact, but I was unable to do so because I obtained Walden IRB approval only for an ATPP with which I had previous affiliation. I selected participants from a cohort of teachers that fit the criteria for participation: full time, alternatively certified teachers with at least 4 years of experience in the study setting.

To further address the potential for researcher bias, Yin (2011) suggested preparing an appendix, formal chapter, or preface that fully and explicitly divulges the

perspective of the researcher. This document would provide readers with insight about a researcher's relationship with participants. Because I had previous contact with four participants, I maintained a researcher identity memo that included a description of the relationship between data being reported and any circumstances related to specific teacher networks within the setting. I also recorded ways in which my feelings, values, assumptions, and goals were related to the research.

In order to assess for validity threats such as researcher bias, Maxwell (2013) suggested that researchers use explicit comparisons of participants as a strategy, specifically in multicase studies. During data collection, I compared data collected from participants with whom I had previous contact to data from those with whom I had not had contact. Maxwell (2013) asserted that researchers may be able to draw on the experiences of participants in the setting who may have had experiences in other settings or previous experiences that add to the analysis. Such comparisons contributed to interpretation of data. Finally, I invited all participants to review data and emerging themes after data collection and analysis. I gave participants 1 week to review the data and make any necessary corrections. Two participants responded to the invitation to review the data and offered clarifications on statements from interviews.

My prior experiences consist of earning a Bachelor of Arts in English with a minor in secondary education and a Master of Public Administration degree in government management. I also have 23 years of teaching experience in Grades 6-12 in suburban and urban districts, including the district represented in the study. As a former preservice instructor, I had some awareness of the attrition factors that teachers had

reported in ATPPs during my affiliation with the school district. I believe that using a researcher identity memo and the technique of explicit comparisons helped me to avoid researcher bias during data collection, interpretation, and analysis that might have resulted from my past experiences.

Methodology

The context or setting of the study was a mid-Atlantic urban district that hosts teachers from three different alternative teacher preparation programs. Creswell (2013) suggested no more than four or five case studies in a single study. I identified five cases, conducted individual interviews, and analyzed journals and school district documents. The participants were from five different schools and were full-time teachers who had participated in alternative certification programs. They had persisted in the same district for at least 4 years. I collected information about school environments within the district from relevant school and professional development documents, phone interviews, and online journal entries in order to provide robust descriptions of school contexts, teacher perceptions and experiences, stressors, and coping strategies. I did not collect data within the school environment or during the normal school day.

Participant Selection Logic

I selected prospective participants through criterion sampling. In criterion sampling, all of the cases meet some criteria established by the researcher (Creswell, 2013; Patton, 2002). The selection criteria focused on the specific characteristics of alternatively certified teachers in one district, including years of experience, participation in an alternative certification program, and high-need school district. I contacted one

alternative certification program for recommendations of individuals who had remained in the district for more than four years. I obtained additional participants through snowball or chain sampling. Snowball or chain sampling can potentially identify additional participants from participants who know other individuals who will provide rich information (Creswell, 2013; Patton, 2002). The criteria for the cases was based on available persistent teachers in the district.

Instrumentation

I collected data through online journal responses, semistructured interviews, and relevant school district professional development documents.

Online journals. The purpose of the online journals was to allow participants to journal about the daily stressors and perceived coping strategies. The journals provided timely and accurate information about the participants' experiences with coping with stress (RQ2) as they were occurring. I designed the online journal entry protocol (Appendix A) which allowed participants to journal daily about stressful situations experienced at work and the specific strategies that they used to cope with them. I asked participants to categorize their strategies as work-related (i.e., talking with a colleague) or non-work-related strategies (i.e., jogging). Data from online journals helped to determine the types of coping strategies that alternatively certified teachers used most often and to further understand whether they were proactive, reactive, or collective.

Interviews. I interviewed each participant individually by phone for 45 to 60 minutes. I provided each participant with an informed consent form that I explained to them prior to journaling and interviewing. I conducted the interviews using a researcher-

created, semistructured interview protocol (Appendix B). I audio recorded and transcribed interviews and protected the names of the participants by using pseudonyms (P1, P2, P3, P4, and P5).

I developed the interview protocol consisting of 11 questions for participant interviews. The interview protocol consisted of demographic information about ethnicity, number of years in the profession, and description of school setting. I developed the protocol based on themes in teacher retention and attrition identified in the review of the literature. The protocol included questions about the decision to become a teacher, work environment, stress factors, coping strategies used for managing stress, and reasons for intentions to stay or leave the profession. I designed potential follow-up questions based on the responses provided. The protocol allowed me to address the research questions by asking participants to discuss their stress factors and how they coped with them. Participants were also able to reflect upon and discuss the coping strategies that have been most helpful in managing their stress overall. Table 1 provides a complete list of research questions and the respective interview questions that helped to address them.

Table 1

Research Questions and Corresponding Interview Questions

Research Questions	Interview Questions
RQ1: What are the perceived stressors facing persistent, alternatively certified teachers in an urban, high need district in the mid-Atlantic region of the United States?	What were you doing before you decided to become a teacher? What made you decide to teach? What made you decide to work in a high-need school? How would you describe your work environment? What factors do you think contribute to alternatively certified teachers' remaining in the profession beyond two years? What factors do you think contribute to alternatively certified teachers leaving the profession? How would you describe the supports that are available to assist in persisting in your role? How would you describe the stressors of your teaching assignment?
RQ2: How do persistent, alternatively certified teachers with at least 4 years of experience in urban, high-need districts cope with stressors and challenges?	How would you describe the strategies that you use to manage your stressors? To what extent/how often do you use these strategies to manage stress? If you have considered leaving the profession, what were the reasons? How do/did you deal with these issues?

Document review. The purpose of document review was to collect relevant background information about the participants' experiences in urban, high-need schools in order to provide thick, rich descriptions of the cases. The collected online documents (see Appendix C) included school and district demographic data and documents related to school context or work environment, such as professional development initiatives. These documents assisted in the analysis and interpretation of the data obtained during journaling and interviewing. Yin (2009) asserted that documents can serve to corroborate information collected from other sources. In situations in which the documents are contradictory, further study would be necessary.

Procedures for Recruitment, Participation, and Data Collection

I identified participants by requesting recommendations from an alternative certification program in the district that served as the setting of the study. I contacted potential participants to determine whether they would be interested in participating in a study of teacher coping strategies and retention. In an initial email, I explained the purpose of the study and participation requirements. After initial agreements by email, I contacted participants by phone and provided more detail about the time commitment required. Participants participated in initial phone calls, phone interviews, and online journaling outside of their contractual school day.

In preparation for online journaling, I provided each participant with a separate, private, shared, online document to which only she and I had access. The journals were editable only by me and the participant. As participants were journaling, I had visibility into the document to post questions or comments when I needed additional information.

Participants were unable to view the journals of other participants. The online documents were automatically saved, and a revision history was available so that the progression of their journaling was visible in a private, online drive for coding and data analysis. All changes to the journals were automatically saved in the private drive. At the completion of the journaling period, I adjusted the permissions on the document so that participants could view it, with no additional editing privileges. However, if necessary, participants were able to request permission to add additional information to the journals prior the interviews.

In preparation for the interviews, I emailed all participants, detailing the instructions and guidelines for the interviews at least one week prior. Each day during which they experienced stress, they identified their stressors and coping strategies and categorized them as work-related or non-work-related. Prior to the interviews, I reviewed each of the participants' journals and conducted initial coding. I also noted potential follow-up questions.

I collected interview data by phone. Participants were able to remain in their own homes or choose another convenient location from which to participate. No follow-up interviews were necessary; however, I emailed participants to obtain follow-up information that was unclear or had not been obtained during journaling or interviews.

Upon completion of data collection, participants received an email signaling the completion of the study and thanking them for their participation. I shared the participants' individual data with them to ensure that I had captured their perceptions accurately so that they could review it and make changes where necessary. Maxwell

(2013) asserted that these types of member checks are the most important way of avoiding the misinterpretation of ideas, thoughts, and actions. This also helped with identifying researcher bias.

Data Analysis Plan

During data analysis, online journals helped answer RQ1 (stressors that affect teachers) and RQ2 (coping strategies used). At the conclusion of the journaling period, I coded online journals. I coded each of the cases separately in order to conduct within-case theme analysis as well as cross-case theme analysis. I transcribed interviews and created word processing files for interviews and online journal entries. I collected and recorded interview data using a tablet to audio record the phone conversations. I used the interview protocol to answer research questions 1 and 2. After each interview, I transcribed and coded data and recorded field notes to keep track of my thinking and analysis. I analyzed the data inductively, looking for patterns in order to build explanations to answer questions. This coincides with the recommendations of Stake (1995) and Yin (2009) for this type of multiple case study. The inductive process allows the researcher to navigate back and forth between themes, ultimately developing a comprehensive list of themes (Creswell, 2013). I stored all data in word processing files and used the coding template suggested by Creswell (2013) which includes precodes for the school context and description of each participant's school (see Appendix D), within case analysis matrices of main themes of stressors and coping strategies, and codes for similar and different themes across cases (see Appendices E and F for cross case analyses).

In terms of coding and categorizing data, Yin (2011) asserted that the successful inductive stance allows the data to drive the meaning making. After the initial coding phase which yielded descriptive codes to add to the template suggested by Creswell (2013), I conducted second cycle pattern coding in order to explain, make inferences, and identify emerging themes or explanations. The emphasis is on what can be learned from each case during first and second cycle coding of interviews, journals, and documents.

The multiple case study design allows the researcher to provide an in-depth description of each case and identify emerging themes within the case (Creswell, 2013). I analyzed transcripts, online journals, and field notes for each case through thematic analysis. After the thematic analysis, I conducted a cross-case analysis to determine themes/explanations that emerged across cases. Yin (2011) posited that researchers must take the stance of a constant skeptic of the data in order to rule out rival explanations or discrepant data. I continued to search for rival explanations throughout the data collection stage, and I continued to collect data that would rule out discrepant data in order to ultimately strengthen the validity of the study.

Issues of Trustworthiness

Creswell (2013) regarded validation as a process, an attempt to determine accuracy of findings in qualitative research. I used triangulation, member checking, peer review, and detailed descriptions to address trustworthiness.

Credibility

In order to establish credibility, I used triangulation and member checking methods. Triangulation involves making use of a variety of sources to corroborate themes

found in the evidence, (Creswell, 2013). I triangulated the data with three forms of data collected in this study, including interviews, online journals, and public online documents. Following Stake's (1995) assertion that participants should play a major role in case study research and Creswell's (2013) advocacy of sharing drafts of the written analysis, I conducted member checking by sharing the analysis of the data with the participants to provide an opportunity for them to judge for accuracy and identify any missing elements.

Transferability

In order to establish transferability, detailed, thick, rich descriptions of each of the cases and themes allow the reader to determine whether the findings are transferable to other settings (Stake, 2010). I achieved this by writing detailed descriptions of the participants' coping strategies and emerging themes that might inform teacher preparation programs, school districts, and teachers to support higher rates of teacher retention in the future.

Dependability

In order to establish dependability, Miles, Huberman, and Saldana (2014) suggested ensuring that data is collected "across a full range of appropriate settings, times, respondents," (p. 312). I collected data for this study after identifying alternatively certified teachers who have persisted in their placements beyond three years in the district that served as the setting of the study. In these types of qualitative studies an external auditor or another researcher can help establish dependability by assessing whether or not the findings and conclusions are supported in the data. Lincoln and Guba (1985)

discussed the usefulness of this type of auditing in its similarity to a fiscal audit. The key idea is to have audit trails to determine the dependability and confirmability of the data and interpretations. Miles et al. (2014) provided a qualitative analysis documentation form that served as a guide to tracking data sets, procedural steps, coding decision rules for managing the data, conclusions, research comments, and reflections. I accomplished this by keeping a similar journal or log during data collection and analysis to clearly outline the procedures, analysis, and reflections.

Confirmability

In order to establish confirmability, reflexivity allows the researcher to situate himself or herself in the writing (Creswell, 2013). This includes being conscious of how the opinions or values, biases, and experiences of the researcher may have shaped the interpretation of the phenomenon. Stake (1995) suggested a personal vignette or statement that may appear at the beginning or end of case studies.

Ethical Procedures

I strictly adhered to the ethical conduct of research as outlined by the American Psychological Association (2010) and the Walden University Institutional Review Board (IRB). I also examined ethical standards of the American Sociological Association, and the American Evaluation Association. Upon approval from the Walden IRB, approval number 02-12-16-0034615, I obtained permissions from one alternative certification program. Participants completed informed consent forms. Forms ensured the anonymity of the participants and information obtained in the study. All forms have been kept on a password-protected computer to which only I have access. After data analysis, I shared

data results with individual participants in the study; however, all participants have remained anonymous. Prior to the study, I also informed participants that their participation was voluntary and confidential.

Summary

I conducted a qualitative multiple case study in order to understand the perceived coping strategies of alternatively certified teachers in an urban school district that hires over 50% of its teachers from non-traditional routes to certification. I triangulated data from online journals, documents, interviews to answer the research questions: *What are the perceived stressors facing persistent, alternatively certified teachers in an urban, high-need district in the mid-Atlantic region of the United States? How do persistent, alternatively certified teachers with at least 4 years of experience in an urban, high-need district cope with stressors and challenges?* I coded data inductively, looking for patterns to build explanations that answer the research questions. Chapter 4 will present the findings of the study.

Chapter 4: Results

Introduction

The purpose of this qualitative multiple case study was to identify the stressors of alternatively certified teachers in an urban district and to describe the coping strategies that allow them to persist as teachers in the district beyond 4 years. I conducted the study to answer two research questions: What are the perceived stressors facing persistent, alternatively certified teachers in an urban, high-need district in the mid-Atlantic region of the United States? and How do alternatively certified teachers with at least 4 years of experience in an urban, high-need district cope with stressors and challenges? A secondary question was, What strategies and supports do these teachers use? In order to answer these questions, I used data sources such as online journaling and interviews. In addition, I reviewed public documents from the school district and the three alternative teacher preparation programs within the district.

The participants in the study were five full-time teachers in an urban, high-need district at the time of data collection. All participants had completed at least 4 years of teaching. This chapter includes a description of the setting, information on participant and school demographics, a description of data collection and analysis procedures, and a discussion of evidence of trustworthiness. I addressed each of the research questions and presented data to support each finding in the results section. I included a summary at the end of the chapter.

Setting

The setting of the study was an urban, high-need district in the mid-Atlantic

region of the United States served as the setting of this study. However, I collected data during participants' personal time, outside of the school district setting. All participants were full-time teachers of record in the same urban, high-need district. Each of the five participants had entered the profession through alternative teacher preparation programs, and each had at least 4 years of teaching experience, some of them in the same school and all within the same district. Three of the participants were members of the inaugural cohort of a then, new ATPP. Two participants from this cohort were teaching in the same schools in which they began their careers while three participants had taught in two to four different schools during their careers.

I initially communicated with participants using personal emails and personal cell phones. My data sources were online journal entries, interviews, and document analysis. I did not enter schools or speak with school district staff or administrators. Participants used their personal time to complete the online journals. They participated in interviews by phone, from their homes and either after school or on weekends, depending on their availability and preference. I conducted all interviews from my personal home office.

Demographics

I obtained participants' demographic information data from interviews, online journals, and follow-up communication. In this section I will describe the participant demographics and characteristics relevant to the study. I used code names to protect the identities of the participants and ATPPs. I also included background information about the participants' desires to become teachers, prior work experience, and affiliation with their respective ATPPs.

Participant 1 (P1): A female with 4.74 years of teaching experience who became a teacher after working in a call center for a credit union in the same city as her current teaching assignment. She decided she wanted to teach during her senior year of college after majoring in international studies. She joined ATPP1 in its inaugural year and was a teacher intern (i.e., resident teacher) for a year in a school within her district prior to becoming a teacher of record. During her residency year and first year of teaching, she worked toward licensure in middle grades language arts, math, and special education. Upon completion of her internship, she secured a teaching position in a general middle school language arts and inclusion middle school math class. She remained in the school for 3 years prior to transferring to her current position as a special educator for sixth, seventh, and eighth grade students in a different high-need school, also in the same district. P1 plans to transfer to another school in the district for the 2016-2017 school year.

Participant 2 (P2): A 46 year-old female with 4.74 years of teaching experience, who joined the teaching profession after working in social services. Her prior work experience included working in a program to help children with lead poisoning. She also worked for a program to help pregnant women become more aware of the first year of life and the risk of sudden infant death syndrome. She was accepted into ATPP1 in its inaugural year and completed a 1-year internship, coteaching with two experienced teachers. During her internship year and first year of teaching, she completed a third master's degree in elementary education and special education and earned dual licensure in elementary education and special education. Upon completion of her internship, she

secured a position as a fourth grade elementary school teacher. She has remained at the same school for her entire career as a teacher of record.

