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Examining New Teachers' Perceptions of Preparedness

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This is to certify that the doctoral study by

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6th Year Certificate Supervision and Administration, College of Staten Island, 1989

MS, College of Staten Island, 1986

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Project Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

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Abstract

Attrition rate is high for beginning teachers in an urban school district in the Northeast United States. Without a proper support system in place, new teachers struggled transitioning from their preparation programs into the classroom. This study focused on recent graduates from a teacher preparation program at a large local university. The purpose of this study was to investigate the perceptions of preparedness of recent graduates from the Teacher Education Accreditation Council (TEAC) accredited preparation program. The TEAC standards provided the conceptual framework which informed the interview guides. The research questions focused on the perceived readiness of new teachers, the skills or aptitudes identified as strengths or weaknesses due to perceived gaps in preparation, and how teachers adapted what they learned in the graduate program. Using a case study design, the insights of eight recent graduates, with fewer than two years of experience, and 2 supervising professors from the university who had supervised student teachers were captured. Purposeful sampling was used to select the participants. Emergent themes were identified through an open coding process, and the findings were developed and checked for trustworthiness through member checking and triangulation. The findings revealed five perceived new teacher weaknesses: parent involvement, math instruction, classroom technology, time management, and teacher stress management. The culminating project for this research used these results to inform the content of a professional development workshop for new teachers. This study has implications for positive social change by providing a structure for improving the preparedness of new teachers.

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Section 1: The Problem

The United States Department of Education (2011) reported that, nationally, 10% of public school teachers who began teaching in the 2007-2008 school year were not teaching in the 2008–2009 school year. Further, 12% of those teachers were not teaching in 2009–2010 (Kaiser, 2011). Forty percent of the teachers who left in 2008-2009 were public school teachers (Keigher, 2010). In 2009, the annual cost of teacher attrition was estimated at 2 billion dollars (McNuly & Brown, 2009). The Alliance for Excellent Education (2014) estimated that since 2009, school districts within the United States spent 2.2 billion dollars annually on teacher attrition. Programs have been initiated to improve teacher recruitment and retention. Yet, it is estimated that 41% of teachers in the United States leave their jobs within 5 years (United Federation of Teachers Research Department, 2012). The New York City school district is one of the largest school districts in the United States. New York City's teacher attrition rates were especially high. Three hundred fifty four out of 3,818 new teachers hired in New York City in 2011-2012 school year left the profession before they finished their first year (United Federation of Teachers Research Department, 2012).

New teachers are leaving the profession at a high rate (Fontaine, Kane, Duquette, & Savoie-Zajc, 2012). Teachers face many issues early in their careers that are a leading factor in the growing rates of attrition among beginning teachers (Kearney, 2014). These challenges can range from developing curriculum and accommodating lesson plans, getting to know a new building with new staff and students, and developing classroom

routines and establishing rules. Being solely in charge of a classroom for the first time can be an overwhelming experience to a new teacher (Pirkle, 2011).

If beginning teachers misinterprets their roles and responsibilities, they can begin to second guess their decision to enter the profession (Marlow, Inman, & Betancourt-Smith,1997; Pirkle, 2011). Teacher stress has been linked to low job satisfaction (von der Embse, Sandilos, Pendergast, & Mankin, 2016). School districts that have more demanding and difficult conditions are likely to have a shortage of qualified teachers (DeAngelis, Wall, & Che, 2013). Petty, Fitchett, and O'Connor (2012) defined high need as schools where at least 80% of the students are from low-income families, or at least 80% of the students attending are eligible to receive federal Title 1 funds (p. 70). In addition to the stresses of the curriculum, teachers in high-needs schools are often worried about much more. Educators worry about their students' basic needs and if those needs were being met. High rates of attrition are costly to the school system, and they have negative effects on student achievement and morale (Ronfeldt, Loeb, &Wyckoff,2012).

Definition of the Problem

There is a growing attrition rate among teachers in a large urban school district in the Northeastern United States. According to Gallant and Riley (2014), "early career exit from teaching has reached epidemic proportions" (p. 263). The experiences that preservice teachers gain during their preparation in teacher education can have an impact on their beliefs about teaching (Yilmaz & Sahin, 2011). Preparation experience affords an opportunity for student teachers to build skills and confidence, which may affect their

staying power in the field (Latham, Mertens, & Hamann, 2015). As new teachers enter the profession, it can take them 3-5 years to gain the expertise that veteran teachers have (Linek et al., 2012). Early frustrations can lead to attrition (Mee & Haverback, 2014). Without a proper support system in place, new teachers struggle transitioning from preparation programs into the classroom and may begin to question remaining in the profession.

Teacher preparation programs prepare students to apply educational and pedagogical theories into practice (Kearney, 2014; Tarman, 2012). New teachers are faced with much more than academic matters; these teachers must also face acclimating to the school culture, creating an environment for learning, planning lessons, assessing students, communicating with parents, collaborating with colleagues, understanding the role of administrators, and knowing school district policies and laws. The beliefs that preservice teachers have about teaching are shaped by their preparation programs, which affects their transition into the profession (Tarman, 2012). Wushishi, Fooi, Basri, and Baki (2014) suggested that lower teacher and program quality could be the reasons for high rates of novice teacher attrition.

Teacher preparation programs prepare graduates for their experiences in the classroom in these areas. Wushishi et al. (2014) identified "a top goal for teacher education preparation programs is to help create successful new teachers for the field" (p. 12). Traditionally, however, these programs have not offered support after graduation. School districts often require new teachers to be oriented by a mentor. Lingering issues, such as classroom management and what is expected from beginning teachers by

administration, remain and new teachers are left to resolve these issues on their own, creating a sense of isolation (Fantilli & McDougall, 2009).

The purpose of this study was to identify the perceived strengths and weaknesses of the focus teacher preparation program at this urban university. I used the Teacher Education Accreditation Council (TEAC) standards as a guide to interview recent graduates of the program and supervising professors to understand their experiences and expectations while participating in the teacher preparation program. Most teachers who graduate from the program teach in the identified district. Beginning teachers learn to adapt to what they have learned in their teacher preparation program to meet the sociocultural challenges unique to their students and school. The findings of this study will be shared with the university.

Rationale

As attrition rates continue to grow at a national level in the United States, there are also growing rates of attrition in a local Northeastern urban school district. In the United States, almost half of the new teachers hired resign their teaching positions with the first 3 years of teaching (Fontaine et al., 2012). Locally, between the school years of 2007-2012, 14,611 teachers resigned in the largest urban school system in the Northeastern United States. The New York City Department of Education school district serves 1.1 million students in over 1,800 schools. The focus university is in this culturally diverse city of five boroughs. Each borough had a range of unique sociocultural and socioeconomic needs. After graduating from this university, most students apply for jobs within this school system and teach in one of the five boroughs.

Interviewing teacher graduates and professors who supervise their student teaching experiences from the focus university allowed me to obtain multiple perspectives regarding their first years of teaching within the culturally diverse school system. I also ascertained how they perceived the graduates' preparedness to enter the field. Although New York City schools spent close to $100 million dollars on professional development during the 2011-2012 school year, new teachers were still struggling to acclimate to the new demands of their job placements (Garland, 2012). Districts continue to increase accountability for teachers but are not evaluating university and in-school programs that have been created to help support new teachers' needs.

Evidence of the Problem at the Local Level

Teacher attrition has become a problem for school districts and the communities they serve (Sass, Flores, Claeys, & Perez, 2012). Entering the classroom for the first time can be an overwhelming experience to a new teacher. First-year teachers face distinctive challenges. Kearney (2014) stated, "they are typically given the most difficult classes, more classes to teach, and have more out-of-class duties imposed on them than their more experienced colleagues" (p. 3). Graduates of the teacher education program at a large, private university in the city were reported to have trouble transitioning into the profession, with nearly 20% leaving within the first year (United Federation of Teachers Research Department, 2012). New teachers felt overwhelmed and found their beginning years to be a struggle (Garland, 2012). In this study, I attempted to identify the perceptions of what first-year teachers experienced so that stakeholders could provide relevant and meaningful support.

In this large, urban school district, a recent city council report indicated that although there is a weak job market, nearly 40% of new teachers quit by the end of their 5th year (United Federation of Teachers Research Department, 2012). Locally, the attrition rate was 18% after one year of service, 25% after 2 years of service, and 40% after 3 years of service (New York State Education Department, 2014). Attrition patterns are different across various schools, and rates are higher in the low-performing schools (Alliance for Excellent Education, 2014). Attrition and transfer rates have plagued this public school district. In 2009, 28% of teachers who worked in this district left, citing reasons including feeling disconnected from their peers and administration when it came to solving problems (New York State Education Department, 2014). If teachers were not able to connect to their surroundings, it is possible that this contributed to the sense of detachment that they felt within the school district and to those around them. Of the teachers who remained, only half remained in their original placement 4 years later (New York State Education Department, 2014). The other half either left the profession completely or transferred to a different school within the district or to a new district. Attrition rates continued to grow over the years, as 6,000 teachers left this city's public-school district in 2010-2011 (United Federation of Teachers Research Department, 2012).

The purpose of this study was to investigate the perceived levels of preparedness experienced by recent graduates. I wished to determine if the teachers and participating supervising professors believed that this teacher education program prepared the new teachers for their transition into the classroom, and if not, what was lacking. Efforts of teacher preparation programs have not been transferring into the classroom (Towers,

2013). Latham et al. (2015), determined that "understanding the teacher preparation factors that may influence attrition could help to curb this issue" (p.83).

Evidence from Professional Literature

There are many reasons for early attrition including inadequate initial preparation (Helms-Lorenz, van de Grift, & Maulana, 2016). A beginning teacher deals with new challenges and demanding responsibilities (Pirkle, 2011). Teachers leave the profession for both environmental and personal reasons. New teachers may be underprepared for the pressure their profession places on them (Kearney, 2014). Stress has been determined to be one reason teachers have left their jobs (Schaefer, Long, & Clandinin, 2012). The issues that beginning teachers face have been categorized as the following: classroom discipline, student motivation, assessment, interactions with parents, organizing work, differentiating instruction to needs of each student, and collaboration (Lambeth, 2012). However, attrition does not only cause problems for the teachers. Rising attrition rates create multiple problems for administration. One of these problems is an increased teacher turnover rate, which creates a void of experience in a system that certainly needs qualified and practiced teachers (Salley, 2010). As teachers leave the profession, they are taking their expertise and experience with them (United Federation of Teachers Research Department, 2012).

Teacher turnover creates an expense for school districts (Alliance for Excellent Education, 2014). However, the price of teacher turnover to schools includes more than money. High rates of attrition have affected the quality of education, student performance, and the morale of the schools (Sass et al., 2012). New teachers perceive

themselves as hardworking individuals, dedicated to their jobs (Lambeth, 2012). As new teachers transition from their teacher preparation programs to the classroom, they can become overwhelmed, which could cause them to leave the profession within the first few years of teaching (Mariaye, 2012). Beginning teachers need support (Helms-Lorenz et al., 2016).

Definition of Terms

Attrition: A reduction in the number of employees; in this context, teachers who leave the profession, when, and why (Schaefer et al., 2012).

High needs students: Students at risk of academic failure or who need special assistance or accommodations based on health, economic, or environmental factors (United States Department of Education, n. d.).

New teacher: A new teacher is defined as all new teachers certified by New York State who have been hired into permanent positions by a school district to begin teaching for the first time (The New Teacher Induction Program [NTIP], 2014).

New Teacher Induction Program: Support for beginning teachers that allows them to learn accepted behavior and practices from experienced teachers within their collegial community in their school (Hollins, 2011).

Teacher preparation programs: The program to prepare teachers includes field experiences, a research-based curriculum, and a system for assessing the knowledge, skills, and dispositions of preservice teachers (Smeaton & Waters, 2013).

Teacher shortage: The shortage of teachers in subject areas is a national problem that affects all the United States. A secondary problem is the preparation and retention of teachers in urban settings (Leland & Murtadha, 2011).

Teacher turnover: Teacher turnover is when teachers either leave the profession or transfer to a different school or district (Hughes, 2012).

Teaching profession: Participating in the teaching profession requires extensive in-class preparation along with observation hours, passing state exams, and completing field experience requirements before an individual is permitted to work directly with students (Goldhaber & Cowan, 2014).

Significance of the Study

Growing teacher attrition rates have affected school districts financially and have affected both students and individual schools within those districts (Sass et al., 2012). Although schools without high attrition rates do have inexperienced teachers, it has been documented that teachers take their experience with them as they leave the profession (United Federation of Teachers Research Department, 2012). School officials need to put more time into hiring new teachers instead of working on enhancing the learning environment for the students (Salley, 2010). This Northeastern city's public school department of education hired approximately 800 teachers in the 2009-2010 school year and hired 3,000 more in 2010-2011 (United Federation of Teachers Research Department, 2012). Two thousand two hundred sixteen teachers resigned in this Northeastern city's school district in 2010-2011 (United Federation of Teachers Research Department, 2012). High turnover rates can cause volatility within the school, creating a

difficult situation when trying to deliver coherent instruction. As teachers are replaced, instability occurs within the schools (Makela, Hirvensalo, Laakso, & Whipp, 2013). Teacher turnover rates are "costly at all levels, draining resources from school districts, making management difficult at schools, and leaving many students in the hands of novice teachers with little classroom experience" (Glazer, 2017, p. 51). Turnover and attrition can diminish student learning as the more experienced teachers leave and are replaced by new teachers.

Teacher attrition is a problem both locally in New York City and nationally across the United States (Kaiser, 2011; United Federation of Teachers Research Department, 2012). Teacher attrition has been found to cause a variety of issues for the affected school district, school, and students alike (Schaefer et al., 2012; Sass et al., 2012). In this study, I explored the experiences of the recent graduates of the teacher preparation program and their supervising professors at the focus university. I examined their perceptions of preparedness and adequacy of the graduate program and how it affected the teachers' transitions into their first teaching jobs. Studying this problem could be useful to the local educational setting because most of the graduates become appointed in the surrounding local district. I uncovered strengths and weaknesses in the program that could help prepare students more effectively in the future.

Guiding Research Questions

The purpose of this study was to determine the adequacy of the teacher preparation program as perceived by new teachers and supervising professors. I identified new teachers' perceptions of the strength of their preparation through this

degree program. I sought to find possible gaps or shortcomings in the program that might contribute to new teachers leaving the profession. Kaiser (2011) reported that 22% of public school teachers, who began teaching in 2007 or 2008, were not teaching in 2009-10. Conducting research with graduates and supervising professors from the focus university resulted in commonalities that could be useful in implementing changes to the university teacher preparation program's curriculum. These data may help the future teacher preparation graduates transition into the teaching profession.

The research questions for this study were

Research Question 1: What are new teachers' perceptions about their readiness to teach based on their teacher preparation in a TEAC accredited teacher preparation program?

Research Question 2: What skills or aptitudes do new teachers identify as the major strengths and weaknesses due to a perceived gap in their university teacher preparation program?

Research Question 3: How do beginning teachers learn to adapt what they have learned in their teacher preparation program to meet the unique sociocultural challenges they face in meeting the needs of all students?

Review of the Literature

This literature review was based on peer-reviewed articles and publications from Walden University Library's electronic databases, the United States Department of Education, the New York City Department of Education, and the New York State Education Department. A large percentage of the journal articles were published after

2010. The research covers topics of attrition, induction, teacher preparation programs, and mentor programs. Online search terms included *attrition and beginning teachers, university-based induction programs*, *school-based induction programs*, *teacher preparation programs*, *alternative teacher preparation programs*, *mentor programs*, and *new teacher supports*. Literature was collected through educational databases such as ERIC, SAGE, and Academic Search Complete.

Conceptual Framework

Aspiring teachers seek preparation programs at the undergraduate and graduate level to acquire skills and knowledge that lead to licensure in their subject. U.S. Department of Education (2011) stated, "Teacher preparation programs play an essential role in our elementary and secondary education system, which relies on them to recruit, select, and prepare approximately 200,000 future teachers every year" (p. 5). University teacher preparation programs in many states are required by regulation to achieve accreditation of their programs to ensure that graduates are prepared to be effective teachers (New York State Education Department, 2014). The university teacher preparation program involved in the study is accredited by the Teacher Education Accreditation Council (TEAC). This accreditation council is dedicated to improving teacher preparation programs for K-12 teachers. TEAC accredits university programs that demonstrate evidence that they prepare competent, caring, and qualified professional educators with their ability to monitor and improve the quality of their programs. TEAC is recognized by the United States Department of Education and the Council for Higher Education Accreditation. The preparation of teachers has a direct impact on student

success. Most new teachers, nearly two-thirds, report that they were underprepared for the transition into the classroom by their preparation programs (U.S. Department of Education, 2011).

TEAC's standards for teacher preparation programs were used in this study to create interview questions that inquired into the perceptions of preparedness of beginning teachers as they transitioned from the preparation program to the classroom. TEAC's Quality Principle 1: Evidence of candidate learning states: Teacher preparation programs should provide evidence that shows the candidates have learned the teacher education curriculum which aligns with the TEAC principles. This evidence is shown through methods of student teaching (TEAC, 2010). The teacher attributes that are listed within this subsection are subject matter knowledge; pedagogical knowledge; caring and effective teaching skill; and crosscutting themes such as learning how to learn, multicultural perspectives and accuracy, and technology (TEAC, 2010). These attributes provide evidence of an effective teacher, according to TEAC standards. Each prospective teacher must show sufficient evidence in each subsection of Quality Principle 1 to be considered a competent, caring, and qualified teacher by TEAC's standards. These subsections and standards provide the conceptual framework and foundation for interview questions, which were used to probe the recent graduates in this study to speak about their beliefs and perceptions of effectiveness and preparedness as they transitioned from the urban university into the teaching profession.

Sociocultural Theory

One of the primary challenges teachers face as they enter the profession is to be able to work with students from a diverse background (Brown & Kraehe, 2010). Sociocultural factors change the dynamic of the classroom, and sometimes there is a lack of training in this field during teacher preparation programs (Brown & Kraehe, 2010). New York City's public-school system is diverse. However, it is not just about the race of the students; birthplace and ethnicity of students are contributors to the diversity within the district (NYC Independent Budget Office, 2013). In the 2011-12 school year, 17% of students were born outside of the United States (NYC Independent Budget Office, 2013). Across the city, 185 different languages are spoken and more than 40% of students come from a home where English is not the primary language (NYC Independent Budget Office, 2013). Schools should focus on the values and needs of students to promote social justice (Canfield-Davis, Tenuto, Jain, & McMurtry, 2011). These are complex issues for both the teacher and student. The TEAC teacher preparation standards address sociocultural importance as principles by which this teacher preparation program's curriculum is assessed.

In a sociocultural perspective, learning and knowing are a result of individual and collective action, and learning is a result of cultural practices (Wenger, 1998). A key instructional element of sociocultural learning is connecting to what the learner already knows (Black & Allen, 2017). Beginning teachers learn from their experiences in their preparation programs and apply this knowledge throughout their transition into the profession. Zoch (2017) reported that new teachers need to build community in the

classroom through social interaction and classroom discussion. During teacher preparation programs, teacher candidates learn new concepts related to the profession and apply these concepts during their field experiences (Tarman, 2012). However, according to Vygotsky (1978), cognitive development occurs in an environment of collaboration, modeling, and scaffolding. These factors are just as important as the curriculum they are learning when it comes to professional growth and development. From a sociocultural position, teachers learn pedagogical skills by being an active member of their community of practice. Collaborative types of learning coconstruct knowledge and understanding (Black & Allen, 2017).

The skills that preservice teachers acquire throughout their teacher preparation program shape their ideologies of teaching (Tarman, 2012). These skills are then molded by the social and cultural contexts of the school. Preservice teachers may learn theory from their teacher preparation program, but when they are practicing teachers, they begin to learn how to transfer theory and acquire the skills to teach in the real context of school.

Attrition

Attrition refers to teachers leaving the profession (den Brok, Wubbels, &Van Tartwijk, 2017). Kelchtermans (2017) redefined teacher attrition as "qualified teachers leaving the profession for reasons other than retirement" (p. 963). Attrition occurs across disciplines. According to Gardner (2010), "certain teacher attributes; job attributes, and teacher opinions and perceptions of the workplace have simultaneous direct effects on the retention, turnover, and attrition of teachers" (p. 119).

Attrition rates among teachers are high, especially among beginning teachers. Roughly half of new teachers leave the job within the first 5 years (Hentges, 2012; Kearney, 2014; Latham et al., 2015). Every teacher has his or her own reasons for becoming a teacher, and he or she has his or her personal reasons for leaving the profession. Attrition is a significant factor undermining stability and quality. High attrition rates of new teachers create a weakened infrastructure within the school. Student performance and achievement has suffered due to the growing attrition rates (Brill & McCartney, 2008).

