Fall 2007

Examination of Administrative Support, instructional Preparation, and Collegial Support Met and Unmet Needs of First Year Teachers Participating in the Georgia Teacher Alternative Preparation Program in Middle Georgia

Jenny Ogden Scarborough

Follow this and additional works at: https://digitalcommons.georgiasouthern.edu/etd

EXAMINATION OF ADMINISTRATIVE SUPPORT, INSTRUCTIONAL

PREPARATION, AND COLLEGIAL SUPPORT MET AND UNMET NEEDS

OF FIRST YEAR TEACHERS PARTICIPATING IN THE

GEORGIA TEACHER ALTERNATIVE PREPARATION PROGRAM

IN MIDDLE GEORGIA

by

Jenny Ogden Scarborough

(Under the Direction of Linda M. Arthur)

ABSTRACT

The Georgia Teacher Alternative Placement Program (GTAPP) began placing teachers in

the classroom in 2000.   The participants of this study were nine first year teachers in an

urban county in Middle Georgia currently enrolled in the Georgia Teacher Alternative

Preparation Program (GTAPP). The researcher conducted a qualitative study that began

with identification of first year GTAPP teachers in the county. An invitation for

participation was sent to all identified teachers through the county email system. Once a

pool of volunteers was identified, a random sample of nine subjects was drawn.

Upon selection of the nine first-year GTAPP teachers, one-hour semi-structured

interviews were conducted with each participant. Once the interviews were transcribed,

the researcher reviewed the transcripts for common themes in the areas of met and unmet

needs in administrative support, instruction preparation, and collegial support.

In the analysis of the data, six themes emerged in the areas of administrative support,

instructional preparation, and collegial support. Those themes were:

1. The school administrators established positive relationships with TAPP teachers.

2. TAPP initial training provided multifaceted training that was inspirational and established a basis for building instructional knowledge.

3. Teachers located near the TAPP teachers provided the most beneficial collegial support.

4. School administrators failed to communicate information and provide resources that promote effective classroom instruction.

5. TAPP training was broad in scope, lacked practical, realistic strategies, and did not prepare teachers for diverse populations.

6. Formal mentors were not appropriately matched with TAPP teachers.

Information presented in this study is intended to enlighten school leaders and policy makers on the first year GTAPP teacher experience. The goal of this research is to identify met and unmet needs in the areas of administrative support, instructional preparation, and collegial support. By illuminating met and unmet needs, supports may be constructed to aid in the transition through the first year teaching experience and thereby assist with teacher retention.

INDEX WORDS: Alternative preparation program; First year teachers; Administrative support; Instructional preparation; Collegial support

EXAMINATION OF ADMINISTRATIVE SUPPORT, INSTRUCTIONAL

PREPARATION, AND COLLEGIAL SUPPORT MET AND UNMET NEEDS

OF FIRST YEAR TEACHERS PARTICIPATING IN THE

GEORGIA TEACHER ALTERNATIVE PREPARATION PROGRAM

IN MIDDLE GEORGIA

by

Jenny Ogden Scarborough

A.B.J., University of Georgia, 1985

M.S., Fort Valley State University, 1999

Ed.S. Columbus State University, 2003

A Dissertation Presented to the Graduate Faculty of Georgia Southern University

in Partial Fulfillment of the Requirements for the Degree

DOCTOR OF EDUCATION

STATESBORO, GEORGIA

December 2007

EXAMINATION OF ADMINISTRATIVE SUPPORT, INSTRUCTIONAL

PREPARATION, AND COLLEGIAL SUPPORT MET AND UNMET NEEDS

OF FIRST YEAR TEACHERS PARTICIPATING IN THE

GEORGIA TEACHER ALTERNATIVE PREPARATION PROGRAM

IN MIDDLE GEORGIA

by

Jenny Ogden Scarborough

Major Professor: Linda M. Arthur

Committee: Barbara J. Mallory
                     Walter B. Crews

Electronic Version Approved:
December 2007

DEDICATION

You know that the beginning is the most important part of any work, especially in the case of a young and tender thing; for that is the time at which the character is being formed and the desired impression is more readily taken…. Shall we carelessly allow children to hear any casual tales which may be devised by casual persons, and to receive into their minds ideas for the most part are the very opposite of those which we should wish them to have when they are grown? We cannot. Anything received into the mind at that age is likely to become indelible and unalterable; and therefore it is most important that the tales, which the young first hear, should be models of virtuous thoughts.

Then will our youth dwell in a land of health, amid fair sights and sounds, and receive the good in everything; and beauty the effluence of fair works, shall flow into the eye and ear, like a health-giving breeze from a purer region, and insensibly draw the soul from the earliest years into likeness and sympathy with the beauty of reason.

There can be no nobler training than that.
-    PLATO's Republic

To my first teachers, my parents, Roland and Julia Ogden, both of you exemplified the words, work ethic, determination, and compassion. I love you both, and I can never repay you for the gifts you have given me.

To my beautiful daughter, Olivia, there is no other person on the face of this earth that I treasure more. I thank you for the sacrifices you have made to make this possible for me. I hope that I have instilled in you the love of learning, for it is through learning that we grow to understand who we are. As you graduate from high school this year, know that all I want for you is happiness.   As simple as that might sound, it is the greatest gift you can give yourself. Remember that true happiness comes from within. I hope that I have prepared you to find it within yourself. I love you, and I am always here for you.

ACKNOWLEDGMENTS

Dr. Linda Arthur, my chair, thank you for your guidance through this process.

Dr. Bee Crews and Dr. Barbara Mallory, thank you for agreeing to serve on my

committee. Without the support of each of you this would not have been   possible.

To my sister, Dr. Cheryl Ogden, I could not have made it through

Chapter 4 without you. Thank you for setting the bar high. A little sibling competition is

a good thing.

To my buddy Iris, thank you for all the encouragement and support. I could not

have done this without you. I will never forget our early morning conversations on our

commutes to Augusta. We made it girlfriend.

Thank you to all my buddies who supported and believed in me. I appreciate all

the acts of kindness. Good friends are hard to find and greatly appreciated.

TABLE OF CONTENTS

LIST OF TABLES

CHAPTER 1

INTRODUCTION

More than seventy-five percent of funding in education is spent on human resources. Education is an industry driven by human capital. Yet, teachers are leaving their profession at ever increasing rates. Fifty percent of all teachers will exit the profession within their first five years. Teacher preparation institutions are preparing enough teachers to fill teacher vacancies. However, almost one-third of those trained teachers are opting not to enter the vocation after graduation. There is not a shortage per se, but a constantly "revolving door" in the teacher workforce. A popular response of states for filling teaching vacancies is through alternative certification. Most states in the United States offer this avenue to the classroom. Programs vary greatly in content and duration. If alternative preparation candidates are to fill vacated teaching positions, supports that encourage retention must be studied.

The purpose of this study is to examine the needs of first-year teachers prepared through the Georgia Teacher Alternative Preparation Program (GTAPP). During this examination, the researcher explored met and unmet needs in an effort to identify supports in that might be extended to encourage the participant's retention in the profession. The researcher used the qualitative research approach of semi-structured interviews to construct a rich description of teacher's first-year teaching experience thus illuminating the experience from the participant's perspective.

Background of the Study

The Teacher Shortage

According to research conducted by Hare and Harp (2001), approximately 50% of new teachers will leave the profession within the first five years. The largest cited factor for lack of teachers is teacher attrition: the premature and voluntary departure of teachers from their profession (Justice et al., 2003, Dove, 2004). The National Commission of Teaching and America's Future (NCTAF) reports that 14% of new teachers resign after just one year (Colgan, 2004). According to Dove, 9.3% of the new teachers leave their position before completing their first year. Within school year 1999 – 2000, more teachers left than entered the field of teaching (Hedrick, 2005). This rate of turnover is higher than any other profession (Hedrick, 2005).

In examining the problem, Ingersoll (2001) found that one-half of teacher turnover is due to migration. Migration is the movement of a teacher, not out of the profession, but to a different location, such as a new school, district, or state (Ingersoll). While migration does not decrease the overall supply of teachers, it is a major contributor to turnover and appears to have the same affect as teacher attrition (Ingersoll).

Teacher retirement represents only about 12% of the total vacancies (Ingersoll, 2001). Most vacancies are due to the "revolving door" of attrition and migration. Over 90% of new hires replace teachers lost through the "revolving door" (Ingersoll). Another contributor to this phenomenon is temporary attrition. Teachers leave teaching but return during the course of their working career. Ingersoll contends that recruiting teachers is not the answer to the teacher shortage, retaining them is.

Though a toll economically, the real cost of teacher attrition is the impact to student achievement and learning (Maples, 2004). Teacher competence is the single most important determinant of student achievement (Maples). According to Harrell, Leavell, vanTassel and McKee (2004), the misconception of lawmakers on the teacher shortage has led a switch from teacher quality to teacher quantity.

The apparent relaxing of criteria to become a teacher has occurred for many reasons. Teacher shortages in critical content areas are a reality. Since the 1980s, shortages have been evidenced in the areas of math and science (Wayman, Foster, Mantel-Bromly, & Wilson, 2003). This shortage became particularly detrimental to students in poor urban and rurally isolated communities (Wayman, et al.) Increases of the student population compounded with the exit of the baby boom generation are more current causes for the need to certify teachers in an alternative manner (Wayman, et al.).

According to Ingersoll (2001) school staffing is one of the most important issues of organizational performance, but it is the least understood. Schools as organizations are greatly dependent on the commitment, continuity, and cohesion of their employees (Ingersoll). The assumptions about organizations that Ingersoll presented in his study are that the effectiveness and performance of an organization is linked to employee turnover. Turnover must be examined at the organizational level, not an individual level, if it is to be truly understood and addressed. The character and condition of the organization affects the organizations rate of turnover; however, all turnover is not negative. Sometimes an organization can benefit from turnover by eliminating low performers (Ingersoll).

According to Dove (2004), 25% to 33% of teachers suffer from stress. The decline of professional status, lack of parental support, large classroom size, lack of instructional resources, inadequate grading and planning time, poor student motivation, and the lack of discipline of students appear to contribute to their stress level (Dove). Additionally, teachers have taken on expanded social roles, issues of multiculturalism, and strenuous education priorities with little support (Dove). These factors compounded by increasing administrative type duties and government policies aimed at reforming education were found to be additional reasons for teacher attrition (Dove).

One of the primary reasons for inadequate school performance is the inability to staff classrooms with quality staff (Ingersoll, 2003). Though 58% of schools reported during the 1999-2000 school year as having some difficulty finding staff, Ingersoll contends that the problem is not a shortage of trained teachers, but a reluctance of that trained staff to enter the field. Professionally trained teachers exist. It is the "revolving door" of the profession that has affected the profession most (Ingersoll).

Teachers leave for many reasons, but according to Ingersoll (2003), almost one-half of the teachers leave for reasons of job dissatisfaction or a desire to pursue a better job opportunity in or out of education. Turnover varies greatly among schools and teachers, and a number of studies have shown that it is the teachers with higher ability that are more likely to either leave or go to another school (Ingersoll). Ingersoll (2003) illustrates his belief that turnover is not simply an individual problem, but an organizational problem in this statement:

The data suggest that school staffing problems are rooted in the way schools are organized and the way the teaching occupation is treated, and that lasting improvements

in the quality and quantity of the teaching workforce will require improvements in the

quality of the teaching job. (Ingersoll, 2003, p.18)

Alternative Certification

The measures set forth in *No Child Left Behind (NCLB)* have placed more

importance on how to measure educational quality than how to define what is truly

quality teaching (Harrell et al., 2004). Harrell et al. (2004) question how the removal of

certification requirements will somehow increase teacher quality. State governments

have further devalued the profession by creating low-cost training and emergency

certification for unqualified people, then placing them in high areas of need (Dove,

2004).

When No *Child Left Behind (NCLB)* legislation was passed on January 8, 2002, it

mandated that all teachers be "highly qualified" by the 2005-2006 school year (Dove,

2004). "Highly qualified" means that teachers must meet a predetermined set of

standards that include competency in each of the core subjects that they teach (Dove). At

the time *NCLB* was enacted, alternative certification had been around for a decade or

more. To align alternative certification with highly qualified requirements, federal

mandates were required for alternative certification participants. Candidates must possess

a degree or coursework in their teaching content area and they must participate in a

mandatory 10-day workshop on essential skills prior to entering the classroom (Anderson

& Bullock, 2004).

According to Wright (2001) alternative certification refers to credentialing

programs that allow individuals with significant subject area content knowledge to

complete their teacher preparation training while they are employed as a full time teacher

in a participating school district (Wright). However, alternative teaching certification has come to represent anything from emergency certification to well-developed teacher training programs (Dove, 2004). In 1984, New Jersey became the first state to permit alternative teacher certification through legislation. This trend continued across the country, and by 2004 over 500 programs in 47 states provided alternative preparation for teaching (Dove). It is estimated that currently one-third of the nation's teachers come from alternative certification, and 40% of those teachers are be over the age of 40 (Rosato, 2005).

According to Christensen (2003) the most striking trend in teaching is the doubling of the percentage of men and women licensed at age 31 or older. Today in the United States, two-thirds of teacher education institutions offer alternative teacher licensing programs (deBettencourt & Howard, 2004). The effectiveness of alternative certification is varied (deBettencourt & Howard). Successful programs usually have candidates involved in extensive coursework in conjunction with mentoring by university faculty and on-site experienced teachers (deBettencourt & Howard).

As a resource for addressing teacher vacancies, efforts must be made to attract mid-career professionals from outside the educational arena into education (Ingersoll, 2003). Career switchers often turn to alternative certification. To fully understand the teachers produced through alternative certification, the research on career change. Society today has a different perception of career must be investigated. Instead of having the same job or sequence of jobs in the same field, more people are finding that they will experience several careers over their life span (Crow, Levine, & Nager, 1990).

Career switchers are a unique group who can bring work life and experiences to the classroom (Hedrick, 2005). As part of the attrition solution, many feel that these candidates bring with them valuable skills. The National Center for Education indicates that more than one-half of students entering post baccalaureate training are in this category (Christensen, 2003).

One of the greatest criticisms of alternative certification is the lack of pedagogical preparation (Wayman et al., 2003). Because there is an effort in hard-to-staff schools to recruit candidates with a large content base, teaching skills and pedagogy are often missing (Wayman et al.). Lifetime educators contend that there is a need to balance content knowledge and pedagogy to provide effective teaching and learning for students (Crowley, 2003). Lack of knowledge of learning theories, classroom management, and teaching strategies can cause the teaching experience to be very stressful and ineffective (Wayman, Foster, Mantel-Bromly, & Wilson, 2003). Adding to the problem is that alternatively certified individuals are usually placed at high-risk schools (Wayman et al.). When less qualified teachers are placed with children at a greater risk of academic failure, a systemic problem can ensue (Wayman et al.). With such a critical impact on students and society, addressing concerns related to teacher attrition, alternative certification, and student learning should be a national priority (Maples, 2004).

According to Wright (2001), in general, entrance requirements for alternative certification candidates are congruent or higher than those for traditional programs. In addition to their content expertise and life experiences, participants must have a basic understanding of classroom management and child development to be successful. Participants must understand the commitment needed to engage in this intense and

stressful route to certification. Diverging from educational jargon and rhetoric, courses should focus on practical classroom applications and experiences (Wright).

According to Berry (2001) many alternative certification programs do not produce quality teachers. In the 1998-1999 school year, more than 24, 000 teachers were placed through alternative certification, and more than 80,000 have entered over the past decade (Berry). Berry states that alternative certification programs can range from graduate-level classes to emergency certification with little or no training, often having different models existing within the same state. A typical alternative certification program includes four to eight weeks of training in classroom management, basic instruction on lesson plans, and a brief introduction to teaching (Berry). This is followed by placement in disadvantaged settings with little or no mentoring, while overwhelmed participants are required to take classes at night, which have little relevance to what is being experienced in the classroom (Berry).