Participant 3 (P3): a 28-year-old female with 4.74 years of teaching experience. She was also a member of the inaugural cohort of ATPP1. She completed 1 year of internship in the district, coteaching with two experienced teachers. During her first 2 years (intern year included), she completed her master's degree in elementary education and special education and earned dual licensure in elementary education and special education. Upon completion of her intern year, she secured her current position at the school in which she has worked since she became a teacher of record. P3 completed 2 weeks of journaling. She did not complete the interview, however. She never officially withdrew from the study, and she consented to having her journal data included.

Participant 4 (P4): A 42 year old female with 11 years of teaching experience, who was a member of the 2005 cohort of ATPP2. Prior to becoming a teacher, she was a human resources manager for a local baby clothing and toy retail store. In college, she wanted to become a writer, so she earned a master's degree in professional writing. She has taught at four different high schools

Participant 5 (P5): A female with 8 years of teaching experience, who was a member of the 2008 cohort of ATPP3. Prior to becoming a teacher, she had completed undergraduate study. She had not started a career prior to teaching. She decided to enter the teaching profession after majoring in English and political science in college.

The participants were five females in the same urban school district. At the time of the study, three were completing their 5th year of teaching. Two had completed at least

8 years of teaching in the district, and two had taught in the same school for all of their full-time teaching experience. Three had taught in at least two schools, and one had taught in four schools. Three had dual certification in elementary or middle school education and special education; one was a full-time special educator; and three participants were from ATPP1; one from ATPP2, and one from ATPP3 (see Table 2).

I invited three males from ATPP1 to participate, but they either declined or did not respond. I also attempted to recruit males using snowball sampling, but I was unsuccessful, and they were not represented in the study. Males are also underrepresented in the district; the ratio of female to male teachers in the district is 3 to 1. They are also underrepresented across the state despite district administrators' attempts to recruit them. The state department of education has declared a shortage of male teachers, and males accounted for only 127 out of 447 of teachers participating in state approved ATPPs.

Table 2

Participant Demographics

	ATPP	Age	Gender	Years of Exp	Subj/ Gr Level	Journal Period (weeks)	Interview
P1	ATPP1		F	5	Spec Educ/ 6, 7, and 8	4	Yes
P2	ATPP1	46	F	5	Elem/4	4	Yes
P3	ATPP1	28	F	5	Elem/2	2	No
P4	ATPP2	42	F	11	ELA/ 11, 12	4	Yes
P5	ATPP3		F	8	ELA/ 7, 8	4	Yes

Note. ATPP=Alternative Teacher Preparation Program. Spec. Educ.=special education. ELA= English Language Arts; Exp.= experience.

Data Collection

I designed the interview protocol and online journal protocol to elicit detailed responses about the participants' perceptions of their stressors and their experiences in coping with the stressors of working in a high-need district. I contacted ATPP1 to secure the names and email addresses of teachers who met the criteria for the study. I used criterion-referenced sampling to identify participants and provided ATPP1 with the criteria. ATPP1 identified current teachers of record with at least 4 years of full-time teaching experience in a high-need district.

I invited fourteen teachers to participate in the study in a recruitment email that outlined the purpose and scope of the study. Three teachers indicated an interest in participating in the study. I contacted the three teachers for a 5 to 10 minute phone call to confirm that they met the criteria, discuss the study, share expectations for participation, and coordinate submission of the informed consent forms and access to the online journals. I obtained one additional participant from ATPP3 during these initial phone calls with participants through the use of snowball sampling. In order to obtain additional participants who represented other ATPPs, I sent an additional email to a group of participants from ATPP2. I obtained their email addresses from a group email that I had received several years prior, inviting me to participate in a social gathering. I had prior contact with this group because I had served as a preservice instructor for a small cohort of novice teachers in ATPP2. One potential participant responded to the invitation, but he was unable to participate because he was no longer a teacher of record and did not fit the criteria for participation in the study.

I obtained one additional participant from ATPP2 through convenience sampling. This participant was a personal friend who had entered the teaching profession through ATPP2 and was completing her 11th year of teaching in the district. I selected this participant because she fit the criteria of having entered the profession through an alternative teacher licensure program and had completed at least 4 years of teaching.

Online Journals

The first phase of participation in the study was the 4-week online journaling phase, using unique, shared online documents for each participant. Using personal time beyond the school day, five participants began the journaling process; however only four completed the journaling for the full 4-week journaling period. Participant 3 (P3) completed the initial 2 weeks of journaling but did not complete any additional journaling.

The purpose of the journals was to elicit data about the participants' perceptions of their daily stressors and the ways that they coped with them. The online journal protocol (Appendix A) required participants to keep a daily record of their stressors, to document the coping strategies that helped them manage them, and to categorize whether their strategies were work-related or non-work-related. I sent links to the shared online documents to participants' personal email addresses, and permissions to the document were limited to me and the participant. As an additional measure, permissions to the documents prohibited participants from downloading or sharing the documents to additional parties. All changes made by participants were visible to me during the

process. This allowed me to communicate through weekly email reminders to complete the journals.

At the conclusion of journaling, participants received an email thanking them for their participation and reminding them that interview appointments would be requested within the week. All participants received an email (scheduling poll) requesting them to select an interview time that was convenient with their schedule. Participants were unable to see the names of other participants, and their appointment time selections remained confidential.

Telephone Interviews

The purpose of the semistructured telephone interviews was to follow up on information obtained in the journaling phase. In addition, during interviews, participants had opportunities to share additional information about stressors and coping strategies that might not have been shared during the 4-week journaling phase. One participant did not complete the full 4-week journaling period, but I invited her to participate in an interview. She did not respond and therefore did not participate in an interview. Each of the four remaining participants participated in the telephone interviews which averaged 50-55 minutes and were held outside of the traditional school day, either in the evening or on weekends.

The semistructured interviews consisted of 11 open-ended interview questions, and I asked follow-up questions spontaneously based on the participants' initial responses. Creswell (2013) suggested designing an interview protocol with approximately five to seven open-ended questions; however, in order to answer both

research questions related to the perceptions of stressors and the use of coping strategies, additional questions were needed. The questions (Appendix B) were designed to allow participants to provide rich descriptions of the stressors that they encountered in their teaching practice and placements and to describe the ways in which they coped with them. The questions also allowed me to gain an understanding of the perceived reasons that alternatively certified teachers persist in and exit out of the profession. I audio recorded each interview using a tablet with the permission of the participants.

I transcribed all interviews into word processing documents. The transcriptions were verbatim with the exception of a) paralanguage (e.g., "um," and "uh") specific names of people, schools, and school district; d) repetition of words and phrases or corrections to words spoken by interviewees.

Document Review and Analysis

I reviewed public documents (see Appendix C) from the websites of ATPP1, ATPP2, and ATPP3, and the local school system in which all participants worked. The purpose of the document review and analysis was to further explore categories and themes found in the online journal entries and interviews and to understand the initiatives, strategies, and supports in place to help teachers cope and persist in the district. The document review would serve to corroborate or add additional insight regarding the supports provided or lack thereof for alternatively certified teachers to encourage persistence. The document review also served as a means of helping to triangulate the data obtained in the online journals and interviews. Triangulation strengthens the validity of a study according to Yin (2011). The document review and

analysis took place after online journaling and interviewing. One of the questions in the interview protocol asked participants about the types of supports available to help them persist. The document review provided further insights about the types of supports that existed and the participants' perceptions of their availability and usefulness. This helped me to answer RQ2 (How do alternatively certified teachers with at least 4 years of experience in an urban, high-need district cope with stressors and challenges? What strategies and supports do these teachers use?).

Data Analysis

Prior to data analysis, I reviewed the field notes taken during interviewing. I coded each journal with descriptive codes without any preconceived ideas about themes or ideas. Field notes provided a side-by-side overview of the specific stressors identified by each of the participants and the particular coping strategy or strategies used for each respective stressor. This allowed me to develop some ideas about categories and relationships as suggested by Maxwell (2013). Descriptive coding includes labels assigned to the data to summarize the basic topic of qualitative data (Miles et al., 2014). I printed each of the online journals and color-coded each of the stressors and coping strategies. I assigned descriptions to stressors and coping strategies separately in order to answer both research questions. The initial descriptive codes also helped to answer the sub-question: What strategies and supports do these teachers use? Because I used the interviews as a means of following up on journal responses, I coded them immediately after interviews. The initial coding of journals and interview transcripts yielded 21 subthemes for stressors and 18 subthemes for coping strategies. Table 3 presents an

overall list of the initial subthemes of stressors and coping strategies from the online journals and interviews that answer both research questions.

Table 3

Initial Subthemes from Journals and Interviews

Subthemes for stressors	Subthemes for coping strategies
Student behavior	Parents and Family
Fatigue	Colleagues
Personal stress	Extracurricular activities
Testing	Avoidance
Student struggles	Exercise
Time	Reading or Television
Grading and Reporting	Student Conferences
Extracurricular activities	Pets
Administrator Support	Classroom management
Student Apathy	Organizing and planning
Colleagues	Student motivation
Wellness	Happy hour
Work Errors (Self)	Sleep
Student performance	Professional development
Unclear expectations	Parent communication
New Lessons	Shopping
Workload	Sports (watching)
Compensation	

Subthemes for stressors	Subthemes for coping strategies
Lack of resources	Journaling
Interruptions	
Parent complaints	

Upon reflection on the 21 subthemes for stressors, four categories emerged: student behaviors and motivation, workload, administration, and colleagues. Initially I coded *workload* as a subtheme, but it became a category during sorting. I identified codes of stressors that appeared in at least two of the cases through the cross-case analysis (see Appendix E). I sorted common subthemes into each of the categories of stressors (Table 4).

Table 4

Categories of Stressors and Subthemes Within Each Category

Categories of stressors	Common subthemes within each category
Student Behaviors and Motivation	Misbehavior
	Apathy
	Student Struggles
Workload	Reports and Planning
	Lack of Time
	Testing
	Fatigue
Administration	Lack of Vision or Leadership
	Lack of Support
Colleagues	Interruptions or Unfulfilled Duties
	Arguments

Themes: Stressors

Category 1: Student behaviors and motivation. Participants mentioned student behaviors and motivation in each of their journal entries and interviews as common stressors. Behavior and motivation emerged as a combined category because the participants' perceptions of student behaviors were sometimes but not always associated with participants' perceptions of student apathy. Subthemes under student behaviors and motivation included misbehavior, apathy, and student struggles.

Misbehavior. Misbehavior was a common subtheme as participants journaled and spoke during interviews about the stress they experienced when students did not meet behavioral expectations. P2 noted, "Afternoon class was also talkative, but when we put in Bud, Not Buddy audiobook, students settled down." P2 recognized the importance of classroom management in her effectiveness as a teacher asserting, "so much of it is classroom management. If your class isn't even quiet, you can't teach them anything." P1 identified specific incidences of misbehavior, including a student not keeping his hands to himself; students reporting late to class, and students arguing during math class. She mentioned that this year was her most challenging year regarding classroom management, especially with her seventh grade group when she recalled, ". . . nothing I tried [worked]—they were just like, 'We're not having it; we're not having you'." Some of the stressful behaviors this year for P2 were unique to one group of students (seventh graders), but she felt that none of her strategies to engage them really worked. P3 also experienced student behaviors as a major source of stress during journaling, describing one student as "having a meltdown when I was reading aloud a story," another student as

"acting up and angry" and the class as "distracted" and "rowdy from having a [substitute teacher]." Document 8 from the document review also revealed that another alternatively certified teacher at the same school experienced one of his biggest challenges of the year when a student began throwing chairs.

In terms of stressful behavior, P4 discovered students in her classes "cheating on several assignments." Subsequently, she discovered all of the students who were caught cheating "cutting class in other classrooms" the next day. Similarly, P5 mentioned the "swift descent in behavior, work completion, and basic compliance." In response to the stress of misbehavior, participants used a variety of coping strategies, including seeking administrator support, seeking guidance or support from family members, enjoying television shows or other pastimes, and avoiding the behaviors altogether.

Apathy. Many of the behaviors that participants identified as stressors were related to apathy. P4 and P5 both mentioned apathy as a source of stress. For example, P4 seemed most stressed by students' apathy about the conditions of the school and their apathy about their education. She noticed a rat in her classroom during an afterschool intervention and decided to end the session; however, she stated "the stress for me was more about students' acceptance of attending school in these conditions. They seem to have accepted that this is normal." P5, on the other hand, wrote in her journal, "All four of us (teachers [on her team]) are experiencing a rapid decline in appropriate behavior and a disconcerting increase in apathy." P5 admitted that she was experiencing anxiety about some of her students who were "becoming increasingly difficult to work with." Similarly, P1 reflected that, "this was the first year where I've actually seen kids

absolutely not care… kids that I saw literally took the test not caring." Student apathy was perceived as a behavioral challenge that added to the stress of participants.

***Student struggles*.** In addition to behaviors, participants were also stressed when students struggled with academics. P2 and P5 reported feeling stressed when students struggled with assignments and standardized testing. Some students were apathetic about testing and others struggled with the demands of the test. This emerged as a stressor for P5 as she watched students struggle with the writing portion of the test. In response, she talked to students about the importance of persevering and "writing as much as possible on the writing question." She also managed her stress by exercising and listening to an audiobook later that day. P2 also noticed students struggled when she introduced a new lesson. Not only was she stressed by the mere fact that she was teaching something new, but also, she felt stressed when students struggled with answering the questions that were part of the lesson. Later that week, P2 was stressed when students struggled with a school assessment as well. P2 journaled that she left work early that day. No coping strategy was noted, so it was unclear whether she engaged in avoidance behaviors or used other strategies.

Category 2: Workload. Four themes emerged in the workload category: reporting and planning, lack of time, testing, and fatigue. All participants experienced stressors related to workload on a daily basis. The negative aspects of stress were predominately the focus of the journal entries and interviews, but P4 and P5 also perceived stressors related to workload as "good stress."

Reporting and planning. Three of the participants mentioned reports such as IEP progress reports, grade reports, and planning as sources of stress. P1, a special educator, mentioned an overwhelming amount of IEP progress reports in addition to report card grading that was due during the journaling period. This included writing individual comments for the 3rd quarter IEP reports cards as well as maintaining 4th quarter grades. Often, she felt the stress of needing to complete reports prior to IEP meetings. She felt that the extra paper work beyond what is expected of general educators is time consuming and "takes away from my ability to really plan really awesome lessons because there is so much that I have to do." P5 mentioned that "grading and awards are still a source of stress," but noted that "those are things I just need to get done…" She felt additional stress because she was "behind in grading work and "very behind in passing back graded work." During the second week, she journaled, "grading continues to weigh on my mind. I know it has to get done and the sooner it is all back in the student[s'] hands, the more effective the feedback will be." P2 similarly felt the stress of not having graded papers at a particular point. She wrote, "Monday night I was too tired to grade papers. I fell asleep then did not sleep well because I was annoyed [that] I had not graded papers." P2 also mentioned the stress of being unorganized and needing to arrive to school at 6:45 a.m. to make copies and set up the room in preparation for her class. The next day, she also arrived to work at 6:45 am to grade and to make comments on the papers before school started.

Lack of time. Three participants mentioned lack of time during the school day to complete tasks related to their teaching assignments. They were often forced to complete such tasks on their own personal time. P1 described her teaching experience as an

> overwhelming amount of work. I just feel like it is an insane amount of work for not an insane amount of pay… but once you start to do life, and whatever that means to you, whether it is traveling, whether that means getting married and having a family, it is hard to keep that up, and it is hard to want to keep that up. So I would imagine that teaching is a job that you do when you have nothing else going on in your life. [I am] not saying that people cannot be older and be teachers, but I feel like I was better when I was younger, when I had nothing else going on than I do now that my life is starting to pick up. So, I have less time to devote to teaching. I do not have 10 hours to come home and do work every single night until the depths of the night. I just do not have it. I do not have it in me, nor do I have the time.

She shared that sometimes she was unable to participate in family activities on Sundays because 8 hours of her day could be spent "making plans, getting things ready, printing out things, looking up different things [her students] can do, read, and discuss. P2 and P5 also mentioned lack of time for instructional time with students as a stressor in the context of not being able to complete all of the necessary academic experiences during the school year. P2 stated:

> I feel like whatever I am doing is not actually providing enough for the kids. I go to these other schools and these kids are learning 50 other things, and I feel guilty

> that my kids are not [going to] know anything about the depression because I don't have time to teach it because of the way that we have to teach SFA (Success for All) which takes up 90 minutes of our reading block, or 90 minutes of science, or 90 minutes of social studies.

The lack of time to complete academic activities was echoed when P5 stressed over reorganizing her plans for the end of the year. She mentioned "the reality that I only have five class periods left with my 8th graders, nine chapters left in *Mockingjay*, and two assignments I wanted to get done have crashed down on me. I am not going to be able to get both assignments done and it [will] be a miracle if I can get *Mockingjay* done." Lack of time to finish a particular text or complete a planned activity from which participants thought students might derive learning, added to their stress levels.