Teacher attrition is worrisome (Wushishi et al., 2014). High teacher attrition negatively affects district budgets, school morale, and student achievement (Glazer, 2017). Across the nation, the annual projected cost of teacher attrition within the United States is 2.2 billion dollars and including the cost of teacher transfers it increases to 4.9 billion dollars (Sass et al., 2012). New teachers leaving the profession are not only an economical expense to school districts, but have considerable costs to the students also (Schaefer et al., 2012). The cycle of teachers leaving schools is not conducive to creating a learning environment that promotes student development and attainment. Moreover, students can be affected negatively by teachers leaving the schools. Students can feel that they are rejected and are not able to form bonds with teachers at the school if there is a constant turnover. High rates of attrition can affect the quality of education (Glazer, 2017). Constant turnover can change the morale of the schools (Sass et al., 2012). The consequences of teacher attrition are costly to all parties involved.

Personal and Contextual Factors

Transition from initial teacher education to the classroom is the one of the most decisive phases of a teaching career (Heikkinen, Wilkinson, Aspfors, & Bristol, 2018). According to Jones and Saye (2018), "the first years in the classroom after preservice preparation have been characterized as a period of 'transition shock'" (p. 82). Beginning teachers need to become adjusted to their new colleagues, overcome their nerves of starting their first job, understand what is expected of them from their administrators, and produce high-level student outcomes. Buchanan (2012) interviewed 28 teachers who left the profession and found that teachers are leaving the field for both personal and contextual reasons. Excessive paperwork, lack of administrative support, role conflict, and unclear expectations have all been found to contribute to burnout of teachers (Schaefer et al., 2012). As teachers transition into the classroom, they are unsure of their place in the school's hierarchy. Schaefer (2012) concluded that a teacher's self-confidence is a personal factor that affects attrition. Buchanan (2012) stated, "I feel I've acquired some of the characteristics that would allow me to survive the school system" (p. 211). These characteristics included resilience and fewer concerns about students' opinions (Buchanan, 2012). Resilience is mentioned in other research on teacher attrition. Schaefer et al. (2012) concluded, "When teachers are referred to as being resilient it points toward their ability to cope with stressors that may impact them as teachers" (p. 110). Without support or guidance, the stresses that come with the profession can push teachers to rethink their career choice. Teachers with lower job satisfaction are more likely to leave the profession (von der Embse et al., 2016). Glazer

(2017) determined that teachers leave, not because they are not committed to teaching, but because they are committed to teaching well, and they feel that they cannot. Although personal and contextual reasons are driving teachers to leave the profession, a lack of collaboration and support has the same effect.

Isolation

Teachers who experience isolation and a lack of collaboration are at risk for leaving the profession. Collaboration with other teachers is valuable to new teachers. However, many teachers do not feel this support is offered (Schaefer et al., 2012). New teachers are expected to produce veteran results; yet, veteran teachers can forget what a new teacher may feel starting his or her career. Dag and Sari (2017) concluded that most early career teachers "require support in the acquisition and reinforcement of knowledge, skills, values and norms" (p. 115). Beginning teachers feel they have little professional knowledge compared to their colleagues (Picower, 2011). These feelings can cause uncertainty and leave the teachers unsure of where they can turn for help. Beginning teachers often try to solve problems they encounter through trial and error (Dag & Sari, 2107). A school's culture is influenced by its administration (Hentges, 2012). Without open communication, beginning teachers may feel excluded by the administration, which can create feelings of isolation. Negative feelings within the school's community can have adverse effects on the school culture. Isolation is likely to result in burnout and has negative effects for both teachers and students (Ostovar-Nameghi & Sheikhahmadi, 2016).

Poor school leadership and morale is another factor causing new teachers to leave their respective schools (Hentges, 2012). Support from other teachers and administration has been linked to retention (Dahlkamp, Peters, & Schumacher, 2017). The perceptions teachers have of their coworkers, administration, and workplace affects their perceptions of their job. Teachers who perceive they work in a positive, collaborative work environment do not seek to transfer schools or leave the profession. Teachers feel they must find their place in the work environment along with the pressure of accountability.

High-Stakes Testing and Pressures

Teachers feel the burden to produce exemplary student outcomes when it comes to high-stakes testing. This stress stems from the level of accountability test results hold over teachers. Due to the increased levels of accountability and pressure associated with high-stakes testing, teachers are leaving the classroom (Sass et al., 2012). If students do not perform to a certain standard, the teacher can be regarded as ineffective. Policies centered on high-stakes testing have influenced daily classroom activities (Plank & Condliffe, 2013). As teachers spend time teaching test-taking strategies and coaching their students to pass the exams, it leaves less time to teach relevant curriculum (Sass et al., 2012). Teaching to the test is frustrating for the teachers and takes away from the reasons why they entered the profession. Milner (2013) stated, "In many urban schools, teachers are expected to rely on predetermined, scripted curriculum materials to shape their instructional practices rather than on their own professional judgment" (p. 164). Teachers respond to accountability pressures differently. Holme and Rangel (2010) found a relationship between internal instability within an individual school and testing

accountability pressures. Moreover, schools that do not establish a positive and collegial work environment struggle the most with the pressures that come along with performing well on high-stakes test. The increased use of student test performance within evaluations of teacher quality have led to an increase in teacher stress (von der Embse et al., 2016). Testing accountability and teaching to the test is another added stressor to daily activities.

Induction

Induction programs for beginning teachers have become a process for acculturating teachers to their new careers (Kearney, 2107). Induction programs are implemented to help a beginning teacher transition into the profession. There are positive relationships between induction programs and teacher retention (Bastian & Marks, 2017, p. 363). New teacher induction programs have the potential to guide new teachers and reduce attrition rates (Taranto, 2011). Huling-Austin (as cited in Perry & Hayes, 2011), "Teacher induction is a planned program intended to provide some systematic and sustained assistance, specifically for beginning teachers, for at least one year which offers ethical, profession, and personal assistance " (p. 2). The purpose of induction programs is to help new teachers ease into the classroom by providing help for stressors that they will encounter. The help provided by induction programs can be beneficial to both the students and teachers. A well-planned induction program can increase retention rates of new teachers and improve instruction and delivery (Perry & Hayes, 2011). Induction programs need to be tailored to the needs of the beginning teachers (Perry & Hayes,

2011). School-based induction programs targeting the needs of beginning teachers are both advantageous and supportive.

School-based induction programs offer support from experienced teachers and introduce new teachers to the school and its culture (Foote, Brantlinger, Haydar, Smith, & Gonzalez, 2011). These induction programs enable new teachers to seek out support from their colleagues. Schools that have these types of induction programs are relying on their veteran teachers to aide teachers through this process. Induction programs organized by individual schools have been found to support new teachers through their initial process of professional growth (Iordanides & Vryoni, 2013). It takes time for beginning teachers to adjust to their environment. It takes teachers up to 7 years to develop their effectiveness and capabilities (Carroll & Foster, 2010). Ongoing induction helps early career teachers alleviate the pressure they feel in their new roles (Kearney, 2017).

Iordanides and Vyroni (2013) identified problem areas for new teachers: adapting and transitioning to real school conditions, planning and teaching material, and lack of classroom management experience. If these factors have been found as the difficulties teachers face, these could be the focus of induction programs. New teachers, as any profession, need guidance to help them through transitioning and adjusting to the experiences they will face in their first employment. School-based support can be enhanced by the university's continued guidance to their graduates as they transition into the classroom. Carroll and Foster (2010) supported the continued university support models. This type of system provides graduates support and guidance from a university

after they graduate. This type of school-based support could be effective to teachers as most induction programs are only implemented during the first year of teaching.

Universities can continue their support by providing additional assistance in the start of the recent graduates' careers. Universities guide their students through their teacher education program by assessing their strengths and weaknesses. Another way induction programs can be enhanced is by moving the focus to the professional development of the beginning teacher (Perry & Hayes, 2011). The University of Northern Colorado's Teacher Induction Partnership Program yielded positive results by having the mentoring focus on assistance instead of assessment (author, year). The participants of this program stated that the university's help was superior to their mentor teacher (Perry & Hayes, 2011). Similarly, University of Chicago (UChicago) incorporates induction work through a program called the Urban Teacher Education Program (Hammerness & Matsko, 2013). Each graduate is paired with an induction coach during the final quarter of the teacher preparation program. These coaches are professors in the preservice education program. Recent graduates work with their coaches to address their strengths and areas of need as they enter the classroom. An individualized plan is created to adhere to their strengths, areas of need, and the school they are working in. UChicago's UTEP induction support is a useful tool in supporting and acclimating new teachers into the profession (Hammerness & Matsko, 2012). High quality induction programs lead to increased teacher effectiveness, higher job satisfaction, and retention of new teachers (Kutsyuruba & Tregunna, 2014).

Teacher Preparation Programs

Teacher preparation programs prepare students to become teachers. According to Ingersoll, Merrill and May (2014), the content and substance of new teachers' preparation has an effect on early attrition. Students enter teacher preparation programs with strong beliefs of what being a teacher means (Chang-Kredl, & Kingsley, 2014). Personal beliefs shape the teacher inside the classroom and their experiences in their teacher preparation program impact their classroom practices (Caudle & Moran, 2012). Students are exposed to scientifically grounded theories of teaching and child development in ways that offer little connection to their own experiences (Chang-Kredl, & Kingsley, 2014). Teacher preparation programs and field experience can alter the perceptions that preservice teachers have about their profession (Tarman, 2012). This is important because preservice teachers may have unrealistic perceptions of the teaching profession. During teachers' preservice periods, they will be faced with many different scenarios to help prepare them to become teachers (Mariaye, 2012). Preservice years are crucial for future teachers. Ineffective teacher preparation programs can leave beginning teachers with a disadvantage entering the classroom. For decades teacher educators have examined the necessary skills to train effective teachers. Teacher education programs provide the pedagogical and content knowledge their students need to adapt to situations that will arise when they are working (Mariaye, 2012). Unfortunately, the average teacher education program is often too short to develop all the necessary skills for an independent career start (Ingersoll et al., 2014). As experiences are integral to learning how to adapt to new situations, preservice teachers should receive adequate hours of observations and

student teaching so that they feel prepared to enter the profession. Universities should screen schools and potential cooperating teachers so that the school and teachers understand what is expected from the preservice teacher (Mariaye, 2012). New teachers will encounter many challenging interpersonal exchanges and need to manage over 100 students in addition to having content knowledge (Mariaye, 2012). It is important that preservice teachers are provided with an authentic field experience as these experiences teach them how to plan and react when they transition into the classroom.

New teachers may struggle to transition from their teacher education programs into the classroom. For many beginning educators, teaching is different than they thought it would be. As students transition from prospective teachers into the classroom the ideal images, or their beliefs of what teaching is, get confronted by the realities of their classroom and the school (Mariaye, 2012). One way that teacher preparation programs can facilitate this reality is through providing real life experiences. New teachers adapting to their new environment is dependent upon the skills and knowledge they've acquired from their field experience during student teaching in their teacher preparation programs (Mariaye, 2012). These experiences are important because prior knowledge and experience shape perceptions of teaching (Schmidt, 2013). Often, beginning teachers will relate situations to their field experience during student teaching. DeAngelis et al. (2013) examined the effects of teacher preparation quality and early career support of novice teachers. Data was collected from archived state employment records and completed surveys from spring 2005 teaching degree completers from 12 public higher education institutions. Their study concluded that there was a direct

association between new teachers' perceptions of their preservice preparation quality and attrition (DeAngelis et al., 2013). It is important that preservice teachers are exposed to real-life field experiences during their teacher preparation programs.

Teacher preparation programs can take two different forms: traditional programs and alternative programs. Typically, teacher candidates who opt for alternative certification are those who are changing their careers. Although it varies, alternate certification programs typically include 4-8 weeks of field work, which is much less than the traditional route (Kee, 2012). The inexperience of alternatively certified teachers entering the profession can lead to poor student achievement. Further, alternatively certified teachers are often unable to handle the stresses of teaching because they did not have enough experience or time to prepare (Kee, 2012). Proponents for alternative certification argue that if the best way to gain experience in the classroom is to teach, then alternative certification programs offer superior training. Although alternative certification is shorter, it offers intensive field based training in an internship. Consequently, some feel that alternative certification can be an effective method of training (Kee, 2012). However, educational analysts that defend the traditional educational process argue that alternative certification programs are watered down (Mitchell & Romero, 2010). In one study, educators who received traditional certification reported feeling more prepared in the classroom than educators who received alternative certification (Mitchell & Romero, 2010). Nonetheless, there are several paths to teacher certification, and most of most importance is that the preparation programs offer congruency between the preservice training, the teacher accreditation standards, and

teaching in the classroom. The efforts of initial teacher education programs have not transferred into the classroom (Towers, 2013). This problem has crossed continental borders. In 2001 a South African teacher preparation program reported there was a discrepancy between the classroom practices that had been taught to the graduates and the ones they were utilizing in their classrooms (Towers, 2013). Preparing and retaining quality new teachers is crucial to the success of students (Van Overschelde, Saunders, & Ash, 2017). Teachers need to be able to apply what they learned in their teacher education program to their classrooms. Researchers report methods courses impact preservice teachers' beliefs about learning, teaching, and content, however it is hard to predict if these beliefs will be supported by the student's field experiences (Schmidt, 2013). The coursework needs to be inclusive of what they will face and the fieldwork needs to be real life experiences. Without proper teacher preparation program experiences, teachers and their students will be at a disadvantage (Howell, Faulkner, Cook, Miller, & Thompson, 2016). The challenges and needs new teachers will face need to be examined by universities when creating their teacher education programs (Hudson, 2012). A 2015 study by Latham et al. determined that the teacher preparation program can be used as a "powerful predictor of teacher persistence in the field" (p.86).

Mentoring

New teachers were not receiving continuous professional support when entering the profession (Iordanides & Vryoni, 2013). Despite recommendations for assisting beginning teachers and providing support to teachers in their early years, school officials were unable to lower attrition rates. Developing a mentorship program assists the

teachers, students, and mentors in three different ways: beginning teachers receive support and guidance when they need it most; the students benefit from the education provided by the veteran teachers' support; and the mentor can receive personal benefits from helping (Paris, 2010). It can be inferred that mentor programs can be beneficial to all participants involved, yet they are not always utilized within the schools.

Mentor programs offer support and guidance to beginning teachers as they transition into the classroom. Dag and Sari (2017) defined mentoring as a "multi-dimensional process involving emotional support and professional socialization in addition to pedagogic guidance" (p.117). Mentoring offers the opportunity for an exchange of listening and questioning between the mentor and the mentee (Ghosh, 2013). Both the mentor and the mentee gain understandings and skills that can be shared with other colleagues (Paris, 2010). If beginning teachers can have an experienced teacher help guide them through their transition and stressful situations, this in turn can help beginning teachers build resilience as a professional. As previously stated in Buchanan's (2012) case study, resilience was listed as a personal factor, which promoted teacher retention. Mentoring has been found to help beginning teachers understand the school's policies, strengthen content area weaknesses, and help to create lesson plans, managing stress, and guidance in assessment (Paris, 2010). These supports can be offered through different outlets.

Mentorship programs can take many forms. Beginning teachers find it difficult to translate what they learned in their teacher preparation programs and apply it in their classrooms (Hunt, Powell, Little & Mike, 2013). More importantly, mentorship

programs are created to bridge this gap. Alternative mentoring processes such as E-mentoring have been suggested to help provide support for beginning teachers within their first year of teaching (Hunt et al., 2013). E-mentoring can help beginning teachers find a mentor who is in their concentration area and who they feel can provide them with the most support. Moreover, mentor programs provide various types of support to new teachers and mentor programs can be created at different levels.

School-based support, district-level support, and induction programs can help improve new teachers' perceptions of where they are working and their own knowledge and skills. Learning to become a teacher is a lengthy process (Chang-Kredl & Kingsley, 2014). Building partnerships across various levels such as the school, district, and universities can provide a firm foundation for beginning teachers through their initial transition and induction period into their first job placement (Carter, 2012). The quality of the mentorship and induction programs that beginning teachers receive are correlated to their performance and development (Wasburn, Wasburn-Moses, & Davis, 2012). As teachers enter the profession they are optimistic of what is ahead of them. Surprised by the actualities of teaching and lack of support, many new teachers leave the profession (Lambeth, 2012). With proper structural support in place many beginning teachers can make it through their initial years of teaching and reach veteran status.

Implications

Preservice teachers are required to take teacher preparation courses in such areas as philosophy, history of education, human development and learning, pedagogical methods, classroom management, curriculum, and assessment (Alkharusi, Kazem, & Al-

Musawai, 2011). At this urban university, these courses, taken in a graduate school program, combined with field experience and practicum, are the opportunity for teachers in preparation to gain vital skills and knowledge about the teaching profession. This college is an independent institution of higher and professional education. The Graduate School of Education offers six graduate degree programs and three certificate programs leading to New York State certification. The participants in this study will be graduates from the dual certification Master's program in Childhood and Special Education. In a recent study of new teachers in this city, it was revealed that more graduates of this program are teaching in the public-school system than from any other teacher preparation program (New York State Education Department, 2014). This study intended to determine what the graduates believe were the gaps in the preparation program.

Once these perceived gaps were identified, interventions were explored to address the needs of the recent graduates as they entered the teaching profession. Identifying these issues and concerns can shape transitional support programs that might improve the retention rate of new teachers (Moir, 2009). New teachers need specialized support to successfully transition from preparation programs to the classroom. The intervention that was determined to be most appropriate was a three-day professional development workshop.

Summary

Research has shown that attrition rates are high, especially in beginning teachers, with half of new teachers leaving the job within the first five years (Hentges, 2012). In this large urban school district, a local city council report indicated that the attrition rate

is 18% after one year of service, 25% after two years of service, and 40% after three years of service (New York State Education Department, 2014). Research has shown the growing disconnect between teacher preparation programs and the transition of these graduates into the classroom (Towers, 2013). New teachers can benefit from induction and mentor programs tailored to their individual needs as they transition into their first teaching job (Paris, 2010). This research study examined the perceptions of preparedness of recent graduates as they enter the teaching profession. Section 2 will provide the methodology of the study as well as the design and steps.

Section 2: The Methodology

Qualitative researchers are concerned with how the participants interpret and associate meaning to their experiences in relation to a phenomenon (Merriam, 2009). Qualitative studies are interpretive, experiential, situational, and personal (Stake, 2010). Qualitative researchers explore questions about people and the way they understand their worlds in both social and cultural contexts (Merriam, 2009). Social and cultural preparation may be lacking within teacher preparation programs. Because qualitative research is oriented to understanding the participants' experiences, it was appropriate for this study, which was focused on new teachers' perceptions of readiness to enter the classroom. I also examined the strengths and weaknesses of this urban university's teacher preparation program as perceived by the recent graduates and supervising professors. I intended to uncover what skills or aptitudes the recent graduates identified as lacking due to a perceived gap in their preparation. The main concern of the qualitative researcher is to understand and comprehend the phenomenon of interest and meaning from the participants' perspectives (Merriam, 2009). This case study was based on the perceptive understandings of the participants as revealed in interviews.

Research Design and Approach

Qualitative research is designed to focus on meaning and understanding of the phenomenon. Qualitative research is about the process of understanding using an "in-depth analysis of a bounded system" (Merriam, 2009, p. 39). Qualitative researchers may use interviews, observations, and documents to collect their data through the use of purposeful sampling (Merriam, 2009). The data analysis process is both an inductive and

comparative process that produces findings that are descriptive and depicted as themes or categories (Merriam, 2009). Interviews were the appropriate choice to collect the data for this study because the new teachers and professors could answer questions about their perceptions.

A qualitative case study is defined as a study of an individual, institution, or organization, and it provides an in-depth description and analysis of a bounded system (Glesne, 2011; Merriam, 2009). Researchers have different ways of categorizing case studies. Yin (as cited in Merriam, 2009) defined a case study in terms of the research process, and Stake (2005) focused on pinpointing the unit of study, which is the case. However, Wolcott (1992) viewed case studies as an end-product of the research, instead of a strategy or method. According to Merriam (2009), "the single most defining characteristic of case study research lies in delimiting the object of study, the case" (p. 40). Case study scholars focus on the phenomenon of the researchers' study in a bounded system. The case can be a single person, program, group, or institution that is an example of the focus phenomenon (Merriam, 2009). This study aligns with the definition of a case study because I chose one teacher preparation program as the unit of analysis and there was a limit to the number of people who were interviewed due to temporal reasons. The purpose of the study is to better understand the perceived experiences of teacher graduates and the professors of this university preparation program.

Other qualitative methods of research, such as ethnography and grounded theory, were considered but were not applicable for this study's purpose. Ethnographers explore cultural behavior in a natural environment (Anderson & Arsenault, 1998; Creswell,

1999). I focused on a group of educators from a single university; therefore, it was better suited to a case study. A grounded theory researcher creates a theory based on the views of the participants in the study (Creswell, 1999). This method was not applicable to this study because I did not attempt to derive a new theory from the research. Quantitative measures were considered; however, quantitative researchers evaluate results numerically (Lodico, Spaulding, & Voegtle, 2010). Quantitative methods of research would not be appropriate for this study because I did not look at correlations or causal relationships. I did not seek to know the number of graduates who believe the teacher preparation program adequately prepared them to transition into the classroom or to make comparisons among groups. Rather, I chose the qualitative method of research because it allowed an in-depth consideration of teachers' and professors' perceptions and feelings of adequacy at this urban university's graduate teacher preparation program. For this study, reporting the data in numerical form was not applicable.