In 1996, Ferony conducted a grounded theory qualitative study on five teachers who chose teaching as a later life vocation. Of interest was why anyone would enter a profession surrounded by such a negative perception. In her study, Ferony (1996) identified some common themes among the participants. Those common themes were: (a) all felt they were successful parents and that nurturing youth was a worthy undertaking; (b) all experienced some "epiphany" to lead them to teaching; (c) and all were willing to be nontraditional students (Ferony).

Ferony (1996) further identified several positive reasons why choosing second career teachers might be beneficial to school systems. Older individuals may assist in fragmented societies where extended family is no longer accessible to the student family

of origin. Second career teachers may offer a way to balance the faculty age wise as older faculty retires and younger teachers enter the profession. Districts may be able to benefit economically by lower salary and less years of services (Ferony, 1996). Secondly, career teachers possibly bring with them personal maturity and a developed pool of professional references. Their age may additionally allow them to bring life experiences and realistic expectations. Given their experiences, the second career teacher may bring with them the ability to self-evaluate, which will assist their progress through the learning process (Ferony).

Even though 73% of teachers in the United States support alternative certification (Justice et al., 2003), small things are often overlooked when acclimating career changers. Professional teacher educators have expressed concern about this method of entering teaching. In 1999, Hammond conducted a study correlating the depth of preparation to teacher retention. The results of the study were as follows: (a) students that attended a preparation course of five years duration had an 84% retention rate; (b) students that attended a preparation course of four years duration had a 53% retention rate; (c) and students prepared to be teachers through an alternative preparation program had a 34% retention rate. In an additional analysis of studies on teacher attrition conducted by the Education Commission of the States in 2003, the data provided limited support that alternative certification programs can produce teachers that are as effective as those who progressed through the traditional training process (Dove).

New teachers need strong professional learning communities to experience success (Johnson & Birkeland, 2003). According to Johnson and Birkeland (2003), these learning communities need to recognize the interdependence of schools, have high

standards, be willing to share knowledge and ideas, and be dedicated to the continuous learning of students and staff.

According to Ingersoll (2003), full induction programs should have the following eight components: (a) a helpful mentor that is teaching in the same field; (b) common planning time with teachers in their area; (c) collaboration with other teachers that is regularly scheduled and focuses on instruction; (d) participation in a "general" induction program that familiarizes them with school operations; (e) participation in a seminar for beginning teachers; (f) regular and supportive communication with administration; (g) involvement in professional external networks as support; (h) and reduced number of course preparations. Inman and Marlow (2004) contend that the mentoring component of induction should last for several years. Mentoring should provide personal encouragement, assistance in instructional development, advice about lesson plans, and feedback about the novice's performance as a teacher (Inman & Marlow). Additionally the researchers suggest that collaboration should exist between the university and the on-site school in preparing the mentoring process. To further assist the novice, administrators need to provide support by creating positive experiences, supporting new ideas that they bring with them, conducting regular, structured faculty development opportunities that center on sharing ideas, learning teaching strategies, and familiarity with school curriculum (Inman & Marlow). According to Johnson and Birkeland (2003), new teachers were more likely to stay in the profession when they experienced success with students, their schools were organized, they were provided collaboration with peers, they experienced opportunity for growth, they were given appropriate assignments with adequate resources, and they were involved in a school culture that supported learning.

Researchers estimate that because more than 200,000 teachers per year will be needed over the next decade, alternative certification must be investigated as a viable means to filling vacancies (Justice, et al., 2003). At the 2002 Symposium of The National Commission on Teaching and America's Future, Directors Hunt and Carrol (2002) made the following statement: "It is time to abandon the futile debate over 'Alternative' vs. 'Traditional' preparations since both produce teachers at the front of a classroom. All teacher preparation programs must set and meet high standards" (p.15).

Georgia Teacher Alternative Preparation Program

In Georgia, placement of teachers through alternative certification began in school year (SY) 2000. According to the information listed on the Georgia Professional Standards Commission web site, Georgia Teacher Alternative Preparation Program (GTAPP) consists of four weeks intensive preparation during the summer prior to fall entry into a teaching position. A two-year induction program consisting of monitoring, supervision and mentoring follows this instruction. Additionally, GTAPP participants receive 140 clock hours of classroom instruction in pedagogical skills.

In general, a GTAPP candidate must possess a Baccalaureate degree with a 2.5 or greater cumulative grade point average, pass a Georgia criminal background check, attain passing scores on the Praxis I and Praxis II, which was replaced by the Georgia Assessment for the Certification of Educators (GACE) in 2006, and have a job offer from a local school district. The two-year cohort seminars consist of one or more hours of interaction with the assigned mentor teacher or other support members, observations of other teachers in various classroom settings, one formal observation each week for assessment of progress, and the development of a teaching portfolio. In Georgia, GTAPP

training is done by the entity certified by the state to conduct the training. That entity

may be a school district, university, or Regional Educational Service Area (RESA).

Ongoing seminars are based on Danielson's Framework for Teaching (Danielson, 1996),

which is a format that organizes four domains of teaching (planning and preparation;

classroom environment; instruction; and professional responsibilities) into 22

components of classroom practice. Additionally, seminars can be based on teacher-

candidate identified problems and interests.

According to the 2006 Interim Status Report compiled by the Division of

Educator Workforce Research and Development (EWRAD) at the Georgia Professional

Standards Commission (PSC), 128,199 educators reported to work in the fall of 2005.

The total number of new teachers hired for fiscal year 2006 increased 14.3% from fiscal

year 2005. Student enrollment increased by 2.2%.

In the Georgia Educator Workforce 2005 Executive Summary, Georgia public

school enrollment was identified as the 12th fastest growing student population in the

United States. However, teacher demand is not only affected by student enrollment; but

also subject to state and federal law and policy, and teacher attrition. According to this

report, teacher attrition in Georgia has risen consistently over the past few years.

Attrition was at 7% in 1995 and rose to 9.4% by FY 2000. In both FY 2004 and FY 2005

the attrition rate exceeded 9%. It is anticipated that this trend will continue, creating a

demand for new teachers as replacements.

Sources of new teachers for FY 2005, as noted in the Georgia Educator

Workforce 2005 Executive Summary, were as follows: Georgia Educator Preparation

Institutions, 24.1%; Delayed Employment, 2.5%; Returning teachers, 21%; Reassigned,

2.4%; Out of state Teachers, 27.1%; Alternative Preparation, 19.5%; and Other Sources, 3.4%. As demonstrated by these statistics, the 19.5% of teachers secured through alternative preparation is a substantial supplier of new teachers.

First Year Teachers

In the 2002 Beginning Teacher Survey: A Report on the Readiness of First-Year Teachers in Georgia Public Schools, first year teachers identified the most needed skill areas in rank order. The areas of need were: managing student behavior; accommodating and dealing with diverse instructional needs in the classroom; adequately meeting the instructional needs of diverse learners; use of standardized test results to adjust instruction; solving problems in classroom management; and fulfilling administrative duties. Principal's rankings of the surveyed teacher population included a need for additional instruction in managing student behavior, use of standardized test results to adjust instruction, accommodating and dealing with diverse instructional needs in the classroom, adequately meeting the instructional needs of diverse learners, integrating technology into instruction, fulfilling administrative duties, and solving classroom management problems.

Concerns regarding first year teachers have been documented since the 1940s. It is in the transition from student to teacher that attitudes and patterns are developed that will continue throughout a teaching career (Chelsey, 1995). Also of considerable importance, it is the first year experience that may ultimately determine whether the candidate will continue in teaching at all (Chelsey).

In 2003, Birkeland & Johnson (2003) studied 50 teachers after their first three years of teaching. They found that the participants were more likely to stay in their

profession if they felt successful with their students and perceived their schools as well organized and supportive of their teaching. Collegial interaction, professional growth opportunities, appropriate assignments, adequate resources and a school wide structure that supported learning were identified as factors that led to teacher retention (Birkeland & Johnson).

A strong professional learning community recognizes the interdependence of the school, sets high work standards, seeks to share their knowledge with others and promotes continuous learning by all. Many times new teachers in weak professional learning communities leave due to a lack of support and a feeling of disorganization (Chelsey, 1995). Chelsey's survey of Oklahoma's 1994-1995 participants in their alternative certification entry year teachers revealed that the teachers had similar problems to those of traditionally trained teachers. Problematic findings included insufficient materials and resources, clerical work, policies, and procedures and routinized management issues. Alternative certified teachers further indicated frustration with understanding the school environment. Jargon, policies and procedures that are common place for veteran teachers were frustrating for the entry level teachers (Chelsey).

Novice teachers are so engrossed in their own performance that they often fail to see how their performance translates into student learning. The very notion of survival through the first years often leaves teachers feeling as though they are not prepared for the task ahead of them, thus lowering their self-efficacy (Fayne and Ortquist-Ahrens, 2006).

Over the years, research has consistently documented the first year struggle of teachers to be in the areas of classroom management and instruction (Chelsey, 1995).

Student teaching has been identified as a pivotal point by traditionally trained teachers. In Laraway's (2003) study, she found the teachers' biggest challenge was time management.

Furthermore, Laraway (2003) found that all alternatively certified teachers faced challenges creating a positive learning environment. Those that entered the situation with a strong belief in their ability and experiences of successful application of their skills were more likely to stay. Unsuccessful candidates often doubted their abilities and devalued their performance. Teachers with a low sense of efficacy were pessimistic about their students and showed a weak commitment to teaching, experiencing feelings of frustration and discouragement, blaming their failures on their students' lack of ability, and lacking satisfaction with the level of support they were receiving (Laraway).

Successful beginning teachers took personal responsibility for their classroom instead of blaming students when a set back occurred; they exhibited a positive attitude toward teaching (Laraway, 2003). Laraway's suggestion for supporting new teachers is an emphasis on field experience and observation. While successful first-year teachers were confident in their abilities, committed to the profession of teaching, and appeared to be satisfied with the support they received from their school site, those that resigned did not feel supported or prepared from the beginning (Laraway).

New teachers are expected to perform at the level of experienced teachers while they are often in isolation (Graziano, 2005). They must develop lesson plans, develop teaching and classroom management techniques, learn the daily functions of the school, acclimate to the school computer system and learn where the faculty restrooms are often

on their own. New teachers become so overwhelmed that they often burnout almost before they get started (Graziano).

When we nurture teachers, we nurture children's learning (Morehead, 2003). In a study conducted by the National Education Association, statistics revealed that 25% of teachers responded that they were not satisfied in their job (Mertler, 2002).

Statement of the Problem

More than seventy-five percent of funding in education is spent on human resources. Education is an industry driven by human capital. Yet, fifty percent of all teachers will exit the profession within their first five years. Teacher preparation institutions are preparing enough teachers to fill teacher vacancies. However, almost one third of those trained teachers are opting not to enter the vocation after graduation.

A popular response of states for filling teaching vacancies is through alternative certification. Every state in the United States offers this avenue to the classroom. The programs vary greatly in content and duration.

In Georgia, the Teacher Alternative Preparation Program (GTAPP) began placing teachers in schools in 2000. GTAPP candidates come from a variety of careers, and most are persons opting to begin second careers. GTAPP candidates receive 140 clock hours of training in pedagogical theory, site based mentoring, and instructor observation. What is not known is if there are needs in the areas of administrative support, instruction preparation, and collegial support that extend past GTAPP certification requirements that, if addressed, could support the retention of GTAPP teachers.

In 2006, Georgia teacher vacancies increased approximately 14.3%. If traditionally trained teachers are leaving and alternatively certified teachers are to assist

in filling those vacancies, support mechanism for GTAPP teachers must be identified to aid in their retention. Therefore, this researcher sought to examine the met and unmet needs of first-year GTAPP teachers regarding administrative support, instruction preparation, and collegial support that may influence remaining in or leaving the profession.

Research Questions

1. What needs of first year GTAPP teachers in Middle Georgia have been met with regard to administrative support, instruction preparation, and collegial support?

2. What needs of first year GTAPP teachers in Middle Georgia have not been met with regard to administrative support, instruction preparation, and collegial support?

Importance of the Study

In the field of economics, the concept of supply and demand is often referenced when explaining price or value fluctuation. This concept may be loosely applied to the future need for teachers. As student population increases and the baby boom generation retires, more qualified teachers will be needed to fill impending vacancies. However, more students and retiring teachers are not the only two elements of impact. A more critical issue is one of attrition. As indicated in the literature reviewed, the profession of education is experiencing difficulty retaining qualified personnel.

Many states have sought to address this issue by instituting alternative certification programs capable of producing more personnel to fill vacant positions. Typically, this population comes to the profession with a different level of experience than traditionally trained educators. If the goal of alternative preparation programs is to

assist in filling vacancies and then retain candidates to address the supply problem caused by teacher attrition, the school districts will want to look closely at the experiences and unmet needs of first year GTAPP teachers that are likely to make them stay in the profession.

Much of the attrition in Georgia has been from traditionally trained teachers. GTAPP is just beginning to have a noted representation among Georgia teachers. Due to the infancy of the program, minimal research has been done. The data from this study will add insightful knowledge to the research base, particularly in the area of support needed post placement. As GTAPP appears to be maintaining enrollment, the insight offered from those who have "gone before" may provide information in strengthening the program, especially in the areas of candidate retention and longevity.

By examining the data, program and policy suggestions may be forthcoming. If the goal in Georgia is to supply quality teachers to promote student academic achievement, then the area of alternatively prepared teachers must be examined for strengths and gaps in teacher's first year experience.

Procedures

The subjects studied were first year teachers in an urban county in Central Georgia who were enrolled in the Georgia Teacher Alternative Preparation Program (GTAPP). A qualitative study provided the framework. First year GTAPP teachers in the county were identified. An invitation for participation was sent to all identified teachers through the county email system. Once they had been identified, a random sample of nine subjects was drawn.

Nine first year GTAPP teacher volunteers were selected. One hour semi-structured interviews were conducted with each participant. The participants received a copy of the demographic profile sheet (Appendix B) and questions (Appendix C) to be asked prior to their interview. Once the interviews had been transcribed, they were reviewed for common themes regarding their met and unmet needs in administrative support, instruction preparation, and collegial support.

<center>Limitations</center>

1. Because the interview lay outside the parameters of personal factors such as child rearing or illness that influence first year teacher experiences, the interviews only addressed factors that were directly related to met and unmet needs in the areas of administrative support, instruction preparation, and collegial support.

2. Participants were limited to those who volunteer.

<center>Delimitations</center>

1. Findings applied to first year teachers seeking alternative teacher certification only and may not have reflected teachers who have been in the profession for more than one year.

2. Findings applied only to first year teachers participating in GTAPP and may not be applicable to teachers trained through traditional professional programs.

3. Findings applied only to GTAPP teachers in one urban county in Central Georgia and may not be applicable to other Georgia urban, rural, suburban or metropolitan counties.

4.   The participants must trust the interviewer enough to be forthright in

responses through assurance of confidentiality. Through techniques

acquired through the professional counseling training, the researcher was

able to establish trust with all participants.

Definition of Terms

Attrition – the premature and voluntary departure of teachers from their profession

(Dove, 2004).

Career switchers – individuals that leave one career path to enter a teaching career.

Georgia Teacher Alternative Preparation Program (GTAPP) – An alternative training

process available to aspiring Georgia teachers outside of the traditional Colleges and

Universities.

Induction – generally used to indicate support strategies given to teachers entering the

profession. Induction programs vary greatly between providers.

Mid/Second Career Teachers – individuals that choose to leave or retire from a career

after many years of service to enter teaching. Career switchers and mid/second career

teachers can be used interchangeably.

Migration – the movement of a teacher, not out of the profession, but to another location

such as a new school, district or state (Ingersoll, 2001).

Professionalism – a degree of respect for a certain level of competence, that is related to

education, training and experience.

Administrative support – actions of administrators that supported GTAPP teachers during

their first year of teaching.