Testing. Testing was stressful in different ways, but four of the participants mentioned standardized testing and test preparation as a sources of stress. Some of the stress stemmed from the schedule of testing and in other instances, teachers were stressed when they perceived that their students were apathetic about the test or struggled with answering questions that included concepts that they had not taught. P2 felt the stress of standardized test preparation when she perceived that her students were struggling with it. She wrote, "…testing is very stressful. Students do not understand how to answer the questions or are unsure of test tasks. …students are frustrated with the task and I feel bad for not really teaching them." She mentioned test preparation as a stressor over multiple weeks of her four-week journaling period. On the other hand, P4 stated that testing was less stressful than some of the chaos in her school, but expressed that "students don't take

the test seriously." She gave a test on which the kids were allotted 45 minutes, yet "they finished in 9 or 10 [minutes]. "[It is] like they are not trying." P1, P4, and P5 also stated that they did not do any type of test preparation for different reasons. P4 and P5 expressed the belief that the lessons they had taught all year would be sufficient to prepare students for the standardized test, whereas P1 felt that she did not have time to prepare her students because she served as a proctor for other students who were not normally on her teaching load. She resented the fact that her students did not "get that opportunity to put forth their final questions" because she was testing another group when she could have been preparing her class or testing her own students.

In addition to the stress of their students struggling, participants also felt stressed when other faculty members violated testing protocols or did not provide advanced notice of testing. P4 and P5 felt stressed when they perceived that other test administrators and school staff were not adhering to the guidelines set forth for testing. P5 worried about the unfairness of her potentially being scrutinized over her students' test scores, given her perception that her colleague who tested her group of students "did not read the directions before the test," "felt no obligation to make the testing environment appropriate," and "did not collect cell phones" or address kids who were talking. Even though she deemed the test an inadequate measure of students, she was stressed by her colleague's failure to follow the proper protocols that might give her kids the best chance for success. Similarly, P4 perceived that her administrators were ineffective at deal with testing violations. She described the cycle of a typical administrative response to such acts in the following way: An "administrator will come. They will talk to them [the violators] but

won't take their phones; [they] leave, and then the kid does it again." P4 perceived that the cycle of student violations followed by inadequate responses from administrators added to the stress of standardized testing.

Fatigue. Participants reported fatigue when they experienced an abundance of other duties including the subthemes previously mentioned under the workload category. Fatigue emerged as a subtheme when P1, P2, P3, and P5 noted that they felt stressed because they were tired and were unable to perform or complete duties such as planning, grading, or reporting. P2 felt unorganized and unprepared during her first week of journaling because she had been "too tired to grade." P5 journaled, "I am just plain tired," after experiencing other stressors such as a situation that required her pet to have medical attention, a misbehaving student, and ungraded work. The lack of preparedness due to fatigue added to participants' stress levels and they coped with the fatigue by sleeping, seeking support from family members, getting to work earlier, exercising, and engaging in social drinking.

Category 3: Administration. Administration emerged as a category of stressors for four of the participants in the study. The administration theme reflects the participants' perceptions of administrators' behaviors or lack of leadership that contributed to their stress.

Lack of vision or leadership. Three of the participants directly mentioned lack of vision or leadership as a source of stress. P2 shared a specific instance in which she was unclear about how to complete a data analysis task. After P2 had submitted the data, her principal informed her that she had completed it incorrectly "without explaining what

needed to be changed." She stated, "I do not think he knows what he wants to do." "…he just really does not know." Similarly P4 expressed her stress and frustration when she had worked on the graduation program, and "the principal came and changed everything we practiced. I am frustrated with the way the administration has led the school all year. I am ready to move away from public education." P4 perceived that her frustrations with her administrators' lack of vision contributed to her desire to seek other opportunities.

P4 also shared a positive perception about the school leaders, in that the school leaders provided support for students in the form of offering jobs and other resources after graduation, but she also mentioned a "lack of organization" and lack of vision about daily operations. She reflected, "I do not think there is a plan that we are following. We are just surviving." In contrast, P5 was satisfied with the current school leadership, but she had a previous experience that resulted in her being administratively transferred from a school and almost resulted in her leaving the district. When discussing her current school, she expressed her love for the school but admitted that "there is no behavior management consequence system beyond call [-ing] home, detention, etc." The absence of consequences for behavioral infractions added to her stress level although she was generally satisfied with her school overall.

Lack of support. Lack of support was also mentioned by all participants in the study. The participants' perceptions of principal support related to help with classroom management, school climate, and securing resources or engaging in professional development. P1, P4, and P5 directly mentioned lack of support to handle student misbehavior. P2 reflected on her challenges in the first 3 years with a different principal

and similar experiences with the current principal. She perceived that her current principal blamed her for students who were having trouble and treated her unkindly. During that time she thought, “Maybe, I should leave,” but then, in the following year, the principal seemed to notice and acknowledge her efforts and improvements, so she decided to stay.

P1 compared the styles of her former principal and her current principal. The former “was in every corner of the school”; whereas, the current principal is rarely visible in the building. Part of the stress for P1 occurred as a result of the change in those leadership styles, as she felt that she had more support from the former principal. P3 journaled about the lack of support on a day when a kid with a behavior improvement plan was “tense all day,” but the “principal was gone from the building, and the AP was in Individualized Education Plan meetings all day.” She felt that their absence or lack of support with student behaviors contributed to her stress.

P5 was stressed by the “lack of order” and “chaos” in the school. She felt that it hindered her ability to maintain order in the classroom. She shared a recollection of a specific day when her classroom was interrupted 27 times by various school staff, including administrators. When she discussed the number of interruptions to her instructional time with her administrators, they failed to support her by addressing the issue.

In addition to lack of support with classroom management and school climate, P1 also mentioned a lack of support to pursue professional development. She had been interested in taking a professional development course, but the school declined to pay for

it, and she could not afford to pay out of pocket. On another occasion, she had recommended that an administrator purchase an intervention. The administrator agreed; however, she stated, “three months later, I still have nothing, so I am not going to keep asking.” The lack of support in acquiring resources that P1 deemed necessary to provide instruction to her students with special needs became a stressor.

Category 4: Colleagues. During journaling, four of the participants perceived their colleagues as stressors. Colleague stress generally occurred during other significant events such as in meetings to discuss grades, student data, and student placements (P1, P2, and P4), and meetings to discuss upcoming activities such as graduation (P4) or perceived personal attacks (P1 and P5). P5 described a stressful email that she received from a teacher on her team who had previously held a role that the participant had taken over. The email prompted a meeting, after which P5 commented, “Today was awful. During our team meeting, two of our team decided to rant and rave about issues that are neither new nor true.” P5 also recalled an incident during which a colleague “was so rude to me that I ended our friendship that extended beyond work responsibilities.” Therefore, not only did her stress cause work-related conflict, but also, it added stress to an established non-work-related friendship.

Similarly, P2 described a stressful incident when she and a colleague disagreed about whether or not a student should attend an upcoming field trip. The disagreement was stressful for P2 because she wanted the student to experience an activity outside of his normal home and school life. In contrast, P4 felt the stress of other colleagues when they approached her to discuss “the pressure they felt giving students makeup work to

help them pass after the students had performed so poorly all year." For P4, the stress directly and indirectly came from the colleagues as she experienced the stress of having to help them through a difference in educational philosophy with school administrators who were concerned about the graduation rate. P4 directly experienced stress from other colleagues when she endured 27 interruptions during one class period. Approximately 12 of the interruptions were from the participant's colleagues, including hall monitors, support staff, and other teachers.

Upon reflection of the 19 subthemes for coping strategies, six categories emerged: social activities, professional development, wellness, school community support, recreation and pastimes, and avoidance. I identified subthemes of coping strategies that appeared in at least two of the cases using the cross case analysis matrix of coping strategies (see Appendix F). Table 5 illustrates common subthemes for each category of coping strategies. This section will present the themes and subthemes for coping strategies and the specific stressors for which they were used.

Table 5

Categories of Coping Strategies and Subthemes Within Each Category

Categories	Common subthemes within each category
Social Activities	Social Drinking and Happy Hour
	Family and Friend Support
Professional Development	Planning Student Activities
	Professional Development (Participation and Facilitation
Wellness	Exercise
	Meditation
School Community Support	Colleague Support
	Administrator Support

Categories	Common subthemes within each category
	Student Motivation
	Parent Communication
Recreation and Pastimes	Television
Avoidance	Denial and Flight

Themes: Coping

Category 1: Social activities. The main subthemes under social activities were social drinking and family and friend support. Four participants mentioned social drinking or happy hour as ways in which they coped with the stressors of their teaching assignments.

Social drinking. Participants mentioned attending happy hour as a means of coping with the stress of student behaviors such as cheating (P4); student behaviors (P1, P3, P4, and P5); workload activities such as grading, planning extracurricular activities (P1, P4, and P5), and colleague and administrator stress (P4 and P5). In the interview, P4 explained, "I can tell during the day if I am going to go to happy hour. Throughout the day…I will start texting people for me to meet and go to happy hour because I know I have to get this [stress] out." P1 and P5 also mentioned social drinking in their journals but did not elaborate on it in their interviews. P3 did not participate in the interview.

Family and friend support. Four participants also mentioned reaching out to family and friends for support in order to cope with stress. Sometimes the support was in the form of advice (P4 and P5); other times it was just to vent about frustrations (P1, P3, P4, and P5). P4 mentioned that reaching out to friends and family was her second most used coping strategy. She shared:

> I think a big part of dealing with stress is … releasing it. So, I have to get it out, even if it is just … venting. If I come home, and I am talking to my husband about it, it is not that he has a solution for me. I just needed to get it out, and a lot of times talking it out, I start to think: How do I fix this, or I hear myself, and I hear the level of frustration and [I think]: you should not be this frustrated. What are we going to do tomorrow? How are we going to do this tomorrow?

Similarly, P5 journaled that daily conversations with her parents helped her to cope with various types of stressors. In her interview, she shared, "I process things out loud with people I trust." Sometimes she vented to her parents, but she also mentioned that her dad "likes to propose a whole lot of solutions and ask what I think will happen if I tried this. What if [I] tried that?" Talking it through in this way helped her to develop a plan for coping with the situation. Overall, participants used family and friend support to cope with stress associated with student behaviors and apathy (P1, P3, P4, and P5), workload, such as grading (P5), and colleague stress (P4).

Category 2: Professional learning activities. Professional learning activities emerged as a category for coping strategies, as participants mentioned coping with stressors through engaging in professional development related to teaching and in organizing, planning, and implementing extracurricular activities for students. The subthemes for professional learning activities were planning student activities and professional development workshops. All participants mentioned these types of professional learning activities as coping strategies for managing stress.

Planning student activities. P4 and P5 mentioned planning the graduation and closing program respectively, as stressors, but I also noted that these were participant-chosen activities that were not part of the regular workload of a teacher. In order to cope with the stress of planning and organizing the closing program for 8th grade students at her school, P4 organized a student committee that met each Thursday prior to the program. She journaled that she also coped with the stress of planning the activity by finding out when the next meeting would be held and by preparing for handling the costs associated with the program.

P2 and P3 coped by facilitating extracurricular activities with students. P3 led a math art club after school after a stressful day of dealing with student behaviors. She journaled that it [math art club] "definitely helps me relax and remember I love working with kids." P2 also managed the stress of planning student activities by inviting students to a "lunch bunch outside for the kids that do their homework and follow directions." Similarly, P1 allowed students to eat lunch with her to build student relationships, but she noted that it also took away from her preparation time.

Professional development. Participants identified engaging in and leading professional development as coping strategies for managing stress related to student motivation and apathy (P1, P2, P4, and P5). Participants sought out professional development opportunities to increase their content knowledge and to improve student engagement in their classrooms. For example, P1 attended professional development to learn more about "reading comprehension through theater," and concluded that "it was really, really helpful, and I did bring it back into my classroom." As she reflected on her

efforts to build relationships with her seventh graders, she stated, “I felt like I was also willing to try anything to make my situation a little more stress free.”

P2 also attended a professional learning community (PLC) workshop offered by the district and found it to be helpful in coping with student apathy or lack of engagement as well. As she journaled about the experience, she wrote, “This is my second time going and I love the collaboration and time to reflect on my practice. I have a number of class ideas for this year and next.” She also journaled that she implemented one of the suggestions from the PLC, “and it went really well. Students responded well and were verbally upset when they had to stop listening to *Bud, not Buddy* on audiobooks.”

In contrast, P4 felt that the professional development offered by the district was not useful to her at this point in her career. She had attended professional development conferences outside of the district that she found helpful, but she had sought them out on her own in order to learn something that would help her “start a new reading program” or learn how to teach a specific concept or skill. P5 shared a similar opinion that district-offered professional development was not helpful, so she also sought summer professional learning. She shared her experiences as a teacher at sea:

> I was a teacher at sea, so I went out to sea with the National Oceanic and Atmospheric Administration for two weeks and helped do shark research, and I got to share what I do in the classroom with people who are scientists out at sea, and they were really affirming, and they believed in me, and then they made a special visit to my classroom to talk about what they do with sharks to my kids

while we were in the middle of my ecosystems unit. So it was all connected. …that's been a really meaningful experience for me.

Both P4 and P5 agreed on the lack of useful professional development currently offered for them in the district, but they both led professional development for other teachers within and outside of the district. P1 and P4 supported other teachers by leading new teacher institute for incoming teachers. They both also mentioned that they taught preservice courses for incoming alternatively certified teachers. Additionally, P5 mentioned in her interview that she was recently asked to serve as a mentor to new teachers through a new teacher mentorship program that the district will offer to all incoming teachers. Teachers will be paired with a veteran teacher who can support them in planning or coping.

The document review corroborated the existence of mentoring initiatives in place to support teachers for the first 3 years of their careers. Document 1, a public, district document provided information about summer programming for newly hired teachers. The district's mentoring program includes a 4-day "boot camp" for new hires in August focused on research-based positive behavior management and socioemotional learning. In addition to this type of support, the boot camp is expected to serve as a beginning to an ongoing professional learning community. According to document 1, this initiative stemmed from research that suggested that new teachers are not prepared to effectively manage classrooms. This corroborated the results of the interviews and online journals in the current study, as teachers identified student behaviors and motivation as major stressors.

Document 1 also revealed that the district provided a separate, summer, new teacher institute for special educators to acclimate them to the online IEP system and clarify the roles of the special educator, including IEP Team Chair, IEP Service Coordinator, IEP Service Provider, and IEP Clerical Support. Beyond the summer, teachers new to the district are offered a series of professional development sessions that focus on lesson planning and instruction, classroom management, and effective communication with parents and families.

Document 2, a public district document, provided information on additional professional development opportunities in the form of site-based mentoring. This initiative included on-site mentors whose responsibilities included providing 15 hours of professional development that addressed new teachers' specific needs. However, because all of the teachers in the present study were beyond their third year of teaching, this support was not available to them. Document 3, a public district document revealed an additional professional development opportunity offered to district teachers from a local university and the U.S. Department of Education to increase middle school engagement, achievement and behavioral expectations while also helping teachers with instructional delivery and behavior management. The offering of this opportunity also demonstrates an awareness of support with student behaviors and motivation as stressors identified by all participants.

Category 3: Wellness. The wellness category includes coping strategies that participants identified as supporting mental, physical, and spiritual health. Two subthemes emerged within this category: exercise and meditation. P1, P2, and P5

identified wellness subthemes in their journals and interviews. In addition, the document review revealed wellness as a type of support that the district provides to its teachers.

Exercise. P1, P2 and P5 mentioned frequent exercising as a means of coping with the daily stressors of work. P1 used exercise to manage the stress of student behaviors and parent complaints. This included going to the gym and taking a fitness class or taking a walk outside. During her interview, she mentioned that in the past, the district offered Zumba and exercise boot camp classes at different schools as part of a wellness initiative. She recalled:

> I took a Zumba class every Monday at like 4:00 [p.m.] or 4:15 [p.m.] … not far from my school. So they had them in different sections of the city so that teachers could find one that was close to them, and … it was amazing because I felt like…I had something to look forward to on Mondays because Mondays are usually the hardest day, and it was really helpful.

Document 9 corroborated the existence of a wellness program offered to district employees to "help manage all aspects of health: physically, spiritually, mentally and financially." The program offered preventive health and wellness services to achieve health and work life balance. The stated rationale for the program was that fit employees result in higher morale, higher productivity, and reduced health costs.

The document review did not reveal any current offerings of exercise classes and the newsletters for the wellness initiative had not been updated since 2014. P1 asserted, "If they put that money back into having a teacher wellness program, teachers want to be fit. We want to be sane anyway. It would make a world of difference."