Participants

Participants of qualitative research are chosen purposefully. Participants are chosen through nonrandom methods based on the relevant information that can be provided to the researchers' purpose of study (Lodico et al., 2010). This is also known as purposeful sampling. Criteria-based selection allows the researcher to choose participants with experience in the subject being studied who can offer the most information. Further, criteria-based sampling allows the researcher to pick a sample that will provide pertinent information to the study (Merriam, 2009). To begin selecting participants, criteria must be established. The criteria for the participants for this study

were that they had completed the graduate level teacher preparation program at this urban university in 2012 or 2013 and had been teaching fewer than 2 years in the focus school district. The criterion for the supervisor professors is that they had supervised at least one student within this teacher preparation program since 2009. This ensured that the professors could give accurate feedback on the focus group of graduates.

The purpose of this study was to identify the perceived strengths and weaknesses of preparation of the recent graduates from this urban university who were teaching at the elementary school level. According to Merriam (2009), sample size should be determined by factors relevant to the study's purpose. For the purposes of this study, I developed a close relationship with the participants. Glesne (2011) stated, "Interviewing is an occasion for close researcher-participant interaction" (p. 134). I chose a sample size of 10 participants because this number of participants allowed me to establish a close interaction with the participants. According to Creswell (1999), a large sample size may cause the researcher to ignore details provided by individual participants. Choosing only 10 participants allowed me to develop an in-depth inquiry with each participant while also gaining a comprehensive perspective on his or her experiences. Interviews were conducted with eight recent graduates and two supervisor professors from the university. In addition to identifying recent graduates' perceptions of the strengths and weaknesses of their preparation, I interviewed two supervisors from the university to explore their perceptions of the university teacher preparation program of preservice teachers. This allowed me to elicit multiple perspectives from the graduates and the professors within the teacher preparation program.

Ethical Issues

Ethical considerations are essential for qualitative research due to its unique design and data collection methods. I established a trusting relationship with the participants by reminding them of their confidentiality rights. The interviews took place in an agreed upon neutral location off university grounds, namely the study room in a public library. This location was private where the doors had no windows and the interviews were not interrupted. It was important for the participants to feel comfortable during the interview while protecting their needs. For the interview to produce meaningful inquiry, the participants must feel relaxed. Methods for protection of human subjects were employed. Informed consent was obtained from all participants involved in the study (National Institute of Health, 2011). The participants were told that they may opt out of the study at any time if they chose. Privacy has been protected by using pseudonyms. Confidentiality is protected by a signed agreement between the researcher and the participant. Data collection took place after approval from the Walden Institutional Review Board. Permission for this study was granted by the department chair of graduate educational studies at this urban university.

I was an adjunct professor in the graduate teacher preparation program that is the focus for this study. However, I have never acted as a supervising professor for the students within this program. I teach two different curriculum courses that students take upon entering the program. The participants were recent graduates from within the program. In addition, it is not likely that they will participate in future coursework within the elementary teacher preparation program at the university because once they finish

their coursework at the university, they would have the criteria for applying for teacher certification. Supervisor professors were university supervisors that I may work with in the future, but do not have any supervision over my work. As the researcher, it is important to speak about these relationships with coworkers. There were not any personal benefits for participating in the study, and the information that is shared was only be used for the purposes of the study. Consent forms and confidentiality agreements are important documents in qualitative research because the cooperation of the participants is an integral part of data collection. Contact information and data will be stored in my personal safe for a minimum of 5 years and then will be destroyed. Data were not be used for anything other than the study. Participants understood that there were not any direct benefits associated with joining the study. The participants had the option to opt out of the study at any time. There was minimal risk associated with participating in this study. Minimal risk is the probability that the extent of harm or discomfort anticipated in the research are not greater than those ordinarily encountered in daily life

Role of the Researcher

As the researcher, I determined how involved I was in the process and the participants. Generally, researchers develop a close working relationship with the participants because of the inductive process of qualitative research. Researchers should interview the participants in a naturalistic setting, so they can develop a deeper understanding of the participants' knowledge and feelings about the perceived social phenomenon (Lodico et al., 2010). To protect the privacy and confidentiality of the

participants, the interviews were conducted in an agreed upon, neutral setting off university grounds. Further details of this location were addressed with the participants as it is important that they chose a place where they felt safe and comfortable.

I had training and experience as a mentor to beginning teachers in this urban school setting. In addition, I was an adjunct instructor in the preparation program the participants had recently graduated from. Familiarity with this program and mentoring process could benefit me; however, this role could also be a potential source of bias. I interviewed both graduates and supervisor professors to provide validity and used member checks as a form of triangulation to guard against biases.

Data Collection

The office of graduate studies at the focus university maintains contact information for each graduating class. Invitations to 152 elementary teacher preparation graduates from 2012 and 2013 were mailed. In the invitation, I outlined the purpose of the study and participant criteria. At the time the invitations were sent, there was no way to predetermine which of the graduates were appointed to their first teaching positions in the focus district. This letter requested a response via e-mail to determine willingness to participate in the study. I received 48 e-mails in response. Upon response, I evaluated the candidates' eligibility for continuing participation by determining if they met this study's criteria. Initial communication was by letter, and all communication before the interview process began was in the form of e-mail using my personal e-mail address.

Participation criteria of this study were as follows: participants who had graduated from the teacher preparation program either in 2012 or 2013 and who were working

within the focus school district for a minimum of 1 year. These criteria were included on the invitation to participate letter so that the participants could indicate their eligibility. Each participant was selected, based on willingness to participate and the study criteria, until the sample size was reached, in order of response. My e-mail address was provided for contact purposes. Graduates who were invited to become a participant of the study had the option to join or to opt out of the study via e-mail. Participants received their letters of consent via e-mail one at a time until all the participants were selected. I looked at previous class rosters to see which professors were involved with the former graduate's curriculum. From there, I sent an e-mail to my colleagues inviting them to participate in this study. The university supports a collegial approach to learning and teaching, so I was familiar with the other professors within this program. I sent an e-mail to the other professors stating the criteria of supervising at least one student within the program since 2009. I received four responses of interest from professors, and I selected the first two. Once selected, supervisor professors received their letters of consent via e-mail.

Data collection methods should produce the data needed to gain an understanding of the research questions, present various perspectives on the topic, and proficiently use available time (Glesne, 2011). Qualitative data collection through use of interviews allowed me to take an interactive role in understanding what the participants were feeling and what their perceptions were about entering the teaching profession. Qualitative methods allowed me to develop an understanding of what the participants' perceptions were regarding the focus of this study. I documented my understanding of ideas and themes that developed through the interview process in the research journal.

Data that were collected throughout this process were organized and sorted for relevancy (Merriam, 2009). This process of sorting through the data was ongoing, and I developed a system for keeping track of the data, analysis, and reflections (Merriam, 2009). These records throughout this study were kept in a research journal. Lincoln and Guba (1985) stressed the importance of keeping clear records throughout the research regarding both the research design, data collection decisions, and all decisions and steps it took to process and analyze the data. Researchers should write their reflections following the interview (Merriam, 2009). I maintained a research journal where information was sorted under each participant and the date the interview occurred. The research journal that I maintained included descriptive notes, notes about the interview questions and possible interpretations, field notes, and discussion.

Interviews

Eight recent graduates were interviewed. I analyzed eight distinctive perspectives f their perceptions of preparedness as they completed the university's teacher preparation program. Additionally, the two supervisor professors provided their own perceptions of how the curriculum and training prepared the preservice teachers within this program. The data of this study included direct quotes from the supervisors and recent graduates regarding their opinions, experiences, and knowledge acquired through their participation in this teacher preparation program. I stored the transcripts of each interview in my personal safe. One reason for interviewing both graduates and professors was to provide triangulation by being able to compare the ideas and perceptions of the two types of participants. Additionally, it could provide a deeper understanding of the perceived

concerns of the graduates by comparing it to the professors' knowledge of the curriculum. By using interviews, I investigated the participants' perceptions of readiness in relation to the teacher preparation program at this urban university. An interview is a conversation between the researcher and the participant in which the researcher can ask questions related to the purpose of study (Merriam, 2009). Using the interview format allowed me to ask questions about the participants' beliefs about the teacher preparation program regarding adequacy and effectiveness as they transitioned into their first teaching jobs. Examining this relationship helped me to develop the in-depth quality of information necessary for this study.

I conducted semistructured interviews with both the supervisors and recent graduates. Most semistructured interviews are guided by a scripted, predetermined list of questions (Merriam, 2009). Interview questions for this study were constructed based on TEAC accreditation standards regarding teacher preparation programs. The interview guide that was used in this study is in Appendix B. I interviewed 10 participants in the agreed upon neutral setting for 1 hour each. On the consent form, I asked if the participants can be contacted via e-mail or phone if there are any follow-up questions; however, there were no follow-up questions needed after the initial interviews took place. The data were tape recorded with signed permission from the participants and stored at my home in a protective safe.

In addition to the taped recordings, I took notes throughout the interviews. I transcribed the recordings using my computer after the individual interview sessions by typing the transcriptions from the audiotape record. I did not use any computer software

to transcribe or analyze the data, but I did use Microsoft word to type the transcriptions. After they were transcribed, the interviews and postinterview notes were dated and stored in a file created individually for each participant. Electronic files are stored on a memory disk drive, which was only used for this study, and has been stored in my personal safe with the other data. The data collected are stored in a safe in my home protected by a number combination that I only I know.

Data analysis began concurrently as the information was collected and was organized throughout the data collection process. Qualitative data can be organized and classified using various techniques to find themes and connections in the data collected (Glesne, 2011). It was important to begin to organize the data immediately. Typically, case study researchers organize their data by research questions (Merriam, 2009). Initially, the data were sorted under categories derived from the TEAC accreditation standards. Themes and categories that emerge throughout the study are derived from the research questions that will guide the analysis and coding of the data the researcher collects (Merriam, 2009). As new themes emerge, new categories are created. Categories should be responsive to the purpose of the study, data should fit into only one category, and all data that are rendered important can fit into a category or subcategory (Merriam, 2009). I compiled a list of themes based on the conceptual framework and sorted the related data to establish codes.

Coding is a process in which the researcher identifies different sections of research that describe related information to the purpose of study. This information is labeled using general category names (Lodico et al., 2010). I analyzed the transcribed

interview data through analytical coding. Analytical coding comes from the understanding and reflection on meaning of the data (Merriam, 2009). Using analytical coding allowed me to assign the data to the themes and make connections to the purpose of this study throughout the interview process. Coding can be done by hand (Merriam, 2009). Although there are programs available to sort through qualitative data, it was beneficial for this project study that I coded the data. Coding is an inductive process and the categories that emerge are pertinent to the focus of this study. Additionally, the sample size of this study was small; I did not want to overlook any bit of information. After each interview transcription was printed out and analyzed, I went back and highlighted each category to match it to the theme based on the conceptual framework in its own color to signify a code. As I went through each interview, the emerging codes and themes were kept in my research journal.

A discrepant case or a negative case occurs when an instance of the phenomenon of focus does not fit the hypothesis or explanation of the phenomenon and pushes the researcher to explore all the known causes of the phenomenon (Merriam, 2009). However, sometimes, as in this study, qualitative researchers don't have a strict hypothesis. After each interview I examined the data for examples of contradictions. Researchers use negative case analysis to further investigate the data for information that disconfirms the researchers' hypothesis (Lodico et al., 2010). In case study research, for example, a discrepant case may add to the understanding of the phenomenon by providing multiple perspectives (Stake, 1995). In the analysis of data for this study, no discrepancies were found.

Evidence of Quality

Researchers ensure validity and reliability by conducting their research in an ethical manner. However, many qualitative researchers would argue that validity and reliability should be considered from a different perspective resulting in new names for these concepts (Merriam, 2009). As a result, qualitative researchers use credibility, transferability, dependability, and confirmability as substitutes for validity and reliability (Merriam, 2009). Triangulation is used to strengthen the credibility of qualitative research. One way to do this is to use multiple sources of data (Merriam, 2009). I interviewed both professors and teachers to provide credibility to this study. Qualitative researchers can share interview transcripts with participants to ensure accurate representation of the participant (Glesne, 2011). I provided evidence of trustworthiness through use of member checks to rule out the possibility of misinterpretation of the participants' thoughts, knowledge, and perceptions throughout the interview process. I conducted the member checking by inviting the participants to review the preliminary analysis of their interview. Allowing the participants to see the preliminary analysis is different from allowing them to see the entire transcription. After review of the preliminary analysis, each participant could dispute or defend any misinterpretations of the data (Merriam, 2009). After review, if participants believed their thoughts had been misinterpreted this would have provided me with the opportunity to probe deeper. I kept notes from the member checking process in my research journal. Participants were asked to provide their contact information on the consent form to plan for the member checking process. This allowed me to potentially uncover any discrepancies within the data and

encouraged me to gain a deeper understanding of the phenomenon. I emailed their initial analysis and asked if they would like to discuss the analysis. All the participants responded, and none reported misinterpretations. This reinforced to me that I was capturing both the phenomena and the participants' experiences correctly.

Data Analysis Results

After receiving IRB approval (Walden IRB approval no. 04-22-15-0019444), I made initial contact by sending 152 letters to the recent graduates of the teacher preparation program in elementary education through the United States Postal Service. Participants responded to the letter of invitation via email using my personal email address. This study required 10 participants: eight recent graduates and two supervising professors. Choosing only 10 participants allowed me to develop an in-depth inquiry with each participant while also gaining a comprehensive perspective on their experiences. As each potential participant responded via email, I evaluated their eligibility credentials. The credentials required for participation were a state teaching certificate and a notification of appointment to a full-time teaching position. After eligibility was validated, each individual interview was scheduled. Each participant received a letter of consent via email to review and sign to bring to the interview. I used a research journal to record descriptive notes, notes about the interview questions and possible interpretations, field notes, and discussion. As I collected the data I simultaneously sorted and organized the data for relevancy. All transcripts, recordings, electronic data, and documents relevant to the study were stored in my personal safe.

New teachers are leaving the profession at an alarming rate (Fontaine et al., 2012). Teacher attrition rates are particularly high in the area where this study is located (United Federation of Teachers Research Department, 2012). Teacher attrition is both a national and local problem. This study sought to ascertain the adequacy of the teacher preparation program at the focus local university. Therefore, this study was founded upon three research questions that sought to identify the possible gaps in the focus teacher preparation program that could attribute to teacher attrition.

Data were sorted under categories derived from the Teacher Education Accreditation Council (TEAC) accreditation standards, which provides the conceptual framework for this study. Data collected from the interviews from both recent graduates and supervisor professors were sorted under the following TEAC categories: subject matter knowledge, pedagogical knowledge, caring and effective teaching skill, learning how to learn, multicultural perspectives and accuracy, and use of technology. In addition to the TEAC categories, a category that emerged during the study was networking opportunities between fellow peers and administration.

Findings

Research Question 1

The first research question focused on the new teachers' perceptions regarding their readiness to enter the teaching profession based on the focus teacher preparation program. During the interview, the teachers were asked to reflect on the teacher preparation they received while they were enrolled in the graduate program. Overall, the beginning teachers felt satisfied with the preparation received from the program. Each

teacher described the experience as positive. Several new teachers commented on the impact of the classroom-based modeling demonstrated by the professors within the program. New teachers described the professors teaching style as student-centered, culturally responsive, and engaging. The teachers credited the relevant style shared by university professors as providing exceptional preparation in handling classroom management issues. Almost all new teachers related appreciation for the real-life experiences shared by their professors. In addition, the new teachers described the benefit of the modeling by cooperating teachers during fieldwork. With help of various school principals, the university placed new teachers with highly qualified, master teachers for the fieldwork experience.

Modeling. Preservice teachers are given opportunities to observe professors and cooperating teachers modeling various teaching methods. The new teachers reported the opportunity to observe professors and cooperating teachers provided valuable insight in creating positive classroom environments. The research notebook includes several observations from the interviews, including, "Almost all of the teachers commented that the professors in the program were excellent role models." Also included in the book were some notes made during the interview with the supervising professors which reiterated their thoughts on acting as role models. One such note reads, "We often talk about it at faculty meetings, we are trying to create a classroom-based experience by modeling for the preservice teachers how to engage and manage a class." A second observation of note by a supervising professor was, "It is very important to show young teachers how to establish relationships with their students…the best way to do that is by

modeling." The teacher participants in this study revealed that modeling was an integral part of their learning. A teacher (Participant 7) recounted her experiences with modeling by professors as crucial to the development of her teaching style by saying, "By believing in me, my professors at the college showed me that not only could I do it, but they modeled for me how I can show my students that I believe they can do it." This kind of experience was valued by all the teachers interviewed. They could transfer what they learned through observation into their own teacher practice. A supervising professor (Participant 2) commented about the importance of creating a safe and nurturing environment for all students, saying:

"We emphasize the importance of this, and the best way to do it is by using classroom-based community building strategies within the weekly course work, and then we expect to see them implemented by the teacher candidates during fieldwork."

Fieldwork. Participating teachers revealed that observation and experiences gained through the opportunity to participate in preservice fieldwork were valuable. In describing the student teaching fieldwork experience, Participant 4 stated:

"We actually got observed by our professors three times, during student teaching, actually four times. So, they expect us to do lesson plans and teach them and see how we do…if our lesson plan will be effective or not effective."

Every new teacher interviewed considered field work to be a very positive aspect of the preparation program. One teacher (Participant 5) remarked, "Some of the teacher preparation program prepared me for real life experiences in the classroom, but the field experience was way more helpful than the book knowledge." Several new teachers

reported that their relationships with the supervising professors were positive, supportive and comfortable. Two participants felt that the supervising professors could be more available,and provide more feedback. Participant 6 believed that there could be an even better preservice experience for teachers:

> Instead of like student teaching, if they actually give us internship where I am dealing with the actual classroom... I am having my mentor, helping me to plan lessons and showing me the strategies but I'm actually implementing them practically every day. That would be more helpful. Because as a student teacher, if I look back in my student teacher program, what I did... I did a lot of paper work and then I just observed. There was not enough practical application of strategies.

In commenting about the importance of being non-judgmental during initial observations, one supervising professor (Participant 2) added, "The goal by the end of the semester is for them to be doing many more things right than wrong, we are looking for growth, and we support their growth in a positive way."

Pedagogy. New teachers revealed some discrepancy in their understanding of pedagogical skills based on the preparation received in the program. Several participants reported high levels of confidence in the teaching strategies they learned in preparation, through course work, and observation experiences. For example, one teacher replicated a literacy strategy that she learned while taking a methods class into her practice. One teacher (Participant 6) felt things came together after she was teaching in her own classroom,

> From my perspective, yes, I learned strategies, especially in my special education classes with my peers, with my professors, I feel that the strategies they spoke about, during that period of time in class, I would say they were not making sense to me. But when I came in to my actual classroom, now I think about those strategies and discussions, then they make more sense to me.

Alternately, some of the participants regretted not having more opportunities to learn and practice specific teaching strategies in methods courses. Participant 2 reported they wished there would have been more class time devoted to developing effective strategies for teaching certain content by stating, "I wish that we were able to work on better ways to teach in the math class, the professor spent a lot of time testing us on our math content knowledge, but not really showing us how to teach mathematical concepts to kids." Participant B (a supervising professor) reported that in their experience the preservice teachers did not have adequate content knowledge to teach it. The professor said, "It's very tough, the students don't understand the content deeply enough in order to break it down into teachable segments, sometimes they are writing lesson plans for content they do not know." Students who were shown specific strategies or programs reported higher confidence in pedagogical areas. Participant 3 commented on the use of assessments and the strategies he learned in the program, "The assessment tools that I was taught from college definitely helped me. I actually use those assessment tools and guidelines in my classroom now. It definitely helps me to assess where the kids are, it gives you snapshot of their current level of academic performance and that definitely did help me. I felt prepared for that."

Research Question 2

The second research question sought to identify the major strengths and weaknesses in the teacher preparation program. The teacher participants in the study were interviewed and asked to describe their experiences during their first year of teaching. More specifically, the teachers were asked to identify the strengths and weaknesses in their practice based on the preparation they received in the graduate program. The teachers revealed that certain strengths and weaknesses were due to perceived gaps in their preparation. Several participants wondered if a follow up course would be helpful. Participant 2 stated, "I would like to attend a class for new teachers, so I can talk about some of the realities of what is happening in my school." Another comment from Participant 4 was, "I feel like now would be the time to get the kind of support and modeling we had in the graduate class, so I can relate to it with my own personal experiences as a teacher." Areas of strength included: reflection and classroom management. Areas of weakness included: time management, scheduling, and technology. Content and planning revealed more complex responses and were reported as strengths and weaknesses by the participants.

Content. The new teachers interviewed had strong feelings about content areas. Participant 6 stated, "We do use different language, but content is similar. For ELA, I think it's very interesting and exciting because to me it's new areas in ELA that I'm touching upon." All the other new teachers interviewed reported a high level of competence in teaching English Language Arts. They believed that the program strongly focused on the teaching of literacy skills. "I always did a lot of research papers and

projects on ELA-based instruction. It was not so much focused in on mathematics in my opinion" (Participant 3). One teacher (Participant 6) talked about a specific strategy they learned. "I use a lot of scaffolded reading, a method I learned during the literacy course I took." An identified weakness in the content areas was mathematics. A supervising professor reported that, "One of the basic problems I saw was that some of the teacher candidates had very poor instructional skills in math." This was also the identified weakness of six of the eight teachers interviewed. One teacher revealed (Participant 5), "I wish I had more support in teaching the math content."