Instructional Preparation – techniques and procedures taught to GTAPP teachers in an effort to facilitate student success in the classroom.

Collegial support – assistance offered by mentors or other teachers to GTAPP teachers.

Summary

With the rising rate of teacher attrition and the reluctance of newly trained teachers to enter the profession, teacher vacancies are at record numbers. Alternative certification has been an answer to filling these vacancies for many states. Georgia's alternative certification solution is the Georgia Teacher Alternative Preparation Program (GTAPP).

In the literature reviewed, attrition rates for alternatively certified teachers are even greater than that of traditionally prepared teachers. With approximately 20% of current teacher vacancies being filled by GTAPP candidates, this population plays a pivotal role in the education of Georgia's children. This study may identify information on support mechanisms that can be put in place to impact the stabilization of this segment of the teaching workforce.

CHAPTER 2

REVIEW OF RESEARCH AND RELATED LITERATURE

Introduction

The purpose of this research is to discover the met and unmet needs of first-year teachers participating in the Georgia Teacher Alternative Placement Program (GTAPP). This study focused specifically on the areas of administrative support, instructional preparation, and collegial support. In order to establish a comprehensive knowledge base, literature on the origins of the teaching profession, teacher shortages and attrition, and the cost of teacher turnover were explored. The experience of first year teachers, the emergence of alternative preparation and suggestions for teacher retention were also reviewed.

Administrative support, instructional preparation and collegial support were recurring factors in the literature that influenced teacher efficacy and continuation in the profession. These areas were specifically identified for the purposes of this study as factors to assess regarding the met and unmet needs of first year GTAPP teachers. The literature review culminates with an overview of the contextual framework of GTAPP and descriptions of the training programs in which teachers in this study participated.

The Quest for Professionalism

The first effort to bring professionalism to teaching through required licensing was attempted in 1684 by the state of Massachusetts (Brown, Vaughn, & Smith, 2004). With that failure, it would be 150 years before teaching would be seen as a true profession. With primarily informal training until the Nineteenth Century, teacher professionalism has been difficult to promote and maintain from its very beginnings. Not

until the birth of normal and common schools, along with an increase in population, were

states prompted to establish criteria for practicing teachers. The first curricula preparation

for teaching was introduced in 1823 (Brown et al., 2004).

As the Industrial Age swept the country and factory jobs paid substantially more

than teaching, the feminization of teaching began to occur. By 1880, only 32.3% of

teachers were men, and by 1920, only 15.5% of all teachers were men (Brown et al.,

2004). Low monetary payoff, low prestige, feminization of the profession, and perception

that teaching is a part-time job are some of the perceptions that impeded men from

entering the field (Brown et al., 2004). Given the social mores of past and present

American society, teaching has historically has been an economically undervalued

profession.

According to Inman and Marlow (2004), the concept of profession is associated

with an earned degree of respect. That respect indicates a certain level of competency

that is related to education, training and experience. Professionals usually have special

knowledge or skill, can offer unique contributions to their profession, are afforded

freedom to make decisions based on their professional judgment, and have the

opportunity to direct and organize their tasks as best they see fit to accomplish their

mission (Inman and Marlow, 2004). Some of Inman and Marlow's observations

dispelled the idea of teacher professionalism. They found that all teacher breaks must be

scheduled, teachers must sign into work and out of work at many schools, teachers have

limited access to their work building, teachers often have supervision duty on the

playground, bus ramp, hall and lunchroom, and teachers have little or no time or place to

conduct private phone calls or confer with colleagues (Inman and Marlow). For these

reasons and more, the profession is degraded and two-thirds of the time teachers that leave the profession cited the reasons given as motivators (Inman and Marlow).

Hess (2002) stated that the concept of certification works on three assumptions. First the training one receives while completing a teacher educator program is so useful those who don't receive it aren't prepared to teach. Next, is the belief that certification weeds out unsuitable candidates. Finally, the process is meant to make teaching a more professional and attractive career. However, Hess contends that no body of knowledge supports a defined set of concrete skills necessary to become a good teacher.

Some researchers feel that the introduction of alternative preparation programs for teachers is just a continuation of the fight for professional status (Brown et al., 2004). State governments have further devalued the profession by creating low-cost training and emergency certification for unqualified people and placed them in high areas of need (Dove, 2004). Alternative certification is the government's response to the teacher shortage, teacher attrition issues and assumptions about the quality of the present teaching force (Dove).

The Teacher Shortage and Contributors to Teacher Attrition

Teachers leave the profession for many reasons, but according to Ingersoll (2003), almost one-half leave for reasons of job dissatisfaction or a desire to pursue a better job opportunity in or out of education. Turnover varies greatly among schools and teachers, and a number of studies have shown that it is the teachers with higher ability that are more likely to either leave or go to another school (Ingersoll, 2003).

The largest cited factor for lack of teachers, according to researchers, is teacher attrition (Justice et al., 2003). Fifty percent of newly hired teachers leave the profession

within the first 5 years (Hedrick, 2005). Dove (2004) noted that 9.3% leave their position

before completing their first year. In school year 1999 – 2000, more teachers left than

entered the field of teaching; the rate of teacher turnover is higher than any other

profession (Hedrick, 2005).

Environmental conditions greatly affect teacher satisfaction (Johnson &

Birkeland, 2003). To assess the factors between "leavers, movers and stayers", Johnson

and Birkeland looked at 50 teachers in Massachusetts over a three-year period and

assessed their motivation for their choices. The researchers defined leavers, movers, and

stayers as follows: (a) leavers were those who chose to leave the teaching profession

entirely; (b) movers were those that moved from one school to another; (c) and stayers

were those who continued at the same school in which they were originally placed

(Johnson & Birkeland).

The responses Johnson and Birkeland (2003) received from the leavers were

reflective of those previously cited pertaining to teacher retention. However, the

researchers did uncover that some teacher that left, originally enter teaching only as a

temporary measure. Additionally, some of the leavers were overwhelmed by their

teaching assignments, experienced principals that were not supportive, felt indifference

from colleagues and perceived that there was little hope for improvement (Johnson &

Birkeland, 2003).

Those teachers who chose to move to other schools did so because they did not

feel effective in their present environment (Johnson & Birkeland, 2003). Unlike the

leavers, the movers contributed the problems they experienced to the individual school,

not to the entire profession. Johnson and Birkeland to explained that the movers sought

environments that were more disciplined, more respectful, and offered more parental

involvement. Likewise, the movers had experienced little support in their original

environment from the administration or staff (Johnson & Birkeland). As noted by the

researchers, all movers did transfer to schools that served a more advantaged population

than their previous school. Their schools of choice had a more stable faculty, the ability

to focus on instruction as well as maintain efforts toward improvement, a school culture

that promoted success for students and teachers, and support for new teachers complete

with necessary resources (Johnson & Birkeland).

Johnson and Birkeland (2003) found two classes of those teachers who remained

in their original placement, the settled and the unsettled. The settled stayers wanted to

stay in teaching for the long term. The unsettled stayers were moderately satisfied but

struggled with areas such as student apathy, school demands, lack of respect and low pay

(Johnson & Birkeland). When examining the motivation of the settled stayers, the

researchers found that generally they had a favorable opinion of their school, felt that

their principal and colleagues were supportive, were confident in their personal abilities,

set reasonable goals for themselves, experienced well defined and consistent application

of discipline, and felt that their principal understood the concept of continuous

improvement while maintaining a respectful and orderly environment where students

could learn (Johnson & Birkeland).   Johnson and Birkeland observed that when someone

took responsibility to provide a cohesive, collaborative environment that encouraged

team planning and a positive culture, teachers were more likely to be settled stayers.

When conducting their research, Birkeland & Johnson (2003) found that female,

first career teachers trained through traditional preparation and certification were more

likely to remain teachers than were mid-career teachers, males, or a candidate that had entered teaching through an alternative preparation program. Another consideration given was the public's perception of teaching. Though many teachers valued their work, they stated that low public esteem, low pay and poor working conditions contributed to their dissatisfaction.

Teacher attrition refers to both the premature and voluntary departure of teachers from their profession (Dove, 2004). Teacher attrition is the single largest factor in the shortage of qualified teachers (Dove). During the 1970s, women made up the bulk of the teaching workforce. As social mores changed, it became easier for women to choose other professions. This social phenomenon along with a significant public outcry about the quality of the teaching workforce forced a reconsideration of teacher preparation. Other factors that have contributed to the supply and demand of teachers are changing demographics, changes in the labor market, modification to public policy and political and social consideration (Dove).

Ingersoll (2001) noted that since 1980 the population has been warned that there was a looming shortage of teachers due to increased student population and increased teacher attrition. This shortage will significantly affect the areas of special education, math and science (Ingersoll). Ingersoll identified teacher attrition and teacher migration as the two greatest contributors to the teacher shortage. While migration does not decrease the overall supply of teachers, it is a major contributor to turnover and has the same affects as teacher attrition (Ingersoll).

Ingersoll (2001) examined some of the personnel issues that are faced by schools having difficulty finding qualified teachers. Teacher retirement is not the culprit,

according to Ingersoll; retirement only represents about 12% of the total vacancies. Most vacancies are due to the "revolving door" of the profession (Ingersoll). Over 90% of new hires replace teachers lost to attrition and migration (Ingersoll). Another contributor to the "revolving door" is temporary attrition where teachers leave, but return at some later date. Ingersoll contends that recruiting teachers is not the answer to the teacher shortage, retaining them is.

In assessing teacher attrition, Kirby & Grissmer (1993) proposed human capital theory. This theory pivots on the concept that people make occupational decisions based on economic return. That is, individuals assess the cost and gains of entering and remaining in a profession. Over time, an individual in a profession acquires capital through on the job training, schooling, or personal benefits associated with the job such as retirement or personal health benefits (Kirby & Grissmer). The researchers contend that there are two kinds of human capital, generic and specific. Generic capital can be transferred easily to other occupations. Specific capital is relevant only to that occupation. When human capital is specific, there is a less likelihood of attrition. Based on this theory, many teachers may choose to leave the profession early because it is the time of lowest investment of personal human capital (Kirby & Grissmer).

Chapman and Green (1986) concluded in their research that teacher attrition is linked to the social learning process. Fleener (1998) saw attrition as a combination of personal characteristics and environmental influences. Like Fleener, Chapman and Green found that teacher personality characteristics, commitment to teaching and educational preparation of teachers were linked to teacher attrition. Environmentally, teacher attrition was linked to their first year of teaching experience, social and professional integration

into the environment, and various other external influences, such as salary and job autonomy (Chapman & Green).

In an analysis of factors in job satisfaction that relate to retention, Giacometti (2005) states that the "best predictor in choosing to leave or stay in the teaching profession was emotional factors followed by compensation and benefits and culture shock." (p. ii).   The emotional factors were identified as "stress, burnout, motivation, self-confidence, and commitment" (Giacometti, 2005, p. 116).   Giacometti (2005) classified her subjects as "leavers" and "stayers".   Teachers that left the profession reported lack of compensation and benefits and inadequately preparation as the most significant reasons for leaving the profession. The "leavers" also felt unsupported both in the school environment and by the community.

Age and gender have consistently been found to be highly correlated to teacher attrition (Zavala, 2002). Teachers under the age of 35 have the greatest probability of leaving. Men leave at higher rates than women. Interestingly, minorities are less likely to leave teaching (Zavala). When the economy in an area is tight, and people can't find employment in their profession of interest, employment in teaching is viewed as a temporary job. As the economy recovers, these teachers return to the profession of choice (Zavala).

Reflecting on her thirty-six years in the classroom, Helen Waters (2004) presents a layperson perspective of eight reasons why teachers leave the classroom. Those reasons are (1) teaching is a lonely profession; (2) there is a lack of teamwork among faculty; (3) negative student behavior compounded with a lack of administrative support; (4) lack of student motivation and achievement; (5) pressure to produce high test scores; (6) lack of

faculty camaraderie; (7) negative leadership that sets the culture of the school; and (8) poor salary and benefits. Waters further illuminates that just as students need to be nurtured, teachers need to be nurtured and appreciated.

While teachers are underpaid when compared to other professions, it is not low salary that is cited as their reason for leaving the profession. Teachers often report emotional reasons for leaving the profession (Giacometti, 2006). Teachers often enter the classroom idealistic and naïve, but are quickly brought to reality by class size, scant supplies and little support from administrators, parents and colleagues. .

According to research conducted in the state of Texas, reasons given by teachers for leaving the profession were financial needs, lack of support from school administration and social problems in society. However, the single most cited reason given was lack of support or help for students from parents (Justice, et al., 2003). Additional research regarding attrition indicated such reasons as insufficient salary, job dissatisfaction, large class size, retirement and migration (Hedrick, 2005).

While interviewing 50 teachers about their plans to remain in the profession, Peske, Liu, Johnson, Kauffman, & Kardos (2001) found three distinct groups. There were candidates that felt they would remain in the profession over the long term, candidates that were evaluating the job for continuation over the long term, and candidates that were sure that teaching was just a step along their career path. The job market today has a different concept of career than that of the past. Employees have much different attitudes toward career mobility and job security. Unlike other professions, it is often felt that teaching is a career that is committed to early and becomes a life-long endeavor (Peske, et al.).

Over the years this notion has not served the teaching workforce well. Often teachers are attracted outside of the profession by job offers that have higher pay, better working conditions and a greater opportunity to experience success. Employers in today's market often envision multiple careers over the course of their work history. When teachers did reference lifelong careers in teaching they often meant lifelong careers in education that most likely would involve a position other than teaching, such as administration. Among those interviewed some anticipated moving out of the profession to pursue new challenges and experiences. Peske, et al. also identified two groups of short-term teachers. They labeled them as "early-career contributors" and "capstoners". The "early-career contributors viewed their participation in teaching as a stepping stone to another career. The "capstoners" sought to end their careers by contributing back to society in some way. For both groups, alternative preparation was appealing because qualified candidates could enter the profession with minimal time investment and without a significant loss in compensation while going through training (Peske, et al.)

The teaching profession is on the brink of finding alternative methods of training to enlist a variety of candidates outside the normal expectation of the life-long teacher (Peske, et al., 2001). "Our findings suggest that, rather than regarding teaching as a calling and a lifelong commitment, many new teacher – both those who completed traditional teacher preparation programs and those who did not - approach teaching tentatively or conditionally" (Peske, et al., 2001, p.205).

The overwhelming concern with finding teachers to fill vacant classrooms has caused a lack of thought toward long-term retention (Peske, et al., 2001). According to Peske, et al. "retaining teachers depends a great deal on the conceptions of career, their

specific interest, and the day-to-day experiences they have in schools" (p.309). The new generation of teachers is much different from the teachers of the past. Retaining them will require effort, and the profession may have to adjust to qualified teachers who will be short-term employees (Peske, et al.).

<div align="center">The High Cost of Turnover</div>

Turnover is not new to the teaching profession. From the nineteenth to the twenty first century education has been under constant revision due to the steady increase in student population (Dove, 2004). Often school system would employ hundreds of thousands of women who would leave teaching after a short period of time due to pregnancy or other family responsibilities (Dove).

According to the Smith and Ingersoll (2004), the literature suggests that high turn over in an organization causes the organization to be ineffective and lowers its performance. High turnover has fiscal implications as well. Smith and Ingersoll also emphasize the importance of stability, cohesion and morale in providing a sense of community, which is important to the success of schools.

The toll economically on teacher turnover is staggering. According to Graziano (2005) it takes approximately $11,000 in direct and indirect cost to replace a teacher. "At least 15% of K-12 teachers either switch schools or leave the profession every year, so the cost to school districts nationwide an estimated $5.8 billion."

Ingersoll (2001) contends that school staffing is one of the most important issues, but it is the least understood. Schools as organizations are greatly dependent on the commitment, continuity and cohesion of their employees. The premises about organizations that Ingersoll aligned with his study are that the effectiveness and

performance of an organization is linked to employee turn over: turn over must be examined at the organizational level, not an individual level, if it is to be truly understood and addressed; the character and condition of the organization affect the organizations rate of turnover; and all turnover is not negative. Sometimes an organization can benefit from turnover by eliminating low performers (Ingersoll).