P4 also identified exercise as a coping strategy during her journaling and in her interview. P4 participated in a running group and attended Pilates to cope with the stress of seeing students struggle on standardized tests; to deal with student misbehavior, and to deal with student apathy. Regarding frequency of exercise, she stated "I walk at least 3 miles a day, and then on top of that, I do Pilates four days a week, and I try to run 2-3 days a week." This was not always the case, as she shared stories about how she had gained weight earlier in her career due to stress and dissatisfaction, but had regained her work-life balance and admitted, "I started running, and I lost all the weight I gained at my previous school, and I started diving into house projects, and I've never been a happier person." Despite her intent to move on to another school at the end of school year 2015-2016, P1 shared a similar sentiment when she asserted, "I'm the happiest I've ever been." She mentioned that exercise had helped her maintain her work-life balance as well.

***Meditation*.** In addition to physical wellness, two participants also mentioned strategies to support spiritual wellness as either a means of coping with stress or a potential professional development opportunity that might be helpful for students. P2 shared that she exercised daily, but in her journal entries and interview, she specifically mentioned participating in yoga to de-stress. She used yoga was to cope with the stress of her workload (e.g., ungraded papers) and to cope with the stress of having to locate substitute plans for an absent teacher at her school. P1 did not mention that she had attended yoga classes, but she did mention the desire to attend a professional development class on yoga and mindful meditation that she thought would be helpful for

her students. She also shared that she mediates for at least 10 minutes before going to work.

Category 4: School and community support. School and community support emerged as a category as participants described coping strategies that included reliance on various members of the school community, depending on the stressor. Subthemes under school community support included colleague support, administrator support, student motivation, and parent communication.

Colleague support. All participants identified colleague support as helpful in managing their stress. The stressors for which colleague support was effective were testing (P1, P2), planning extracurricular activities, student behaviors (P2, P3, P4), administrator stress (P2, P5), colleague stress (P2, P5). P2 was the sole participant who mentioned use of colleague support to deal with all four types of stressors. Having been at her school since the beginning of her career, she had engaged in a process of building a support network with faculty and staff in her building that resulted in her feeling well-supported. In her first 2 years, she did not feel as supported by her ATPP, but she acknowledged that the inaugural year of a program can be challenging. When reflecting on her experience of building a support network in her school, P2 recalled,

> It took a long time for me to develop those relationships. Particularly my first 2 years, I did not know what I was doing. I just felt like I was drowning, and . . . I did not know who to ask because I really did not know anyone. I feel like [colleague support] is how I deal with a lot of my stress, and it is just helpful

because I can talk about whatever happened and then maybe, get some suggestions.

P2 felt somewhat disconnected from the cohort in her ATPP because she entered the profession at a different stage in her life than the other teachers. She was already married and several years older than other members of the cohort, so she felt that she did not connect with them as much as they connected with each other. Earlier in her career during her first year as an intern, she felt that the support received from her two cooperating teachers was helpful in her transition to full-time, teacher of record, but she also felt that the school in which she interned was not reflective of a typical high-need teaching placement in the district.

Administrator support. Participants mentioned administrator support as a coping strategy (P1, P2, and P3). The responses in the journals and interviews indicated that the opportunity to reach out to one or more administrators helped them cope with the stress of student behaviors. P1 identified reaching out for administrator support as her most-used work-related coping strategy for student behaviors. She sought administrators to help her reflect on her use of classroom management strategies. P3 also reached out to an administrator to discuss a student displaying emotional distress during the reading of a story.

P2 also sought the support of an assistant principal and the principal to cope with student insubordination and persistent negative behaviors (i.e., walking away when being disciplined by the teacher). P2 called the parent, but she also spoke with the two administrators who stated that they would also call the parent to discuss the student's

behavior. From the participant's perspective, both administrators were supporting her efforts to manage student behaviors. For P2, district administrators also provided support when dealing with administrator stress. For example, when she was feeling stressed because of the lack of clarity about how to balance time between science, math, and literacy, she reached out to the district network administrator, and the administrator spoke with the principal to gain clarity about how to balance curricular goals.

Student motivation. Student motivation emerged as a common stressor for participants; however, it also served as a coping strategy for three of the five participants. Participants were often rejuvenated when students appeared to be motivated or interested in what they were learning or in an extracurricular activity. P2, P4, and P5 mentioned instances in which student motivation helped them to feel less stressed because of the students' excitement over reading a book, participating in an activity, or attending a field trip. P2 discussed a field trip that began as a stressor as she felt "nervous about whether students would have a good time." P2 journaled that "one student told me this was the best field trip he had ever been on and was grateful for the opportunity." P2 also reflected on other examples of student motivation, such as a time when a student went out and purchased a book by the same author of the novel they were reading and when she noticed that the "playground was disgusting and some of the kids were out there picking up trash." She commented, ". . . so when you see that, it's so gratifying. You can see the kids are interested in what you're doing and engaged, and like it." Similarly, P5 had been stressing over a student project on which the students lacked engagement and motivation,

but later that week, she reflected "with the projects turned in, I see that they were totally worth the time."

P4, who decided that she would leave the classroom after the 2015-2016 school year, realized that her students had been instrumental in keeping her in the classroom the previous year when she had contemplated leaving. In addition, she had a particularly stressful year in which one student was found to have a loaded gun in her classroom and another student was fatally stabbed in her school. After these incidents, she took some time away from school but returned after several students reached out to check on her well-being. She recalled, "it's like they text me right when I need to know that I need to be there with them." She reflected on several other instances in which her students motivated her to return because of her connection with them. Ultimately, her decision to leave the classroom after 11 years of teaching was based on her desire to further her career goals in education.

Parent communication. Two participants mentioned parent communication as a means of support in coping with the stress of student behaviors. P2 noted in her journal five instances within a 4-week period in which she called parents to help her cope with student behaviors. Three of those instances were positive calls to report positive behaviors. She wrote, "[I] called mom to report a positive behavior and she was so happy that it made my day." On another day, she wrote "[I] called the mom of the student that did not do well on Wednesday to report that the student had improved. Mom was happy." Further, in her interview, she stated, "making sure to contact their parents to say that they were doing really well--I think that has really helped…in managing the stress." She

shared that she makes at least one positive phone call or sends at least one positive text daily to promote positive student behavior.

P1 also called parents to manage the stress of student behavior. She mentioned two instances in which she called parents but she perceived that the calls were not effective in changing the behaviors, noting in her journal that the "student conduct continues." Calling parents was not always a strategy that removed the stressor of student behavior, but P1 and P2 perceived that it was helpful in some instances.

Category 5: Recreation and pastimes. Recreation and pastimes emerged as a category of activities identified by P1 and P5 as non-work-related coping strategies for managing student behaviors, and stressful projects or tasks. These activities included spending time with pets, reading, watching television, attending a sports game, and shopping. Participants primarily revealed these strategies in their journal entries and often combined them with other activities, but television emerged as a common subtheme for two of the participants.

***Television*.** Enjoying a television show emerged as the common subtheme of P1 and P5. P1 journaled that she "enjoyed TV time" to cope with student behaviors. The following week, she also enjoyed watching a popular television show during the stressors of standardized testing and completing her quarterly grading and reporting.

P5 often used several coping strategies simultaneously. For example, she journaled that she went for six mile run while listening to an audiobook. Similarly, on a different day, she journaled, "I walked my dog, went to Pilates, and listened to more [of a book from the Harry Potter series]. According to her journal, additional coping strategies

used by P5 included talking to her parents, and cuddling with her dog; however, she also mentioned during her interview that she engaged in daily entertainment. Binge watching the television show, "Royal Pains," was one example of her daily entertainment and she recalled that she "enjoyed every second of it." For P5, it was not a particular show or activity but rather the act of engaging in an entertaining activity that helped her to manage her stressors.

Category 6: Avoidance. Many of the non-work-related coping strategy categories such as social activities, recreation and pastimes, and wellness may be considered avoidance of the actual stressor, but avoidance emerged as a category when participants explicitly mentioned ignoring the problem or purposefully distancing themselves from the stressor. Each of the five participants mentioned using some form of avoidance to manage their stressors.

Denial and flight. On a Monday morning, when experiencing stress from lack of sleep after an out of town trip and having to plan immediately before school rather than during the weekend, P3 admitted that she "used denial a bit to relieve some stress." Prior to this avoidance, she attempted to do some planning but "it was too hard" so she resorted to avoidance to make it through the day. During her interview, P2 also recognized that avoidance was one way of coping with a student who talked excessively while she was talking. She recalled, "It used to drive me crazy." Then, she realized that she only had ten days left, and she decided, "I'm just [going] to move on." Similarly P4 immediately fled her classroom during an afterschool activity with students when she noticed a rat in her classroom. She avoided dealing with the situation in the moment, and removed herself

from the stressor. After she left the school building, she used colleague support as a way of coping, but her immediate response was flight.

P5 admitted that her strategy for dealing with the stress of grading was to use what she termed an "anti-coping strategy" which resulted in her ignoring "the pile [of papers] for the rest of the day." She then used other coping strategies such as exercise, reading, and walking her dog. All five participants made conscious decisions to avoid stressors, subsequently engaging in other coping strategies that helped them to persist.

Evidence of Trustworthiness

The following explanations reflect the four areas that helped to ensure fairness and accuracy in reporting participants' original stories as participants shared them during journaling periods and interview sessions:

Triangulation, member checking, and researcher bias identification helped to establish credibility in the study. I triangulated the data from three sources, journals, phone interviews, and document analysis. Triangulation includes using several methods of data collection in order to determine whether methods of differing strengths support a single conclusion (Maxwell, 2013). In order to gain a secure understanding of coping strategies and stressors, the journals allowed participants to reflect on their stressors and copings strategies as they were happening, whereas the interviews allowed participants to confirm their stressors during the 4-week period and over time. In this way, participants had an opportunity to share stressors and copings strategies that might not have been captured during the 4-week period. This was important because all of the journaling occurred during the same general time period during the school year.

Participants journaled during the period immediately following the district's spring break and leading up to standardized testing. The trends in stressors that typically may happen during these times in the school year may not happen during other times of the year. Therefore, I collected additional data during interviews that might include stressors and coping strategies not mentioned in the journals or not experienced during those weeks. Similarly, I conducted the document review to corroborate professional development and other opportunities to manage stress, develop coping strategies and persist in their high-need placements.

Credibility

I used member checking as a technique for establishing credibility, as it provided a way to check on the accuracy of the "descriptions, explanations, and interpretations" (Miles et al., 2014, p. 58). I allowed participants to edit their online journals during the four-week journaling period, so they could make any corrections necessary prior to the interviews. After interviews, I provided participants with the narrative portions of their data that would appear exactly as they appeared in the transcripts. I allowed for 1 week to correct any errors or misconceptions. This served as a way to rule out possible misinterpretations of the participants' journal entries and interview transcript data as described by Maxwell (2013). It also served as a means of reinforcing collaboration and maintaining an ethical relationship with the study participants (Yin, 2011).

Yin (2011) also framed the importance of avoiding researcher bias, bias that arises from the researcher's background or personal motives for conducting the research. Initially, I had planned to avoid recruiting participants with whom I had previous contact

in my affiliation with the alternative teacher preparation programs or in my previous position as an English specialist; however, IRB approval for this study included an organization with which I had prior experience. I no longer had contact with four of the five participants, but I recognized and managed my own ideas about the stressors and the coping strategies that support teacher persistence. I kept memos to keep track of my thoughts about some of the participants' experiences because I had visited all of their classrooms and had some knowledge of their struggles as first year teachers.

In addition, I served as the mentor teacher for one of the participants in her first year of teaching, and we developed a friendship outside of the professional relationship. I avoided drawing conclusions based on any prior background knowledge of the participant. Throughout the process of data collection and analysis, I continuously reflected on my personal biases in my self-reflection journal in order to avoid relying on prior knowledge or my own experiences with persisting in a high-need district. I also reflected my experiences in a researcher identity memo.

Transferability

Detailed, thick, rich descriptions of each of the cases, categories, and subthemes allowed me to establish transferability. The descriptions of the participants included relevant demographic data about the participants, demographic information about the school populations and school contexts. In addition, the study includes detailed descriptions of the participants' coping strategies and emerging themes that might enable readers to assess the transferability of findings and conclusions in order to improve teacher retention in the future.

Dependability

In order to establish dependability, I collected data across a range of respondents with at least 4 full years of experiences as teachers of record and across school levels. Participants included alumni of all three alternative teacher preparation programs in one urban district in the mid-Atlantic region of the United States. I also used the qualitative analysis documentation form developed by Miles and Huberman (1994) as an audit trail. The form allowed me to keep track of all of the processes and procedures followed during the coding and analysis of online journals, interview transcripts, and public documents. I entered all of the information on a single sheet which allowed me to keep track of all of the displays such as tables and appendices for reference during the written analysis. The form also allowed for tracking of decision rules regarding the data and the conclusions that I drew during analysis of the data sets.

Confirmability

I established confirmability by developing a researcher identity memo. The researcher identity memo allowed me to situate myself within the context of the study by examining how my beliefs, experiences, goals, and values may have influenced my research. Having worked in urban high-need districts in my early years as a teacher, I have had experiences that were similar to the participants. The memo allowed me to continuously reflect before, during, and after the study. It was important to maintain this memo throughout the study to examine my prior experiences and the reasons for approaching this topic and the potential advantages that my goals, beliefs and experiences have for the study (Maxwell, 2013). The next section will address the results of the study.

Results

The journals, interview, and document review provided extensive data about the stressors of alternatively certified teacher participants in an urban district and the coping strategies that allowed them to persist in their school district. This section explains the findings from both research questions: RQ1: *What are the perceived stressors facing persistent, alternatively certified teachers in an urban, high-need district in the mid-Atlantic region of the United States?* and RQ2: *How do persistent, alternatively certified teachers with at least 4 years of experience in an urban, high-need district cope with stressors and challenges?* The findings indicated four main categories and 10 common subthemes of stressors and six main categories and 12 common subthemes of coping strategies.

I explored the daily stressors encountered by alternatively licensed teachers who have persisted beyond 4 years in an urban, high-need district in order to answer the first research question. Participants identified 21 perceived stressors and 18 coping strategies during the 4-week journaling period and during the telephone interviews (Table 3). I sorted and categorized these subthemes. Each participant's subthemes of stressors and resulting coping strategies helped to identify main subthemes across participants. These main subthemes emerged when at least two participants referenced them. Table 6 and Table 7 present a compilation of the categories that emerged from the sorted initial subthemes for stressors and subthemes for coping strategies respectively, the participants who mentioned them, and the sources of the data (e.g., interview or online journal).

Table 6

Categories and Subthemes for RQ1

Categories	Subthemes within each category	Journal	Interview
Student Behaviors and Motivation	Misbehavior and Apathy	P1, P2, P3, P4, P5	P1, P2, P4, P5
	Student struggles	P2, P5	
	Student performance	P1	
Workload	Testing	P1, P2, P5	P1, P4, P5
	Time	P1, P5	P1, P2, P5
	Grading and reporting	P1, P5	P1
	Extracurricular activities	P1, P2, P4, P5	P4
	Compensation for work	P1	
	Work Errors	P4	
	Teaching new lessons	P2	
	Parent complaints	P1	
	Fatigue	P2, P3, P5	P1
Admin. Stress	Lack of admin support	P2, P4, P5	P1, P2, P4

Categories	Subthemes within each category	Journal	Interview
	Interruptions	P4	P4
	Unclear expectations	P2	
	Lack of resources	P1	P1
Colleague Stress	Interruptions or Unfulfilled Duties	P2, P4	P4, P5
	Arguments	P1, P2, P5	P4, P5

Table 7

Categories and Subthemes for RQ2

Categories	Subthemes within each category	Journal	Interview
Social Activities	Happy hour and social drinking	P1, P3, P4, P5	P1, P4
	Family or friend support	P3, P4, P5	P1, P4, P5
Professional Learning	Prof. dev. participation	P2	P1, P4
	Prof. dev. Facilitation		P1, P2, P4
	Organizing and Planning	P1, P2, P3, P4, P5	
Wellness or Exercise	Exercise	P1, P5	P1, P2, P5
	Yoga or Meditation	P1, P2	P1

Categories	Subthemes within each category	Journal	Interview
Avoidance	Denial or Flight	P1, P3, P4, P5	P2
School Community Support	Admin Support	P1, P2, P3,	P1, P2
	Colleague Support	P1, P2, P3, P4, P5	P2, P4, P5
	Parent Communication	P1, P2	P2
	Student Conferences	P2	
	Student Motivation	P2, P4, P5	P2, P4
Recreation and Pastimes	Television	P1, P5	P5
	Reading	P5	
	Sports Game	P1	
	Pets	P5	
	Shopping	P1	

I asked the first three interview questions to obtain background and demographic information about the participants, including their prior work experience and the reasons that they chose to become teachers in a high-need district. Data from the journal entries and interview questions 4, 5, and 7 revealed that the four most reported categories of stressors among participants were student misbehavior, apathy, workload, and administrator stress. According to journal entries, participants felt stressed by behaviors which included "talking more than normal," "fighting," "leaving the room without permission," "rudeness," "cheating on several assignments," "cutting class," and having a "meltdown. For interview question 5, (Appendix B) I asked participants about stressors and also elicited elaboration on the extent to which student behavior is a major stressor. For example, P1 identified classroom management as a major stressor even though she admitted that she did not address it as much in her journal. Similarly in the interview, P2 identified classroom management as one of the most important areas of concern in her first couple of years of working in a high-need school.