Planning. New teachers reported adequate preservice experience in planning lessons and units. They also felt that the school district provided in-service training in this area that was particularly helpful. One example of this was revealed in the interview with a teacher (Participant 8), "I modified a template that I received from the college and created a template that makes it so easy to write lesson plans, I just have to write in the content and check off boxes. I put my questions right in my PowerPoint." Participant 3 described his method for planning, "I use teacher's guides as a baseline and then from there, I use my assessments of the students' current level performance for that unit or lesson and then base my lesson upon that. That is how I do it and then if I have any questions, I usually go to one of my colleagues." However, the teachers reported that they were overwhelmed by the amount of time planning consumes, and in fact often felt like there was not enough time in the day. Participant 3 revealed this in the interview, "I used that when I was forming lesson plans in college. I do not use that every day. I have a plan book that includes grouping of students, but to write out a UDL lesson plan for

every plan would be crazy." Another new teacher who was interviewed (Participant 1) had this response,

> For example, when I plan my lesson and I'm thinking today this lesson we will get done with this and tomorrow when I break down my unit plan in to a certain time frame and I'm thinking I will be done in two weeks with this particular unit but when I'm working with my students maybe their pace is too slow or maybe my pace is too fast so I have to accommodate myself with their pace and then I feel like now I have to slow down because I'm pushing them too hard.

Another teacher (Participant 4) reported a similar experience,

> Sometimes, I feel that they are taking too long, (Student's name) goes back and forth in texts sometimes in order to pull out the details. One of my other students, they will go just once, and he will be done. So, I have to reflect on their needs, and plan according to their needs. This is my job, so I have to be patient about it.

Time Management. Time management was an area of concern for almost all the teachers interviewed. It became clear that managing time presented a challenge to the new teachers. Most of the teachers reported that they take work home with them. Participant 3 stated, "I used to carry one bag home, now on some days I carry three bags filled with work. I stay up late almost every night just trying to catch up." Each school environment seemed to present its own challenges for the teachers in terms of managing time. Specific requirements for minutes of instruction and pacing created some confusion among the new teachers. "There aren't enough hours in the day to cover all of the things we are expected to cover, and then have time to complete all of the paperwork

they demand," reported Participant 5. Almost all of them described feeling stressed about this. Participant 5 also commented, "There was no discussion in any of our college classes about the amount of or the way to handle all this paperwork, I wish we could follow up on that." The teachers feel that they were not prepared for the pressure this placed on them.

Scheduling. Along with time management, the preparation of the new teachers regarding scheduling responsibilities was an area of concern. New teachers reported several scheduling issues that they felt unprepared to handle. In general, classroom teachers were daunted by the scheduling around pull-out programs. Participant 7 reported that, "There is only one day in the week when I have the whole class in front of me for the entire morning, and that is when we do the most critical subjects. Every other day, four or five students are pulled out at the same time for related services or academic intervention…it's very hard." Most felt that the providers did not consider the classroom schedule or teacher periods when creating the pull-out schedule for related services or intensive instruction. Several teachers also felt that the school's schedule created some obstacles for them. Participant 7 reported that his class eats lunch at 10:20 every day, stating, "That makes the morning very short, and the morning is when my students are at their best." The teachers reported that they felt overwhelmed by trying to complete lessons with all students.

Reflection. The new teachers had a good understanding of the use of reflection in their teaching practice. During the preparation program, student teachers were consistently asked to reflect on readings, videos, observations, and experiences

(Participant B). Part of their training includes videotaping themselves in a teaching situation and writing a reflection after reviewing it. One teacher (Participant 4) shared her experiences,

> So many. Which is... for me which is something I would say, I walk away from my classroom everyday with something in my head, in my heart, it's like I come prepared, I think oh I got this lesson plan. It's well-typed... teach them everything good. I have print-outs, I have photocopies, I have all my materials, my lesson is good, I'm well prepared. But all of the sudden, when I talk in the middle of lesson, I'm realizing that this is not working with my students. This is beyond... maybe this is going above their head or maybe this is. So, I feel like I am prepared but I also keep thinking about my experience and I'm like, you know what I think this is not working well with my kid. I have to rephrase myself. I have to redo my whole lesson.

Most responded that they reflect daily, both alone after the school day and with colleagues during the school day. One teacher (Participant 2) revealed how reflection after each lesson helps her adjust for the next one, "I know where I messed up and I know what I need to change. That's what makes me crazy when I know where I messed up that just makes me mad." Participant 6 revealed how she feels when she reflects about her experiences each day,

> Everything is new to me. Every day is new, but for me every day is new with new challenge. I'm learning about my students' personalities. I'm learning about my colleagues. I'm learning about the new materials. I'm encountering new

scenarios every day. New conflicts every day and I would say new hopes every day.

The new teachers also talked about the use of reflection as learned in the preparation program,

> It definitely showed me that you constantly are self-evaluating your instruction, you are evaluating the kids what they absorbed. You are always assessing and making sure that they understand because you have to adjust your instruction and making sure it is effective. So, with that said, I definitely see my weak points and moving forward for the next instruction or here I definitely will make those adjustments so that it is more effective (Participant 3).

Classroom Management. Managing the classroom and students' behaviors was a reported strength for all the participating new teachers. Participant 3 shared her feelings, "I get along with my kids, I try to listen to them and understand them, I feel confident that I can manage the class." They expressed a high level of comfort and confidence in dealing with students' social and behavior issues. Many related their high level of confidence directly to program course work, and experiences. The new teachers reported that during coursework, they participated in discussions to analyze video representations of students' behaviors and role playing of some challenging classroom management scenarios. Participant 1 stated, "Professor X's class was the best…he gave us good strategies to use on changing inappropriate behavior and we practiced them in class."

Technology. New teachers reported varying levels of satisfactory preparation in the use of technology, specifically, classroom technology. Most of the teachers reported that they learned about the use of assistive technology to meet the needs of students. Participant 3 gave an example of his use of technology,

> With their writing. I find that a lot of them have auditory processing difficulties. So, what they like to do is they like to speak out loud. And I have them speak in to their recorder and tell their thought and then I have to play it back, and then they write it on the piece of paper verbatim. So, it also helps them with editing. So it's very good for them. I was happy with that.

On the other hand, the teachers all felt that the college preparation lacked sufficient exposure to classroom instructional technology. Participant 4 described feeling overwhelmed trying to set up a lesson on the classroom smart board. Another teacher (Participant 5) shared that the school distributed iPads for shared classroom use, but they were unsure how to best utilize the iPads during instruction. While all participants believed they had some technology skills, many felt they were self-taught.

Research Question 3

The final research question asked the beginning teachers to reflect upon their ability to apply the knowledge they have acquired at the teacher preparation program to meet the unique sociocultural challenges they may have faced. The beginning teachers discussed the complex nature of the sociocultural aspects involved in the teaching profession. Responses revealed an awareness that included the importance of understanding diversity, collaboration, networking, and using resources. The beginning

teachers credited the support they received throughout the preparation program as a model of compassionate teaching and strived to duplicate these qualities in their own practice. Participant 2 shared a story about how the college professor modeled compassion and empathy for his students, "It was a really tough time for me. My mother was going through chemo, and I was worried about keeping up in the class. Professor (X) gave me extra time to complete my papers, and even called me to check on me when I missed a class. I feel like this is the kind of teacher I want to be for my students." This led to a high level of confidence amongst the beginning teachers in their ability to support their students emotionally.

Positive Reinforcement. \

The new teachers interviewed shared a similar feeling of strength regarding positive reinforcement for student progress in all areas. The teachers had a clear understanding of the impact of positive approaches to working with their students. Participant 3 shared his perspective,

> Learning and understand they need to just try their best always. That is all I ask and expect of them every day and if something is too challenging or difficult, we will take a break and we will go back to it. Sometimes, you just need a break to walk away from it, relax, cool and after then come back to it just as an adult would need to do that at times when they are frustrated.

Participant 6 also had a strong opinion about positive reinforcement,

> The reward is frequent because the reward that you are providing to your student is in a form of acceptance, positive feedback, love, risk free environment, and all

> those things are constantly rewarding the kids. That's what they need, that's what you are giving them. They don't need a sticker, or prize, or a candy, they need that constant reinforcement that they are accepted and that they are successful and that they are good enough and I'm going back to what you said too about expectations, I think your expectations are very high. They're reasonable expectations, they are not unachievable expectations, so the kids have trust that you're setting expectations for them that they can meet.

Passion.

The beginning teachers demonstrated their passion for their profession with enthusiasm during the interviews, Participant 3 stated,

> I am definitely passionate which I think is the most important thing as a teacher and being understanding of the students and that if they do not get it necessarily it does not… you cannot get frustrated it is because they have a learning disability and you have to… that means you need to work better. That means you are not doing your job good enough. It is not their fault.

Teachers felt they were well prepared for the nurturing and care giving side of teaching. They empathized with their students, showed interest in their student's lives and the student's individual needs. One of the teachers (Participant 5) reported that this was something she felt she learned in the preparation program, "I learned how to manage student's emotional needs. Getting down to the kids' level and bringing them in." Participant 3 also revealed the enthusiasm he has about learning from each experience, "I have like a notebook like I would jot down post-its in the middle of my lessons and I

would put it into my teacher's guide so that for next year, I remember certain key details that I need to include that I may overlook."

Sociocultural Awareness.

The new teachers spoke passionately about how the college experience helped them transition into the field in terms of cultural awareness. One of the teachers (Participant 2) credited the program and the instructors with teaching her' "How to get along with people, how to not take things personal, not to beat up on myself." Another teacher (Participant 8) reported, "The college is so diverse, and we worked alongside people from all over the world, and that experience can't be more important when it comes to teaching all kinds of kids." Participant 6 shared her response about how she demonstrates this kind of awareness in her classroom,

> I think... the way I communicate with my students and the level of trust and expectations, I think that is something my students, they tell me they like about me in this classroom, because they can share. I give them confidence that there's nothing right or wrong. Especially when you are learning something. Then when you grasp the concept, then you start differentiating in your head, "I got this concept. How did I get it and how can I improve it?

In a diverse community like this urban setting, teachers must be prepared to meet the needs of students from all cultural and socioeconomic backgrounds. Supervising professor (Participant B) reported that this kind of awareness is emphasized in all courses,

> Teachers need to consider very seriously is where is a particular child coming from, what is their frame of knowledge, what are the cultural constraints...we talked about social, economic and religious differences and how we have to adapt our strategies to the different cultural styles.

Parent Involvement.

A common concern among all the new teachers was the expectation for parents' involvement in their child's education. According to Wischnowski and Cianca (2012), new teachers often consider working with parents to be their biggest challenge. Participant 1 stated, "I want the parents to know that I am on their side, I want the kids to learn, but sometimes I need their help." The teachers are required to document all attempts to contact or include parents in their child's schooling. Many of the teachers feel overwhelmed by this. "I have so much to do, sometimes I don't have time to do the parent outreach, I make appointments, but they don't come in, I'm always trying to follow up," Participant 4 reported. The teachers hoped that parents would be supportive of their efforts and be active partners in education. Almost all the teachers said that they did not believe that the courses they took gave good strategies for involving parents.

Differentiation. Children are all different, and with these differences arises a need for differentiating approaches to teaching and learning. One professor (Participant A) talked about how the training includes attention to special needs learners and the anticipated outcome of that approach, "Emphasize the teaching of children with special needs. If teachers are trained to identify and respond to special needs, then any difference in a child a teacher would be prepared to respond to it." The teachers who were

interviewed understood the expectation to differentiate for the needs of their students. One new teacher (Participant 2) reported, "I am most confident about my ability to differentiate when I see a student who is not getting it, and I have to go from there."

Networking. Another area that teachers felt was most important and was lacking in their transition from the teacher preparation program to the classroom was the ability to network. Participant1 stated, "It would be great if I could talk to other new teachers who might be going through some of the things I am. The teachers on my grade all have a lot of experience and sometimes I feel intimidated." The ability to network would provide beginning teachers opportunities to speak to other beginning teachers and teachers that have been in their shoes.

Rogers and Babinski (1999) stated that, "Establishing regularly scheduled times when new teachers can talk and listen to one another not only helps them cope with the problems they encounter during their first year, but also gives them a chance to grow and learn professionally" (p. 38). The chance to reflect on their own practice with others would provide beginning teachers to evaluate their pedagogical skills.

Mentor Support. The new teachers who participated in this study were all assigned mentors by their school and/or school district. In this state it is required by regulation that all first-year teachers receive one full year of mentoring during their induction period. All the teachers spoke favorably of their mentors. Several expressed strong appreciations for the support, both professionally and emotionally that they received from their mentors. Others reported that there was a lack of sufficient time for the mentor to address some of their concerns during this transitional time. One college supervising

professor (Participant A) expressed his opinion that the college should be able to support the new teachers from the program by providing mentors during this critical time in a new teacher's development.

Administrative Support. The new teachers all expressed a comfortability level in approaching their immediate supervisors. Several of the new teachers expressed some frustration that they weren't getting the level of support and guidance they expected as new teachers. For example, Participant 2 stated, "I wish my principal would just come in informally and give me some feedback about what I am doing…I would love that." They believed that upon entering the profession in a new position that the principal or designee would be more readily available to provide crucial guidance regarding all aspects of teaching, but especially planning and instruction, and feedback about performance.

Collaboration. The teachers reported that they were comfortable collaborating with colleagues in teacher teams and planning groups. For example, Participant 3 stated, "I'm always collaborating with all my colleagues because in order to do this job effectively you have to collaborate with the related service providers, and you have to collaborate with your administration. You have to collaborate with your colleagues on your grade and other colleagues throughout the building and in different levels of command. Like it's kind of like a food chain."

A professor (Participant B) indicated that the preparation program is designed to facilitate this desired professional behavior in new teachers. She stated, "Many of the class activities are done in groups, so we are already using a collaborative method, where the

students were learning from each other." This was evident in the comments made by Participant 6 during the interview,

> Yes. Especially when we were having like a group discussion in classes, especially masters and graduate classes, they give you more opportunity to talk to your peers. And they share their experience and you hear their experience but kind of not digesting it... kind of not making... picturing yourself in their place. But when I came to my actual classroom then I'm like, Okay, this is what they were talking about. Okay, this is what's going on.

Resources. The transition from preservice to in-service was challenging for all the teachers interviewed. They felt that the preparation program could not adequately prepare them for the specific building-based issues they were facing as new teachers. One (Participant 2) revealed, "My biggest challenge was getting to know the school and getting to know the routine." Many spoke of the need for more post-graduation support with more specific feedback and opportunity for learning and growth. Participant 6 listed some of the resources she uses in her practice, "Specialist, of course, Coach they help with the math and other subjects. I do research independently... just use Google, use different books, journals and educational... my books which I used for my Masters. Sometimes I go back and find the links on those books and they're also very helpful." In particular, one teacher (Participant 5) expressed her need for continued support from trusted professors, "I needed more guidance, more constructive criticism, more how to's, instead of, oh wow you're doing a great job."

Isolation. Teachers often feel isolated and are unsure of where to turn with their questions and concerns. The ability to collaborate with other teachers is considered very valuable to beginning teachers, however this opportunity is not always available to beginning teachers (Clandinin et al., 2012). Both beginning teachers and supervisors spoke about the importance of networking with others to prevent feelings of isolation. Participant 6 revealed this point in the interview,

> Sometimes because actually we are alone, everybody loves their own students, everybody is so much in to their students, so everybody talks about their own students. My students have their own needs in different way. Teachers of all classes, even a top class, must be thinking about different perspectives when they are thinking about the students. So, we share information, definitely. We collaborate but when we come to our back to our own world then we practice it in according to where we are, who our students are.

Findings in Relation to the Literature/Conceptual Framework

After collecting the interview data for each research question, I reduced the data to summaries and codes, such as classroom management, time management and technology. The summarized areas of discussion were analyzed with respect to the conceptual framework. The codes were assigned to the general themes established by the standards and the cross-cutting themes established by TEAC: (a) subject matter knowledge; (b) pedagogical knowledge; (c) caring and effective teaching skill; (d) learning how to learn; (e); multicultural perspectives and accuracy; and (f) technology (See Table 1).

Table 1
Major Themes and Codes

Themes	Codes representing strengths	Codes representing weaknesses
Subject Matter Knowledge	English Language Arts Literacy	Mathematics
Pedagogical Knowledge	Strategies for teaching literacy Differentiating Instruction Assessment Lesson Planning	Strategies for teaching math
Caring and Effective Teaching Skills	Modeling Teacher-student relationships Classroom Management Positive Reinforcement Passion for Teaching	Time Management
Learning How to Learn	Reflection Mentoring/Induction Collaboration	Establishing peer networks Stress Management
Multicultural Perspectives and Accuracy	Empathy	Parent Involvement
Technology	Assistive Technology	Instructional Technology

The participants in this study revealed several areas of new teachers perceived strengths that were experienced after transitioning from the preservice program to the classroom for the first time. The new teachers expressed confidence in teaching literacy. They credited the graduate program with extensive preparation experience in teaching reading. The professors reported that there are three courses focused on literacy instruction in the program, and one added that the observed lessons during fieldwork are almost always required to be in literacy. Researchers supported a position that novice teachers rely on positive preservice experiences to effectively adapt literacy instruction to meet the needs of their students (Scales et al., 2018). The teachers conveyed confidence

in differentiating instruction and lesson planning for their classes, even for students with disabilities. Interview responses centered around the Caring and Effective Teaching Skills standard revealed that the new teachers were very comfortable with classroom management and reported high levels of self-efficacy in establishing relationships with their students. Teachers praised the professors for creating caring and open classroom environments as a model. Again, the professors reinforced this by sharing the philosophy of the department as it related this standard. Lifelong learning is an important aspect of teacher development. According to Vumilia and Semali (2016), mentoring and collaboration with experienced teachers provides an opportunity for reciprocal relationships that encourage personal and professional growth. Reflective inquiry is a desirable process to sustain teacher development (Branscombe & Schneider, 2018). The teachers in this study shared positive perceptions of the mentoring and collaboration they experienced in their schools. They reported feeling comfortable approaching some colleagues and administrators for support and advice. They expressed their understanding of reflection and discussed where and how they reflect.

The interview responses led to the identification of several expressed areas of needs. The new teachers and their professors expressed concern about the program's ability to prepare the elementary school teachers to teach math. The teachers expressed confusion about students' mathematical problem solving and about understanding what their students know. Researchers showed that there is a negativity towards math and the teaching of math (Novak & Tassell, 2017). In a 2017 study, Looney, Perry and Steck stated that, "working with teachers to help them learn how to effectively teach math to

young children could help increase positivity and help them feel more efficacious about the subject" (p.29). Another area of need for the new teachers was time management. Overall, the teachers felt unprepared to cope with the challenging demands on their time and related some frustration in not having adequate preparation in this area. This, coupled with some of the other perceptions of low efficacy in certain areas, led to an increase in the stress they were experiencing. The concern for the occupational well-being of novice teachers is evident in the literature (Aldrup, Klusmann, & Ludtke, 2017). The transition from preservice to practice is notoriously stressful (Clement, 2017; von der Embse et al., 2016).

According to Aldrup et al. (2017), training teachers to increase their competence could help facilitate stress prevention. The teachers revealed concerns about the lack of preparation at the college level in the use of classroom technology. The supervising professors concurred, reporting a lack of available technology in the college program to use for demonstrations. The teachers reported adequate exposure to assistive technology in the special education field but believed that the expectation for teachers to integrate the use of classroom instructional technology was not included in preservice training. All the teachers interviewed expressed an interest in continued professional development or training. Several of them voiced a desire to network with other new teachers to share concerns and experiences. They believed that peer groups would be beneficial in coping with the challenges of their new positions. Finally, the teachers reported being unsure of how to handle the district's requirement of parent involvement. Evans (2013), stated that

teachers consistently report that one of the greatest challenges they face when entering the classroom is the establishment of relationships with families and communities.

Conclusion

Section 2 described the qualitative case study. Teacher attrition has had damaging effects on both teachers and school districts (Sass et al., 2012; Schaefer et al., 2012). At a local level, between the years of 2007 and 2012 over 14,000 teachers resigned (United Federation of Teachers Research Department, 2012). Nationally, across the United States, it is estimated that nearly half of new teachers leave the profession within their first three years of teaching (Fontaine et al., 2012). The findings of this study could help the focus university have a better understanding of what their teacher candidates need in terms of support. This study could influence the university to make appropriate changes to the curriculum and/or the teacher preparation program to better suit the needs of their students. Several participants revealed a desire for additional training. They felt that prior to being placed in their first teaching positions, they did not have an idea of the realities of classroom teaching. The teachers reported that they would like to have time together with fellow graduates, who are in the same situation to network and find support. The teachers and supervising professors agreed that participating in further professional training or development would benefit the new teachers.