All schools are not affected equally by teacher turn over: schools with large minority populations are five times more likely to receive teachers that are under prepared (Maples, 2004). Though a toll economically, the real cost of teacher attrition is the impact to student achievement and learning. Teacher competence is the single most important determinant of student achievement (Maples, 2004). According to Harrell et al. (2004), the misconception of lawmakers on the teacher shortage has led a switch from teacher quality to teacher quantity.

One of the primary reasons for inadequate school performance is the inability to staff classrooms with quality staff (Ingersoll, 2003). Rising from this problem, is the lowering of standards to fill openings (Ingersoll). Though 58% of schools reported during the 1999-2000 school year having some difficulty finding staff, Ingersoll contends that is not a shortage of teachers, but a reluctance of trained staff to enter the field. Teachers exist. It is the "revolving door" of the profession that has affected the profession most (Ingersoll). In examining a 12-month period, Ingersoll (2003) found that almost one-third of the teaching force of one million teachers was transitioning either through migration or attrition. According to Ingersoll (2003), "high turnover is the cause and effect of performance problems in organization" (p.11). High turnover affects the cohesion of the organization that in turn impacts the performance of students. "When

beginning teachers are not retained, this occurrence results in high academic and financial consequences. It takes time to become a master teacher" (Zavala, 2002, p. 17). If there is to be improvement in the teaching workforce, beginning teachers must be retained in the field (Zavala).

First Year Teachers

Because of the extreme importance of the quality of teaching in the classroom, teacher developmental stages must be explored. Several theories of teacher development have come to the profession in the last 50 years. Fuller (1969) created a conceptual framework of three stages new teachers pass through in their first year of teaching. First, the new teacher is in the self-stage. At this stage the teacher is concerned with how they will perform and how they will be perceived by students and others. Second, the new teacher transitions into the task stage. At this stage the teachers evaluates how effective their job skills are in the profession. Finally, the new teacher reaches the stage of impact. It is at this point that the teacher becomes aware of the holistic impact they have on the lives of their students. As the teacher becomes more successful in the classroom, the transition from stage to stage begins to occur. The more successful the teacher feels with her performance, the more likely the transitions will reach maturation. With inadequate knowledge, exposure and support the transition will occur much more slowly, if at all (Fuller).

Concerns regarding first year teachers have been documented since the 1940s. It is in the transition from student to teacher that attitudes and patterns are developed that will continue throughout a teaching career. The first year experience may ultimately determine whether the candidate will continue in teaching at all. New teachers are placed

in classrooms with the same expectations as those of veteran teachers. There is relatively no time to acclimate and often very meager support. When faced with a room full of energetic students, the new teacher has to learn and teach at the same time (Chelsey, 1995).

Hoerr (2005) asserts that almost all teachers reflect on their first year with feelings of being overwhelmed. While they may have been aware of some of the challenges, teachers are often unprepared for the reality of day-to-day life in the classroom. Many novice teachers fail to realize the amount of time and preparation required outside of the regular school day. Compounded by the pressures of accountability and high stakes testing, a stressful atmosphere is created

Zavala (2002) researched reasons beginning teachers leave during the early years of teaching. Fifty percent of all respondents who left the classroom indicated that they left to accept higher paying positions. Others exited the profession for medical reasons, to stay at home to care for small children, and for lack of administrative support. When questioned about the most difficult aspects of teaching, the respondents cited too much paperwork, difficulty with classroom and time management, unmotivated students, lack of support from other, and lack of materials (Zavala).

Harris (1991) conducted a survey of over one thousand education graduates. When the students entered the classroom, 99% believed that all children can learn, and 83% were confident that they could make a difference. After the first year, only 48% believed that all children can learn, and 50% wished they had more training before entering the classroom.

For alternative trained teacher the certification process further complicated the first year experience (Laraway, 2003). Difficulties to balancing program requirements and classroom responsibilities were noted. Communication was sometimes problematic and resulted in the certification program becoming a confusing process. New teachers viewed the pressure of becoming certified in order to keep their job compounded by the responsibility of teaching in the regular classroom as stressful (Laraway).

In a comparative study between first year college faculty and first year public school teachers, Fayne & Ortquist-Ahrens found two emerging themes. First, the teacher's authority was often challenged through "classroom incivilities and behavioral outburst" (Fayne & Ortquist-Ahrens, p.321). Second, teachers experience disappointment through the realization that students often do not value learning as they do. Student teacher relationships are often challenged by the disparity between what is to be accomplished. Difficulty understanding the perspective of the student further complicates the situation. Many teachers enter the profession because they enjoyed school and loved to acquire knowledge. This is not the case for many of the students they face (Fayne & Ortiquist-Ahrens). Novice teachers are so engrossed in their own performance that they often fail to see how their performance translates into student learning. The very notion of survival through the first years often leaves teachers feeling as though they are not prepared for the task ahead of them, thus lowering their self-efficacy (Fayne & Ortiquist-Ahrens).

Seventy three percent of teachers in the United States support expanding alternative certification methods for people who want to make teaching a second career (Justice, Greiner, & Anderson, 2003). Justice, et al. found several factors that attributed

to a successful teaching career. The researchers claimed that turnover would decrease if teacher workloads and classroom size were decreased. Realistic monetary incentives and adequate teacher training opportunities on classroom management and teaching strategies are important consideration. Going to school to secure credentials while in charge of a classroom was also problematic. Additionally, teachers that were emergency certified were often assigned to schools that traditionally certified teachers didn't want (Justice et al.).

<center>The Concept of Alternative Preparation</center>

As a means of addressing the shortage, many alternative certification programs began to develop during the 1980s (Hendrick, 2005). The reasoning behind this pursuit was to allow individuals from various backgrounds to transition into the profession more expediently. Alternative programs have prompted many mid-career professionals and early retirees to bring their expertise and knowledge into the classroom (Hedrick).

According to Wright (2001) alternative certification refers to credentialing programs that allow individuals with significant subject area content knowledge to complete their teacher preparation training while they are employed as a full time teacher in a participating school district. However, "alternative teaching certification" has come to represent anything from emergency certification to well developed teacher training programs (Dove, 2004).

Relaxing the criteria to become a teacher has occurred for many reasons. Teacher shortages in critical content areas are a reality. During the 1980s, shortages were evidenced in the areas of math and science. This shortage became particularly detrimental to students in poor urban and rurally isolated communities (Wayman, Foster, Mantel-

Bromly, & Wilson, 2003). The increase of the student population compounded with the exit of the baby boom generation from the work force are more current reinforcers for alternative certification.

The measures set forth in the *No Child Left Behind (NCLB)* have placed more importance on how to measure quality than how to define what is true quality teaching (Harrell, Leavell, vanTassel and McKee, 2004). When *No Child Left Behind (NCLB)* legislation was passed on January 8, 2002, it mandated that all teachers be "highly qualified" by the 2005-2006 school year (Dove, 2004). "Highly qualified" meant that teachers must meet a predetermined set of standards that include competency in each of the core subjects that they teach (Dove). At the time *NCLB* was enacted, alternative certification had been around for a decade or more. To align alternative certification with highly qualified requirements, federal mandates were required for alternative certification participants. Candidates must possess a degree or coursework in their teaching content area. They must participate in a mandatory 10-day workshop on essential skills prior to entering the classroom (Anderson & Bullock, 2004). Research estimates that since more than 200,000 teachers per year will be needed over the next decade, alternative certification must be investigated as a viable means to fill vacancies (Justice, et al., 2003).

According to Simmons (2004) there is no doubt that there are effective teachers in the classroom that would not be there were it not for alternative routes to certification. However, in interpreting the actions of legislation, Simmons states, "The policy making surrounding alternative certification is reminiscent of the game of tug of war with quality on one side and quantity on the other, or content versus pedagogy." (p.4).

No matter the avenue to the classroom, Zavala (2002) states that, "If education is the key to maintaining a competitive edge in today's global society, then the retention of quality teachers in teaching is more critical than ever." (p11). Zavala continues,

"While alternative certification programs have been implemented to produce teachers quickly to meet supply and demand, this solution is perceived by many to be a band-aid approach to a short-tem solution" (Zavala, 2002, p.21).   According to Zavala, studies have shown that teachers who transition through short alternative programs are less satisfied and admit to having difficulties in planning curriculum, teaching, and managing the classroom.

Alternative programs vary in construction and can be a controversial and confusing topic. This is due in part to the perception that they minimize the need for specialized professional knowledge (Zeichner & Schulte, 2001). The premise that all a teacher needs is content knowledge and an internship adds to this criticism. Advocates of alternative programs argue that it is a way to bring in knowledgeable professionals who due to the length of teacher training would not normally enter the profession (Zeichner & Schulte).

Between 1983 and 1999, 125,000 individuals were certified in this manner (Zeichner & Schulte, 2001). In 1998, an estimated 3 of 10 prospective teachers began preparation for teaching at the post baccalaureate level. However, if compared to the workforce at large, the actual percentage trained alternatively is low (Zeichner & Schulte).

Between 1999 and 2009, the United States will replace two million of 27 million teachers. In the 1970's, 40% of teachers employed were female graduates ages 20 -29. In

the 1990s that number had decreased to 11 percent (Zeichner & Schulte). The supply is growing and the candidates that are to meet the demand have changed. *No Child Left Behind* prohibits certified teacher from working out-of-field. Highly qualified requirements expect teachers to be certified or licensed by the state without any emergency, provisional or temporary waivers (Darling-Hammond & Sykes, 2003). These requirements seem to conflict with the direction taken by establishing alternative certification programs, as the only requirement for these teacher is to be enrolled in an alternative certification program. "Alternative routes to certification face criticisms as being shortcuts with meager training, little support and fail to prepare teachers to succeed or stay in the profession." (Darling-Hammond & Sykes, 2003, p. 4).

However, alternative certification exists to address teacher availability and attract academically talented individuals to the profession (Wayman, et al., 2003). Because of lack of confidence in traditional programs and the substantial time needed to develop teachers. Alternative certification programs have evolved allowing easier transition into teaching. One of the greatest criticisms of alternative certification is the lack of pedagogical preparation (Wayman et al.). Because there is an effort in hard-to-staff schools to recruit candidates with a large content base, teaching skills and pedagogy are often missing (Wayman et al.). Lifetime educators contend that there is a need to balance content knowledge and pedagogy to provide effective teaching and learning for students (Crowley, 2003).

According to the researchers Zeichner and Schulte (2001), alternative preparation programs came into existence due to shortages in high risk areas, dissatisfaction with traditional colleges, and as catalyst for educational reform. Alternatively certified

teachers most often locate in urban schools and teach classes in science, math or bilingual and special education students. In the past, these programs have focused on people of color, military personnel, career switchers and paraeducators (Zeichner & Schulte). The researchers warn that caution must be taken in the United States with low-income schools as they are four to five times more likely to have under qualified teachers.

Zeichner and Schulte (2001) reviewed 21 studies that covered 13 different alternative programs in the United States. The general requirements of alternative certification programs identified by the researchers were that candidates typically must hold a bachelor's degree, the program is one year in length, most interns moved through training as a cohort, coursework ranged from 1 to 10 weeks, and training usually focused on classroom management, curriculum and methods. There was little training on learning and development (Zeichner & Schulte).

According to research, the effectiveness of alternative certification is varied. Successful programs usually have candidates involved in extensive coursework in conjunction with mentoring by university faculty and on-site experienced teachers (deBettencourt & Howard, 2004). Collaboration between work and training sites is critical. One example of a successful program is the Career Switchers Program at Old Dominion University. Old Dominion had experienced success with another transitional program for military personnel called the *Military Career Transition Program* (McDonald & Manning, 2002). Similar to the federally sponsored *"Troops to Teachers,"* Career Switchers incorporates competency-based alternative certification courses, career transition counseling, academic advising, mentoring, and early and frequent experience in the classroom (McDonald & Manning). A minimum of six weeks

of student teaching is required, and participants receive placement and induction assistance. The mentoring component lasts for one year and includes regularly scheduled classes on pertinent topics. During the mentoring phase, participants are monitored regarding their satisfaction. Additionally, they receive ongoing feedback from administrators, mentors, and University faculty (McDonald & Manning). Evaluation of the program by each participant is obtained upon completion.

According to Wright (2001), entrance requirements for alternative certification candidates are congruent or higher than those for traditional programs. In addition to their content expertise and life experiences, participants must have a basic understanding of classroom management and child development to be successful. Participants must understand the commitment needed to engage in this intense and stressful route to certification. Diverging from educational jargon and rhetoric, courses should focus on practical classroom applications and experiences (Wright).

According to Berry (2001), many alternative certification programs do not produce quality teachers. In the 1998-1999 school year more than 24, 000 teachers were placed through alternative certification, and more than 80,000 have entered over the past decade (Berry). Berry states that alternative certification programs can range from graduate-level classes to emergency certification with little or no training, often having different models existing within the same state. A typical alternative certification program includes four to eight weeks of training in classroom management, basic instruction on lesson plans and a brief introduction to teaching (Berry, 2001). Placement in disadvantaged settings occurs with little or no mentoring, while overwhelmed

participants are required to take night classes, which have little relevance to what is being experienced in the classroom (Berry, 2001).

Berry (2001) expounds on four myths surrounding alternative certification. The first myth is that "teachers need only a knowledge of subject matter, so shortcut alternative preparation programs can adequately ready teachers for teaching" (Berry, 2001, p. 33). Traditional preparation research, according to Berry, has indicated that not only is subject matter important, but also that teaching and learning strategies are directly related to teacher performance. Many second career teachers lack the ability to translate the subject matter in a way that it is accessible to students, an understanding of student behavior and motivation, knowledge about differing needs of students, and an ability to structure instruction to meet the individual needs of the student (Berry).

The second myth identified is that "alternative licensure attracts high-quality teachers to the field" (Berry, 2001, p. 34). According to Berry, many alternatively certified teachers enter teaching because there are jobs available, not because they have an interest in children. The third myth that is "alternative licensure produces more effective teachers who in turn, produce higher student achievement" (Berry, 2001, p.34). The fourth myth is "shortcut alternative preparation programs are just as likely to recruit teachers who will stay in teaching" (Berry, 2001, p.34). Sixty percent of teachers who enter the teaching profession through alternative certification leave by their third year compared to thirty percent of those traditionally trained (Berry). Berry suggests that in order for alternative certification programs to be successful, they must contain strong pedagogical and academic training, conduct teaching field experience that is directly supervised, and mandate equal standard certification.

Justice, Greiner, & Anderson (2003) provided the following recommendations for alternative preparation: (a) programs must have aggressive mentoring components staffed by experienced colleagues; (b) input from the new teacher is useful for creating a sense of ownership and commitment; (c) finally, the career should be financially rewarding for expert teachers.

Even though 73% of teachers in the United States support alternative certification (Justice et al., 2003), little things such as educational jargon and supply request are sometimes overlooked when acclimating career changers.   Professional teacher educators have expressed concern about this method of entering teaching. In an additional analysis of studies on teacher attrition conducted by the Education Commission of the States in 2003, the data provided limited support that alternative certification programs can produce teachers that are as effective as those who progressed through the traditionally training process (Dove, 2004).

With the rising student population and the lack of traditionally trained teachers, alternative certification programs will most likely remain our greatest means to combat the teacher shortage (Simmons, 2004). To explore the alternatively trained teachers experience, Simmons interviewed eighteen alternatively certified teachers in an effort to understand successful alternatively certified teachers and to influence policy and procedure. Simmons findings indicate that candidates were searching for a career in which they could make a difference:

> They approached learning in a variety of ways but learned mostly from their interactions with colleagues through mentoring and professional development and through their classroom experience. Their professional identity developed over time but was related to their sense of efficacy in the classroom and affirmation from their peers. Many of the factors that kept them committed to teaching were the same factors that drew them to teaching in the first place – a sense of

fulfillment and commitment to students. The major factor contributing to their success and perseverance was school climate, specifically collegiality and administrator support (Simmons, 2004, vii and ix). Although teachers may be labeled alternatively certified, their experience in the program may differ dramatically. There is little consistency between states and often no consistency between programs within a state (Simmons, 2004).