In similarity to P2, P5 mentioned violence among students and general chaos or lack of order in the hallways of her school as stressors. She found student behaviors to be particularly stressful because she felt that the school chaos was undermining the solid classroom management strategies that she was taught to implement in her first 5 years as a teacher. Overall, all of the participants felt unsupported in handling issues related to student behaviors, though P2 did have both the principal and assistant principal agree to call the parent of a student for chronic misbehavior. Although participants found student behaviors stressful, none of them identified student behaviors as a factor that might cause them to leave the profession.

Another key finding is that each of the five participants reported various subthemes of *workload* as stressors. Within this category, participants in the study more often reported time, grading, extracurricular activities, and fatigue. Further, all participants reported extracurricular activities as stressors; however, participants seemed to enjoy the stress of working on special projects such as graduation ceremonies, math club, classroom projects, and field trips, even when these activities added to their stress levels. For example, P1 listed the following as a coping strategy: "planned a project surrounding financial literacy called *The Game of Life*." The planning of this special project helped her to manage the stress of student behaviors as she hoped that students would be more engaged in a project from which they derived learning and pleasure. She also listed eating lunch with her students and testing them during lunch as a means of coping with the stress of the testing workload. A regular part of her schedule included meeting with students outside of the duty day (at lunch or afterschool).

P4 and P5 had similar experiences with using special projects or extracurricular activities to manage stress. Both initiated responsibility for planning and executing the graduation ceremonies and listed these as stressors; however, P4 asserted her belief that these types of activities are crucial in teacher retention during the early years. She perceived that planning fieldtrips and helping with senior class activities helped teachers to become invested in their contributions to the school community, thereby encouraging them to persist.

The third major finding is that participants perceived that issues related to administrators were a major source of stress. Lack of support was the most reported subtheme of administrator stress. When asked about reasons they or other alternatively licensed teachers have considered leaving their schools or leaving the profession, three of the four participants who participated in

interviews mentioned lack of administrator support or mistreatment by an administrator. When asked about the reasons that other alternatively licensed teacher colleagues left the profession, P1 recalled a situation with another alternatively licensed teacher from her ATPP: "I felt like the school didn't give her a fair shot. "…I think she wanted to do better, and I think she would have [done better] had she not gotten a poor review." She also stated, "Two out of the four [former alternatively certified teachers] that I spoke with were asked not to return to the school." P4 stated, "I remember [former alternatively certified teachers] talking about how people [administrators] had spoken to them, like being reprimanded in front of kids…"

Therefore, the participants' perceptions about how administrators treated other teachers, in connection with their own experiences with lack of administrator support, supported their perceptions about the importance of administrators in teacher persistence. On the other hand, each of the participants had worked under different administrators during their careers, so they had also felt supported by some of their administrators.

In order to answer RQ2, journals, and interview questions 6, 8, 9, 10, and 11 revealed the six main categories or themes of work-related and non-work-related coping strategies. Data analysis revealed three key findings. The first main finding is that school community support was the most reported coping strategy among the participants. School community support included administrator support, colleague support and parent communication. Each of the five participants reported that colleagues were supportive in helping them to manage their daily stressors. Sometimes colleagues were other teachers in their alternative teacher preparation program cohorts; other times fellow teachers in their schools and other school community professionals provided support. Colleagues supported participants with classroom management;

data analysis; planning and preparation for instruction, and extracurricular activities; or simply allowed participants to vent about their stressors.

For some participants, their colleagues became friends and engaged in other non-work-related coping strategies (e.g., happy hour, exercise). P5 reflected on her time spent venting with her colleague, a math teacher on her team: "I spent over an hour walking and talking." P1 shared that she, "enjoyed happy hour with ladies [with whom] I worked last year," as a non-work-related coping strategy for dealing with the stress of her workload.

The second key finding is that all participants participated in professional learning in some capacity, either as a participant or a facilitator as a way to manage stress. When asked about professional learning offered by the district, P1 and P2 reflected on recent professional development opportunities that they found useful in coping with student behaviors or motivation. P4 and P5, two more experienced participants with 10 and 8 years of teaching experience respectively, did not feel that the district offered much useful professional development for them at the current stage in their careers; however, they both sought other opportunities to continue their professional growth. This included summer reading of professional texts and seeking content-related activities through other organizations. Also, both accepted roles as mentors or faculty members for preservice and first year alternatively certified teachers in the same district. Overall, three of the five participants had facilitated some form of professional development with novice teachers. These activities can play key roles in helping other teachers overcome some of the stressors that might affect their retention (Shernoff et al., 2011).

Another key finding that answers RQ2 is that most participants relied heavily on non-work-related social activities to manage stressors. Journal entries and interview transcripts

supported this assertion. P5 journaled that she, "had dinner with a couple of friends where we all vented our frustrations over wine, beer, and sushi." Specifically, participants reported attending happy hour and spending time with family more often as coping strategies. Time spent with family sometimes included venting about stressors and getting solutions, but it was also helpful for participants to simply share their stress with a family member. P1 and P4 admitted to frequently sharing their stressors with their spouses but acknowledged that their spouses' comments were not helpful in terms of coping. P1 and P3 relied on parents for "family time" and P5 admitted to spending each summer traveling back to her hometown to live in her grandmother's cottage.

The fourth major finding of the study is that each of the participants admitted to avoidance as a strategy for managing various stressors. Many of the coping strategies provided an outlet for participants to avoid dealing with stressors, but avoidance became a category when participants chose to do nothing or to ignore the stressor altogether. For example, P1 stated that she simply "stopped caring" and "just hoped it would get better" at one point in her career when she contemplated leaving the profession. She had applied for other jobs, but eventually, conditions improved, and she persisted. Similarly, P2 was dealing with the stress of a challenging student, but when she became pregnant she made a conscious decision to avoid getting into power struggles with the student. She decided, "I just can't get stressed anymore. It is not helpful for me. It is not helpful for the kids, and it is not helpful for the baby."

When coping with student apathy and lack of self-confidence, P4 reflected, "I do not know what to do to make them be better, or be different or think they're better. . . .I just try to get it out of my head and not deal with it." In the moment, avoidance became a coping mechanism;

however, participants continued to search for ways to manage their individual stressors, such as positive reinforcement of appropriate student behaviors or development of a plan to handle the stressor differently.

Finally, P1, P2, and P5 reported using 10-12 coping strategies. P3 did not participate in the interview and therefore may not have reported all of her stressors or coping strategies in her journal. P4 was planning to leave the classroom at the end of the school year and used fewer coping strategies than the other three participants. It is unclear whether she used fewer coping strategies because she had the most years of teaching experience or because she had decided earlier in the year to pursue career advancement, or whether using fewer coping strategies hindered her persistence. In her interview, she noted that she did not plan to leave education altogether but felt that she could better serve students and teachers if she shared what she had learned with other alternatively certified teachers. She accepted a full-time position in one of the alternative teacher preparation programs.

Discrepant Data/Nonconforming Cases

I sorted all data in the categories listed in tables 4 and 5; however, P2 was the only participant who did not mention the use of social activities and sharing with family and friends as coping strategies for her stressors. It became evident during the interview that P2 may have suspected that other participants socialized more than she, when she revealed that her age and marital status might have contributed to a lack of desire to socialize with members of her cohort or other individuals. P2 asserted that socializing more often might allow novice teachers more opportunities to develop common bonds with peers who might also help them cope with stressors effectively. P2, on the other hand, relied more consistently on people within her school

community for support in her initial years and has continued this practice through her fifth year. Further, P2 has continued to persist despite these differences in her coping strategies.

Summary

The purpose of this study was to understand the stressors that alternatively certified teachers face in their urban, high-need placements and to understand the perceived coping strategies that helped them to persist in those placements. Categories, themes, and subthemes helped answer the research questions. The within-case analysis matrices, cross-case analysis matrices, and tables of coping strategies and stressors helped to clarify the themes and provided answers to the two research questions. Through analysis of the 21 subthemes of stressors and 18 subthemes of coping strategies, four categories of stressors and six categories of coping strategies emerged. All participants reported subthemes related to student behavior and motivation and workload as stressors. All participants reported subthemes related to social activities, professional learning, avoidance, and school community support to manage their stressors.

In Chapter 5, I will provide a summary of the key findings of the study, an analysis of the findings as they relate to the literature review and the conceptual framework in Chapter 2. In addition, the findings are analyzed and interpreted according to Bronfenbrenner's theory of ecological development. Chapter 5 also includes implications for social change and recommendations for further study.

Chapter 5: Discussion, Conclusions, and Recommendations

Introduction

Teacher attrition continues to be a major concern for urban districts (Carroll, 2010; Ingersoll & Merrill, 2010) In order to address this issue, I explored the ways that some teachers persist in the most challenging placements. According to research, 30% of teachers leave within their first 3 years and up to 50% by their 5th year (Carroll, 2010; DeAngelis & Presley, 2011). Redding and Smith (2016) found that alternatively certified teachers were more likely than traditionally certified teachers to change schools and, also, leave the professional altogether. In addition, many alternatively certified teachers are placed in hard-to-staff, high need urban districts (Feistritzer, 2005), where they might need coping strategies to manage stressors associated with student misbehavior and lack of administrator support (Curtis, 2012; Maring & Koblinsky, 2013). District administrators in the setting of my study hired more than 50% of their teachers through alternative licensure routes in 2011-2012. It ranked third highest in attrition in the state, due in part, to the aforementioned attrition factors.

I believe it is imperative to gain more knowledge about the types of stressors that might lead to such attrition and the coping strategies that allow teachers to persist. This chapter includes a brief overview of the purpose and nature of the study, the rationale for the study, and the key findings. The chapter also includes an interpretation of the findings as they relate to the literature review and conceptual framework in Chapter 2.

The purpose of this qualitative, multiple case study was to understand the stressors and coping strategies of alternatively certified teachers in an urban, high-need district. The two research questions were: What are the perceived stressors facing persistent, alternatively certified

teachers in an urban, high-need district in the mid-Atlantic region of the United States? How do alternatively certified teachers with at least 4 years of experience in an urban, high-need district cope with stressors and challenges? An additional subquestion was, What strategies and supports do these teachers use?

Findings suggest that participants' stressors fall into four main categories: student behaviors and motivation, workload, administrator stress, and colleague stress. In addition, participants also reported experiencing stress due to personal problems and wellness. All participants reported managing student behaviors and motivation (or, apathy) as major stressors. These behaviors included violence, excessive talking, and cheating. Teachers also reported feeling stressed by workload that included duties such as organizing and planning activities, grading papers, completing paperwork, and planning for extracurricular activities. The last major category of stressors, stress from administrators, included lack of administrator support with professional development and resources, interruptions to instructional time, and unclear expectations.

Participants' coping strategies fell into six main categories: social activities, professional learning, wellness and exercise, avoidance, school community collaboration, and recreation and pastimes. Teachers relied heavily on work-related coping strategies that included school community support (e.g., support from colleagues, administrators, and parents). They also participated in non-work-related coping strategies such as social activities (e.g., spending time with family and friends, attending happy hour, and watching television). In two cases, family and friend support was also work-related because the family and friends provided work-related suggestions and potential solutions for managing the stressors. In other cases, family and friends

were supportive by merely allowing participants to vent about their stressors. Another non-work-related coping strategy was deliberate avoidance. Though some of the other coping strategies such as attending happy hour, reading a book, or exercising could be classified as avoidance behaviors, avoidance behaviors emerged as a category when participants specifically mentioned that they ignored the stressors or were in denial about them.

The findings also suggest that, when teachers became veteran teachers (at least 4 years of experience), they did not perceive professional development offered by the district or by alternative teacher preparation programs as useful. Participants continued to rely heavily on colleagues from their schools and alternative teacher preparation programs to manage stressors. Interestingly, at least three alternatively certified teachers in this study participated in leadership roles to support novice teachers. These roles included mentoring incoming teachers from their ATPP, facilitating new teacher institute, and teaching courses toward licensure and master's degree for novice teachers. In the next section, I will discuss the interpretation of the findings as it relates to the literature review in Chapter 2.

Interpretation of the Findings

My findings are consistent with research on student behavior and classroom management as an area in which teachers feel stress (Richards, 2012) and need to feel supported (Curtis & Wise, 2012; He & Cooper, 2011). Participants reported that they frequently used school community support (administrator support, peer support, and parent support). All participants reported student behaviors as major stressors; yet, only one reported an instance in which she felt some sort of administrator support in handling those behaviors. Participants shared their perception that it was the administrator's role to help teachers manage student behaviors,

especially during hallway transitions and after egregious classroom disruptions. Prather-Jones (2011) asserted that teachers want principals to enforce a discipline policy. Many teachers also want strong, responsive leadership with a clear vision and plan for articulating student behavioral expectations (Maring & Koblinsky, 2013). This was true of my participants. Several of them reported that they experienced stress as a result of lack of administrator support, especially in managing student behaviors.

In addition to administrator support with classroom management, teachers reported that respectful treatment and interactions with administrators can influence their decision to remain or leave (Prather-Jones, 2011). Three participants mentioned instances in which they felt disrespected or mistreated by an administrator. In one case, the treatment almost led to attrition; however, the participant was administratively transferred midyear to another school. In another instance, the participant identified mistreatment by her former administrator during her first few years of teaching as a stressor. She also mentioned being blamed for student behaviors and lack of clarity around directives given by her current administrator. She managed this type of stress by reaching out to peers and other colleagues, including a district administrator who seemed to serve as an intermediary between the participant and the principal. Through the support of these individuals, she was able to persist despite her challenges.

My findings are also consistent with research on the usefulness of peer support in persisting in the teaching profession (Lambeth, 2012; McNulty & Fox, 2010; Petty et al., 2012; Shernoff et al., 2011). All participants stated that colleague and peer support was useful in managing their stressors and regularly sought out colleagues to plan and collaborate on extracurricular activities, strategies to improve content knowledge, and classroom management.

To further demonstrate their belief in the effectiveness of peer support as a coping strategy, P1, P4, and P5 described their own efforts in supporting novice teachers by mentoring them in ATPP3, and leading professional development and teaching certification coursework in ATPP1.

Also, P2 stated that she had found a professional learning community offered through the district to be useful. The professional development was offered off campus with other teachers in the district. She especially appreciated the time to collaborate with other teachers and talk about strategies that could keep her students engaged. She was able to operationalize some of those strategies immediately in her classroom. Though not all participants perceived that professional development offered by district administrators was useful to veteran teachers, most of them felt that the professional development from their ATPP, school, or district had been useful in their early years.

The findings of the study support the findings of Greenlee and Brown (2009) who asserted that alternatively certified teachers want more opportunities for professional learning and development. Four of the five participants reported that they sought or facilitated professional development in some capacity. Their efforts included seeking out summer experiences such as participating in a teacher at sea program, reading professional texts, attending professional conferences, and attending district professional development beyond the school day. The study participants who spent a full year interning under more experienced teachers before becoming teachers of record mentioned that they sought their own opportunities for professional learning, including professional learning communities and other opportunities outside of the school system. The findings confirm the importance of professional learning

communities (Battersby & Verdi, 2015) and professional networking (Gaikhorst et al., 2015) as forms of professional development that support teacher retention.

The findings from the document review were consistent with participants' perceptions about the lack of valuable professional development offered by the district beyond their first 3 years. The district website posted information on their mentoring model for novice teachers, but many of the other professional development opportunities posted on the district website were offered by external organizations partnering with the district. More than half of these opportunities were related to science and or STEM education. For example, a local foundation offered technology workshops targeted to support STEM teachers. Most content areas are not well represented in the professional development opportunities.

The literature also mentioned salary as one of the main reasons that teachers exit the profession (Curtis, 2012); however, only one of the teachers mentioned salary, in the context of comparing the time commitment to the salary. In other words, one teacher wondered if the workload was worth the salary when she compared her earnings to those of her spouse. None of the teachers in the study suggested that salary had ever been a factor in their desire to leave or stay. Participants did not mention salary as one of the stressors of the profession.

The findings of the study confirmed the use of social support as one of the top coping strategies (Anderson, 2010; Sass et al., 2011). Social support occurred in the form of emotion-focused coping strategies as well as problem-focused coping strategies. Participants regularly participated in social activities that included happy hour, participating in family activities and spending time with friends. Often, these social activities allowed the participants to manage the emotions they were feeling as a result of their stressors as discussed by Chang (2013) and Pareek

and Jindal (2014). For example, when participants vented to their spouses, they were vocal about their frustrations with student behaviors, administration, etc. Participants reported similar interactions when they identified parents as coping strategies, but for at least one participant, the copings strategies were problem-focused and the parents helped the participant to develop cognitive and behavioral actions (Chang, 2013), such as orchestrating a meeting or considering another viewpoint.