Section 3: The Project

This case study was designed to investigate how beginning teachers and their professors perceived their preparedness for their first teaching positions. Data were collected using semistructured interviews of eight first-year teachers who graduated from a teacher preparation program and two supervising professors in the program. The new teachers and supervising college professors interviewed for this study revealed their perceptions about the preparedness of teacher graduates from this college program as they began their teaching careers. The recent graduates were reflective in their responses as they shared their feelings about their experiences as first-year teachers. All of the new teachers expressed confidence in their abilities to handle their students' needs emotionally and behaviorally. They attributed this to quality in the preparation they had in the graduate program, which they believed gave an emphasis to supportive and nurturing environments. Alternately, teachers reported concerns about other aspects of teaching and school life. They felt that the college program did not include adequate preparation for promoting parent involvement, using classroom technology, and managing time. Several felt that they needed more pedagogical training in mathematics instruction. The new teachers also reported feeling high levels of stress. Supervising professors who were interviewed corroborated reports from the new teachers by sharing their experiences and perceptions.

Using a qualitative approach, face-to-face interviews were conducted with 10 participants. The collected data were analyzed to determine the appropriate project to

address the needs of the beginning teachers. Several project options were considered, including a program evaluation and curriculum writing. These options were rejected because the main goal of this project study was to address the needs of first-year teachers, based on their perceived gaps in preparation. The new teachers needed the information in their current placements. A program evaluation or curriculum writing would impact future preservice teachers, but would not be appropriate for this group. After analyzing the data, the most appropriate option for this study was to develop a professional development project for new teachers (Appendix A).

The new teachers revealed in their interviews that they would be receptive to this kind of support and the opportunity to network with other new teachers. The resulting project is a 3-day professional development workshop for beginning teachers. The planned workshop will address the topics identified as areas of need. This new teacher workshop is to be presented over 3 nonconsecutive days and attended by first-year teachers. The agenda was derived from the identified needs of the novice teachers and the perceived gaps in the preservice training.

In this section is a discussion of the project, including the rationale, the goals, a description, and the evaluation plan. Also, in this section is a literature review supporting the decision to address the teachers' concerns by designing this project.

Project Goals

According to the goal theory set forth by Locke and Latham (1990), people set goals to establish a definition of objectives people seeks to attain. Goals are important performance outcomes that can be used for the evaluation of effectiveness (Camp, 2017).

In this case, the goals of the project were determined by collecting and analyzing the data for this study.

The goals for this project are (a) to supplement the school district's new teacher induction program to strengthen the retention rates of first-year teachers, (b) to support new teachers by addressing their concerns as they transition into the teaching profession, and (c) to provide new teachers with additional training to ensure that they can meet the needs of their students. Assessing the retention rates for first-year teachers who participate in this professional development program once each year for 3 consecutive years would measure achievement towards this goal. This research-based recommendation will also be shared with the college to provide the opportunity for the graduate school's faculty to reevaluate course curriculum and content based on the graduates' feedback.

Rationale

The participants in this study reported that there were no local opportunities for in-service professional development exclusively for beginning teachers. Although each first-year teacher was assigned a mentor from the district, there was no gathering of new teachers to share common experiences or have their questions about establishing a new practice addressed. The transition from preservice to in-service is not often smooth (Clooney & Cunnigham, 2017), and supporting teachers who are new to the profession is complex (Smith, 2012). According to Bastian and Marks (2017), novice teachers have a capacity for on-the-job development (p. 360). Teacher educators agree that to strengthen skills, newer teachers can learn effectively from activities in professional development

experiences (White, 2013). This project was designed after collecting the data and analyzing them to determine the areas of need that informed the agenda.

Lifelong learning by teachers has been recognized as a key aspect of school improvement (Ben-Peretz, Gottlieb, & Gideon, 2018). Training workshops are the medium to help teachers gain skill and confidence (Horng, 2007). The development of a new teacher workshop informed by the data collected in this study was deemed to be the best choice for addressing these issues. Effort should be made to address new teachers' needs and support their professional development (Zembytska, 2016). Teachers, rather than be left alone in isolation, must have a means for developing professional knowledge and the opportunity to learn about teaching (Stigler & Hiebert, 2009). In a workshop, teachers learn together and help each other, share with each other, and facilitate each other's learning to achieve a shared goal (Hobri & Hossain, 2108). According to Bandura (1986), human behavior is learned observationally through modeling. By observing others, a person forms an idea of how behaviors are performed and uses this as a guide (Bandura, 1986). This genre of project meets the needs of new teachers, serving both as a model and a resource. According to Bowe and Gore (2017), there has been a "corrective swing toward collaborative modes of professional development based on their capacity to provide social and cultural support for teachers" (p. 353). Participating in professional development could help support the new teachers as they form their new identities as educators (Bills, Giles, & Rogers 2016). Effective professional development has an impact on teachers' classroom practices (Shakman et al., 2016). This kind of intervention has a positive effect on the quality of teachers in terms of their pedagogical

knowledge and skill (Gaikhorst, Beishuizen, Zijlstra, & Volman, 2017). According to Shih-Hsiung, Hsien-Chang, and Yu-Ting (2015), "when provided with professional development that is specific to their needs, teachers benefitted by seeking practical applications of the new information" (p. 166). Professional learning must be authentic; teachers must be able to apply it to their current situation (Kelchtermans, Smith, & Vanderlinde, 2018). Adult learners are motivated toward learning that helps them solve identified problems (Knowles, Holton, & Swanson, 2005). Educators who are committed to working and learning collaboratively achieve better results for the students they teach (DuFour, DuFour, & Eaker, 2005). This project is timely and meaningful for these teachers because it addresses problems in their current placements, is authentic, and provides an opportunity for collaboration and networking to solve identified problems.

Review of the Literature

Analysis of Research

In the data collected for this project study, I found that the beginning teachers perceived several gaps in their preparation in the college program, and they expressed need for additional training. Consequently, this literature review was conducted to inform the design and content of a professional development workshop for new teachers. Topics for the professional development workshop were aligned with the codes that emerged from the data analysis to inform a project that is best suited to addressing the problem. The topics for this professional development workshop are mathematics instruction, promoting parent involvement, managing teacher time, managing teacher stress, and using classroom technology.

Teacher Quality

Education experts acknowledge that the single most important factor in determining student success in schools is the quality of teaching (Gore et al., 2017). The new teacher participants in this study are graduates of the master's degree program, and all of them stated a love for the profession and a desire to be the best they could be. Scholes, Lampert, Burnett, Hoff, and Ferguson (2017) stated, "In order to develop quality educators who will stay and continue to enhance the profession, they need to be equipped with more than good will" (p. 23). Two elements of effective teaching are content knowledge and quality of instruction (*Education Journal*, 2014**).** The "quality of teacher training has a strong and direct effect on the quality of teachers" (Eliahoo, 2017, p. 180). According to Scholes et al., teacher and teaching quality must be understood for teacher education programs to be designed in ways that are responsive to the realities of life in schools. A teacher's job satisfaction is related to the teacher's feelings of self-efficacy (Alessandro, Loredana, & Guido, 2017). Green et al. (2018) stated that "there is a known disparity between tertiary experiences and classroom realities that leave graduates feeling unprepared for the teaching profession" (p. 105). According to Helms-Lorenz, van de Grift, Canrinus, Maulana, and van Veen (2018),

Beginning teachers and schools have complained about the lack of alignment between the teacher education curriculum on the one hand and the teaching skills and knowledge needed in the schools and classrooms on the other hand causing transition shock, "painful beginnings" and "high novice attrition rates" (p. 8).

This study was conducted to determine beginning teachers' perceptions of readiness for their new roles. The teachers and their professors who participated in this study identified concerns about gaps in the preparation program at this school of education. In this project, I sought to address some of those gaps to improve the quality of teaching and teacher satisfaction.

Mathematics Instruction

Teachers reported some level of dissatisfaction with the program's content and methods courses in teaching mathematics. New teachers have difficulty integrating what they learned in preservice training and what they experience in school (Hine, 2015). Teachers require a math knowledge base to support students' achievement (Reid & Reid, 2017). The math methods course should expose students to mathematics curriculum and provide and familiarize them with various resources they may use in their practice. The teachers should also have opportunities to develop mathematical tasks and practice instructional strategies from typical math curriculums (Chiatula, 2015). Teachers of mathematics should have a conceptual understanding of the subject, but also be able to teach mathematics to their students (Stevens, Harris, Aguirre-Munoz, & Cobbs, 2009). Participants in this study believed that they had adequate math content knowledge, but were unsure how to understand their students' mathematical thinking and abilities. Several teachers voiced concern over their ability to teach math to their students. Teachers have difficulty in identifying the source of students' misconceptions of mathematical theories and concepts (Clooney & Cunningham, 2017). To effectively teach math, teachers must be able to analyze their students' thinking (Kaplan & Argun,

2018). The new teachers in this study felt underprepared to understand children's mathematical thinking and how to extend that thinking to solve problems. According to Yanisko (2016), "new teachers must learn to teach in ways that encourage students' perseverance in problem solving and participation in productive mathematical discussion" (p.154). Ozpinar, Gokce, and Yenmez (2017) concluded that it is necessary to bring required knowledge and skills to teachers to enhance students' mathematical learning. Killion (2015) concluded that students' math achievement is associated with teacher professional development. Teachers need support to "create an environment in which they and their students are encouraged to think and explore mathematics" (Althauser, 2018, p. 61).

In practice, however, simultaneously respecting students' thinking and meeting curricular goals is challenging. According to Jacobs, Martin, Ambrose, and Philipp (2014), exploration of children's thinking is critical to effective math instruction. It is important for teachers to analyze and understand students' thinking about mathematics (Prediger, 2010). Teachers must listen to their students as they attempt to solve problems and understand mathematical concepts. Jacobs et al. (2014) identified three common teacher moves to be aware of: (a). interrupting the child's strategy, (b). manipulating the tools themselves, and (c). asking closed questions. Jacobs et al. (2014) concluded, "when teachers took over children's thinking with these moves, it had the effect of transporting children to the answer without engaging them in the reasoning about mathematical ideas that is a major goal of problem solving" (p. 108).

Parent Involvement

The new teacher participants in this study identified parent involvement as an area of concern. Several admitted some confusion over what parent involvement means. Parent involvement, as defined by Lindberg (2014), is

A continuous and systematic approach involving such activities as providing knowledge and skills in needed matters in order to ensure and support both students' academic and personal development, the establishment of continuous and active communication with teachers and school administration, recruiting and organizing parents' help and support by volunteering in the activities carried out in one's school and classroom, and establishing collaborations involving not only schools and parents, but also social resources. (p. 1353)

Evans (2013) found that teachers reported that one of the most significant challenges they face when entering the profession is the establishment of relationships with families and communities. Beginning teachers may not be adequately prepared to communicate effectively with the parents (Taylor, Carthon, & Brown, 2014). According to Lindberg (2014), most teachers do not report having a separate course on parent involvement in their preservice training. Sharing and communicating with parents can be daunting for first-year teachers (Backes, Lamb, & Stier, 2014).

All teachers need to broaden their views of parent involvement and understand how critical it is to a student's success. Altering new teachers' perceptions of parent involvement could lead to better student outcomes (Keith & Wendy, 2017). Interventions designed to change teacher attitudes towards parents can change parent participation

patterns (Keith & Wendy, 2017). Rose and Stein (2014) explained that school administrations and policies can establish conditions that positively influence teachers to reach out to parents to become involved. When parents are involved in their children's education, positive things happen, including students' improved attitudes, attendance, motivation, and achievement (Lindberg, 2014). Epstein (2001) suggested that there are six types of parental involvement in education: Type 1–basic parenting, Type 2–communicating with school, Type 3–volunteering, Type 4–learning at home, Type 5–decision making, and Type 6–collaborating with community. Nathans and Revelle (2013) determined that "knowledge of all six types of involvement enables preservice teachers to possess the skills to engage diverse families across multiple situations" (p. 179). Miller, Lines, Sullivan, and Hermanutz (2013) stated that "educators need greater access to up-to-date resources on family, school, and community engagement practices and effective partnerships" (p. 158).

Time Management

A consistent issue voiced by the new teachers in this study was the inability to effectively manage time during the school day. Teachers' time is characteristically in high demand (Grissom, Loeb, & Mitani, 2015). According to Sahito and Vaisanen (2107), "time management is the process of determining needs, setting, of goals, prioritizing, and planning the tasks to achieve organizational goals" (p. 213). Time management is an essential element of classroom organization (Khan, Farooqi, Khalil, & Faisal (2016). Teachers' time awareness plays a role in the behavior and academic achievement of students (Jabagat, Jabagat, & Silor, 2013). The teachers in this study

identified time management as one of the leading gaps in their preparation experience. They perceived that no coursework prepared them for the pressure of time in and out of the classroom. The effectiveness of time is a factor for success in every area of life (Khan et al., 2016). Poor time management skills have been reported to be one of the main barriers to teachers' growth and motivation (Shukr, Qamar, & Ul Hassan, 2016). There are several time management skills or behaviors that are critical to managing time effectively (Green & Skinner, 2005): planning, prioritizing, and scheduling. According to Nelson (1995), "Teachers have never been under so much pressure to manage their time effectively" (p. 8). The rate and scope of changes in education policy and practice have led to so much extra work for teachers that they often complain that there are not enough hours in the day to do it all. Improving time management has been shown to reduce the stress experienced by teachers (Khodaveisi, Bahar, & Ahmadi, 2015). Sen and Yilmaz (2016) determined that teachers who manage their time effectively can make schedules, manage their planning, and make efficient use of their time to reach their goals.

Teacher Stress

Another code that emerged from the data collected in this study was the level of stress that new teachers experienced. Clement (2017) defined teacher stress as, "A negative affect resulting from working as a teacher", and made the following statement, "ask any teacher about their job, and while reporting that they love children or love their subject matter, they will report stressful issues" (p. 136). Teacher stressors have been identified in the research as "impossible expectations" (Hartney, 2008, p. 5). This is

especially true when situations and demands are thought of as exceeding a novice teacher's ability to cope (Toesch & Bauer, 2017). There is a relationship between physical health, mental health, and reduced teacher dedication and efficacy (Helms-Lorenz, van de Grift, Canrinus, Maulana, & van Veen, 2018). New teachers need to be instilled with coping mechanisms to manage the stress they are experiencing (Fitchett, McCarthy, Lambert, & Boyle, 2018). Job stress not only impacts teachers' wellbeing, but it is also associated with teacher effectiveness. Meichenbaum (1985) wrote that individuals could protect themselves from the effects of stress after being trained in the tactics of recognizing stress triggers and developing coping strategies. According to Chaaban and Du (2017), new teachers can learn coping strategies that can help them overcome the challenges they are facing and create a better environment

Classroom Technology

The teachers voiced concerns about the lack of preparation at the college level in the use of classroom technology. Most reported sufficient content about the special education field and assistive technology but believed that the expectation for teachers to integrate the use of technology tools for all students was overlooked. According to Babaei, Babaei, Ng, and Parisi (2015), gesture based technology has great potential for instructional uses. Vision based technologies offer easy interactions for their users. They have been used for educational purposes, especially for kids in schools. In a study done by Martin and Carr (2015), they reported that teachers have expressed interest in using technology in the classroom. Research shows that technopedagogical skills are the least practiced skills among preservice teachers (Goksun & Kurt, 2017). In the study

conducted by Martin and Carr (2015) it was determined that teachers are willing to be trained, and are seeking training to improve their use of technology in the classroom. Professional development on the use of instructional technology is a way for the teachers to see how the tools can improve teaching and learning for their students (Ruben, 2018).

Professional Development

Teacher preparation and expertise is generally recognized as the most important factor in education reform (Feriver, Teksoz, Olgemi & Reid, 2016). Professional development is one way of guiding the changes in their practice that new teachers are seeking (Prasad, 2015). Teacher professional development is an important phenomenon to sustain their development throughout their careers and professional lives (Yurtseven & Altun, 2018). According to Loughran (2014), "the heart of the notion of professional development is a concern for the learning about pedagogy and the alignment of teaching intents and learning outcomes" (p.271). New teachers are experiencing the intricacy of this kind of alignment every day. The data collected revealed that the teachers spent a lot of time planning every detail of their lessons, only to have the execution or success of that lesson not live up to their expectations. One participant voiced, "I take hours to write each lesson, and it's very hard because they don't always work out the way I expect them to…sometimes the kids just don't get it." Professional development helps teachers critically analyze their teaching practice (Golumbek & Johnson, 2017). Providing an opportunity to share these experiences and collaborate with peers and teacher educators will help new teachers develop a better understanding of how their intentions affect student outcomes. It is important for teachers to work together to take risks and solve

problems in a collaborative culture (McComb & Eather, 2017). Professional development done in groups where participants are strongly connected to each other by experiences or circumstances facilitates learning (Bigsby & Firestone, 2016). Educators must be aware of the value of their expertise and participate together in an approach that includes collaboration and growth to encourage their students to do the same (Feriver et al., 2016). According to Abu-Tineh & Sadiq (2018), "Teachers learning in a community setting to gain new professional knowledge and skills enhances student learning and professional practice" (p. 315).

Researchers showed that professional development that involves "colleagues mutually sharing and discussing educational practice is the best model" (Mohan et al., 2017, p.21). Professional development, at its core, is about teachers learning, about teachers learning how to learn, and how to transform the knowledge they acquired in preservice coursework into practice, for the benefit of students' growth (Loughran, 2014). The direct experience of learning can enable new teachers to become better teachers by allowing them to enter their students' experiences (Yoo & Carter, 2017, p. 40).

Professional development is also a medium for new teachers to improve their independent and self-directed learning nature (Horng, 2007). Being self-directed can help teachers engage in understanding their own learning needs, make plans for their learning process and evaluate their learning consequences, all while learning. Teachers should be involved in the development of the professional development agenda (Martin, Polly, Mraz, & Algazzine, 2018). Rowan, Townend, and Ewing (2016) contended that, "The multiple pressures negotiated by early career teachers can be exacerbated when they

are in environments that offer forms of professional development that are not sufficiently targeted, focused or responsive to the specific challenges that they are encountering" (p. 3). Professional development "aims to support teachers in improving their practice while also developing their efficacy, well-being, and professional engagement" (Gore et al., 2017, p. 101). According to Sandilos et al. (2018), high quality professional development can result in positive changes in instruction and improved outcomes for students. Professional development should involve active learning for beginning teachers (Allen & Penuel, 2015). Researchers have identified several key features of effective professional development. Training must be (a) based on the identified needs of the teachers, (b) emphasize that learning is a social process, (c) include opportunities for the participants to collaborate, (d) offer sustainability, (e) consider teachers as active learners, (f) increase teachers' pedagogical skills and content knowledge, (g) objective and caring, and (h) focus on student learning outcomes (Macias, 2017). To best support beginning teachers, professional development experiences should address their identified needs in a timely and meaningful way.

Project Description

The data collected from the interviews with recent graduates of the teacher education program, who are serving in their first teaching positions and two professors who supervise student teachers for the college, revealed perceived gaps in the preparation. The participants identified several key concerns. The teachers reported that they feel there was insufficient preparation in: (a) the use of classroom technology, (b) mathematics instruction, (c) parent involvement, (d) time management and (5) stress

management. The results of this study are generalizable, as it could be believed that most new teachers feel underprepared in some aspect of teaching. In a study conducted by Rowan et al. (2016), most new teachers reported that they felt unprepared to teach diverse students. Similarly, two-thirds of teachers surveyed by Eret-Orhan, Ok, and Capa (2018) believed that they were not adequately prepared in their teacher education programs.

Teacher professional development is regarded as an important factor in the improvement of the quality of practice for all teachers (Thurlings & den Brok, 2017). There is a need for PD throughout a teacher's career (Lopes & Cunha, 2013). Professional development for new teachers should focus on developing pedagogical knowledge and content knowledge in the subject areas. According to Lopes and Cunha (2013), "the best practices of PD have a strong component of teacher self-direction" (p.263). Ideally, teachers should work together with their peers in learning communities (Hamilton, 2013). Professional development is crucial to the beginning teacher for the acquisition of necessary knowledge and new skills (Yurtseven & Altun, 2018).

Existing Supports

Implementation of the project for the professional development of the new teachers would require the support of the college and the school district. The culture of the educational community is key to the success of professional development for early career teachers (Spencer, Harrop, Thomas, & Cain, 2018). The workshop would be considered a resource for the college and the school district as it is easy to replicate. A pleasant and comfortable facility or workspace would be needed. There are location options available for this kind of workshop in this community. Volunteer teacher

educators or professors would be needed to conduct the workshops. With the approval of the school district, teachers who choose to participate could be given Continuing Teacher Education hours, which are required to maintain certification in this state. This is considered an incentive for the teachers to participate.

Potential Barriers

There could be several potential barriers preventing the execution or the success of the project. The first could be finding a location to host the workshop that is convenient for the teachers. The school district is geographically large and some locations are more accessible than others. A second barrier could be the time required by the new teachers to participate. Since one of their concerns was the lack of time to get all their work done, expecting them to participate in workshops for 3 days might be a challenge. It could be best to schedule this workshop during a school break, or in the summer when the teachers are more relaxed and have more time. A third potential problem could be the availability of the workshop presenters. There could be scheduling conflicts that make it difficult to have presenters available on the same days. Additionally, at any point, the support for this project could change, and resources could be withdrawn.