In a study of the three different types of alternative certification in Texas, Harris, Camp & Adkison (2003) found that the attrition rate of the candidates was related to the type of training they received. While a greater proportion of the alternatively certified teachers were initially employed upon completion of the requirements, their overall long-term retention rate was lower than those trained through traditional methods. Simmons (2004) asserts that, "although alternative certification is increasing across the United States, there appears to be little consistency in the programs which are offered and little research to support definitive claims to measure their worth" (p.32).

In examining a study of alternative and traditional programs in Los Angeles, Zeichner and Schulte (2001) revealed found that the main difference between the training of traditionally trained teachers and alternatively certified teachers is in the way content is delivered. Criticisms of alternative preparation programs were that they were not as academically rigorous, there were no formal assignments or exams, and there was no introduction of theory. Positive aspects that emerged were that the programs did pay attention to processes such as completing the roll book and making sure you get your paycheck on time.

Zeichner and Schulte (2001) discovered in the University of Florida Teacher Education and Learning to Teach (TELT) program that students often do not spend all of their time in one comprehensive teaching program. In examining four and five year traditional programs as well as alternative programs , the only major conclusion that

could be drawn was that program structure did not seem to make a difference on prospective teachers beliefs about teaching. The study did not demonstrate support for a blanket statement of the positive or negative effects of either mode of training (Zeichner & Schulte).

Further in the study, Zeichner and Schulte (2001) found that alternative programs tend to recruit teachers of color who are currently only about nine percent of the teaching workforce. A possible implication of this factor is an easier ability to relate in urban areas. Additionally, teachers of color appear to hold higher expectations for students from low income and minority populations.

Feistritzer & Chester (2000) identified exemplary alternative certification criteria as:

> "The program has been specifically designed to recruit, prepare, and license talented individuals for teaching who have at least a bachelor's degree. Candidates for these programs pass a rigorous screening process, such as passing tests, interviews, and demonstrated mastery of content. The programs are field-based. The programs include course work or equivalent experiences in professional studies before and while teaching. Candidates for teaching work closely with trained mentor teachers. Candidates must meet high performance standards for completion of the programs" (p.13).

The researchers delineated the specific expectation for new teachers entering alternative preparation programs.

Only 7.5% of all teachers certified in the United States between 1984 and 1994 were alternatively certified (Zeichner & Schulte, 2001). As alternative programs are becoming a mainstay in the way teachers are trained for the classroom, research for understanding the way educational leaders can train the best candidates who have a better probability in staying in the profession must be explored.

The Alternative Preparation Candidate

One must understand the candidates that apply to alternative certification programs in order to understand not only the programs themselves, but also the unique needs they may have. Alternative certification programs tend to attract a more diverse population as indicated by the findings of Shen (1997):

> When asked how long they planned to remain in teaching, a higher percentage of alternatively certified teachers responded "undecided at this time" rather than "until retirement". Traditionally certified teachers were more likely to treat teaching as a lifelong career than alternatively certified teachers (p.29).

As a resource for addressing teacher vacancies, a fast growing population of career switchers is turning to alternative certification. Career switchers are a unique group who can bring work life and experiences to the classroom (Hedrick, 2005). To meet the teacher supply demands, efforts have been made to attract mid-career professionals into the profession (Ingersoll, 2001). As part of the attrition solution, many feel that these candidates bring with them valuable skills. The National Center for Education indicates that more than one-half of students entering post baccalaureate training fall into this category (Christensen, 2003).

It is estimated that currently one-third of the nations teachers come from alternative certification and 40% of those teachers will be over the age of 40 (Rosato, 2005). According to Christensen (2003), the most striking trend in teaching is the doubling of the percentage of men and women licensed at age 31 or older. Today in the United States, two-thirds of teacher education institutions offer alternative teacher licensing programs (deBettencourt & Howard, 2004).

To Johnson and Birkeland (2003), it is not the extrinsic rewards that teachers value most. Intrinsic motivators prompted them to teach (Johnson & Birkeland). In

examining second career teachers, Johnson & Birkeland found that they were three times more likely to transfer from one school to another than their first career counterparts. While they cautioned generalizability of these findings, they do suggest that second career teachers are less tolerant of inhospitable environments and more readily sought other positions because they had done that when transitioning into teaching (Johnson & Birkeland). Some of the factors that may be detrimental to mid-career entrants are that they received no job placement services and had to take jobs in the late summer. However, the pivotal decision regarding their move was their perception of success with student (Johnson & Birkeland). Other contributors to success were the role and contribution that the principal and colleagues provided the second career teacher, their teaching assignment, the condition of their workload, and the availability of curriculum and resources (Johnson & Birkeland).

Feistrizer (2001) contends those teachers who enter through alternate routes are often older and possess a strong commitment to help the younger generation. They have chosen to enter the profession for altruistic reasons, thus intrinsically increasing their personal commitment. Also, field-based experience allows teachers to bring applied application to the classroom.

Laraway (2003) found that all alternatively certified teachers faced challenges creating a positive learning environment. Those that entered the situation with a strong belief in their ability and experiences of successful application of their skills were more likely to stay. Unsuccessful candidates often doubted their abilities and devalued their performance. Teachers with a low sense of efficacy were pessimistic about their students and showed a weak commitment to teaching. They experienced feelings of frustration

and discouragement, blamed their failures on their students' lack of ability and lacked

satisfaction with the level of support they were receiving (Laraway).

Many alternatively certified teachers come to the profession as a second career.

According to Moyette (2001), there are arguments to be made in favor of this unique

population. Second career teachers bring with them experiences for their previous

profession that might be adapted to their teaching (Moyette). These experiences are

readily recognized as more positive than negative. Along with the experience, the second

career teacher's age may influence their adaptation to teaching. However, it is important

to remember that even older more experienced individuals who enter teaching need

support professionally, emotionally, intellectually, and socially. The level of support new

teachers receive in these areas affects their adaptation to the profession (Moyette).

To fully understand the teachers produced through alternative certification, the

research on career change must be reviewed. Society today has a different perception of

career. Instead of having the same job or sequence of jobs in the same field, more people

are finding that they will experience several careers over their life span (Crow, Levine, &

Nager, 1990). While exchanging a lucrative financial career for one that holds a greater

promise of personal satisfaction is still viewed by many as unthinkable, the 1970s and

1980s did see a rise in the influence of family and self-interest in choosing alternative

career paths (Crow, et al., 1990). Crow, et al. found three significant patterns that

emerged when exploring the transition of second career teachers. The first they labeled

as "homecomers". Homecomers always had a desire to enter the profession. As they

grew increasingly dissatisfied with their employment, they felt a need to engage in more

fulfilling work. The next group was labeled as the "converted". They were "converted"

to becoming teachers when some pivotal occurrence prompted them to reconsider their career plans. The third group, known as the "unconverted", became disenchanted with teaching as they migrated through alternative certification. Originally they had entered an alternative certification program with a broad, somewhat vague interest. Looking primarily for a change, they failed to embrace teaching and appeared unlikely to continue in the profession (Crow, et al.).

When exploring second career teachers and their motivation, a myriad of reasons for entering the profession surfaced. Similar to the homecomer concept, some participants had always wanted to teach (Christensen, 2003). Chambers (2002) described this as a "calling".   It was always in the back of their mind, but when they were younger, family members or others had dissuaded them for reasons such as low salary or lack of prestige (Christensen). Other second career teachers stated that a dislike of their previous profession motivated their change. They had grown weary of the corporate culture and wanted to "give something back". Some career changers were motivated by a desire to become agents of social and educational change (Chambers). Spousal support, encouragement from others, desire to impact society and do something that "matters" were all factors mentioned as influencing individuals in making a second career change to teaching (Christensen). Christensen stated that second career teachers entering at an older age have a lower attrition rate as they view teaching as a chosen profession instead of a job. It is important to note that not all career switchers come to teaching for altruistic reasons. Some enter because of changes in the job market, lack of security in other professions or moving from jobs that are no longer viable in today's market. Regardless

of the path or motivation, second career teachers trained through alternative certification could be a pivotal force in the education of future generations (Christensen).

Personal advantages were also seen in this population. Some career changers saw teaching as an opportunity to employ their creativity, apply knowledge they had acquired, or a chance to work more independently and freely in a less constricting environment (Chambers, 2002). For some, teaching offered an opportunity to secure steady employment, insurance, pension. Regular working hours and more time off during the summer were attractions for becoming teachers (Chambers).

As part of the attrition solution, many candidates feel they can bring valuable skills to the profession.   Ability to provide real world application to teaching, knowledge in the concept of teamwork, and communication skills are portable assets possessed by this population (Brady, 1997). Chambers (2002) further expanded their assets as having the ability to multi-task, having high work ethic, and having analytical thinking. On a social emotional level, career switchers tend to be less naïve, more tolerant, more compassionate and more balanced in their perspective (Chambers). According to Chambers, second career teachers are motivated by a sense of altruism and personal benefit when making a decision to enter the classroom. Additionally, they are able to assist students with a broader perspective of an applied learning based with experienced content knowledge (Chambers). Adversely, as older individuals, they may possess fixed beliefs about education and be less receptive to adapting to change than first career teachers. It is particularly important to encourage ongoing reflection of practice in this population, as teaching skills and training are limited and acquired primarily as on-the-job training (Chambers).

Another factor to consider is the predisposed ideas about teaching that career switchers bring (Brown et al., 2004). They often view teaching as noneducators and see the position as part time. Another predisposed idea that second career teachers hold is that content knowledge overrides pedagogical training (Brown et al.).

Eifler (1997), in her research about non-traditional age student teachers, found five characteristics that captured their experience. Nontraditional age student teachers enter with an assortment of backgrounds and goals. They placed a high value on mentoring and perceived the relationships with cooperative teachers to either be benign and destructive or supportive. Often they demonstrated characteristics of perseverance, flexibility and ability to draw on previous life experiences. When tension was experienced between cooperative teacher's supervisors, it was often erroneously expected that the teacher had more pedagogical knowledge due to their age. This also led to the perception that they were not novice teachers. Older undergraduates often have multiple and competing commitments. Student teaching can be a greater financial burden for them (Eifler).

Second career teachers do not come to us as "blank slates" (Maples, 2004). According to Moyette (2001), they bring experiences that provide a positive impact on teaching. Their increased age may compliment their ability to adapt to the profession. Emotional, intellectual and social support is critical for success. It is important to remember that regardless of age and experience, second career teachers are novice teachers who need professional development to meet their needs as they develop their craft (Moyette).

Maples (2004) further identified similarities in second career novice teachers. Of those researched, many selected teaching as a career because they wanted to "make a difference" in student's lives. They felt that their prior work experience had a positive impact during the transitioning of careers. Some of the reported challenges they faced during their first six months of teaching were working conditions, lack of mentoring and adjusting from perceptions of teaching to the realities of teaching (Maples, 2004). However, these second career teachers did appear to transition quickly to their teacher identity with concerns progressing more from self to task and impact on student learning (Maples).

In a study of 18 alternatively certified teachers in Oklahoma, Simmons (2004) found that foremost these teachers were looking for a career that made a difference. The best way for them to learn their job was through interaction with colleagues, professional development and actual classroom experience. The teacher's derived support from affirmations from their peers. The commitment to students and the desire to make a difference were what brought them to the professional. These factors were also the most likely reason given for continuing in the profession (Simmons).

Differing methods of teacher preparation are influential in a teachers' perception of individual preparedness to perform effectively. Additional frustration of alternative certification participants is the lack of adequate knowledge about content and instruction (Justice et al., 2003). Implementing effective teaching techniques with minimal training was even more affected by inadequate knowledge of classroom management and discipline correction methods. Second career teachers also struggled with diagnosing individual student needs, an area critical for student learning (Justice et al.).

In transitioning to teaching, some career changers find it hard to revert to a novice framework of learning. Coming from a field in which they may have experienced success and entering a new profession pushes them out of their comfort zone (Crow et al., 1990). On-site staff should assist second career teachers with making linkages from past experience to present practice. Allowing ample time to connect with children while supporting the teacher and monitoring their satisfaction level is crucial in a positive career transition (Crow et al.).

Brown, Vaughn and Smith (2004) found during interviews with ten alternatively prepared secondary school teachers, that according to the respondents, they received no practical advice from their performance evaluations. The alternatively trained teachers often viewed other teachers on the inside through eyes of mediocrity.

The pedagogical exposure that new teachers interviewed in the study did receive came from mentors in the form as general advice instead of theory. Some of those interviewed stated they styled their performance after the educators they remembered. They viewed their experience outside of education as an area of strength that they brought to the profession while their alternative experience was viewed as having a lack of mechanical and technical knowledge (Brown, et al.). Pedagogical classes and student teaching were practices new teachers felt were most useful; however, overall they placed the highest value of importance on mastery of subject area knowledge base (Brown, et al).

In a study conducted by Powers (1999), the organizational socialization process of mid-life second career teachers was explored. Powers recognized that in the past few decades, the life span of men and women has increased by 15 years creating more time to

investigate different careers. According to Powers the study of second career teachers is a relatively new phenomena and little literature or research existed at the time of his study.

Powers (1999) studied seven individuals who had left high-salaried jobs and entered the teaching profession, looking not only at the socialization process, but also their reasons for changing careers mid-life and the feelings they had experienced during the transition process. In this study, mid-life transition occurred around the age of 40, as these individuals evaluated their careers and other aspects of their life. Through investigating individual case studies, Powers findings aligned with many of those previously stated. These second career teachers felt that teaching was a "calling" and offered an opportunity to give back to society. Additionally they felt that their prior experience would be beneficial to their new profession. Most of those interviewed identified a life-changing event that had prompted them to make a career change to teaching (Powers, 1999).

Some risk factors that Powers (1999) associated with second career teachers was a dampening of their passion to contribute when results were not evident in a short period of time. Also, these candidates may be rigid in their approach that may put them at high risk during their first year. Of critical importance is the transition period from the old career to the new career. Powers labels this as role transition, and it is a time when the second career teacher goes through a period of "sense-making" to assimilate old learning and knowledge with their present experience in an effort to reduce the tension between their past and their present. This "sense-making" will occur through one of two strategies. The second career teachers will either experience strategic compliance in

which they appear to accept the organizational operation of the school while retaining their personal reservation, or they will experience internalized adjustment where they will fully comply with all the constraints of their school setting (Powers, 1999).

The environment in which the second career teacher functions plays a critical role to their adaptation to the profession. The socialization process of an organization refers to how an individual learns the beliefs, values and behaviors of the organization necessary to perform their role in the organization (Powers, 1999). According to Powers, little attention has been given to this process regarding the development of new teachers. Through the case studies Powers conducted, he found that the socialization process was similar for each teacher regardless of whether a mentor was present or not. All of the second career teachers experienced the same career tactics that included peer pressure to maintain the "status quo" and not implement new teaching strategies. All of those studied felt that they were more innovative than their first career teacher counterparts. All of the subjects felt that their administrators did not give the time and attention that they needed and wanted. Furthermore, the participants experienced frustration from unmotivated students and discipline issues during the first year of teaching. To deal with the surprises they encountered, the second career teachers used past career and life experiences to "make sense" of the situation (Powers, 1999).

In 1996, Ferony (1996) conducted a grounded theory qualitative study with five teachers who chose teaching as a later vocation. Of interest to Ferony was why anyone would enter a profession surrounded by such a negative perception. In her study, Ferony identified some common themes among the participants. Those common themes are: (a) all felt they were successful parents and that nurturing our youth was a worthy

undertaking; (b) all experienced some "epiphany" to lead them to teaching; (c) and all were willing to be nontraditional students (Ferony).