The findings suggest that avoidance was often an initial coping strategy as all participants admitted to engaging in some level of avoidance or denial. Though the initial response may have been denial, teachers used other coping strategies to distance themselves from the stressor as they contemplated a course of action or awaited an outcome (Hung, 2011). Participants in the study reported that they engaged in avoidance behaviors such as leaving the situation, avoiding grading, and ignoring negative student behaviors. These behaviors did not solve the problems, but they proved effective as short-term solutions.

The findings also relate to the conceptual framework, Bronfenbrenner's 1977 theory of human development. This model explains how adults live and grow within their authentic settings and can also explain how alternatively certified teachers in high-need districts persist within the five systems identified by Bronfenbrenner (1977): (a) microsystem, (b) mesosystem, (c) exosystem, (d) macrosystem, and (e) chronosystem.

Microsystem

For teachers, the microsystem aligns with classroom practices (Tissington, 2008), as it is the system with which teachers have direct contact. Interactions and relationships with students and parents of students are part of the microsystem. Because this is the system with which

participants had the most direct contact, it follows that all five participants reported student behaviors and motivation as stressors. Participants used a variety of emotion-focused coping strategies to manage student behaviors and lack of motivation, including social activities such as happy hour and family and friend support; problem-focused coping strategies such as school community support (peer support and parent communication); use of professional development and organization and planning, and strategies that can be classified as avoidance behaviors, such as reading and exercise. These strategies fall within other systems of the ecological model, but all participants identified elements of the microsystem (i.e., student behavior and apathy) as stressors. The mesosystem explains the interdependence between microsystems.

Mesosystem

Bronfenbrenner (1977) described the mesosystem as a "system of microsystems" (p. 515). His ecological perspective allows us to consider the interrelationships between microsystems by examining possible interdependencies between the classroom (students) and peer relationships. The mesosystem aligns with professional collaboration and other supports in the larger environment. Tissington (2008) asserted that the mesosystem includes alternative licensure courses for certification, peer meetings, mentoring, and school based support that helps teachers develop. All of the participants used professional collaboration or peer support as coping strategies. Participants relied on peers for coping with testing, planning extracurricular activities, student behaviors, managing stress from administrators and other colleagues. In fact, one participant relied on peer support to manage all of her stressors. Overall, participants valued support from other likeminded people in their schools.

Exosystem

According to Bronfenbrenner (1977) the exosystem includes external contexts in which an individual is not immediately involved but these contexts impact events within the microsystem. For example, a student's exosystem might be affected by a teacher's personal stress. Similarly, a teacher's stressors might be impacted by characteristics of the neighborhood or by school leadership. In the current study, participants identified administrator stress that included participants' perceptions about lack of support for professional development, perceptions of mistreatment, and lack of vision to manage school wide discipline. The findings of the study suggest that workload (e.g., testing, grading, planning for extracurricular activities, and attending meetings) was a major stressor. For example, during testing, participants perceived that school-based decisions about testing schedules impacted their abilities to teach their students. One teacher received notice that she needed to administer the test on the day that the testing was to occur. Another participant was frustrated by the amount of time that she spent with testing other students in the school while her students were unable to pose and receive responses to their final questions before testing.

Participants mentioned other interruptions to the schedule as stressors. One of the most compelling was the one in which P4's class was interrupted 27 times during one class period by school administrators, other staff members, and students in other classes. In addition, during interviews, P3 and P4 mentioned their perceptions of how administrators treated other teachers. P1, P2, and P5 asserted that supportive administrators were factors in alternatively certified teachers' desires to remain in the classroom.

Macrosystem

Bronfenbrenner (1977) referred to the macrosystem as the blueprints or prototypes existing in a culture or subculture. These blueprints represent the customs, values, and laws of a culture. For alternatively licensed teachers, this is an important component of their development and management of stress because the high-need schools in which they work may or may not operate in ways that emulate traditional classrooms, and they may face adverse conditions such as those identified by Ingersoll and Henry (2010) and Tamir (2010). The findings suggest that teachers must become knowledgeable about the cultures in which their students and schools are situated. The identification of student behaviors and apathy as major stressors supports the notion that participants may benefit from more problem-focused coping strategies. With the exception of one participant in the study, participants did not regularly receive professional development on research-based classroom management and discipline policies in urban, high-need schools. This had been part of their induction into the profession but did not continue beyond their first three years. They relied on school community support from peers, family support, parent communication, and recreation and pastimes to cope with stress related to classroom management.

Chronosystem

The chronosystem that Bronfenbrenner added later, explains the transitions and impact of life events and the passage of time on an individual's development (Bronfenbrenner, 1994). This ecological system includes a combination of all of the other systems. Each of the participants reflected on how they managed stress based on strategies that had been successful for them or their peers over time. Participants reflected on their reactions to past events and coping strategies

that they developed over time in order to persist in the profession. For example, participants did not value professional development offered to them by their district, but they sought opportunities to develop their craft on their own. Four teachers mentioned that they sought professional development to improve their practice. The transition from novice to veteran teacher also compelled three participants to serve in leadership roles for other teachers. This also served as professional development for them as they engaged in discussions, read professional texts, and participated in planning meetings.

Limitations of the Study

In addition to the limitations of a small sample size and a lack of diversity in the sample explained in Chapter 1, there were additional limitations. I obtained IRB approval to partner with one alternative preparation program. I used criterion-referenced sampling to identify a list of participants for the study and invited 14 teachers to participate. In order to obtain participants from the other two ATPP's in the district, I sent additional invitations to teachers who had participated in ATPP2. Only one teacher responded, however he was no longer teaching in a high-need school and did not fit the criteria. The teacher provided the name of a potential participant from ATPP3. Therefore, I obtained another participant using snowball sampling.

I identified one additional participant through convenience sampling. The participant was a personal friend who had participated in ATPP2. This became another limitation of the study. Convenience sampling can create incomplete or biased results (Yin, 2011). To avoid such bias, I ensured that the participant met the criteria of the study. The participant was an alumna of an ATPP, was a current teacher of record in the high-need district, and had persisted beyond 4 years.

An additional limitation was the prior relationship with all participants. I initially planned to avoid teachers with whom I had previous contact, but I was unable to recruit participants who fit this criteria. For three of the participants, I had served in a support role during their first year as teachers of record. I had visited them in their classrooms, observed them teach, and provided some level of support to them in my role. In order to avoid researcher bias, I allowed participants to review and comment on themes that emerged from the data in order to ensure that I accurately captured their responses. I also captured my biases in a researcher identity memo.

A third limitation was the self-reported data. Participants' perceptions may not represent those of teachers in similar settings; therefore, the findings cannot be generalized to other settings. As suggested by Maxwell (2013) the goal of this study was not to make claims about generalizability but to provide an opportunity for transferability to other settings through rich descriptions of the participants (Lincoln & Guba, 1985).

The fourth limitation is my K-12 experience as a teacher. Based on my background as a veteran teacher of 23 years, 12 of which were in urban, high-need districts, I was aware of potential biases in my analysis of data. Specifically, I wanted to ensure that I did not minimize the relevance of participants' stressors or present biases or judgments about coping strategies given my past experience persisting in high-need districts. I continuously reviewed the data to eliminate any descriptions that made any assumptions or judgments. Through member checking, I allowed participants to review my findings for potential bias or misunderstanding of the participants' experiences.

In addition to my experience as a teacher, I have also served as an administrator, teacher coach, course developer, instructor, mentor, and virtual coach for teachers in all three ATPPs.

Throughout the research process I was aware of how these relationships might impact my ability to conduct and write an unbiased study. In order to avoid researcher bias, I solicited the assistance of a peer reviewer to engage in dialogue and review data and findings without violating the confidentiality of any of the participants.

A fifth limitation was that the document review was limited to public documents on the district and ATPP websites. The document review yielded support resources including professional development, but it is possible that the public documents did not reflect the full scope of supports available to the participants. Triangulation of data using journal entries and interview questions helped to add to the data about the perceived support offered to alternatively certified teachers.

The final limitation is that only four of the participants completed the 4-week journaling period and participated in the interviews. One participant completed only 2 weeks of journaling and did not participate in the interview; however, she never formally withdrew from the study and agreed to have her limited data remain in the study.

Recommendations

School districts, alternative teacher preparation programs, school administrators, need to be more proactive about teacher persistence and resilience (Hochstetler, 2011). In order be more proactive, I recommend three strategies. My first recommendation is that alternative teacher preparation programs continue their support of alumni by planning experiences that support teacher persistence beyond their third year when they begin to transition from novice to veteran teachers. This includes continuing mentoring and coaching relationships with peers and other school district personnel. For example, alternative teacher preparation programs can regularly

enlist mentors from existing cohorts to mentor subsequent cohorts to provide peer support for as long as teachers desire the support. This could include a pool of mentors who provide monthly check-ins with teachers within specific levels of experience (e.g., years 1-3; years 4-6; years 7-10) or with specific mentoring needs such as classroom management support or content support. The support might also include being transparent about potential stressors during preservice courses and workshops on the types of stressors that participants regularly face and developing potential coping strategies to manage them. The document review revealed that some alternative preparation programs include mentoring relationships, but they tend to end after alternatively certified teachers' third years as teachers of record. Continued support is especially important in urban districts with diverse racial and socioeconomic groups that might require differentiated strategies to promote persistence (Lambeth, 2012).

In addition to continued support from ATPPs, schools should also promote in-house support by facilitating opportunities to build collegial relationships and peer support (Darling-Hammond & Rothman, 2011; Shernoff et al., 2011). I recommend that school administrators promote collaborative relationships within the schools to manage stressors such as workload, student behaviors, etc. Common planning time and scheduled professional learning community times are two ways to support these types of relationships. All participants reported that they coped with stressors through the use of their peers' support, but often the support occurred after a stressor. Supporting regular collaboration could allow alternatively certified teachers to take a more proactive approach to persistence.

Alternatively certified teachers reported that they want more professional development and more authority (Greenlee & Brown, 2009). In addition to mentoring support, I recommend

that schools develop professional development committees that design monthly and yearly professional development plans for faculty and staff. The committee would begin with the collection of data to determine the needs of the school overall. For example, in the current study, the participants identified classroom management as a major stressor; therefore, in this scenario, administrators and teachers could benefit from the development of an action plan to address the behavioral challenges in the school. This would include professional development and planning time to implement research-based best practices to change student behaviors and increase motivation.

Development of a professional development plan at the school level is important because schools would have more knowledge of the specific factors that affect their climates. The plan would include benchmark and performance targets, timelines, and embedded program evaluation strategies to ensure that the monthly and yearly goals are met. These targets should be directly aligned with a schools' yearly school improvement plan.

Administrator support has been identified in the literature as a key factor affecting teacher retention (Curtis, 2012; Lambeth, 2012; Petty et al., 2012). Participants in the current study identified administrator support as a stressor and as a coping strategy. Therefore, my third recommendation is that schools assign at least one administrator to maintain open lines of communication with alternatively certified and traditionally certified teachers to track some of the barriers to their success (Koehler et al., 2013). The open lines of communication should include time to ask questions, voice concerns, and share ideas about school initiatives. Communication should also include discussion of potential stressors and strategies for coping with them. This would provide an opportunity for teachers and administrators to be more

proactive about stressors such as disciplinary policies or lack thereof. Participants in the study reported administrator stress, such as lack of support with student behaviors, lack of vision, unclear expectations, and mistreatment as stressors that might affect retention. Connecting with administrators could occur during monthly professional development meetings, during professional learning community meetings, or during planning time.

The final recommendation is that school districts and schools provide opportunities for social activities that might include social gatherings beyond the school day, wellness activities, and recreation. This recommendation supports the findings of Curry and O'Brien (2012) who asserted the importance of physical health, and mental well-being in managing stress. Three of the participants in the study participated in wellness activities that included daily exercise, meditation, yoga, and Pilates. Participants also mentioned participating in other social activities such as happy hour and sporting events. The document review identified a wellness initiative in the district, but it was unclear whether the initiative was still active during the study. All of these activities help to promote a work-life balance amid the stressors of the profession. Engaging in activities outside of the profession that promote spiritual, mental and physical wellness is one way to promote persistence (Hartwick & Kang, 2013; Sikkink, 2010; Stanley, 2011).

Implications

Changes in the way alternative preparation programs, school districts, and schools proactively support teacher retention will affect positive social change by helping to prepare teachers in the most challenging districts to persist beyond the typical 3 to 5 years. This study supports the findings of McNulty and Fox (2010) that formal and informal relationships helped teachers manage stress. To that end, teachers can be proactive in their approach to managing

their own growth, but it is also important that these support systems are offered before the need to be reactive arises. This new proactive approach would require ATPPs to maintain contact with alumni for at least 5 years, but it would also allow them to track the types of stressors that exist for novice, alternatively certified teachers, to track the coping strategies that seem to be most useful in managing the stressors, and to develop a continuum of support.

Extended relationships between ATPPs and their alumni would also necessitate more communication between ATPPs and schools in order to coordinate support efforts. In this way, when school systems and schools do not offer relevant professional development, ATPPs can offer supplemental support. Conversely, school systems and schools can offer supplemental support not offered by ATPPs such as access to curriculum specialists and community organizations that have a desire to partner in efforts to meet educational goals. Because these opportunities already exist as revealed by the number of science and STEM related opportunities on the district's web-based bulletin, ATPPs and school systems can work in concert to make alternatively certified teachers aware of such opportunities.

Methodological implications of the study include the need to consider any potential differences in stressors and coping strategies of male alternatively certified teachers. I attempted to include males in the study; however, I was unsuccessful. Male teacher retention is important in this district because the ratio of females to males is 3 to 1 despite recruitment efforts. The district has recognized a shortage of male teachers; therefore, understanding their stressors and coping strategies can be helpful in finding ways to retain them.

An additional implication is the need to track the stressors and coping strategies of alternatively certified teachers during the first 5 years of their careers. This information could

provide useful insights about how alternative teacher preparation programs can better support their alumni as they transition from novice to veteran status. More research on how the stressors might change over time and how coping strategies evolve could help support more teachers' persistence in the future. Because the school district that served as the setting of this study continues to hire large numbers of teachers from the three alternative preparation programs, these teachers have the potential to significantly impact overall retention in the district. It is important to retain teachers in the neediest of schools in order to realize any long term improvement in achievement.

Conclusion

The cases in this study demonstrated the perceived stressors of five alternatively certified teachers and the coping strategies that they regularly use to persist in the profession. The teachers bear some responsibility in their own professional growth and retention, but school districts, alternative teacher preparation programs, and school administrators can assist in these efforts by providing the type of support that more experienced teachers need in high-need placements. The results suggest that participants need a more structured menu of professional development to assist with student behaviors and curricular content.

Teachers also need to experience regular collaboration with teachers with similar philosophies, and they need support and feedback from administrators. They also need school administrators to do more to foster these types of relationships by providing school-based mentors and opportunities for professional collaboration during the school day. Ultimately, it is important that teachers continue to receive differentiated professional development that is grounded in data about their practice. The one-size-fits-all approach to professional development

is insufficient to compel teachers to stay in their high-need placements nor is the passive approach to persistence effective in retention. Internal and external supports can help minimize attrition, but teachers often persist when they are continuous learners who seek out peer support, administrator support, professional development, and social activities. The overall significance of this study is the opportunity for stakeholders, including school district leaders, school administrators, and alternative preparation program leaders to have insight into the stressors and coping strategies of alternatively licensed teachers in order to assist in developing and promoting proactive approaches to teacher persistence in urban districts.

References

Anderson, L. (2010). Embedded, emboldened, and (net)working for change: Support-seeking and teacher agency in urban, high-needs schools. *Harvard Educational Review, 80*(4), 541-572, 586. Retrieved from http://www.hepg.org/main/her/Index.html

Bandura, A. (1997). *Social foundations of thought and action: A social cognitive theory*. New York, NY: Freeman.

Battersby, S. L., & Verdi, B. (2015). The culture of professional learning communities and connections to improve teacher efficacy and support student learning. *Arts Education Policy Review, 116*(1), 22-29. doi:10.1080/10632913.2015.970096

Battle, A.A. & Looney, L. (2014). Teachers' intentions to stay in teaching: The role of values and knowledge of adolescent development. *Education, 134*(3), 369-379. Retrieved from http://www.projectinnovation.biz/index.html

Beare, P., Torgerson, C., Marshall, J., Tracz, S., & Chiero, R. (2012). Examination of alternative programs of teacher preparation on a single campus. *Teacher Education Quarterly, 39*(4), 55-74. Retrieved from http://files.eric.ed.gov/fulltext/EJ1001444.pdf

Bitterman, A., Gray, L., & Goldring, R. (2013). *Characteristics of public and private elementary and secondary schools in the United States: Results from the 2011–12 schools and staffing survey (NCES 2013–312).* U.S. Department of Education. Washington, DC: National Center for Education Statistics. Retrieved from http://nces.ed.gov/pubsearch.