Proposal for Implementation and Timetable

Once the location for the workshop has been determined, a check of the usage schedule will determine when the workshop will be conducted. Presenters will be contacted to create the daily schedule, based on their availability and preference. The workshop content and agenda will be presented to representatives from the college,

including stakeholders in the graduate program. The workshop agenda will also be presented to school district personnel, including the members of the office of new teacher induction. During these presentations, a discussion of the study findings and the rationale for this type of project will be shared. Professional development of this kind should be offered continuously for new teachers. The new teachers will be invited by email invitation with a requested reply. During and after participating in the workshop, the new teachers will be asked to complete evaluations to assess the usefulness and their satisfaction.

Roles and Responsibilities of Researcher and Others

In my role as the researcher it is my responsibility to be an objective reporter of the findings of the study to the college and the school district to inform these stakeholders of the perceived gaps, and garner support for the project. It will be the responsibility of the college faculty and department heads to accept the research findings of perceived gaps and improve the curriculum for coursework in the program to address these issues. It will also be the responsibility of volunteers from the college to prepare and present in the workshop. The school district will also have a responsibility to address the findings by supporting the new teacher workshop and providing any required resources. Workshop presenter volunteers will be responsible to prepare and present the workshop content.

Project Evaluation Plan

Evaluating professional development is imperative to gain a better understanding of the outcomes (Power, Cristol, Gimbert, Bartoletti, & Kilgore, 2016). This professional

development workshop project will be evaluated by stakeholders in several ways. Participants will be asked to complete a Plickers assessment at the end of each day to provide a formative assessment of the workshop's quality and usefulness. Guskey (2002) defines this type of evaluation as Level 1, which considers participant's reactions and initial satisfaction with the experience (Merchie, Tuytens, Devos, & Vanderlinde, 2018). This is done to ensure that the workshop sessions are relevant and authentic to the teachers' needs. It is also a safeguard to guarantee that the project is addressing goals it is intended to (Garet et al., 2001).

The PD team will review day one, two, and three evaluations after each daily session to inform any changes or modification to the workshop. After the three-day workshop, the new teachers will be asked to write a reflection about their learning experience at the workshop and how it will change their teaching practice. This type of evaluation is considered a Level 2 (Gusky, 2002) and will help the researcher determine if the goals of the project are realized. In addition, the workshop presenters will be asked to complete a survey about their experience with the project and have an opportunity to make recommendations for the future. The retention rates for first year teachers who participate in this professional development program will be assessed once each year for three consecutive years to measure achievement towards this goal. This information is available at the local district office and the office of new teacher induction. All the evaluations and survey results will be shared with the college graduate teacher preparation division faculty and the school district's office of new teacher induction.

Project Implications

Local Community

This project addresses the identified needs of early career teachers who graduated from a graduate level teacher preparation program at an urban university. The participants of this study were interviewed to ascertain perceived gaps in the preservice training of new teachers based on their experiences and beliefs. The teachers reported several perceived gaps, including: (a) the use of the classroom technology, (b) mathematics instruction, (c) parent involvement, (d) time management and (5) stress management. These perceptions were corroborated by the supervising professors. A professional development three-day workshop has been designed to offer in-service training to new teachers in these subjects. The goals of the workshop are to provide teachers with on-going learning experience to improve their teaching skills and job satisfaction. Improved teaching skills and satisfaction in their jobs is expected to make teachers less likely to leave the profession and lower the rate of teacher attrition (Alessandro et al., 2017). The goal of improving teacher performance and quality is to increase student achievement (Gore et al., 2017).

Far-Reaching Implications

The findings of this study will be shared with the education department faculty of the graduate school of education. The findings represent the feelings and perceptions of the recent graduates about their preservice training and preparation. Although here was a general sense of satisfaction with their preservice experience, the participants in this study reported several areas of perceived gaps in their preparation in the college program.

Their perceptions were corroborated by the supervising professors who participated in this study. The data collected should prove to be very valuable to the administrators who plan the courses in the program. It is expected by this researcher that the feedback derived from this study will inform changes in the curriculum and course work in this graduate program for the benefit of future students.

This situation is not exclusive to this university. The research shows that teachers all over the world (den Brok et al., 2017) have similar perceptions about the misalignment of preservice training and in-service demands (Helms-Lorenz et al., 2018). This project could easily be replicated in any school or district where beginning teachers are struggling with the demands of their new profession.

Conclusion

The analysis of data collected for this study led to the development of a project that would serve to close the gap between preservice training and in-service demands for new teachers who graduated from a teacher preparation program. The data revealed several areas of concern shared by the participants. The project chosen to address these concerns is a three-day professional development workshop for beginning teachers. In a review of the literature, the importance of professional development to the quality of teaching was discussed. This section included a plan for implementing the program and roles of not only the researcher, but also the others involved. Potential barriers were identified, workshop needs established, and implications of the project were noted.

Section 4: Reflections and Conclusions

The purpose of this qualitative case study was to explore the adequacy of preparation of new teachers graduating from a teacher preparation program at an urban university as perceived by recent graduates and supervising professors. I found several perceived gaps in the program that led to the development of a professional development workshop. In Section 4, I will focus on the workshop project's strengths and limitations and offer recommendations for other potential projects to address the identified problem. This section also includes a reflection of the development of the project and how I have grown as a scholar, practitioner, and project developer. I will address the importance of this study and discuss the potential for positive social change, its implications, and recommendations for research and practice.

Project Strengths and Limitations

I found perceived gaps in the teachers' preparation. The project designed to address these gaps was a 3-day professional development workshop. Educators must participate together in learning experiences that include collaboration and growth to encourage their students to do the same (Feriver et al., 2016). The main strength of this project is the way it addresses the findings of the study. The workshop was customized to include the areas of concern identified by the participants as lacking and is designed to serve as a classroom model for teachers. The project is research based; therefore, it has merit. The project design embeds content and pedagogy for teacher development. Professional development is about teachers' learning; about teachers learning how to

learn; and how to transform the knowledge they acquired in preservice coursework into practice, for the benefit of students' growth (Loughran, 2014).

The new teachers and their supervising professors identified several concerns about the program preparation in this study. One strength of this project is that the workshop content addresses these concerns. Teachers who were interviewed expressed a lack of satisfaction in the preservice training they received in these areas perceived as gaps. The teachers identified a lapse of confidence in the following: (a) the use of classroom technology, (b) mathematics instruction, (c) parent involvement, (d) time management, and (e) stress management. The teachers talked about not being offered in-service professional development opportunities to meet their needs.

The project's ability to bring new teachers together to network and share their unique experiences is strength. New teachers need a confidential and comfortable environment for sharing experiences, discussions, and problem solving (Kemmis et al., 2014). The agenda and schedule for this workshop provided the time and space for new teachers to participate in this type of professional interaction, which is important for developing their new identities (Bills et al., 2016).

Another strength of this project is the way it responds to the identified needs of the teachers (Shih-Hsiung et al., 2015). New teachers will be motivated to participate in this workshop because it is relevant and meaningful to them. Motivation is important to the effectiveness of all professional development (Prenger, Poortman, & Handelzalts, 2017). There is also strength in the flexible design of the workshop, offering teachers several opportunities to interact and collaborate in each session.

An additional strength of the project is the multiple use of evaluation measures in place. The teachers can participate in immediate use of a newly learned assessment tool, which also gives the facilitator useful formative data for reflection and subsequent planning. The facilitator and attendees also benefit from the daily evaluation questionnaires that provide an opportunity for the teachers to consider what they have learned and ask questions; it also gives the facilitator insight into the effectiveness of the workshop and needs for the future.

Project Limitations

There are some limitations in addressing the problem with this project. Almost every new teacher interviewed identified a lack of time as one of the biggest problems they encountered in the first year of teaching. A limitation of this project is that the teachers will be expected to volunteer to participate; therefore, they will do so on their own time. Ideally, a new teacher workshop of this kind should be provided to new teachers during school time as it is vital to their development and growth (Feriver et al., 2016).

A second limitation to this project could be the lack of resources in the district due to budget cuts. The district must agree to provide the workshop space and materials required for the presentation. The facilitator may require compensation. Because the new teachers are participating in this professional development outside of school hours, it is possible that they may seek compensation also. If the district does not have the necessary resources to allocate, it would be impossible to conduct the workshops.

Finally, because this was a case study, the teacher participants were all graduates from the same university. Their experiences in the teacher preparation program may be unique, and therefore, this project may apply to their needs only. Although most new teachers express some feelings of inadequacy and unpreparedness (Sass et al., 2012), the identified gaps in this study were specific to this teacher preparation program. The limitation was that the project may not be relevant to graduates of another program; although, with some adjustments to content, the project design and format would be applicable.

Recommendations for Alternative Approaches

The professional development workshop was developed to address the identified needs of the new teachers after a review of the literature. At the heart of professional development is the concern for understanding pedagogy and the alignment of goals and learning outcomes (Loughran, 2014). New teachers would benefit most from face-to-face interaction with their peers (Gore et al., 2017). However, given the limitations discussed, there may be alternative projects that could be considered.

A teacher online forum could be established to provide the new teachers with support from peers and mentors and allow for content to be shared in the identified areas. This option would be helpful to the new teachers, as it would allow them to access it at their convenience, provide on-going interaction and support, and be available always. Another option could be to establish a series of newsletters that could address the identified gaps with tips and suggestions for new teachers. A limitation of this approach would be the absence of interaction among the beginning teachers.

Scholarship, Project Development and Evaluation, and Leadership and Change

The rate of attrition among new teachers is high. According to The Washington Post (2017), teacher turnover is significantly higher for those who are less prepared to teach. Experiences in the beginning years of teaching are critical to new teachers' retention and development (Davis & Hingdon, 2018). It is incumbent on experienced teachers to share the professional responsibility of the successful induction of new teachers into the profession. My professional experiences as an educator have included serving as a mentor to new teachers and as an adjunct professor in the graduate school of education. In these capacities, I have seen the struggles of new teachers who feel underprepared. I am committed to the improvement of the quality of teaching in my community, and I believe that it is the most significant factor in student achievement. As a scholar and researcher, I sought to examine the local problem of new teacher preparedness and design a project to address the gaps perceived by the teachers.

I entered the doctoral program with some trepidation. I had not been a student in many years. I learned that the type of scholarly research and writing at this level was challenging. The course work and assignments in the program helped to prepare me for the rigor of this capstone project. I learned to reflect and think critically about the research process. This journey has coincided with many challenges and changes in my life, both personally and professionally. Through each challenge and change, I gained not only perspective, but also determination to apply my scholarship to this work and leave a legacy of improved induction for new teachers in my community. As a life-long educator, I strive to be a positive role model to my peers and to my students. During my

teaching career, I have had to opportunity to work with students of all ages, lead as a teacher educator, and serve on a policy advisory board. In each of these roles, the professional discourse has included the question of teacher preparedness and quality. It was a natural decision for me to conduct my research on teacher self-efficacy and preparation.

Success in the dissertation process is reliant on self-discipline, motivation, and focus. These have, at times, been a challenge for me. Through the vicissitudes of life, it is not always possible to stay focused on the intricate details of completing a scholarly study. Scholarship requires an exhaustive review of the literature, considering all aspects of the problem that is being analyzed. One of the things I found difficult at times was letting go of my own opinions and learning how to steer clear of bias. The objectivity of research and collecting and reporting is a crucial aspect of scholarship. Throughout the process, it was important for me to maintain clarity of purpose and to accept the results as they were derived. The results of my study may not have been what I expected, but they are the perceptions of the participants.

Engaging in this scholarly endeavor has been a life-changing experience for me. I feel a sense of accomplishment in this pinnacle professional achievement, but I also believe it is a personal achievement too. Establishing this kind of growth mindset requires humility (Allen, 2018). There were many enlightening lessons learned. I learned that even with obstacles in the way, it is possible to achieve goals with confidence, skills, and determination.

Project Development and Evaluation

The need for professional development for new teachers has been supported by the research and data in this study. The choice of a face-to-face workshop was derived from the interviews with the participants and the review of the literature. New teachers benefit from collaborating and sharing experiences with their peers (Gore et al., 2017). The classroom-based workshop project will serve as a model for the beginning teachers, contributing to their successful development in their new profession.

The areas of need that emerged from the data collected led to the development of the content for the 3-day workshop. It was a challenge to devise an agenda that would meet the needs of all the potential participants. Best practices were employed and demonstrated through exploration and planning.

The evaluation of the project is critical for the researcher. Evaluating professional development is imperative to gain a better understanding of the outcomes (Power et al., 2016). The participants in these workshops will complete two types of evaluations. A formative evaluation will be conducted at the end of each session to assist the facilitator in assessing the effectiveness of the workshop. At the end of each day, an evaluation questionnaire will be used to assess participant satisfaction and to help determine next steps. All the evaluations and survey results will be shared with the college graduate teacher preparation division faculty and the school district's office of new teacher induction.

Leadership and Change

In every challenge, it is humbling to discover that there is so much to learn. Becoming an educational leader requires an open mind and a willingness to grow. Leaders must be the model of a growth mindset for beginning teachers, openly admitting the gaps in their own knowledge and demonstrating a readiness to learn together (Allen, 2018). As the researcher for this study, I realized that, to create a worthy project, I had to immerse myself in the current literature and methodology in best practices. I strived to meet the needs of the workshop participants by examining the data and identifying the codes with respect to the conceptual framework, which led to the workshop agenda.

The participants in this study revealed insight into the struggles that they, as first-year teachers, were facing. Through their experiences and perspectives, I could determine where their preparation was lacking. I hope that the project that was developed based on this insight will instigate a culture of change, not only in the university program, but also in the school district. The professional development workshop for new teachers was designed to meet the needs of this group of new teachers. Replicating this project in the future should require a polling of current first-year teachers to identify their needs. I believe this process is key to the success of professional development for new teachers. It must be relevant to their current situation (Owen, 2012).

Analysis of Self as Scholar

As a life-long learner, I have used listening, writing, and reflection to clarify my thinking. According to Sparks (2005), “These methods help us better understand and

express our purposes, values, intentions, assumptions and theories of action to create the results we desire" (p. 37). As a teacher leader, it is equally important to employ these methods. Throughout the course work in this doctoral program, I completed assignments by reading, writing, and participating in scholarly discussions with my classmates. In every semester, I was encouraged to reflect on my learning. That experience was key to preparation for the dissertation process. I became a researcher. The choice to conduct qualitative research in this study allowed me to listen directly to the experiences and perceptions of the participants. After reviewing the data, it became clear that there were gaps in the preparation of the new teachers that needed to be addressed. By conducting a written review of the literature and taking the time to reflect on all the information obtained, the choice for this project was clear.

Analysis of Self as Practitioner

The process of conducting research is similar to teaching. Teachers gather all of the available data, distill it, reflect on it, report it, and then act. As the researcher in this study, each step of this process was important to the outcome. I like to think that I used all of my teaching skills in the development of this capstone project. Listening was one of the most important aspects of this project. The participants responded to the interview questions with professionalism. They shared their experiences and perspectives with authenticity. Their eagerness to talk about gaps in their preparation led to the development of the project choice. The design of the study was perfect for its intent. The new teachers needed to have their concerns addressed. The workshop was an ideal project choice to address their needs on several levels. The content of the workshop was

chosen to focus on the identified gaps. The face-to-face meetings were selected to bring the new teachers together in a shared experience. In addition, the design of the workshop is meant to serve as a classroom model, incorporating teaching and learning strategies and best practices. I believe that the information gathered by this study, once shared with the university, will have an impact on future coursework and planning.

Analysis of Self as a Project Developer

Developing a project to address the concerns of the participants in this study was a daunting task. The teachers identified a range of gaps in their preparation. After considering several project ideas, I decided that the professional development workshop was the best choice to address the needs of this group of beginning teachers.

As a project developer, I had to conduct a review of the current literature on professional development and best practices. I had to match the teachers' needs with appropriate workshop content to make the program relevant and meaningful. I selected activities and designed an agenda that would engage the teachers in professional learning and networking to help them gain confidence in their new roles. According to Ferrari and Taddei (2017), professional learning that gives teachers the opportunity to find solutions to their real challenges is one way of increasing teacher agency.

Implications, Applications, and Directions for Future Research

The most important factor in determining student success is the quality of teaching (Gore et al., 2017). Content knowledge and pedagogy are the two key elements of effective teaching (*Education Journal*, 2014). This study was conducted to explore the potential gaps in preparation from an urban university as perceived by recent graduates in

their first year of teaching. I engaged the participants in interviews that were authentic and reflective. I found that there is a need for change in education culture. The participants shared their perspectives on some of the challenges new teachers are facing. The results from the data collected led to the development of a project that met the needs of this group of new teachers. In this project, I sought to address some of those gaps to improve the quality of teaching. The professional development workshop was designed to model best practices in teaching and learning. Consideration was given to the social and emotional needs of new teachers as they embark on their new profession, and ample time for ice breakers and networking was included.

I sought to identify perceived gaps in the preparation of new teachers from one university. The findings of this study, and the project that was developed, will be shared with the university to inform the faculty of the need to make modifications to some of the coursework to better meet students' needs as they transition to the classroom. In addition, the findings and the project will be shared with the school district in hopes that similar projects, designed to meet needs of new teachers, will be conducted in the future. As with all professional development for teachers, this project was designed to improve the quality of teaching and thereby, improve the learning outcomes for students.

Conclusion

The goals of professional development are to support teachers in improving their practice while developing their agency (Gore et al., 2017). Beginning teachers, especially, must participate in professional development to acclimate successfully into their new roles. A beginning teacher deals with new challenges and demanding

responsibilities (Pirkle, 2011). I found that some areas of concern that a group of recent preservice graduates shared as they transitioned to the classroom. This project was developed to address the needs of these new teachers. I hope that the university and the school district will continue their commitment to the professional development needs of new teachers using this study as a model.

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Appendix A: The Project

The Project Guide

Workshop Information

The purpose of this project is to offer beginning teachers an opportunity to participate in three days of professional development that addresses topics the participants in this study identified as gaps in their teacher preparation. The topics being presented were identified by an analysis of the research data collected.

The design of this project was selected after careful review of the literature on teacher training and professional development.

The target audience for this workshop is first year teachers in an urban school district in New York.

The goal of this project is to provide new teachers with best practice in the following topics:

Parent Involvement
Facilitating Mathematics Learning
Instructional Technology
Managing Teacher Stress
Time Management

Housekeeping:

- Restrooms are located nearby for our use
- Refreshments are provided each day, please help yourself
- Lunch breaks will be at noon for one hour
- Workshop evaluations will be completed at the end of each day
- A parking lot is posted by the front door for any questions (use a post it)

Day 1

Time Required	61/2 hours	
Materials & Equipment Needed	Facility space for 12 participants, climate controlled and good lighting, restrooms Conference tables for 12 (three or four small groups) Internet access, white board, projector, laptop Notepads, post-its, markers, pencils Chart paper "Group Story" Story Starters Workshop Day 1 folder prepared for each participant: Nametag, Developing Norms Tool, Epstein's Framework of Six Types of Involvement, Article: Saving Time with Technology by Gullen and Zimmerman, Plickers. Day 1 evaluation form Refreshments	
Activities and Time Frame	Welcome/Overview Icebreaker activity Review NBPTS 5 Core Propositions Develop Workshop norms Break Parent Involvement Lunch Using Technology Questions/Concerns Evaluation	8:30 – 8:45 8:45 – 9:15 9:15 – 9:45 9:45 – 10:15 10:15 – 10:30 10:30 – 12:00 12:00 – 1:00 1:00 – 2:30 2:30 – 2:45 2:45 – 3:00
Evaluation	Plickers and Day 1 Evaluation	
Icebreaker Activity Day 1	**Group Story** – Participants, in table groups of 4 – 5, will find a topic on their tables. The table topic is a story starter that will be the first sentence in a group story. Each participant will add a sentence until the group has a complete story.	

Day 1 Activities: **New Teacher Professional Development Workshop**
Morning Session: 8:30 – 12:00
8:30 – 8:45 **Welcome/Overview** (15 minutes)
8:45 – 9:15 **Icebreaker** – Group Story

- Each group of 4-5 participants will find a topic on the index card on your table.
- This table topic is a story starter that will be the first sentence in your group story.
- Each participant at the table will add a sentence until your group has a complete story.
- You will have 15 minutes to complete your story and then we will share.

Adult learners, including teachers, often arrive at professional development or training workshops with some opposition to developing new ideas and skills. Ice breakers encourage participation by all. According to Chlup and Collins (2010), "Ice breaker activities help group members get acquainted and begin conversations, relieve inhibitions or tension between people, allowing those involved to build trust and feel more open to one another" (p. 34).

9:15 – 9:45 **Being A Teacher - Core Propositions**

An accomplished teacher has been defined in the Five Core Propositions of the National Board for Professional Teaching Standards.... in 1989.
These Five Core Propositions describe what makes teachers great. The Propositions are defined in the document "What Teachers Should Know and Be Able to Do."

- Participants will be asked to remember a teacher who they consider to be the best teacher they ever had.
- Each participant will note the evidence of two qualities the teacher showed which made him or her the best teacher.
- The following Core Propositions will be introduced on five charts hung around the workshop room.