Ferony (1996) identified several positive reasons why choosing second career teachers might be beneficial to school systems. According to Ferony, older individuals may assist in fragmented societies where extended family is no longer accessible to the student's family of origin. Second career teachers may offer a way to balance the faculty age wise as older faculty retires and younger teachers enter the profession. Districts may be able to benefit economically by lower salary and less years of services (Ferony). Second career teachers possibly bring with them personal maturity and a developed pool of professional references. Their age may allow them to bring life experiences and realistic expectations. Additionally, given their experiences, the second career teacher may bring with them the ability to self-evaluate, which will assist as their progress through the learning process (Ferony).

According to Ferony (1996), an important consideration is to recognize the needs of the adult learner. Adult learners may find the role of student unsettling and question their ability to succeed. There will be different financial and time constraints to consider on behalf of the older student. The stressors they experience are different from the traditional student. All of this information may be beneficial to consider when employing and training second career teachers (Ferony).

As career changers enter teaching, educators must assess their own practices and assumptions. Improvement in professional conditions of alternative preparation is imperative if we are to meet the future needs of our children (Crow et al, 1990). After conducting research on second career novice teachers, Maples (2004) suggested the

following as consideration for preparation programs in the future. First, choosing the appropriate placement of interns based on characteristics and performance is critical. Second, programs must establish mentoring relationships with cooperating teachers, and finally, ongoing dialogue must be established between teacher educators, novice teachers and school system teachers and administrators.

<center>Suggestions for Retaining Teachers</center>

In 2003, Birkeland and Johnson studied 50 teachers after their first three years of teaching. They found that the participants were more likely to stay in their profession if they felt successful with their students and perceived that their schools are well organized and supportive of their teaching. Collegial interaction, professional growth opportunities, appropriate assignments, adequate resources and a school wide structure that supported learning were identified as factors that lead to them staying. Birkeland and Johnson (2003) concluded, "without positive experiences and satisfaction with support and preparation, teacher efficacy will not increase and beginning teachers will not be successful" (p.55).

Johnson and Birkeland (2003) explored reasons teachers give for their decision to teach. The researchers found that the main concern for teachers was whether they felt successful in teaching their students. Also contributing to the teacher's decision is the greater availability of career options than in previous years. Factors found by Johnson and Birkeland that indicated a greater likelihood of staying in the profession were being a first career teacher, female, and trained in a traditional training program. Conversely, they found that mid-career entrants, men and those trained by alternative preparation were less likely to remain in the profession (Johnson & Birkeland).

Laraway (2003) defines teacher efficacy as the extent to which a teacher feels they have the ability to teach in a way that will have a positive effect on student learning. According to Laraway, the higher efficacy a teacher has the greater the possibility of success. According to Laraway, "research has shown that teachers with higher efficacy maintain higher academic standards of instruction, monitor students on task behavior more closely and create a more accepting and supportive classroom environment" (p. 3). Elaborating, Laraway added, "without positive experiences and satisfaction with support and preparation, teacher efficacy will not increase and beginning teachers will not be successful" (p. 55).

In a study conducted by the National Education Association, statistics revealed that 25% of teachers responded that they were not satisfied in their job (Mertler, 2002). Typically, teachers either leave in the first three years of teaching or retire after thirty years of experience. In responding to a questionnaire soliciting the reasons active teachers might leave the profession, teachers ranked their responses as salary considerations, increased paperwork, accountability, low status of the profession, unresponsive administration, student attitudes, and no parent support (Mertler). In examining these reasons, low status of the profession, unresponsive administration, student attitudes, and no parent support are all directly linked to feedback, or lack thereof, that teachers were receiving in our schools (Mertler).

To assist in retaining entry-level teachers, Chelsey (1995) suggests that teachers receive training in classroom management, particularly student discipline, time management and organization. Instructional training in lesson planning, curriculum implementation and teacher strategies would be of benefit. Also, general policy and

procedures orientation containing basic information might assist in a smoother transition into the profession. Further training in child and adolescent psychology and development could provide enlightenment with issues of student motivation and interaction as well as provide strategies of positive reinforcement. Strategies for successful relationships with parents, colleagues and administrators could assist the novice teacher in building a support network for the success of self, and in turn students. Finally, Chelsey encourages that novice teachers be allowed to participate in classroom observations and role-playing. When compared to first year traditional teacher concerns, Chelsey found that the alternatively certified teachers were concerned more with technical and management issues, while the traditionally trained teachers focused on problems related to instruction. Teachers must have managerial and instructional routines in place before they can concentrate on instruction and content (Chelsey).

Initial emergency prepared teacher frustrations included: lack of adequate knowledge of subject matter; lack of classroom management and discipline correction methods; implementing effective teaching techniques; and an inability to diagnose and meet student needs. When asked about choosing their course of training again, 40% of emergency certified teachers as opposed to 88% of traditionally trained teachers stated they would make the same decision (Justice et al.).

Fleener (1998) found that personal commitment demonstrated at entry into the profession was the strongest indicator of teacher retention. Likewise Chapman (1984) identified commitment as a strong predictor of retention. Linked to that finding was that extended time in the classroom by preservice teachers helped to build that commitment.

Other strategies have been implemented to promote teacher retention. Anderson and Bullock (2004) examined an often overlooked area of teacher preparation practical application. In an effort to bring practicality to practice, East Carolina University developed an online course that addressed subjects such as how the school system works, information about the students and curriculum, issues around classroom management and expectations for the role as a teacher in the system (Anderson & Bullock, 2004). The program consisted of five modules. Included in those modules were descriptions on such things as the typical school day, the day-to-day responsibility of a teacher, and the meaning of the teaching acronyms. The program also included a brief overview of child development and learning styles, tips on lesson plans, teaching strategies, and a curriculum guide. Furthermore tips and tools are provided for promoting a positive classroom climate, communication with student and parents, as well as routines, and management issues. To facilitate success, the program continuously keeps the candidate abreast of the program requirements as well as assists in designing an individual plan of study.

<div align="center">Administrative Support</div>

The first year experience is critical to teacher retention. Frequently new teachers are given the most difficult assignments and are expected to perform as veterans; if this experience is coupled with little administrative support greatly increases the risk of attrition. (Zavala, 2002). When we nurture teachers we nurture children's learning (Morehead, 2003).

In order to build a climate in which teachers can flourish, school leaders must positively influence the way teachers feel about their jobs. One avenue to building a

strong foundation is to act as the head of the school in a consultative manner as opposed to an autocratic head of an impenetrable hierarchy (Morehead). Leadership sets the tone of the environment. By empowering teachers in the decision making process, leaders positively motivate teachers prompting them to strive for self-efficacy (Davis & Wilson, 2000). In a research study conducted by Thomas & Velthouse (1986), the relationship between principal empowering behavior (PEB) and teachers' motivation, job satisfaction and job stress was explored. In that study, the researchers established a significant relationship between PEB and teacher motivation. They found that when teachers participate in the decision-making processes of the school, they are more motivated, and teachers indirectly experience higher levels of job satisfaction and less job stress (Thomas & Velthouse). The data suggest that school staffing problems are rooted in the way schools are organized and the way the teaching occupation is treated, and that lasting improvements in the quality and quantity of the teaching workforce will require improvements in the quality of the teaching job (Ingersoll, 2003, p.18).

As an endeavor to create a positive environment, feedback and communication are critical. Leaders must foster assertiveness and build confidence for teachers to demonstrate their full potential (Morehead, 2003). Genuine, warm, but not ostentatious praise is suggested. Too often teacher ability is seldom appraised outside of the formal assessment system. Just as our children need to be nurtured and recognized, our teachers must receive acknowledgement from their leaders. Leaders should strive to create an open environment where all feel included. Attention must be paid to the teacher as a whole person. Leadership must be supportive of teacher's life outside of school (Morehead).

Belinda Eggen (2002) studied the reasons for attrition of teachers in South
Carolina.   Eggen found that the overwhelming factor for beginning teacher leaving the
profession was lack of support, particularly from administration. Eggen's research
gleaned four areas former teachers identified as lacking support: (1) school climate, (2)
financial support, (3) behavior management, and (4) workload/work role.

In 1996, Bishay surveyed 50 teachers assessing levels of job satisfaction and
motivation. In that study, Bishay found that job satisfaction is related to the fulfillment of
higher-order needs. Bishay further substantiated that teachers enjoyed student discussion
as opposed to lecture and that a high level of interaction between faculty members was
desirable. Though not traditional feedback in a managerial sense, these findings suggest a
clear relationship between job-related feedback and job satisfaction. The researcher
utilized the premise that individuals are happiest and most satisfied when they are
involved in an activity that allows them to function at the peak of their ability. Another
factor that had a significant impact on job satisfaction was job responsibility. Bishay
(1996) found that the higher the level of responsibility given to the teacher, the higher the
level of job satisfaction. As leaders, this further substantiates the need to empower
teachers in the decision making process. Teacher professionalism should be
acknowledged by allowing them to have domain over their classroom workload and by
treating them as professionals in general.

In a study conducted by Joffres and Haughey (2001), researchers identified
teacher commitment critical for job satisfaction. When teachers in the study experienced
low feelings of efficacy and low feelings of community, their commitment shifted or
declined. Additionally, leadership style was found to affect teacher commitment. Critical,

non-supportive administrators promoted decreased commitment and decreased job satisfaction (Joffres & Haughey).

Gonzales (1995) stated that items such as "names and duties of school staff members, administrative procedures, clears statements of expectations, curriculum objectives, course outlines, calendar of important dates for the school year, map of the school, map of the community, and lists of community resource" are all suggested to make the transition into the school successful (p.22). Hoerr (2005) advises administrators to be mindful of the personal needs of teachers outside the classroom. By recognizing these outside stresses, administrators can assist in addressing needs that might reduce the overall stress experienced by the new teacher.

Respect for administrators allowed new teachers to feel more comfortable to take risk (Harris, 1991). Administrators should participate in supportive roles and encourage collaboration and networking. Providing opportunities for new teachers to reflect without fear of being penalized surfaced as a valid suggestion. The school should provide a community of support to address issues of isolation and frustration (Schlichte, et al.)

Ingersoll (2001) suggests that schools need to decrease turnover by improving the conditions of the teaching job by increasing teacher salaries, improving administrative support, reducing student disciplinary issues and involving faculty more in school decision making processes. Subsequently, Ingersoll (2003) included class size reduction and mentoring for new teachers as methods to consider in reducing turnover.

New teachers often anticipate that school administrators will serve as mentor or coaches, providing the support they need to be successful. In Eggen's (2002) study, the teachers revealed that they often had no relationship or a confrontational relationship with

their school administrator. Teachers perceived that the principal was more interested in

test scores than overall teaching and learning (Eggen).

Novice teachers need a principal who is engaged in the school community and

visible and involved in the professional culture of the school. Novice teachers benefit

from an integrated professional culture, where new ideas flow between teachers at all

experience levels as well as with their administrators (Johnson & Kardos).

<center>Instructional Preparation</center>

Through the certification process, teaching has set professional standards that aid

in recognition of professionalism. According to Diez (2002) certification programs

should have quality standards, assessments and training. Standards should indicate what

the teachers should know. Assessment would provide a means of obtaining evidence that

candidates possess adequate knowledge. Training is to be used to develop required skills

and knowledge as they progress forward through their careers (Diez).

When addressing the role of training institutions, Fayne and Ortquist-Arhrens

(2006) stated:

> In an absence of appropriate guidance and interventions, however, they (college faculty) may in an effort to reduce feelings of anxiety and pressure, be likely to choose strategies that do not garner success. They tend to over prepare, rely on traditional modes of instruction, and teach "defensively". Then, often disappointed with student evaluations, they blame forces beyond their control: poor quality of students, inadequate evaluation instruments, class size or time, and unrealistic load assignment loads. A negative cycle can emerge, in which anxiety-driven behaviors prompt negative student reactions, which in turn feed faculty anxiety and discouragement (p. 320).

Fayne and Ortquist-Ahrens contend that college faculty do not use adequate strategies in

preparing new teachers. While examining K-12 teachers, the researchers found that

although they may have been trained in the latest teaching strategies and progressive

approaches, when faced in the classroom, new teachers often reverted to behaviors that predate their training. Open-minded and progressive teachers quickly loose their enthusiasm when they are faced with the realities in the classroom. It is therefore unrealistic to expect a seamless transition from the role of student to that of teacher (Fayne & Ortquist-Ahrens, 2006).

Teacher attrition is detrimental to the continuity and stability of a school, and it ultimately affects student learning and achievement (Bell, 2005). According to Bell, emergency certification or inappropriate placement outside of content area has had a detrimental affect on teaching quality. Criticisms have been levied at teacher preparation programs in general. Over simplification of the true realities of the classroom, inadequate preparation, and very little preservice time in the classroom, as well as, lack of preparation in student behavior and learning techniques often cause new teachers to succumb to "reality shock" (Laraway, 2003).

According to the Justice, Greiner, & Anderson (2003), research has shown that many problems encountered by first year teachers are reduced in direct proportion to sufficient teacher preparation. The less the teacher felt prepared, the greater the indication that they might leave the profession. Lack of student teaching was a major problematic factor for emergency certified teachers.   Justice et al. contended that their study and others reveal that minimum teacher preparation prior to accepting a teaching assignment or through very short alternative routes create apprehension and anxiety among new teachers, directly affecting the teaching effectiveness and student learning.

Gold (2001) states that teachers who are experiencing burnout in the profession often describe themselves as being "consumed, empty, alienated, wasted, let-down, and

even used-up" (p. 254). Gold suggest that younger teachers experience burnout more than older teachers because they come to the profession with unrealistic expectations that induce stress and frustration. Burnout is usually based on emotional exhaustion, depersonalization and personal accomplishment. Grade-level taught was also influential in burnout. Middle grades seem to be more stress inducing. Another factor is that teachers often feel they are not prepared for the amount of stress they will be facing in the profession. Student teaching can also be fraught with stressors. Gold suggest that institutions of higher learning need to assist candidates in developing realistic expectations and strategies for coping with the stress they will experience (Gold).

New teachers are expected to perform at the level of experienced teachers while they are often isolated. They must develop lesson plans, develop teaching and classroom management techniques, learn the daily functions of the school, acclimate to the school computer system and learn where the faculty restrooms are often on their own. New teachers become so overwhelmed that they often burnout almost before they get started (Stanulis, Fallona, & Person, 2002).

According to Marianne Dove (2004), 25% to 33% of teachers significantly suffer from stress. The decline of professional status, lack of parental support, large classroom size, lack of instructional resources, inadequate grading and planning time, poor student motivation, and lack of discipline may contribute to teachers' stress levels (Dove). Additionally, teachers have taken on expanded social roles, issues of multiculturalism, and strenuous education priorities with little support (Dove). These factors compounded with increasing administrative type duties and government policies aimed at reforming education were revealed to be additional reasons for teacher attrition (Dove).

Beginning teachers anticipated having ample supplies to implement the school curriculum, but later found that they were lacking not only supplies but also textbooks. Many times teachers had to spend their own money just to meet the needs of the classroom (Eggen).

Because the need for teachers exists, the profession cannot expect all teachers to come from the same preparation program. It will take a variety of career structures to meet the growing demand. Efforts must be made to increase knowledge in a shorter period of time while providing an on-site experience. Schools should develop a core of long-term teachers to maintain professional standards and continuity as other teachers serve in a short-term capacity (Peske, et al.).

For his research, Crowley (2003) reviewed studies regarding the development of the adult learner. Common themes were found in their development. The adult student profits from experiential learning. They tend to focus on a more practical applied knowledge approach to learning. It is important for them to own the process and be involved in the planning and evaluation of their learning. Learning needs to be focused on specific goals to be accomplished rather than more theoretical approaches. Crowley suggests that learning activities for adults include role-play, simulations, case studies and self-evaluation. A component of constant reflection and revision as well as integration between what is being learned and how it applies to the instructional experience is essential (Crowley).