Bronfenbrenner, U. (1977). Toward an experimental ecology of human development. *American Psychologist*, *32*(7), 513-531. doi:10.1037/0003-066X.32.7.513

Bronfenbrenner, U. (1994). Ecological models of human development. In T. Husen & T. N. Postlethwaite (Eds.), *International Encyclopedia of Education* (2nd Ed., Vol. 3, pp. 1643-1647). Oxford, England: Pergamon Press.

Brown, E. L., Horner, C. G., Kerr, M. M., & Scanlon, C. L. (2014). United States teachers' emotional labor and professional identities. *KEDI Journal of Educational Policy*, *11*(2), 205-225. Retrieved from http://eng.kedi.re.kr/khome/eng/webhome/Home.do

Brunsting, N. C., Sreckovic, M. A., & Lane, K. L. (2014). Special education teacher burnout: A synthesis of research from 1979 to 2013. *Education & Treatment of Children, 37*(4), 681-711. Retrieved from http://wvupressonline.com/journals/etc

Bullough, Jr., R.V., & Hall-Kenyon, K.M. (2011). The call to teach and teacher hopefulness. *Teacher Development, 15*(2), 127-140. doi:10.1080/13664530.2011.571488

Caples, C., & McNeese, M. N. (2010). Student misbehavior and teacher persistence among beginning and veteran teachers. *International Journal of Learning*, *17*(6), 427-436. Retrieved from https://www.ijlter.org/index.php/ijlter

Caires, S., Almeida, L. S., & Martins, C. (2010). The socioemotional experiences of student teachers during practicum: A case of reality shock? *Journal of Educational Research, 103*(1), 17-27. doi:10.1080/00220670903228611

Carroll, T. (2007). *The high cost of teacher turnover*. Washington, DC: National Commission on Teaching and America's Future. Retrieved from http://nctaf.org/wp-content/uploads/2012/01/NCTAF-Cost-of-Teacher-Turnover-2007-policy-brief.pdf

Carroll, T. (2010). *Who will teach? Experience matters*. Washington, DC: National Commission on Teaching and American's Future. Retrieved from http://nctaf.org/wp-content/uploads/2012/01/NCTAF-Who-Will-Teach-Experience-Matters-2010-Report.pdf

Carter, J., & Keiler, L. (2009). Alternatively certified teachers in urban small schools: Where policy reform meets the road. *Urban Review*, *41*(5), 437-460. doi:10.1007/s11256-008-0117-7

Chang, M. (2013). Toward a theoretical model to understand teacher emotions and teacher burnout in the context of student misbehavior: Appraisal, regulation and coping. *Motivation and Emotion, 37*(4), 799-817. doi: http://dx.doi.org/10.1007/s11031-012-9335-0

Chediel, R.W. (2010). Teacher management in a context of HIV and AIDS: Tanzania report. Unpublished manuscript. Paris, UNESCO-IIEP. Retrieved from https://www.k4health.org/sites/default/files/TeacherManagement.pdf

Connelly, V., & Graham, S. (2009). Student teaching and teacher attrition in special education. *Teacher Education & Special Education*, *32*(3), 257-269. doi:10.1177/0888406409339472

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 2009-4043). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance. Retrieved from http://ies.ed.gov/ncee/pubs/20094043/pdf/20094044.pdf

Craig, C.J. (2014). From stories of staying to stories of leaving: A US beginning teacher's experience. *Journal of Curriculum Studies 46*(1), 81-115. doi:10.1080/00220272.2013.797504

Creswell, J. W. (2013). *Qualitative inquiry and research design: Choosing among five traditions* (3rd ed). Thousand Oaks, CA: Sage.

Curry, J. R., & O'Brien, E. R., (2012). Shifting to a wellness paradigm in teacher education: A promising practice for fostering teacher stress reduction, burnout resilience, and promoting retention. *Ethical Human Psychology and Psychiatry, 14*(3), 178-191. doi:10.1891/1559-4343.14.3.178

Curtis, C. (2012). Why do they choose to teach-and why do they leave? A study of middle school and high school mathematics teachers. *Education*, *132*(4), 779-788. Retrieved from http://www.projectinnovation.biz/index.html

Curtis, C., & Wise, D. (2012). Mathematics teachers speak out – Why are we losing our new teachers? *National Teacher Education Journal, 5*(2), 75-81. Retrieved from http://www.ntejournal.com/

Darling-Hammond, L. (2002). *Solving the dilemmas of teacher supply, demand, and standards: How we can ensure a competent, caring, and qualified teacher for every child.* Washington, DC: National Commission on Teaching and America's Future. Retrieved from http://nctaf.org/wp-content/uploads/2012/01/supply-demand-standards.pdf

Darling-Hammond, L., & Rothman, R. (Eds.). (2011). *Teacher and leader effectiveness in high-performing education systems.* Washington, DC: Alliance for Excellent Education; Stanford, CA: Stanford Center for Opportunity Policy in Education. Retrieved from

http://all4ed.org/reports-factsheets/teacher-and-leader-effectiveness-in-high-performing-education-systems/

Dee Smiley, A. & Helfenbein, R.J. (2011). Becoming teachers: The Payne effect. *Multicultural Perspectives, 13*(1), 5-15. doi:10.1080/15210960.2011.548177

DeAngelis, K. J., & Presley, J. B. (2011). Teacher qualifications and school climate: Examining their interrelationship for school improvement. *Leadership & Policy in Schools, 10*(1), 84-120. doi:10.1080/15700761003660642

Dingus, J. (2008). "I'm learning the trade": Mentoring networks of black women teachers. *Urban Education, 43*(3), 361-377. doi:10.1177/0042085907311794

Doney, P. (2013). Fostering resilience: A necessary skill for teacher retention. *Journal of Science Teacher Education, 24*(4), 645-664. doi:10.1007/s10972-012-9324-x

Dunbar, D. R., & Kinnersley, R. T. (2011). Mentoring female administrators toward leadership success. *Delta Kappa Gamma Bulletin, 77*(3), 17-24. Retrieved from http://www.deltakappagamma.org

Duncan, D. W., Cannon, J., & Kitchel, A. (2013). Teaching efficacy: A comparison of traditionally and alternatively certified CTE teachers in Idaho. *Career & Technical Education Research*, *38*(1), 57-67. doi:10.5328/cter38.1.57

Elliott, E. M., Isaacs, M. L., & Chugani, C. D. (2010). Promoting self-efficacy in early career teachers: A principal's guide for differentiated mentoring and supervision. *Florida Journal of Educational Administration & Policy*, *4*(1), 131-146. Retrieved from http://www.coe.ufl.edu/Leadership/FJEAP/index.html

Evans, B. R. (2010). Secondary mathematics teacher differences: Teacher quality and preparation in a New York City alternative certification program. *Mathematics Educator*, *20*(2), 24-32. Retrieved from http://tme.journals.libs.uga.edu/index.php/tme/index

Feistritzer, C. E. (2005). *Profile of alternative route teachers*. Washington, DC: National Center for Education Information. Retrieved from http://web.archive.org/web/20061118153009/http://www.ncei.com/PART.pdf

Feistritzer, C. E., Griffin, S., & Linnajarvi, A. (2011).*Profile of teachers in the US, 2011*. Washington, DC: National Center for Education Information. Retrieved from https://teach-now.com/

Fletcher, E.C., Jr., & Djajalaksana, Y. (2014). Instructional strategy preferences in the career and technical education classroom. *The Journal of Research in Business Education, 56*(1), 32-56. Retrieved from http://www.dpe.org/

Folkman, S., Tedlie, J., & Moskowitz. (2004). Coping: Pitfalls and promise. *Annual Review of Psychology, 55*, 745-74. doi: 10.1146/annurev.psych.55.090902.141456

Fulton, K., Yoon, I., & Lee, C. (2005). *Induction into learning communities.* Washington, DC: National Commission on Teaching and America's Future. Retrieved from http://www.nctaf.org/wp-content/uploads/2012/01/no-dream-denied_summary_report.pdf

Fung, N.S., Ahmad, A., & Omar, X. (2014). Role of work-family enrichment in improving job satisfaction. *American Journal of Applied Sciences, 11*(1), 96-104. doi:10.3844/ajassp.2014.96.104

Gavish, B., & Friedman, I. A. (2010). Novice teachers' experience of teaching: A dynamic aspect of burnout. *Social Psychology of Education: An International Journal, 13*(2), 141-167. doi:http://dx.doi.org/10.1007/s11218-009-9108-0

Gaikhorst, L., Beishuizen, J. J., Zijlstra, B. J., & Volman, M. L. (2015). Contribution of a professional development programme to the quality and retention of teachers in an urban environment. *European Journal of Teacher Education, 38*(1), 41-57. doi:10.1080/02619768.2014.902439

Gilpin, G. A. (2011). Reevaluating the effect of non-teaching wages on teacher attrition. *Economics of Education Review, 30*, 598-616. doi:10.1016/j.econedurev.2011.03.003

Greenlee, B., & Brown Jr., J. J. (2009). Retaining teachers in challenging schools. *Education*, *130*(1), 96-109. Retrieved from http://www.projectinnovation.biz/index.html

Gu, Q., & Day, C. (2013). Challenges to teacher resilience: Conditions count. *British Educational Research Journal*, *39*(1), 22-44. doi:10.1080/01411926.2011.623152

Gujarati, J. (2012). A comprehensive induction system: A key to the retention of highly qualified teachers. *The Educational Forum, 76*(2), 218-223. doi:10.1080/00131725.2011.652293

Hand, K. E., & Stuart, M. E. (2012). Early career physical education teacher efficacy. *Journal of Case Studies in Education, 4*, 1-10. Retrieved from http://www.aabri.com/jcse.html

Hartwick, J. M., & Kang, S. J. (2013). Spiritual practices as a means of coping with and ameliorating stress to reduce teacher attrition. *Journal of Research on Christian Education*, *22*(2), 165-188. doi:10.1080/10656219.2013.808979

Haugen, C. R. (2013). Comparing the OECD's and Norway's orientation to equity in their teacher education policies – Teacher autonomy under attack? *Journal for Critical Education Policy Studies (JCEPS)*, *11*(2), 165-202. Retrieved from http://www.jceps.com/

He, Y., & Cooper, J. (2011). Struggles and strategies in teaching: Voices of five novice secondary teachers. *Teacher Education Quarterly, 38*(2), 97-116. Retrieved from http://www.teqjournal.org/index.htm

Heilig, J. V., Cole, H. A., & Springel, M. A. (2011). Alternative certification and Teach for America: The search for high quality teachers. .*Kansas Journal of Law & Public Policy, 20*(3), 388-412. Retrieved from https://law.ku.edu/lawjournal

Heineke, A. J., 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. Retrieved from http://www.teqjournal.org/

Henderson, N., & Milstein, M. (2003). *Resiliency in schools: Making it happen for students and educators*. Thousand Oaks, CA: Corwin Press.

Hochstetler, S. (2011). Focus on identity development: A proposal for addressing English teacher attrition. *Clearing House, 84*(6), 256-259. doi:10.1080/00098655.2011.590552.

Humphrey, D. C., Wechsler, M. E., & Hough, H.J. (2008). Characteristics of effective alternative teacher certification programs. *Teachers' College Record, 110*(1), 1-63. Retrieved from http://www.tcrecord.org/

Hung, C. (2011). Coping strategies of primary school teachers in Taiwan experiencing stress because of teacher surplus. *Social Behavior & Personality: An International Journal, 39*(9), 1161-1173. doi:10.2224/sbp.2011.39.9.1161

Ingersoll, R. M. (2003). The teacher shortage: Myth or reality? *Educational Horizons, 81*(3), 146-152. Retrieved from https://www.jstor.org/stable/42926477?seq=1#page_scan_tab_contents

Ingersoll, R. & Henry, M. (2010). *The magnitude, destinations and determinants of mathematics and science teacher turnover*. Society for Research on Educational Effectiveness. Retrieved from http://www.cpre.org/sites/default/files/researchreport/833_math-and-science-teacher-turnoveringersoll-and-may-2010final-web-ready.pdf

Ingersoll, R., & Merrill, L. (2010). Who's teaching our children? *Educational Leadership, 67(*8), 14-20. Retrieved from http://www.ascd.org/publications/educational-leadership/may10/vol67/num08/Who's-Teaching-Our-Children%C2%A2.aspx

Janesick, V. (2004). *Stretching exercises for qualitative researchers*. (2nd ed.) Thousand Oaks, CA: Sage.

Kim, K. & Roth, G. (2011). Novice teachers and their Acquisition of work-related information. *Current Issues in Education, 14*(1). Retrieved from http://cie.asu.edu/

Klassen, R. M., & Chiu, M. M. (2011). The occupational commitment and intention to quit of practicing and pre-service teachers: Influence of self-efficacy, job stress, and teaching context. *Contemporary Educational Psychology, 36*(2), 114-129. doi:10.1016/j.cedpsych.2011.01.002

Koehler, A., Feldhaus, C. R., Fernandez, E., & Hundley, S. P. (2013). Alternative certification programs & pre-service teacher preparedness. *Journal of STEM Education: Innovations & Research*, *14*(4), 45-55.Retrieved from http://www.auburn.edu/research/litee/jstem/

Lambeth, D. (2012). Effective practices and resources for support of beginning teachers. *Academic Leadership* (15337812), *10*(1), 1-13. Retrieved from http://www.academicleadership.org

Ladd, H. (2007). Teacher labor markets in developed countries. *The Future of Children 17*(1). Retrieved from http://www.futureofchildren.org/

Lazarus, R. S. (1991). Progress on a cognitive-motivational-relational theory of emotion. *American Psychologist*, 46, 819-834. Retrieved from http://www.apa.org/pubs/journals/amp/

Lazarus, R. S., & Folkman, S. (1984). *Stress, appraisal, and coping.* New York, NY: Springer.

Lee, R. E., Eckrich, L. L. T., Lackey, C., & Showalter, B. D. (2010). Pre-service teacher pathways to urban teaching: A partnership model for nurturing community-based urban teacher preparation. *Teacher Education Quarterly, 37*(3), 101-122. Retrieved from http://www.teqjournal.org/

Lee, V. J. (2013). Teachers of color creating and recreating identities in suburban schools. *The Qualitative Report, 18*(8), 1-16. Retrieved from http://tqr.nova.edu/

Lincoln, Y. S, & Guba, E. A. (1985). *Naturalistic Inquiry.* Beverly Hills, CA: Sage.

Lussier, D. F., & Forgione, P. D. (2010). Supporting and rewarding accomplished teaching: Insights from Austin, Texas. *Theory into Practice*, *49*(3), 233-242. doi:10.1080/00405841.2010.487771

Maring, E.F., & Koblinksy, S. A. (2013). Teachers' challenges, strategies, and support needs in schools affected by community violence: A qualitative study. *Journal of School Health*, *83*(6), 379-388. doi:10.1111/josh.12041

Marszalek, J. M., Odom, A. L., LaNasa, S. M., & Adler, S. A. (2010). Distortion or

clarification: Defining highly qualified teachers and the relationship between certification and achievement. *Education Policy Analysis Archives, 18* (27). Retrieved from http://epaa.asu.edu/ojs/837

Maxwell, J. A. (2013). *Qualitative research design: An interactive approach* (3rd ed.). Thousand Oaks, CA: Sage.

Mee, M. & Haverback, H. (2014). Commitment, preparation, and early career frustrations: Examining future attrition of middle school teachers. *American Secondary Education, 42*(3), 39-51. Retrieved from https://www.ashland.edu/coe/about-college/american-secondary-education-journal

Muller, S. M., Gorrow, T.R. & Fiala, K.A. (2011). Considering protective factors as a tool for teacher resiliency, *Education*, *131*(3), 545-555. Retrieved from http://www.projectinnovation.biz/index.html

Nadler, D., & Peterson, P.E. (2009). What happens when states have genuine alternative certification? *Education Next, 9*(1). Retrieved from http://educationnext.org/journal/

Ng, J., & Peter, L. (2010). Should I stay or should I go? Examining the career choices of alternatively licensed teachers in urban schools. *Urban Review*, *42*(2), 123-142. doi:10.1007/s11256-009-0120-7

No Child Left Behind Act of 2001, P.L. 107-110, 20 U.S.C. § 6319 (2002).