The Five Core Proposition
Proposition 1: Teachers are Committed to Students and Their Learning
Proposition 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students
Proposition 3: Teachers are Responsible for Managing and Monitoring Student Learning
Proposition 4: Teachers Think Systematically about Their Practice and Learn from Experience
Proposition 5: Teachers are Members of Learning Communities

- Teachers will be asked to carousel around the room to add their evidence to the chart that defines the quality they evidenced.
- Following the charting, the teachers will circulate the carousel in small groups to read all the additions to the charts.

9:45 – 10:15 **Develop Workshop Norms**

The National Staff Development Council published a tool to facilitate the establishment of norms in educator professional development workshops. That tool has been modified for use here due to time constraints. (Hirsh, Delehant, & Sparks, 1994). Participants will be asked to work in groups of 4-5 to propose 1 norm for each section of the tool, for a total of 4 in each section. The norms will be transcribed on a chart paper and displayed each day of the workshop.

10:15 – 10:30 **Break**

10:00 – 12:00 **Parent Involvement Workshop**

For teachers, engaging parents in the education of their children is a challenge (Bauer & Shea, 2003). Teachers often believe that parent involvement is participating in teacher directed or classroom activities.

Step 1: Teachers will be asked to brainstorm a list of all the attempts they have made to involve parents. The teachers will be asked to chart these attempts to be reexamined in Step 2.

It was suggested by Epstein (1995) that there are six types of parental involvement in education: type 1 – Basic parenting; type 2 – Communicating with school; type 3 – Volunteering; type 4 – Learning at home; type 5 – Decision making; type 6 –Collaborating with community.

Step 2: Participants will be split into 6 groups, and using the jigsaw technique, each group will be given a handout of one part of Epstein's Framework of Six Types of Involvement to read, discuss and present a brief overview to the group.

Step 3: Following the overview, participants will return to the chart to examine the past attempts to determine where they fit into the framework.

Step 4: Teachers will finally be asked to brainstorm some new ideas (using all six types of parent involvement from the framework) they can try.

Brainstorming is a simple structure of a cooperative learning technique that fosters active involvement where participants generate ideas and share knowledge. The jigsaw technique is a complex structure of a cooperative learning technique that requires active participation in small groups (Brody & Davidson, 1998). These strategies are suggested in this project as classroom-based models for the new teachers to practice in this workshop and use with their students in the future.

12:00 – 1:00 **Lunch**

Afternoon Session: 1:00 – 3:00

1:00 – 2:30 **Ideas for technology use in the classroom**

Step 1**:** Participants will be given an article by Gullen and Zimmerman (2013) to read "Saving Time with Technology" They will be asked to highlight uses of technology in the classroom in the article.

Step 2: Following the reading, a discussion will be conducted by the facilitator including a review of the recommended tech tools on page 65.

Step 3: The teachers will also be asked to share any suggestions for technology use they are using.

Step 4: Introduction to the use of Plickers in the classroom.

Plickers is a simple tool that lets teachers collect real-time formative assessment data without the need for student devices (Plickers, 2018). Plickers is used for quick checks to know whether students are understanding big concepts and mastering key skills. As a classroom response systems Plickers is used to poll students and gather instant feedback in response to questions asked by the teacher (Krause, O'Neil, & Dauenhauer, 2017). Plickers will be introduced to the group via the PowerPoint, followed by a brief video demonstration. Included in each participant packet is a plicker which will be used to conduct part of the workshop day 1 evaluation.

2:30 – 2:45 **Questions/Concerns**
2:45 – 3:00 **Evaluation**

Evaluating professional development provides facilitators with feedback on the value and effect of the professional learning (Hirsh & Killion, 2009).
The facilitator will demonstrate the use of Plickers by asking the participants to display their Plickers (included in the materials) cards in response to the following questions:
1. This workshop lived up to my expectations
2. The content is relevant to my job.
3. I accomplished the objectives of this workshop.
4. I will be able to use what I learned in this workshop.

New Teacher Workshop
Day 1
Evaluation Form

1. To what extent do you feel the goals/objectives for this course/workshop were accomplished?
(circle the appropriate number)

NOT AT ALL < 1 2 3 4 5 6 7 > COMPLETELY

Comments:

2. How would you rate the overall effectiveness of the instructor(s)—preparation, style, methods, rapport—for this courses/workshop? (circle the appropriate number)

INEFFECTIVE < 1 2 3 4 5 6 7 > VERY EFFECTIVE

Comments:

3. To what extent did this course/workshop provide you with useful ideas which you expect to apply to your own professional/personal situation? (circle appropriate number)

NO USEFUL IDEAS < 1 2 3 4 5 6 7 > SEVERAL USEFUL IDEAS

Comments:

4. What suggestions do you have for improving this course/workshop?

5. In retrospect, would you still choose to attend this course/workshop? (circle one response)
YES NO MAYBE

6. What, if any, suggestions do you have for additional courses/workshop which might be organized in the future?

Day 2

Time Required	6 1/2 hours	
Materials & Equipment Needed	Facility space for 12 participants, climate controlled and good lighting, restrooms Conference tables for 12 (three or four small groups) Internet access, white board, projector, laptop Notepads, post-its, markers, pencils Chart paper "The Important Book" Wise-Brown, 1977 "Time Management for Teachers" Nelson, 1995 Workshop Day 2 folder prepared for each participant: Nametag, The Important Book by Margaret Wise Brown, Icebreaker handouts, Article: Warning signs! Recognize three common instructional moves that are generally followed by taking over children's thinking by Jacobs, Martin, Ambrose & Philipp (2014), "How Effectively Do I Manage My Time" handout and "Prioritize the activities displayed on the PowerPoint' handout. Plickers. Day 2 evaluation form Refreshments	
Activities and Time Frame	Welcome/Overview Icebreaker activity Facilitating Mathematics Learning Break Lunch Time Management Questions/Concerns Evaluation	8:30 – 8:45 8:45 – 9:15 9:15 – 12:00 10:00 – 10:20 12:00 – 1:00 1:00 – 2:30 2:30 – 2:45 2:45 – 3:00
Evaluation	Plickers and Day 2 Evaluation	
Icebreaker Activity Day 2	**The Important Book** – The Important Book Participants will interview each other in pairs about what defines them as an educator. Each person synthesizes what their partner says and creates an "Important Book" page about their partner – following the sample provided. Partners share their "Important Book" pages with the whole group.	

Day 2 Activities: **New Teacher Professional Development Workshop**
Morning Session: 8:30 – 12:00
8:30 – 8:45 **Welcome/Overview** (15 minutes)
8:45 – 9:15 **Icebreaker** – The Important Book

- Participants will interview each other in pairs about what defines them as an educator.

- Each person synthesizes what their partner says and creates an "Important Book" page about their partner – following the sample provided.

- Partners share their "Important Book" pages with the whole group.

Ice-breakers help workshop participants get to know each other. They are also useful to acknowledge learners and value their expertise and experiences (DeSilets & Dickerson, 2018).

9:15 – 10:00 **Facilitating Mathematics Learning (Part I)**

The teacher's goal in math instruction should go beyond problem solving and towards learning about mathematical thinking (Jacobs, Martin, Ambrose, & Philipp (2014). In this session the teachers will read an article giving a warning about the potential to stifle their student's mathematical thinking.

Step 1: Participants will examine their own definition of mathematics and share with the group.

Step 2: They will reflect and explore their current feelings about mathematics and why they feel this way.

Step 3: Participants will share their current understanding of mathematics.

Step 4: The teachers will identify and explain the most important ideas of mathematics.

10:00 – 10:20 **Morning Break**

10:20 – 12:00 **Facilitating Mathematics Learning (Part II)**

Step 5: Participants will be asked to read the article, "Warning Signs! Recognize Three Common Instructional Moves that are Generally Followed by Taking Over Children's Thinking" by Jacobs, Martin, Ambrose & Philipp (2014).

Step 6: After reading and highlighting the article, teachers will be asked to consider teacher moves that hinder learning in mathematics.

Step 7: The participants will reflect on how their thinking has changed regarding teaching and learning mathematics and share with the group.

12:00 – 1:00 **Lunch**

Afternoon Session 1:00 – 3:00

1:00 – 2:30 **Time Management**

According to Nelson (1995), "Teachers have never been under so much pressure to manage their time effectively." The rate and scope of changes in education policy and practice have led to so much extra work for teachers that they often complain that there are not enough hours in the day to do it all.

Step 1: Teachers will be asked to Brainstorm a list of activities that require their time at school and at home. Their responses will be recorded on a t-chart.

Step 2: Participants will complete the questionnaire "How Effectively Do I Manage My Time?" to identify some of the effective and ineffective ways they are using work related time. Based on the results of this questionnaire, teachers will know whether their time management problems are confined to one area or are a more general concern (Nelson, 1995).

Step 3: Participants will identify their major timewasters at school and assess their priorities. They will discover how interruptions cause wasted time and define strategies to remedy that.

Step 4: Finally, the teachers will do a quick activity to prioritize a list of tasks. Some tasks have a greater impact on student achievement others, and these should be a priority (Nelson, 1995).

2:30 – 2:45 **Questions/Concerns**

2:45 – 3:00 **Evaluation**

Evaluating professional development provides facilitators with feedback on the value and effect of the professional learning (Hirsh & Killion, 2009).

The facilitator will demonstrate the use of Plickers by asking the participants to display their Plickers (included in the materials) cards in response to the following questions:

1. This workshop lived up to my expectations
2. The content is relevant to my job.
3. I accomplished the objectives of this workshop.
4. I will be able to use what I learned in this workshop.

New Teacher Workshop
Day 2
Evaluation Form

1. To what extent do you feel the goals/objectives for this course/workshop were accomplished?
   (circle the appropriate number)

   NOT AT ALL < 1 2 3 4 5 6 7 > COMPLETELY

   Comments:

2. How would you rate the overall effectiveness of the instructor(s)—preparation, style, methods, rapport—for this courses/workshop? (circle the appropriate number)

   INEFFECTIVE < 1 2 3 4 5 6 7 > VERY EFFECTIVE

   Comments:

3. To what extent did this course/workshop provide you with useful ideas which you expect to apply to your own professional/personal situation? (circle appropriate number)

   NO USEFUL IDEAS < 1 2 3 4 5 6 7 > SEVERAL USEFUL IDEAS

   Comments:

4. What suggestions do you have for improving this course/workshop?

5. In retrospect, would you still choose to attend this course/workshop? (circle one response)
   YES NO MAYBE

6. What, if any, suggestions do you have for additional courses/workshop which might be organized in the future?

Day 3

Time Required	6 1/2 hours	
Materials & Equipment Needed	Facility space for 12 participants, climate controlled and good lighting, restrooms Conference tables for 12 (three or four small groups) Internet access, white board, projector, laptop Notepads, post-its, markers, pens, pencils Chart paper Prompt cards Icebreaker Nametags Workshop Day 3 folder prepared for each participant: Nametag, Elizabeth Hartney's Stress Test (2008), Article: "Is Stress in the Classroom Contagious?" by T. Walker (2016), Plickers. Day 3 evaluation form Refreshments Afternoon coffee and desserts	
Activities and Time Frame	Welcome/Overview Icebreaker activity Teacher Stress: How to Manage It Break Lunch Networking/Celebration/ Next Steps Questions/Concerns Evaluation	8:30 – 8:45 8:45 – 9:15 9:15 – 12:00 10:00 – 10:20 12:00 – 1:00 1:00 – 2:30 2:30 – 2:45 2:45 – 3:00
Evaluation	Plickers and Day 3 Evaluation	
Icebreaker Activity Day 3	**Guess Who** – Each participant will write the name of a famous person on a name tag. The facilitator will collect the names tags, mix them up, and put one name tag on each participant's back without telling them whose name is on it. Participants mingle in a group and ask each other yes and no questions to try and figure out whose name is on their back.	

Day 3 Activities: **New Teacher Professional Development Workshop**
Morning Session: 8:30 – 12:00
8:30 – 8:45 **Welcome/Overview** (15 minutes)
8:45 – 9:15 **Guess Who**

- Each participant will write the name of a famous person on a name tag.
- The facilitator will collect the names tags, mix them up, and put one name tag on each participant's back without telling them whose name is on it.
- Participants mingle in a group and ask each other yes and no questions to try and figure out whose name is on their back.

According to Jones (1999), "The people you work with and go to school with are all your teammates in life (p. 11). Teambuilding activities like this can be used to help participants get to know each other, create a comfortable atmosphere for tackling difficult subject matter and have some fun.
9:15 – 10:15 **Teacher Stress**

According to Hartney (2008), "The process of teaching is, in itself, quite stressful" (p.43).
Teachers' working weeks are more intensive than most other occupations.

Step 1: The participants will complete the Stress Test in their Day 3 folders. (Participants will not be expected to share the results of this self-assessment but are invited to if they choose to.)

Step 2: Participants will be asked to read the article, "Is Stress in the Classroom Contagious?" by Tim Walker (2016) and jot their thoughts on post it notes.

Step 3: After reading the article, the participants will think-pair-share with a table mate, and then share out to the whole group.

Think-Pair-Share is a cooperative learning strategy where participants work together to respond to an assigned reading. In this structure, the participants think individually about a topic and then share their ideas with a partner. Discussion with a partner serves several purposes. This structure maximizes participation, focuses attention and engages readers with the text (Prahl, 2017).

10:15 – 10:30 **Morning Break**

10:30 – 12:00 **How to Manage Teacher Stress**

Step 1: Introduce and identify types of stressful situations. There is positive and negative stress. Ask the teachers to think of some of the positive stress in their lives, and then the negative.

Step 2: There are two aspects to effectively managing negative stress. One is dealing with the causes, and the other is dealing with the symptoms (Hartney, 2008). The facilitator will display two blank charts, one labeled "Causes" and the other labeled "Symptoms"

Step 3: The participants will be asked to circulate in carousel fashion, from one chart to the other, and list causes and symptoms of negative stress.

Step 4: After compiling lists of causes and symptoms, the participants will use printed prompt cards to identify stress management techniques they can use and share.

12:00 – 1:00 **Lunch**

Afternoon Session: 1:00 – 3:00

1:00 – 2:30 **Networking, Celebrating and Next Steps**

The facilitator will provide coffee and desserts and give the new teachers time to relax, reflect and network with each other, sharing contact information and setting up future visits.

2:30 – 2:45 **Questions/Concerns**

2:45 – 3:00 **Evaluation**

The facilitator will demonstrate the use of Plickers by asking the participants to display their Plickers (included in the materials) cards in response to the following questions:

1. This workshop lived up to my expectations
2. The content is relevant to my job.
3. I accomplished the objectives of this workshop.
4. I will be able to use what I learned in this workshop.

New Teacher Workshop
Day 3
Evaluation Form

1. To what extent do you feel the goals/objectives for this course/workshop were accomplished?
   (circle the appropriate number)

   NOT AT ALL < 1 2 3 4 5 6 7 > COMPLETELY

   Comments:

2. How would you rate the overall effectiveness of the instructor(s)—preparation, style, methods, rapport—for this courses/workshop? (circle the appropriate number)

   INEFFECTIVE < 1 2 3 4 5 6 7 > VERY EFFECTIVE

   Comments:

3. To what extent did this course/workshop provide you with useful ideas which you expect to apply to your own professional/personal situation? (circle appropriate number)

   NO USEFUL IDEAS < 1 2 3 4 5 6 7 > SEVERAL USEFUL IDEAS

   Comments:

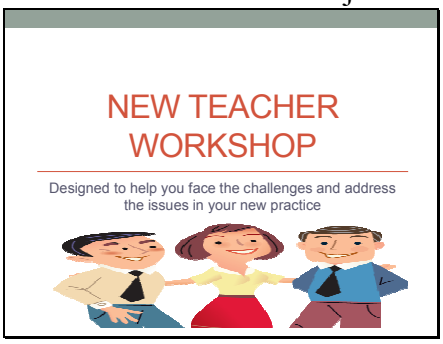
4. What suggestions do you have for improving this course/workshop?

5. In retrospect, would you still choose to attend this course/workshop? (circle one response)
   YES NO MAYBE

6. What, if any, suggestions do you have for additional courses/workshop which might be organized in the future?

The Project PowerPoint

Slide 1



Slide 2

Slide 3

Objectives

- You, the new teacher
- Understand the need for parent involvement for student success
- Using classroom technology to engage students
- Gain a better understanding of math instruction
- Acquire new ideas for organizing classroom time
- Learn effective techniques for managing stress

Slide 4

Outline

- Day 1
  - Being A Teacher
  - Parent involvement
  - Using technology
- Day 2
  - Ideas for teaching math
  - Classroom organization
  - Time Management
- Day 3
  - Teacher Stress
  - Managing new teacher stress

Slide 5

Day 1

Norms

- Please silence cell phones
- Respect all opinions
- Every question is a good question

Housekeeping

- Please take personal breaks as needed
- The schedule will be displayed each day
- Please fill out the name card at your seat
- Post any questions or concerns in the parking lot

New Teacher Workshop

- ▶ Being A Teacher
- ▶ Parent Involvement
- ▶ Using Technology

Slide 6

Icebreaker: Group Story

1. Each group of 4 participants will find a topic on the index card on your table.
2. This table topic is a story starter that will be the first sentence of your group story.
3. Each participant at the table will add a sentence until your group has a complete story.
4. You will have 15 minutes to complete your story and then we will share.

Slide 7

Being A Teacher

What makes a great teacher?

- An accomplished teacher has been defined in the Five Core Propositions of the National Board for Professional Teaching Standards.... in 1989.
- These Five Core Propositions describe what makes teachers great. The Propositions are defined in the document "What Teachers Should Know and Be Able to Do."
- **The Five Core Propositions**
- **Proposition 1**: Teachers are Committed to Students and Their Learning
- **Proposition 2**: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students
- **Proposition 3**: Teachers are Responsible for Managing and Monitoring Student Learning
- **Proposition 4:** Teachers Think Systematically about Their Practice and Learn from Experience
- **Proposition 5**: Teachers are Members of Learning Communities.

National Board for Professional Teaching Standards

Slide 8

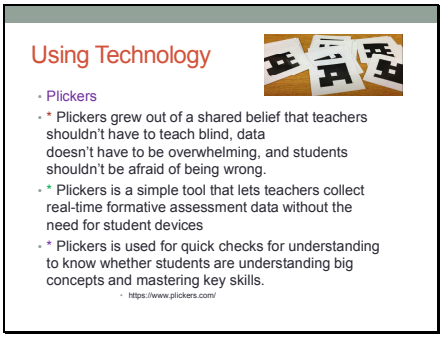
Parent Involvement

- **Benefits for the Children**

- Children tend to achieve more, regardless of ethnic or racial background, socioeconomic status, or parents' education level.
- Children generally achieve better grades, test scores, and attendance.
- Children consistently complete their homework.
- Children have better self-esteem, are more self-disciplined, and show higher aspirations and motivation toward school.
- Children's positive attitude about school often results in improved behavior in school and less suspension for disciplinary reasons.
- Fewer children are being placed in special education and remedial classes.
- Children from diverse cultural backgrounds tend to do better when parents and professionals work together to bridge the gap between the culture at home and the culture in school.
- Junior high and high school students whose parents remain involved usually make better transitions and are less likely to drop out of school.

Home School Relations By G. Olsen|M.L. Fuller — Pearson Allyn Bacon Prentice Hall 2010

Slide 9

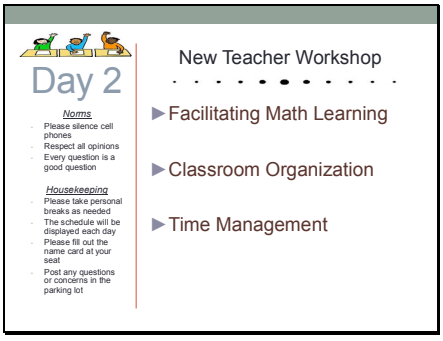


https://www.plickers.com/

Slide 10

https://youtu.be/4UdS7R-f82c

Slide 11



Slide 12

Icebreaker:
The Important Book

1. Participants will interview each other in pairs about what defines them as an educator.
2. Each person synthesizes what their partner says and creates an "Important Book" page about their partner – following the sample provided.
3. Partners share their "Important Book" pages with the whole group.

Slide 13

Facilitating Math Learning

Participants will…

- reflect and explore their current feelings about mathematics and why they feel this way
- share their current understanding of mathematics
- identify and explain the most important ideas of mathematics
- consider teacher moves that hinder learning in mathematics
- reflect on how their thinking has changed in regards to learning mathematics

Slide 14

Facilitating Math Learning

How do you feel about mathematics?
Why do you feel this way?

- Jot down a response to the question
- Discuss your response with a person sitting next to you
- Volunteers share responses with whole group

Slide 15

Facilitating Math Learning

What is mathematics?

- Jot down a definition
- Share your definition with a partner
- Compare: What was similar? What was different?
- Were there more similarities or differences? Why do you think this happened?

Slide 16

Facilitating Math Learning

What is mathematics?