Research has consistently documented classroom management and instruction to be a struggle for first year teachers (Chelsey, 1995). Pedagogical concerns regarding classroom management and instruction may be particularly problematic for alternatively

certified teachers who have had no experience or pedagogical training. According to

Chelsey, researchers appear to disagree as to whether first year traditionally trained

teachers and alternatively certified teachers have the same needs. Chelsey supports this

notion in the following statement:

> Although there are mixed results in the empirical studies which address the job
> retention rate of alternatively certified teachers, several studies concluded that
> alternatively certified teachers have less job satisfaction than traditionally
> certified teachers their first-year (p. 55).

Stanulis, et al. (2002) identified areas that have shown to be of concern to new

teachers as classroom management, understanding school procedure, child development,

communication with parents, and working in isolation. The researchers interviewed three

novice teachers that had been successful in their university studies. They found that one

major concern was working in isolation. Additionally, many of the philosophies and

theories learned in the college classroom were sacrificed as the novice teachers learned to

manage on their own (Stanulis et al.).

According to Johnson and Kardos (2002), very few new teachers receive

information about their school's curriculum, instruction and classroom management.

Teachers often enter the classroom not knowing what is expected of them or their

students. Little information is given regarding successful teaching strategies, the

relationship of textbooks to the curriculum or even how to organize their grade book.

Instructionally, teachers receive little guidance regarding student assessment of learning.

Because many alternatively certified teachers come into the classroom with only

their experience as students, the experience in the classroom may be a "harsher reality".

While alternatively certified teachers experience many of the same issues as traditionally

trained teachers, some researchers believe that since alternatively certified teachers lack

pedagogical knowledge, they have no framework to build appropriate instructional

sequencing (Chelsey, 1995). The deficit in building appropriate sequencing may result in

difficulty translating content knowledge to students in a way in which they can learn.

While teachers can learn techniques through on the job training, it is difficult for them to

understand from an educational theory base as they have no training that area (Chelsey).

Chelsey (1995) conducted a survey of Oklahoma's 1994-1995 alternative

certification participants in their entry year of teaching. The survey revealed that the

alternatively certified teachers had similar problems to those of traditionally trained

teachers. Problematic findings included insufficient materials and resources, clerical

work, policies and procedures, and routine management issues. Alternatively certified

teachers indicated frustration with understanding the school environment. Jargon,

policies and procedures that are common place for veteran teachers were frustrating for

the entry level teachers. Only those teachers with prior experience in the school setting

found this not to be a concern (Chelsey).

Chelsey (1995) found in her research of first year teachers trained through the

Oklahoma alternative certification program that insufficient materials and resources,

classroom conditions, heavy teaching load, student behavior/attitudes, lack of parental

support, lack of curriculum design, duties outside of teaching, and lack of administrative

support were contextual conditions that made their first year difficult. While the study

indicated that the greatest problem these teachers had was insufficient materials and

resources, student motivation, student discipline, time management, and instruction also

posed problems (Chelsey). The teachers reported that maintaining student interest while

maintaining classroom order was challenging. The burden of clerical work and personal

time created job stress as well. Instructionally, issues such as working with exceptional children, planning learning experiences, designing appropriate assignments, using a variety of teacher strategies, and knowing how to assess student work added to their first year frustrations (Chelsey).

According to Laraway (2003), student teaching was a pivotal point mention often by traditionally trained teachers as a method that prepared them for the profession. Teachers delineated their biggest challenge as time management. Successful beginning teachers took personal responsibility for their classroom instead of blaming the students when a set back occurred, and they exhibited a positive attitude toward teaching. Laraway's suggestions for supporting new teachers are an emphasis on field experience and observation. Findings indicated that if novice educators see good teaching they will feel more confident in their ability (Laraway).

In a study comparing factors that are influential in traditional and emergency certified teachers in Texas, Justice, Greiner & Anderson (2003) expressed that teacher education at four year colleges and universities may be related to commitment to teaching and thus an increased rate of retention. Different methods of teacher preparation and certification were also influential factors in determining teacher's perceptions of preparedness for teaching (Justice, et al.).

Lack of knowledge on learning theories, classroom management, and teaching strategies can cause the teaching experience to be very stressful and ineffective especially when alternatively certified individuals are usually placed at high-risk schools (Wayman et al.). When less qualified teachers are placed with children at a greater risk of academic failure, a systemic problem can ensue (Wayman et al.). With such a critical impact on

our students and society, addressing concerns related to teacher attrition, alternative

certification and student learning should be a national priority (Maples, 2004)

Successful first year teachers were confident in their abilities, committed to the

profession of teaching, and appeared to be very satisfied with the support they received

from their school site (Laraway, 2003); those that resigned did not feel supported or

prepared from the beginning; additionally, teachers from the alternative certification

program had the stress of the certification process coupled with their regular classroom

responsibilities. Feistritzer's (2001) cited reasons for new teachers leaving the

classroom as receiving little support and professional development. Programs may err in

having teachers accept full responsibility for the classroom too early.

<div align="center">Collegial Support</div>

For both traditionally trained and alternatively trained teacher, mentoring was a

key component to their success. According to the researchers, "good mentoring of

beginning teachers is a very complex activity that requires careful preparation and

support, and a work context that enables mentors to do their job." (Zeichner & Schulte,

2001, p. 207). Inman and Marlow (2004) reported that in the *Recruitment and Retention*

Project of 2002, major factors that contribute to teacher retention were assimilated into

three classes. Those three classes were external factors, employment factors, and

personal factors. The data indicated that of the external factors, only salary was

identified as a reason for retention. Employment factors such as working conditions, job

security, and collegiality played a much more prominent role. According to Inman &

Marlow, beginning teachers valued colleagues who shared ideas, planned, and attempted

to problem solve.

In Eggen's (2002) research lack of mentoring concerned new teachers; collegial support was anticipated, but not forthcoming. When help from coworkers was sought, it was often met with vague or little response. Duties outside of preparation and instruction influencing the teachers' decisions to leave included mandated in-service, new program implementation, paperwork, and attendance at various meetings often meant long hours (Eggen).

Eggen (2002) suggests that more support is needed from the community, mentors, administrators as well as workload and behavior management support. Recommendations included changes that would help all teachers such as better pay, increased security and mentoring programs, opportunities for communication between all staff and opportunity for the novice teacher to develop professional knowledge as they become acclimated to the school environment (Eggen).

Anderson & Bullock (2004) examined 3,235 new teachers and the induction services they received. They looked at whether or not they were assigned mentors and whether or not those mentors were in their subject area. Opportunities and types of networking and collaborative supports were taken into account, as well as other transitional aids such as reduced teaching schedule and extra classroom assistance. They found that 83% of public sector schools offered some type of induction services; however, those services varied greatly in breadth and scope (Anderson & Bullock).

Two thirds of beginning teachers stated that they worked closely with a mentor and a majority of those felt the relationship was helpful (Anderson & Bullock, 2004). Sixty-eight percent of those surveyed stated they had common planning time with teachers in their field. Few teachers reported having any special transition circumstances

like reduced workload or extra classroom preparation time. Of those participating in the research, 14% left teaching, while 15% changed schools at the end of the school years. The researcher found that the more supportive components found in an induction program, the less likely the first year teacher was to leave the profession (Anderson & Bullock).

In the findings of Johnson and Kardos (2002) "what new teachers want in their induction is experienced colleagues who will take their daily dilemmas seriously, watch them teach and provide feedback, help them develop instructional strategies, model skilled teaching, and share insights about student' work and lives" (p.13). Due to the diverse backgrounds, substantial and useful staff development is a necessity. Structures need to be in place to allow new teachers to plan lessons, discuss students, and visit classroom as a means to provide support in gaining their professional skills.

Formalized induction programs that include opportunities for collegiality and self-reflection, and programs that link knowledge to practice are encouraged by Bell (2005). Zone of Proximal Development (ZPD) is defined as the continuum between what a teacher can accomplish alone and the proficiency level they can reach under the guidance from experience educators (Bell, 2005). In new teacher induction, there are two domains of processes that contribute to movement along the continuum of a teacher's ZPD. External processes are identified as strategies, protocols, and training. These are usually addressed through mentoring or small group instruction. Internal processes involve the intrapsychological development that occurs as a teacher acquires and applies new knowledge. As the individual ZDP rises, the teachers is more easily able to identify how well students are responding and modify their instruction accordingly. The teacher gains

confidence and is able to apply learned skills in a more effective manner (Bell, 2005).

Assimilation into a new school culture is also important to the ZPD of a new teacher.

Induction programs have the ability to supply "real time" support as the new teacher

assimilates into the school (Bell).

Bell (2005) researched the process that teachers go through as they learn and

develop. In her work she identified two levels of development. The first level was a

broader level that was experiential in nature and limited in the teacher's ability to seek

out and apply solutions outside of the classroom context. The second level included five

processes referred to as AS/CEND (Bell). Those processes are: (a) pre-service where

teachers "articulate" needs and develop "strategies" for "coping" (AS/C); (b) the

interactive learning process of "engaging" in problem solving and "integrating" resources

(EN); (c) and an assimilated learning process of "deepening" their understanding of

themselves and their strategies for students (D) (Bell). As the teacher becomes more

proficient, she progress through the five processes, culminating to independence. Bell

(2005) emphasizes that mentors are essential to meeting the emotional and instructional

needs of new teachers, assisting novice teachers in taking outside learning and applying

to classroom practice (Bell).

Summarizing his ideas concern adult learning theory Bell (2005) made the

following comments:

> Theory of adult development has evolved over the last sixty years to a cyclical
> view of adult lifespan, alternating between periods of stability and transitions.
> Adult development occurs within the context of time – historical time,
> chronological time and social time. Throughout the learning process, teachers'
> professional identity develops in three aspects – subject knowledge, pedagogical
> knowledge, and didactical knowledge. Teacher's professional identity is a social
> personal history, present conditions, beliefs, values, and social, cultural, historical,
> and political forces. (Bell, 2005, p.42-43).

Stanilus et al. (2002) also found in their study that the clarification of the mentoring process was stated as a need. Often the novice teachers leave the supportive community of educational institutions and are forced to acclimate to an atmosphere of isolation. The researchers suggest that institutions of higher learning recognize the essential role of mentoring in the success of the novice teacher (Stanilus et al.)

New teachers must often embark on a "rite of passage". Patterson (2005) refers to this as hazing. "Beginning teachers are often systematically hazed. This practice—and not curricular demands or low pay—can drive many promising new teachers out of the profession" (p.21) according to Patterson (2005) who defines hazing as "institutional practices and policies that result in new teachers experiencing poorer working conditions than their veteran colleagues" (p. 21). Stopping the hazing of new teachers in schools begins with recognizing those practices that are inequitable.

Teaching moments for the novice teacher need to be in real time. That is, mentors need to have time to assist new teachers when instruction is not effective, discipline is problematic, or other experiences, which lead to new teacher frustration (Johnson & Kardos, 2002).

According to Birkeland & Johnson (2003), no matter how committed a teacher may be, there is no assurance that a student will be successful. Because the very nature of their work is unpredictable and given that their performance is increasingly supervised, new teacher must rely on their colleagues and professional community for ideas and direction on how to teach. A strong professional learning community recognizes the interdependence of the school, sets high work standards, seeks to share their knowledge with others, and promotes continuous learning by all. Conversely, a weak professional

community leaves teachers to survive on their own and often compete with one another instead of collaborating. Many times new teachers in weak professional learning communities leave due to lack of support and a feeling of disorganization (Birkeland & Johnson).

Colleagues that offered suggestions were willing to give of their time, and listening created a more positive experience. Trust, communication, and friendship emerged as important components in the successful mentoring programs examined (Laraway, 2003). More teacher-to-teacher support in the first two years would also assisted new teachers. (Justice et al).

Schlichte, Yssel, & Merbler (2005) sought to identify protective factors that might be put into place to reverse attrition rates. Collegiality was identified an important factor in the retention of teachers which addresses issues of isolation, loneliness and stress. Another benefit of collegiality is that it helps the new teacher build confidence. In their interviews with five new teachers, the researchers found that "strongly forged relationships and accompanying feelings of emotional well-being are protective factors and critical to retention. Until the primary need of belonging has been met, first-year teachers seem to find that they do not have enough of anything else to encourage them to stay" (Schlichte, et al., 2005, p.39). Building supportive relationships of a collegial nature is critical to the retention of novice teachers.

School administrators and veteran teachers are critical to supporting the novice teacher. In culminating their findings, Johnson and Birkeland (2003) offer the following insights in assigning new teachers: (a) often teachers are poorly matched with their teaching environment; (b) placement should be well thought out during the hiring

process; (c) new teachers should be recognized as inexperienced and sheltered instead of overloaded; and (d) formal mentoring programs centering around instruction should be formalized in schools. This mentoring should be less one-on-one and more widely integrated throughout the school to provide a culture of sharing across experience levels. Administrators should establish norms of behavior and present defined codes of discipline and school wide routines (Johnson & Birkeland). The researchers complete their study with offering suggestions to policy makers. Offering better pay, concentrating resources on high poverty schools, decentralizing the hiring process and creating better career structures were recommended (Johnson & Birkeland). New teachers need strong professional learning communities to experience success (Johnson & Birkeland). According to Johnson and Birkeland (2003), these communities need to recognize the interdependence of schools, have high standards, willing share knowledge and ideas and be dedicated to the continuous learning of students and staff.

According to Ingersoll (2003), full induction programs should have the following eight components: (a) a helpful mentor that is teaching in the same field; (b) common planning time with teachers in their area; (c) collaboration with other teachers that is regularly scheduled and focuses on instruction; (d) participation in a "general" induction program that familiarizes them with school operations; (e) participation in a seminar for beginning teachers; (f) regular and supportive communication with administration; (g) involvement in professional external networks as support; (h) and reduced number of course preparations. Inman & Marlow (2004) contend that the mentoring component of induction should last for several years.

Mentoring should provide personal encouragement, assistance in instructional development, advice about lesson plans, and feedback about the novice's performance as a teacher (Inman & Marlow, 2004). Additionally the researchers suggest that collaboration should exist between the university and the on-site school in preparing the mentoring process. To further assist the novice, administrators need to provide support by creating positive experiences, supporting new ideas that they bring with them, and conducting regular, structured faculty development opportunities that center on sharing ideas, learning teaching strategies, and familiarity with school curriculum (Inman & Marlow). According to Johnson and Birkeland (2003), new teachers were more likely to stay in the profession when they felt successful with students, their schools were organized, they were provided collaboration with peers, they experienced opportunity for growth, they were given appropriate assignments with adequate resources, and they were involved in a school culture that supported learning. According to Smith and Ingersoll (2004) the existing studies do seem to indicate that well developed induction programs do seem to increase new teacher job satisfaction, efficacy and retention.

Smith and Ingersoll (2004) identify induction programs as the support, guidance, and orientation given to new teachers during their first years in the profession. Often because teaching is done in isolation, new teachers are left to succeed or fail on their own. Induction has been adopted by many districts to address the issues of new teacher retention. The researchers clarify that induction is not training, it is a support system that is put in place to support the student as they transition to teacher (Smith & Ingersoll).

Teachers in Georgia

Renwick (2007) in her investigation on the Putnam County Elementary School in

Georgia examined the county's initiative to try to keep their teachers happy, thus

resulting in retention. Putnam County has a population size of 13,000, there are 2,743

school age children. The school system employs 269 teachers. Susan Usry, EdD. is the

principal at Putnam County Elementary. Renwick quotes Dr. Usry as saying:

> nothing is more challenging than that first year of teaching, no matter how much
> student teaching someone has done or theory classes they've taken. When they're
> in a classroom by themselves, with their students, it's just overwhelming. They
> need help to get through it and especially so they'll want to continue in the
> profession (p.26).