Noor, N. M., & Zainuddin, M. (2011). Emotional labor and burnout among female teachers: work-family conflict as mediator. *Asian Journal of Social Psychology*, *14*(4), 283-293. doi:10.1111/j.1467-839X.2011.01349.x

Obera, S. & Sloan, M. (2010). Classroom experiences with new curriculum materials during the implementation of performance standards in mathematics: A case study if teachers coping with change. *International Journal of Science of Mathematics Education, 8*(2). 349-372. doi:10.1007/s10763-009-9176-9

O'Sullivan, S. (2015). Teacher education in the United States. *International Journal of Arts & Sciences, 8*(7), 497-507. Retrieved from https://www.internationaljournal.org/

Palmer, M., Rose, D., Sanders, M., & Randle, F. (2012). Conflict between work and family among New Zealand teachers with dependent children. *Teaching and Teacher Education, 28*(7), 1049-1058. doi:10.1016/j.tate.2012.05.002

Pareek, S., & Jindal, K. (2014). Sense of coherence and coping style of parents with children having autism spectrum disorder. *Indian Journal of Health and Wellbeing, 5*(11), 1331-1334. Retrieved from http://www.iahrw.com/index.php/home/journal_detail/19#list

Patton, M. Q. (2002). *Qualitative research & evaluation methods* (3rd ed.). Thousand Oaks, CA: Sage.

Petty, T. M., Fitchett, P., & O'Connor, K. (2012). Attracting and keeping teachers in high-need schools. *American Secondary Education*, *40*(2), 67-88. Retrieved from https://www.ashland.edu/coe/about-college/american-secondary-education-journal

Polidore, E. (2004). *The teaching experiences of Lucille Bradley*, *Maudester Hicks, and Algeno McPherson before, during, and after desegregation in the rural south*: *A theoretical model of adult resilience among three African American female educators* (Doctoral dissertation, Sam Houston State University, 2004). Dissertation Abstracts International, 65, (08), 2924A.

Prather-Jones, B. (2011). How school administrators influence the retention of teachers of students with emotional and behavioral disorders. *Clearing House, 84*, 1-8. doi:10.1080/00098655.2010.489387

Prati, G., Pietrantoni, L., & Cicognani, E. (2011). Coping strategies and collective efficacy as mediators between stress appraisal and quality of life among rescue workers. *International Journal of Stress Management*, *18*(2), 181-195. doi:10.1037/a0021298

Pretsch, J., Flunger, B., & Schmitt, M. (2012). Resilience predicts well-being in teachers, but not in non-teaching employees. *Social Psychology of Education*, *15*(3), 321-336. doi:10.1007/s11218-012-9180-8

Redding, C. & Smith, T.M. (2016). Easy in, easy out: Are alternatively certified teachers turning over at increased rates? *American Educational Research Journal*, 1-40. doi:10.3102/0002831216653206

Renzulli, L.A. Parrott, H. M., & Beattie, I.R. (2011). Racial mismatch and school type: Teacher satisfaction and retention in charter and traditional public schools. *Sociology of Education, 84*(1), 23-48. doi:10.1177/0038040710392720

Richards, J. (2012). Teacher stress and coping strategies: A national snapshot. *The Educational Forum, 76*(3), 299-316. Retrieved from http://www.kdp.org/publications/theeducationalforum/index.php

Roberson, S., & Roberson, R. (2009). The role and practice of the principal in developing novice first-year teachers. *Clearing House, 82*(3), 113-118. doi:10.3200/TCHS.82.3.113-118/

Robertson, J. S., & Singleton, J. D. (2010). Comparison of traditional versus alternative – preparation of special education teachers. *Teacher Education & Special Education*, *33*(3), 213-224. doi:10.1177/0888406409359904

Robinson, J. (2007). Presence and persistence: Poverty ideology and inner-city teaching. *Urban Review, 39*(5), 541-565. doi:10.1007/s11256-007-0072-8

Rockoff, J. E., & Speroni, C. (2010). Subjective and objective evaluations of teacher effectiveness. *The American Economic Review, 100*(2), 261-266. doi:http://dx.doi.org/10.1257/aer.100.2.261

Rotter, J. B. (1966). Generalized expectancies for internal versus external control of reinforcement. *Psychological Monographs: General and Applied*, *80*(1), 1-28. doi:10.1037/h0092976

Saka, Y., Southerland, S., Kittleson, J., & Hutner, T. (2013). Understanding the induction of a science teacher: The interaction of identity and context. *Research in Science Education*, *43*(3), 1221-1244. doi:10.1007/s11165-012-9310-5

Sass, D. A., Seal, A. K., & Martin, N. K. (2011). Predicting teacher retention using stress and support variables. *Journal of Educational Administration, 49*(2), 200-215. doi:http://dx.doi.org/10.1108/09578231111116734

Sass, D. A., Flores, B.B., Claeys, L., & Pérez, B. (2012). Identifying personal and contextual factors that contribute to attrition rates for Texas public school teachers. *Education Policy Analysis Archives, 20*(15). Retrieved from http://epaa.asu.edu/ojs/article/view/967

Schaefer, L., Long, J. S., & Clandinin, D. (2012). Questioning the research on early career teacher attrition and retention. *Alberta Journal of Educational Research*, *58*(1), 106-121. Retrieved from http://www.ajer.ca/

Schonfeld, I. S., & Feinman, S. J. (2012). Difficulties of alternatively certified teachers. *Education & Urban Society*, *44*(3), 215-246. doi:10.1177/0013124510392570

Shaha, S. H., & Ellsworth, H. (2013). Predictors of success for professional development: Linking student achievement to school and educator successes through on-Demand, online professional learning. *Journal of Instructional Psychology*, *40*(1-4), 19-26. Retrieved from http://www.projectinnovation.biz/index.html

Shernoff, E. S., Maríñez-Lora, A. M., Frazier, S. L., Jakobsons, L. J., Atkins, M. S., & Bonner, D. (2011). Teachers supporting teachers in urban schools: What iterative research designs can teach us. *School Psychology Review*, *40*(4), 465-485. Retrieved from http://apps.nasponline.org/resources-and-publications/periodicals/spr-index-list.aspx

Sikkink, D. (2010). Do religious school teachers take their faith to work? Religious evidence from the United States. *Academic Journal of Religious Education, 9*(1), 160–179. Retrieved from http://www.theo-web.de/zeitschrift/ausgabe-2010-01/12.pdf

Silva, T. McKie, A., Knechtel, V., Gleason, P., Makowsky, L. (2014). *Teaching residency programs: A multisite look at a new model to prepare teachers for high-need schools (NCEE 2015- 4002)*. Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/pubs/20154002/

Sindelar, P. T., Dewey, J. F., Rosenberg, M. S., Corbett, N. L., Denslow, D., & Lotfinia, B. (2012). Cost effectiveness of alternative route special education teacher preparation. *Exceptional Children, 79*(1), 25-42. Retrieved from https://us.sagepub.com/en-us/nam/exceptional-children/journal202280

Skaalvik, E. M., & Skaalvik, S. (2011). Teachers' feeling of belonging, exhaustion, and job satisfaction: The role of school goal structure and value consonance. *Anxiety, Stress & Coping*, *24*(4), 369-385. doi:10.1080/10615806.2010.544300

Sokal, L., Woloshyn, D., & Funk-Unrau, S. (2013). How important is practicum to pre-service teacher development for inclusive teaching? Effects on efficacy in classroom management. *Alberta Journal of Educational Research*, *59*(2), 285-298. Retrieved from http://www.ajer.ca/

Song, S. C., & Alpaslan, M. M. (2015). Factors impacting on teachers' job satisfaction related to science teaching: A mixed methods study. *Science Education International, 26*(3), 358-37. Retrieved from http://www.icaseonline.net/sei/issues.html

Stake, R. (1995). *The art of case study research.* Thousand Oaks, CA: Sage.

Stake, R. (2010). *Qualitative research: Studying how things work*. New York, NY: Guilford Press.

Stanley, A. Q. (2011). Benefits of teacher 'connections' in stressful educational settings. *International Journal of Children's Spirituality*, *16*(1), 47-58. doi:10.1080/1364436X.2010.540752

Stanley, B., & Martin, E. (2009). Research based alternative certification: An answer to teacher attrition. *Southeastern Teacher Education Journal*, *2*(3), 101-111. Retrieved from http://www.ntejournal.com/

Tamir, E. (2010). The retention question in context specific teacher education: Do beginning teachers and their program leaders see teachers' future career eye to eye. *Teaching and Teacher Education, 26*, 665-678. doi:10.1016/j.tate.2009.10.002

Taylor, J. L. (2013). The power of resilience: A theoretical model to empower, encourage and retain teachers. *The Qualitative Report, 18*(35), 1-25. Retrieved from http://tqr.nova.edu/

Teach For America. (2015, March 11). *2014 Annual report*. Retrieved from https://www.teachforamerica.org/annual-report

Tippens, A., Ricketts, J., Morgan, A.C., Navarro, M., and Flanders, F.B. (2013). Factors related to teachers' intention to leave the classroom early. *Journal of Agricultural Education 54*(8), 58-72. doi:10.5032/jae.2013.04058

Tissington, L. D. (2008). A Bronfenbrenner ecological perspective on the transition to teaching for alternative certification. *Journal of Instructional Psychology*, *35*(1), 106-110. Retrieved from http://www.projectinnovation.biz/index.html

United States Department of Education, Office of Innovation and Improvement. (2004). *Alternative routes to teacher certification*. Washington, DC. Retrieved from http://www2.ed.gov/admins/tchrqual/recruit/altroutes/report.pdf

United States Department of Education, Office of Postsecondary Education. (2013). *Preparing and credentialing the nation's teachers: The secretary's ninth report on teacher quality.*

Washington, DC: Retrieved from http://www2.ed.gov/about/reports/annual/teachprep/index.html

Xu, Z., Hannaway, J., & Taylor, C. (2011). Making a difference? The effects of Teach for America in high school. *Journal of Policy Analysis & Management*, *30*(3), 447-469. doi:10.1002/pam.20585

Yin, R. K. (2009). *Case study research: Design and method* (4th ed.). Thousand Oaks, CA: Sage.

Yin, R. (2011). *Qualitative research from start to finish*. New York City, NY: Guilford.

Zhang, G., & Zeller, N. (2016) A longitudinal investigation of the relationship between teacher preparation and teacher retention. *Teacher Education Quarterly, 43*(2), 73-92. Retrieved from http://www.teqjournal.org/

Appendix A: Journal Entry Protocol

Name:_____
Date:_____
Number of years teaching:_____
Name of Alternative Preparation Program Affiliation (optional) _____
For a four-week period, you will keep a daily journal of your stressors and the coping strategies used. In the final column, categorize the strategy as work-related or non-work related. I may ask additional follow-up questions in the interview or based on the responses in this journal.

	Stressors this week ranked in order of their level of stress	Coping Strategies Used	Work-related/Non-work-related
Sample Journal Entry	Mon.- overwhelming amount of IEP paperwork and meetings during planning period	Mon.-sought help from the special education department chair	Work-related
Week 1	Mon.- Tues.- Wed.- Thur.- Fri.-	Mon.- Tues.- Wed.- Thur.- Fri.-	

Appendix B: Semistructured Interview Protocol

Name:_____

Ethnicity: _____

Years Teaching: _____

Alternative Certification Program Affiliation:_____

Introduction:

You have been selected to speak with me today because you have been identified as someone who has a great deal to share about teaching and retention. This research project as a whole focuses on the improvement of teaching by understanding how alternatively certified teachers cope with stress in high-need schools. This study does not aim to evaluate your techniques or experiences. Rather, I am trying to learn more about your process of dealing with stress, and hopefully learn about practices that help improve teacher retention. The information obtained for this interview will be used in partial fulfillment of the degree of doctor of philosophy in education and will only be shared with the dissertation committee.

1. What were you doing before you decided to become a teacher?
2. What made you decide to teach?
3. What made you decide to work in a high-need school?
4. How would you describe your work environment?
5. How would you describe the stressors of your teaching assignment?
6. Describe the factors that you think contribute to alternatively certified teachers' remaining in the profession beyond two years?

7. Describe the factors that you think contribute to alternatively certified teachers' leaving the profession?
8. How would you describe the strategies that you use to manage your stress?
9. How often do you use these strategies to manage stress?
10. How would you describe the supports that are available to assist in persisting in your role?
11. If you have ever considered leaving the profession, what were the reasons? How do/did you deal with these issue?

Appendix C: Document Identification Matrix

Document identification	Description of document
Document 1	Summer programming for newly hired teachers (on district website)
Document 2	Site-based mentoring document (on district website)
Document 3	School district action update: middle school program
Document 4	Professional development on instructional framework (on district website)
Document 5	Policy report developed for and submitted to ATPP3
Document 6	Overview of evidence-based teacher preparation ATPP1
Document 7	Teacher evaluation model of ATPP1
Document 8	Article written by alternatively certified teacher from ATPP1
Document 9	District wellness program webpage

Note. ATPP = Alternative Teacher Prep Program

Appendix D: School Context and School Description Matrix

	School context	School description
P1	School A is a Pre-K-8 elementary/ middle school, serving predominately African American students. The neighborhood hosts synagogues, Orthodox shuls, and churches of a variety of denominations. The school is situated within one of the larger communities in the northern part of the district.	School A is an active Science, Technology, Engineering, and Mathematics (STEM) school. The demographics of the school include 88% African American, 1.9% White, and 8.5% Latino. Although both overall percentages were below 25%, students scored below (but close) to the district average on the standardized mathematics assessment in 2015, and above the district average on the ELA assessment. School B has 45 teachers, 40% of whom have been employed for five years or less.
P2	School B is a Pre-K to 5 elementary school serving a predominately African American students. The neighborhood historically housed many of the railroad workers in the 1800's.	School B's website asserts a focus on parent involvement. The demographics of School B include 46.5% African American, 21.5% White, 27.2% Hispanic/Latino, and 4% Asian Pacific Islander. The percentage of students qualifying for free and reduced meals is 87%. The school participates in the Success For All reading intervention program that incorporates professional development, a reading program, frequent assessment and group problem solving. On the state reading and math assessments, students scored above the district average and below the district average in mathematics. School B has 21 teachers, and 52.4% of the teachers have been employed for five years or less.

	School context	School description
P3	School C is a traditional PK-5 elementary school located in the northwest section of the district and serves students from 18 different countries. The school population is diverse and the community is small with approximately 2300 people.	School C has a diverse population of 389 students; 42.9% White, 34.7% African American, 3.9% Hispanic/Latino, 1.3% American Indian, and 3.1% multiracial. Most students participate in the FARMs program. The school met their goal of 2,000 hours of parent and community service hours. Overall, students exceeded the district and state averages in mathematics and exceeded the district average in reading. Scores were below the state average in reading. In 2009-2012, the school ranked number 1 in overall performance in reading and math, and in 2015, the percentage of African American students that met or exceeded standards on the state assessment was higher than the percentage of White students, despite White students representing the majority.
P4	School D is a traditional high school serving 319 students in Grades 9-12. It was modeled after a successful charter school in Chicago and was founded in 2005 in order to offer students from all over the district a college preparatory curriculum.	School D moved into a former middle school facility in 2006. The demographics include a population of 99% African American students. Most of the students participate in the FARMs program (90%). The teaching staff is relatively inexperienced with 50% employed 0-2 years and 6% employed 3-5 years.
P5	School E is Pre-K-8 school serving a student body of 638 predominantly Hispanic or Latino students.	School E has a total of 45 teachers, more than half of whom have been employed for more than 5 years (66%). The student demographics are 53% Hispanic, 30% White, 12% African American, 2% Asian Pacific Islander, and 1% American Indian.

Appendix E: Cross Case Analysis Matrix of Stressors

Stressors	Participant 1	Participant 2	Participant 3	Participant 4	Participant 5
Student behavior	X	X	X	X	X
Fatigue	X	X		X	X
Personal stress		X	X		X
Testing	X	X		X	X
Student struggles		X			X
Time	X	X			X
Grading reporting	X				X
Extracurr. activities	X	X		X	X
Administrator	X	X		X	X
Student Apathy	X	X	X	X	X
Colleagues	X	X		X	X
Wellness					X
Work Errors				X	
Student perform.	X				
Unclear expectat.		X			
New lessons		X			
Workload	X	X	X	X	X
Compensation	X				
Lack of resources	X				
Interruptions				X	
Parent complaints	X				

Appendix F: Cross Case Analysis Matrix of Coping Strategies

Subthemes	Participant 1	Participant 2	Participant 3	Participant 4	Participant 5
Family support	X		X	X	X
Friend support				X	X
Colleagues	X	X	X	X	X
Extracurr. activities	X	X	X	X	X
Avoidance	X	X	X	X	
Exercise	X	X			X
Yoga/Meditation	X	X			
Reading					X
Student Conferences		X			
Pets					X
Classroom manage.					X
Organizing and plan	X		X	X	X
Student motivation		X		X	X
Social drinking	X	X	X	X	X
Sleep				X	
Prof. development	X	X			X
Parent communicat.	X	X			
Shopping	X				