"The study of numbers, shapes, and space using reason and usually a special system of symbols and rules for organizing them"

http://dictionary.cambridge.org/dictionary/learner/mathematics

- Which word in the definition do you think is most important? Why?
- Share your response with someone sitting next to you
- Volunteers share responses and explanations with whole group
- How has the definition above impacted your understanding of mathematics?
- Share your response with someone sitting next to you
- Volunteers share responses and explanations with whole group

Slide 17

Facilitating Math Learning

Warning Signs!

- Read the article "Warning Signs… avoid three common instructional moves that are generally followed by taking over children's thinking."
- Highlight 3 phrases that resonate with you most

Slide 18

Facilitating Math Learning

Discuss

- With a partner, discuss the most important phrase you've highlighted and why this phrase was important to you
- Now allow your partner to share their selection and explanation
- Volunteers share your thinking with whole group

Slide 19

Facilitating Math Learning

Most important idea

What idea do you think is important to remember when facilitating student learning of mathematics?

- Jot down your response
- Share your response and explain why you think it is important with a partner
- Volunteers share responses and explanations with whole group

Slide 20

Facilitating Math Learning

How has my thinking changed?

- Complete the following: "I used to think_____, but now I think."
- Share your response with a partner
- Volunteers share responses with whole group

Slide 21

Time Management

According to Nelson (1995), " Teachers have never been under so much pressure to manage their time effectively." The rate and scope of changes in education policy and practice have led to so much extra work for teachers that they often complain that there are not enough hours in the day to do it all

Slide 22

Time Management

School	Home

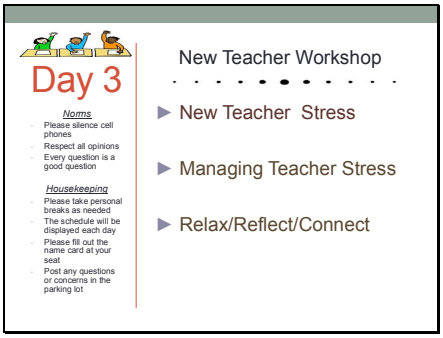
Slide 23

Put these tasks in priority order.
At the top of the list will be the task you think has the greatest impact on student achievement:

- marking papers
- tidying the classroom
- preparing worksheets
- displaying children's work
- attending a staff meeting
- reading professional journals

- attending a course
- sharpening pencils
- listening to a sales rep
- planning assessments
- writing a unit plan
- facilitating a workshop for colleagues
- previewing a field trip
- curriculum mapping with colleagues

Slide 24



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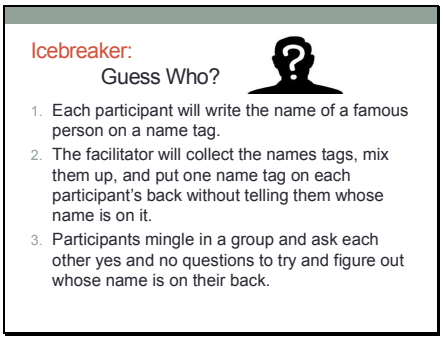

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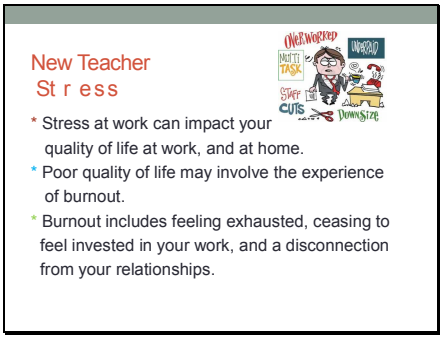


Slide 27

New Teacher Stress

Complete the Stress Test developed by Elizabeth Hartney that is in your folder. Calculate your score with the key. Your results may be kept confidential.

Hartney, E. (2008)

Slide 28

New Teacher Stress

When teachers are feeling overwhelmed, they may not be the only ones paying the price.

Students' stress levels may be elevated by the stress their teachers are experiencing.

Read the brief article about a recent study, jot notes on the post-it and then share your thoughts with a partner.

Walker, T (2016) http://neatoday.org/2016/07/25/is-stress-in-the-classroom-contagious/

Slide 29

How to Manage Teacher Stress

- There are two kinds of stress:
- Negative stress can result in damage to your health and well being
- Positive stress can be a motivating force, promoting energy, growth and creativity.

Slide 30

How to Manage Teacher Stress

Causes of Negative Stress	Symptoms of Negative Stress

Slide 31

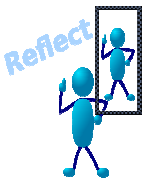
How to Manage Teacher Stress

What ideas or suggestions do you have to follow this advice?

- Plan Ahead To Avoid Stress
- Put Things in Perspective
- See Changes As Opportunities Rather Than Threats
- Develop or Practice a Hobby
- Eat Regular, Healthy Meals
- Be Active
- Talk Out Your Troubles
- Laugh, Develop a Positive Sense Of Humor
- Learn To Relax Or Meditate
- Get a Good Night's Sleep
- Use Your Creativity
- Work Toward Realistic Goals

Slide 32

Relax, Reflect, Connect



Slide 33

Slide 34

Developing Norms

WHEN ESTABLISHING NORMS, CONSIDER	**PROPOSED NORM**
TIME When do we meet? Will we set a beginning and ending time? Will we start and end on time?	
LISTENING How will we encourage listening? How will we discourage interrupting?	
Confidentiality Will the meetings be open? Will what we say in the meeting be held in confidence? What can be said after the meeting?	

DECISION MAKING How will we make decisions? Are we a decision-making body? Will we reach decisions by consensus? How will we deal with conflicts?	
PARTICIPATION How will we encourage everyone's participation? Will we have an attendance policy?	
EXPECTATIONS What do we expect from the workshop? Are there requirements for participation?	

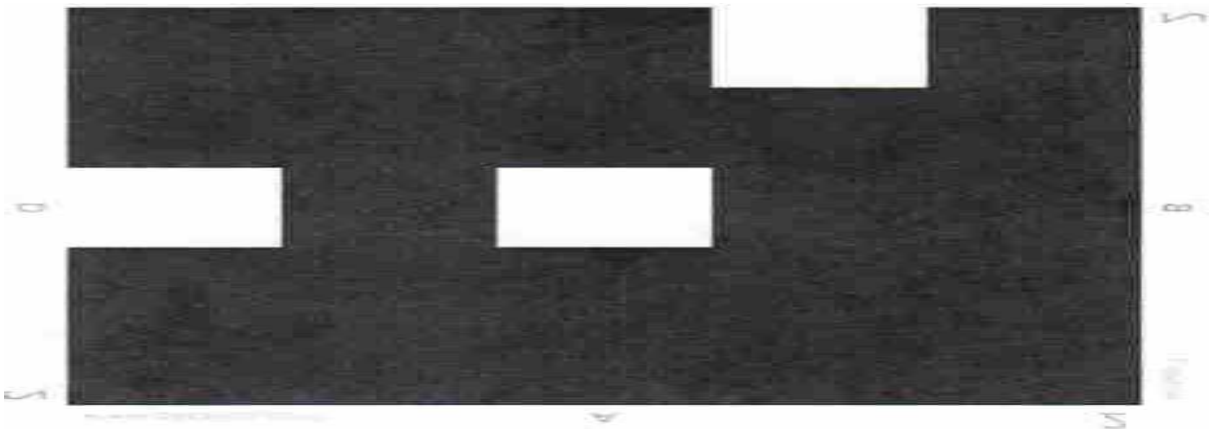
Source : Hirsh, Delehant & Sparks (1994).

GROUP STORY

FILL in YOUR STORY STARTER

COMPLETE THE STORY:

Plickers Handout



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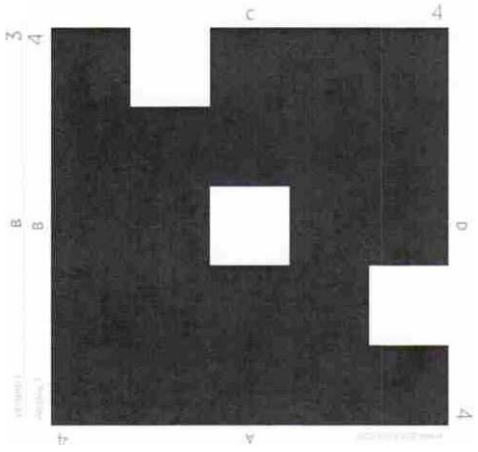

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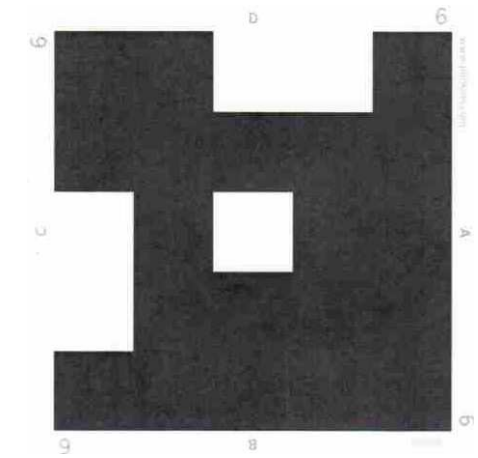

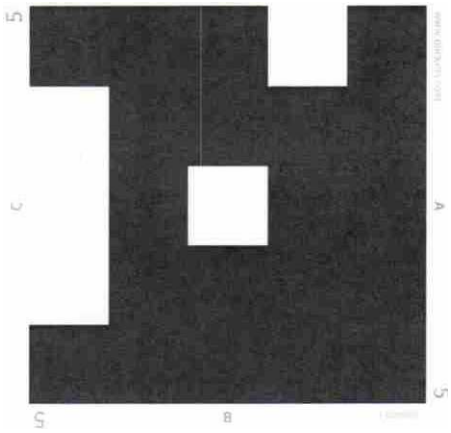
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Ice-Breaker Handout 1

The important thing about a shoe is that you put your foot in it.
You walk in it, and you take it off at night,
and it's warm when you take it off.

But the important thing about a shoe is that you put your foot in it.

Ice-breaker handout 2

The Important Book

The important thing about_____being an educator is that.....

But the important thing about _____being an educator is that....

Stress Management forTeachers- E. Hartney

STRESS TEST

l.	I enjoy a laugh and a joke with my students and/or colleagues most days.	Yes/No
2.	I don' t have the time or the inclination to try and enjoy myself at work.	Yes/No
3.	I believe my students will succeed in their qualifications and go on to do well.	Yes/No
4.	I think many of my students do not have the ability or motivation to complete their qualifications to a high standard.	Yes/No
5.	I usually feel in control in my interactions with students.	Yes/No
6.	Many students do not respect the staff or the rules of the school.	Yes/No
7.	At least one of my colleagues makes my life difficult by undermining me.	Yes/No
8.	I have experienced some form of bullying or harassment from students or colleagues, such as making racially or sexually inappropriate comments, undermining my competence or criticizing my personality.	Yes/No
9.	I have more work to do than I can comfortably cope with.	Yes/No
10.	My job has become tedious and repetitive.	Yes/No
11.	There are not enough hours in the day to do everything, so I sometimes have to take work home with me and work on it during evenings, weekends and holidays.	Yes/No
12.	I usually feel on top of my work.	Yes/No
13.	It bothers me, or would bother me, if my boss checked up on me often.	Yes/No
1 4.	I feel I can manage my own stress by taking care over my work.	Yes/No
15.	I drink caffeine to help me cope with the demands of my job and/or I find alcoholic drinks help me unwind after a stressful day at work.	Yes/No
16.	I take sleeping pills and/or anti -depressant and/or other medication to help me cope.	Yes/No
1 7.	I take painkillers quite often to deal with headaches or backaches.	Yes/No
18.	I take an enjoyable form of exercise at least once a week.	Yes/No
1 9.	I am often too tired to eat properly, and may skip meals, eat a lot of snacks or eat junk food.	Yes/No
20.	I feel I spend enough enjoyable time with my family, friends or social group.	Yes/No

Plan to Avoid Stress	Put Things in Perspective	SeeChangesasOpportunities Rather Than Threats
Develop or Practice a Hobby	Eat Regular, Healthy Meals	Be Active
Talk Out Your Troubles	Laugh, Develop a Positive	Sense of Humor
Work Toward Realistic Goals	Get a Good Night ' s Sleep	Use Your Creativity
Learn to Relax or Meditate		

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How Effectively Do You Manage Your Time?

I do this... always often rarely never

Planning

1. Plan my lessons
2. Plan my whole day
3. Plan a week at a time
4. Arrange tasks in prior
5. Have a "to do" list

Set time in my planner for

6. marking
7. planning
8. preparing work
9. reading
10. telephone calls

Organizing

1. Arrive late for meetings
2. Work late at school
3. Take work home
4. Have an untidy desk
5. Have an untidy room
6. Lose important papers
7. Take a lunch break
8. Know exactly where everything is

Paperwork

1. Am overwhelmed with papers
2. Deal with correspondence as it arrives
3. Spend time searching for papers
4. Have a clear desk
5. Handle papers several times over
6. Have an effective filing system
7. Let paperwork mount up
8. Generate lots of paperwork
9. Read everything that arrives
10. Prioritize paperwork

Takeaway 1

Relaxation Exercise—
Take a Mini-Break with this:

Deep Breathing Exercise.
Sit in a comfortable position in a chair or on the floor.
Begin with deep breathing.
Close your eyes and attend to your breath.
Relax your upper body and shoulders.
Take two deep, continuous breaths, as if you were filling a balloon.
When you exhale, the balloon deflates.
As you breathe in and out repeat a calming word, like peace or serenity.
Repeat breath and calming word several times.
Open your eyes when you begin to feel calmer.

Long, C. (2012).

Takeaway 2

Epstein's Framework of Six Types of Involvement and Sample Practices

1. PARENTING: Help all families establish home environments to support children as students Parent education and other courses or training for parents (e.g., GED, college credit, family literacy). Family support programs to assist families with health, nutrition, and other services. Home visits at transition points to pre-school, elementary, middle, and high school.
2. COMMUNICATING: Design effective forms of school-to-home and home-to-school communications about school programs and children's progress. Conferences with every parent at least once a year. Language translators to assist families as needed. Regular schedule of useful notices, memos, phone calls, newsletters, and other communications.
3. VOLUNTEERING: Recruit and organize parent help and support. School and classroom volunteer program to help teachers, administrators, students, and other parents. Parent room or family center for volunteer work, meetings, resources for families. Annual postcard survey to identify all available talents, times, and locations of volunteers.
4. LEARNING AT HOME: Provide information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions, and planning. Information for families on skills required for students in all subjects at each grade. Information on homework policies and how to monitor and discuss schoolwork at home. Family participation in setting student goals each year and in planning for college or work.
5. DECISION MAKING: Include parents in school decisions, developing parent leaders and representatives. Active PTA/PTO or other parent organizations, advisory councils, or committees for parent leadership and participation. Independent advocacy groups to lobby and work for school reform and improvements. Networks to link all families with parent representatives.
6. COLLABORATING WITH COMMUNITY: Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development. Information for students and families on community health, cultural, recreational, social support, and other programs or services. Information on community activities that link to learning skills and talents, including summer programs for students. Service to the community by students, families, and schools (e.g. recycling, art, music, drama, and other activities for seniors or others).
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Appendix B: Title of Appendix

Beginning Teachers
Graduates of the Program in Education
Interview Guide

This chart includes the interview questions asked of the beginning teachers who are graduates of the teacher preparation program. The TEAC principles are included.

Teacher Education Accreditation Council QUALITY PRINCIPLE I: Evidence of candidate learning
1.1 Subject Matter Knowledge The program candidates must understand the subject matter they will teach.
1.2 Pedagogical Knowledge The program candidates must be able to convert their knowledge of subject matter into compelling lessons that meet the needs of a wide range of pupils and students.
1.3 Caring and Effective Teaching Skill The program candidates must be able to teach effectively in a caring way and to act as knowledgeable professionals.
Cross Cutting Theme 1.4.1 Learning how to learn: Candidates must demonstrate that they have learned how to learn information on their own, that they can transfer what they have learned to new situations, and that they have acquired the dispositions and skills of critical reflection that

will support life-long learning in their field.
Cross Cutting Theme 1.4.2 Multicultural perspectives and accuracy: Candidates must demonstrate that they have learned accurate and sound information on matters of race, gender, individual differences, and ethnic and cultural perspectives.
Cross Cutting Theme 1.4.3 Technology: Candidates must be able to use appropriate technology in carrying out their professional responsibilities.

Method:
Interview

Research Question: What are new teachers' perceptions of the unique classroom and school-wide challenges that they have faced?
Interview Questions:
What content areas have you been teaching? How comfortable have you been with the content? Was there a particular curriculum area in which you felt well prepared? Tell me how you are using this knowledge in the classroom. Was curriculum area in did you felt least prepared for. How has this impacted your experience in the classroom? If underprepared, how have you acquired the new knowledge to teach the unfamiliar curriculum?
Describe the support that you received during your first year of teaching. Was it

adequate? What else would you need or want?
Can you tell me about some of the unexpected things that happened during your first year? How did the teacher preparation program prepare you for the real experiences in the classroom? Can you think of ways you could have been better prepared?
Explain your method for writing (designing?) and maintaining lesson plans. What resources have you used in planning your lessons? (textbook, team members, reading specialist, media specialist, Internet). Can you give me some examples of how you differentiate to meet the needs of all students?
What are you most confident about in your teaching practice?
Tell me about some of the challenges you faced this year? How did you address them? Talk about how you demonstrate caring and commitment to your students. Talk about a student who may be a particular challenge behaviorally or academically.
What are some of the things you learned during your first year of teaching? How did you learn them? What is your reflection process like after a lesson, or at the end of the day? Do you have peers that you process with? Do you do it alone in the car on the way home? What kinds of things do you think about related to the school day?
Describe how you incorporate technology in your planning, instruction, and record

keeping. Discuss your preparation to use school-related technology. Was the methods acquired through your teacher preparation program, here at school, or on your own?
Describe the diversity in your classroom – by diversity I mean matters of race, gender, individual differences or ethnic and cultural diversity. Discuss an occasion when you felt unsure of how to handle a situation? How did you overcome this?
What are any unique challenges that you have faced this year that we have not discussed? Probes: professional challenges, challenges with team members, challenges with admin., challenges with parents and students, classroom management / organizational challenges
How do you accommodate multiple points of view or experiences in your classroom?
Describe the level and type of collaboration that you are involved in at school as well as a team level.
Have you had opportunities to team teach or observe other teachers modeling an activity?
Describe any mentoring that you have received? Was it effective? Describe your interactions with your mentor(s). Is there a teacher who has not been assigned as a mentor to you but has taken that role?
Have you sought out other teachers or specialists at the school?

Appendix C: Interview Guide for Field Supervisors

Field Supervisors/Advisors
Graduate Program in Education
Interview Guide

This chart serves includes the interview questions asked of the college advisors serving as field supervisors in the graduate program. The TEAC principles are included.

Teacher Education Accreditation Council QUALITY PRINCIPLE I: Evidence of candidate learning
1.1 Subject Matter Knowledge The program candidates must understand the subject matter they will teach.
1.2 Pedagogical Knowledge The program candidates must be able to convert their knowledge of subject matter into compelling lessons that meet the needs of a wide range of pupils and students.
1.3 Caring and Effective Teaching Skill The program candidates must be able to teach effectively in a caring way and to act as knowledgeable professionals.
Cross Cutting Theme 1.4.1 Learning how to learn: Candidates must demonstrate that they have learned how to learn information on their own, that they can transfer what they have learned to new situations, and that they have acquired the dispositions and skills of critical reflection that

will support life-long learning in their field.
Cross Cutting Theme 1.4.2 Multicultural perspectives and accuracy: Candidates must demonstrate that they have learned accurate and sound information on matters of race, gender, individual differences, and ethnic and cultural perspectives.
Cross Cutting Theme 1.4.3 Technology: Candidates must be able to use appropriate technology in carrying out their professional responsibilities.

Method:
Interview Before the interview, supervising professors will be asked not to use student names in their responses.

How are teacher candidates paired with supervisors?
Describe a situation with a student teacher where you observed a demonstration of caring and effective teaching skill.
In what ways are the teacher candidates supported in their lesson planning? Are they taught a certain way to write their lessons? Are they expected to use these guidelines and practice it throughout their field experience?

Tell me about a reflective conversation you have had with a teacher candidate where he/she has shown a disposition that supports life-long learning. What do you look for in their responses that help you know that they are performing at adequate levels?
Give an example of how teachers are prepared to use appropriate technology in their professional responsibilities. What part of the curriculum helps them to prepare for using technology in their classrooms?
In what ways does the college provide support for new teachers as they transition into the classroom? Do you stay in touch with students that you have supervised?
What is required of the graduate in terms of demonstration of content knowledge? How do you assess their content knowledge?
What components make a teacher candidate/supervisor relationship work?
Were there any unique challenges that you have faced with a teacher candidate that we did not discuss? Probes: difference of opinion, different content knowledge
How have you modeled for student teachers to incorporate cultural knowledge into their classroom lessons and activities?
In what ways did the beginning teachers engage in collaborative learning to develop their pedagogy and knowledge?

How have you taught student teachers to accommodate the multiple points of views and experiences or to meet the needs of a diverse classroom?