This statement from a layperson conveys many of the findings presented from

research. To offer that support, Dr. Usry developed an induction program where,

according to Renwick, "weeks before the first day of school, new teachers undergo a

week long comprehensive program. It provides a range of support, from mentoring to

organizing and setting up a classroom, to even addressing needs such as who to call to

find a missing or tardy paycheck" (Renwick, 2007, p.26). Included in this "practical"

approach are workshops offered in areas that research has identified as problematic such

as classroom discipline, parent interaction and working with principals (Renwick).

Veteran teachers also meet with new teachers to discuss teaching methods; additionally,

they tour the neighborhoods where their students live. The principal and staff handpick

students for each classroom, giving new teachers a reduced classroom size. This effort

works to circumvent placing students with disciplinary problems in the new teacher's

room. This strategy allows the new teacher to focus on classroom assessment and

instruction. Since the programs inception in 2002, thirty new teachers have been hired and only 4 have left, two of which went to be stay at home moms (Renwick).

Gerson (2002) looked at first year GTAPP teachers in Bibb County, Georgia, to determine if the attrition rates were comparable to traditionally trained first year teachers. Additionally, the researcher looked at the mentoring services the teachers received and evaluated the affect mentoring might have on retention. In examining meetings between mentors and teachers, alternatively certified teachers met with their mentors an average of 61 times in the 2001 – 2002 school year, while traditionally trained teachers met an average of 97 times during the school year (Gerson). GTAPP participants had more classroom visits from training personnel than their traditionally trained counterparts, as well as more opportunities to observe in veteran teacher classrooms. Traditionally trained teachers received more assistance with lesson planning, face-to-face meetings and proximity in faculty meetings. The researcher found that the attrition rate between GTAPP participants and traditionally trained teachers in Bibb County for SY 2001-2002 were not significantly different.

Mallard (2005) conducted a phenomenological study involving six participants in the Georgia Teacher Alternative Preparation Program between July 2003 and December 2003. This study sought to explore their experience as beginning teachers in the GTAPP program and to determine how the program, administrators and mentors could best assist in their success. Mallard (2005) explained "The study's focus was not so much on how the participants learned to teach: instead it focused on their first year in the classroom, after they were equipped with two weeks of training and whether or not that training proved to be valuable" (p.214). The researcher found that while the participants did

communicate some frustrations in the program, none wished they had taken the

traditional route to teaching. The participants stated that they found the job demanding

and time consuming, and some were not sure they would still be teaching five years from

now, but none regretted participation in the GTAPP program (Mallard).

In assessing the candidate's perception of the training they received, Mallard

(2005) found that while not totally satisfied with the program, many of the comments

were positive. Candidates did express that they wished the program had included more

training on the realities of the classroom. The candidates felt that there "was too much

focus in the training program on best practices and the ideal classroom while not enough

focus on real life practices" (Mallard, 2005, p. 210). Mallard suggested that new GTAPP

teachers have sessions with GTAPP teachers who had successfully negotiated their way

through the first year. Practical applications to assist in success were stated as a need.

The candidates also felt that background knowledge of the students they were to teach

and more instruction on pedagogical knowledge would assist in transferring their content

knowledge to the student in the classroom. More than instruction in learning styles, the

candidates desired comprehensive demographic knowledge of their students and the

school accompanied by real life strategies that had been successful with that population

in those schools (Mallard).

According to Mallard (2005) the reported dislikes were:

that there was too many decontextualized teaching strategy sessions, such as
graphic organizers, too much content overkill and repetition, and in general, too
much information presented, meaning too many resources at first without enough
time to put them to practice (p.212).

The volume of information combined with entering a new career while finding their way through classroom and time management left the candidates feeling quite frustrated (Mallard).

In Mallard's (2005) research, the candidates felt they did not receive enough information about the specific population they were to serve. There were also concerns about being ill-prepared for motivational and ability differences in students. Additionally, the candidates wanted information sessions to discuss skills and strategies with experienced teachers throughout the year. When Mallard ask them about their overall preparedness, "they felt that there was no way to prepare them for the reality of the classroom in such a short amount of time" (Mallard, 2005, p.212).

In summarizing her findings, Mallard (2005) listed the challenges that presented in her study emerged from the following:

> a lack of time to digest and implement presentation materials, a lack of specific training in pedagogical knowledge based upon the reality of the classroom, a lack of effective classroom management strategies for the student population with whom they worked, and an overwhelming emphasis on repetitive tasks that detracted from the purpose of meaning and reflection (p.219).

The use of time was a collective issue of concern for the candidates interviewed (Mallard, 2005). All expressed that at times the training sessions were poorly scheduled and redundant, or they were rushed and lacked sufficient time to obtain desired goals. The candidates wanted to hear experiences from teachers who had recently completed their first year teaching. They wanted to discuss situations, solve the problem, and move on to the next issue at hand, rather than constantly readdressing and revisiting it. Overall, the candidates wanted hands-on, practical, real world training from teachers who had successfully completed the program (Mallard, 2005).

Candidates desired more information on their contextual setting and often found that relationship between training and practical classroom application was missing (Mallard, 2005). Peer-to-peer feedback was an identified need. While mentoring is a component of GTAPP, the relationships varied among the participants. The candidates expressed that some of their mentors were not on the same grade-level or in the same field. Administrators need to be diligent in selecting appropriate mentors for the relationship to be of maximum benefit to the candidate. Classroom management strategies were also needed. However, the candidates were interested in strategies from other teachers with similar classrooms. Mallard summarized, "learning from one another during this phase of trial and error may be just as valuable as any other instructional presentation in alternative teacher preparation" (p.226).

Mallard (2005) emphasized round table discussions of situations should be linked to theory to ensure that the learning experience will be meaningful. According to the research, one of the major missing components of the teachers training was child development knowledge focusing on the age group to be taught as well as pedagogical knowledge to support content knowledge for proper instruction of the student. Mallard reported that because "the physical, social, emotional, and intellectual characteristics of this age group, coupled with cultural influences, influence one's instructional strategies, lack of such knowledge can certainly impeded instruction and classroom management" (Mallard, 2005, p.228).

<div align="center">The Conceptual Framework of GTAPP</div>

According to the Georgia Teacher Alternative Preparation Program (GTAPP) Resource Handbook for Program Providers, the program was born from the need for

more certified teachers in Georgia.   In 2001, only 80% of the 12,000 teachers needed

could be supplied through "traditional" methods. Traditional methods include teachers

traditionally prepared, transfers in from other states, late entrants into the profession, and

teachers returning to the workforce after an absence from teaching. GTAPP opened the

opportunity for professionals in other careers to enter teaching without delaying entry

until course and certification requirements were met. This is advantageous in that many

of those opting for GTAPP also needed to have income from employment while they

transitioned. The GTAPP Resource Handbook gives the following synopsis of the

program, "Qualified teacher-candidates complete a required pre-service orientation

course, are assigned to teaching positions, and complete a two-year program of study and

on-the-job training with intern certificates in order to qualify for clear renewable

professional teaching certificates." (p. 1). GTAPP recognizes that there is more to

preparing a successful teacher than short-term instruction. Teaching proficiency

develops over time and through experiences. The expectation set forth for candidates is

reasonable initial success in the classroom with consistent review, reflection, and ongoing

development.

The program delivery system in Georgia is quite diverse. Regional Educational

Service Areas (RESA), local school systems, and private and public universities have

served as overseers for the GTAPP program. Each entity is allowed to develop its own

system; however, the following criteria must be satisfied. Candidates must meet the

admission requirements of the Georgia Professional Standards Commission. These

standards include a bachelor's degree in an appropriate field with a minimum 2.5 grade

point average; a passing score on the Georgia teacher certification test, which changed to

the Georgia Assessment for Certification of Educators (GACE) in November 2006; clear a criminal background check; and have an offer for a full-time teaching position from a participating school system. Additionally, candidates must participate in a pre-service orientation, provide satisfactory progression toward full certification, and participate in a two year mentored internship while working as a full-time teacher.

The Professional Standards Commission offers the program through two options. The first is a non-credit, certification-only program. This program is targeted at individuals with extensive experience in their content area that have demonstrated such on an appropriate diagnostic evaluation. No additional content course work is required, rather the candidate is schooled in strategies on effective teaching and student learning. This is the encouraged mode of practice for programs housed in RESAs and local school districts. The other option is for-credit programs which are delivered through institutions of higher learning. This method combines certification requirements while the candidate works toward securing and is highly recommended for teachers pursuing Early Childhood and Special Education degrees as they require more extensive pedagogical knowledge.

The selected candidate is then issued an intern certificate by the Commission of Georgia at the request of the program delivery agent. This certificate requires renewal annually, with the expectation that the candidate will secure, clear renewable certification within two years. All interns, except Early Childhood and Special Education candidates, must take their specific content certification test the first year for diagnostic purpose of renewing their intern certificate. All candidates are required to take the certification test for securing clear renewable certification.

GTAPP Curriculum Overview

As GTAPP participants are often older with other work experiences, the Professional Standards Commission required that the curriculum be based on available research of the adult learner. In their programmatic handbook, service providers are asked to involve the adult learners in planning their own learning experience, instruct participants through real-life application and organize instruction around problem areas, not subjects. In essence the program is to be designed from a practical, experiential approach to meet the needs of the participants it serves.

Charlotte Danielson's (1996) *Enhancing Professional Practice, A Framework for Teaching* is designated by the PSC as the framework under which each service provider is to deliver the GTAPP program. In that framework, Danielson identifies four domains that should be addressed in any training model for teachers. Those domains are planning and preparation, the classroom environment, instruction, and professional responsibilities.

In the planning and preparation domain, candidates should have assistance in designing instructional goals, identification of available resources to assist them in their work, as well as, obtain a knowledge base rich in content and pedagogy. Under this domain, the curriculum should also instruct teachers how to assess student knowledge and strategies in delivering coherent instruction. The classroom environment domain provides instruction on creating a classroom built on respect and rapport. Strategies, techniques and courses are offered to assist candidates in addressing student behavior. The instruction should address not only the physical space of the classroom, but also strategies for classroom and organizational management.

The third domain targets strategies of instruction. Techniques for engaging students, communicating with students and parents as well as confirmation of student performance are all part of this module. Differentiated instructional techniques are explored in an effort to assist the teacher in recognizing student needs and constructing appropriate strategies. Another critical juncture of this domain is the implementation of questioning and discussion that promotes student learning. Finally, the fourth domain centers around the professional responsibilities required of teachers. Responsibilities that are addressed are methods of self reflection, maintaining timely and accurate records, and establishing rapport with student families. Clarity on the importance of ongoing professional development should be shared with the participant. Further the importance of an ethical professional demeanor is emphasized. Teachers should also be schooled in their roles as leaders for others in the educational environment.

There are three phases through which the candidate progresses on the road to clear renewable certification. Phase one is termed the essentials of effective teaching. It is in this phase that many of the strategies of Danielson's framework will be transitioned to the participant. A comprehensive assessment of each candidate should be constructed in order to develop an individualized learning plan to prepare them for success in the classroom.

In phase two, GTAPP participants explore the theory and practice of teaching as they receive on-the-job training. A participant is assigned a support team that provides on-site support as this critical year progresses. Observations, conferences and formative assessments are all a part of this phase. The certification test is taken during this year for diagnostic purposes. Candidates participated in six problem based seminars addressing

real life classroom situations. The supervising support team member will assess

participant development regarding Danielson's Framework, and individual learning

contracts and professional development plans will be adjusted to the participant's

progression. At the end of the first year, individualized plans are made with the

candidate to support success in the following year.

Phase three is induction. The candidate has already acquired a beginning

knowledge base as well as practical experience. In the induction phase, the novice

teacher engaged in completing a professional portfolio as well as successfully completing

all the requirements for teacher certification. Once this phase has passed, the candidate

receives clear renewable certification.

Profile of GTAPP Training Options Available to Research Participants

Local Regional Educational Support Area (RESA)

Prior to entry into GTAPP sponsored by the local RESA, middle and high school

candidates must meet the following criteria. Candidates must hold a four-year degree and

meet a 2.5 GPA requirement. They must not have completed a teacher education

program or held a teaching certificate. Additionally, they must have been offered a

position from a school district prior to enrolling in GTAPP. The local RESA in this study

does not conduct elementary training for the district being studied.

An official college transcript must be sent to the district that hired the candidate

and the local RESA. Candidates must then pass the Georgia Assessment for the

Certification of Educators (GACE) basic skills test. Students that have an ACT

combined score of 43 in English and Math, a combined score of 1030 on the GRE or an

SAT score of 1000 are exempt from taking the GACE basic skills test. GTAPP

candidates must pass a criminal background check.

Once candidates have secured the above information, they must contact the local

RESA for enrollment into the two year GTAPP training. RESA then reviews their

transcript for content background, develops an individualized plan of study, including

scheduling required courses, and assigns a three person support team which includes a

school based mentor. Furthermore, RESA assists candidates with the completion of

interim credentialing. While there is an interviewing process conducted, specification of

the components of those interviews were not available. Candidates lacking content

requirements must also complete those college level courses in addition to the sessions

offered through RESA.

During the internship/induction stage, candidates are required to attend a

minimum of three seminars and the Exceptional Child course or six seminars. GTAPP

candidates for school year 2006-2007 received the following seminars from which to

choose: Classroom Management; TK20 Training/Special Education Regulations;

Analyzing Student Work/Differentiation; Reading Strategies to Support All

Students/Starting a New Semester; *No Child Left Behind*; Assessing the Year's Work:

Curriculum/Instruction/Assessment/Planning for Next Year. Seminars lasted three hours

and were conducted on Tuesday evenings and Saturday mornings. Candidates had the

option of attending the one that was most convenient for them. The Exceptional Child

Course was a 50-hour course broken into 10 days of 5 hours of instruction each. There

were three different sessions from which candidates could select. All training was held at

a local college where the RESA program is housed.

During the first year, in addition to participating in seminars, candidates must also pass a GACE test in their area of certification. Evidence for an achievement portfolio demonstrating the candidate's proficiency is also required the first year. The teacher-candidate support team assesses candidate performance and a recommendation from the supervising principal is required. Administrators and school base mentors attend a one-day training on program regulations and their responsibilities.

During the second year candidates must complete four more training seminars consisting of identified problems and interest. The candidate continues to be monitored by the support team and completes any coursework that might be required. The achievement portfolio along with successful completion of GACE Content Assessment is required.

Local College Preparation of Elementary GTAPP Candidates

The district involved in this research project works with a local college to provide training for GTAPP candidates interested in teaching in the elementary grades K-4. Their training is linked to the pursuit of a Master in Education. The initial criteria for participation are the same for both programs. It is in the implementation of training that the programs differ, as well as, the culmination of this program with a Master Degree in Education.

Once candidates have been selected, they must attend an introductory course at the college. Additionally, they are required to attend a three day orientation in the summer prior to the year they will be in the classroom. An interim teacher is assigned to the candidate for the first four weeks of school in addition to a three person support team.

The support team is comprised of a system-wide mentor, a college faculty mentor, and a school based mentor.

During the first year of internship/induction, candidates will attend a minimum of seven colloquia based on identified problems, interests, and needs. Candidates will complete coursework to meet Georgia Special Requirements and begin Master level coursework toward clear renewable teaching certification in January. Like the RESA program, candidates are to begin a collection of evidence for their portfolio and secure recommendation from their principal for continuation. Additionally, candidates undergo seven observations of veteran teachers. Two of which are at their assigned school and five of which are at other elementary schools located in the district. Candidates are also required to attend monthly after-school new teacher orientation meetings throughout the first year. For year one, the Master level courses that are required include Teaching of Reading, Advanced Methods and Applications of Early Childhood Social Studies Education, The Exceptional Child, and Educating the Young Child.

Second year participation requires the completion of any remaining coursework, completion of the portfolio and successful completion of the GACE Professional Pedagogy Assessment. During the second year candidates will complete a Master of Arts in Early Childhood Education. The entire program should be completed in three years with full professional certification at the Master level. During the second year, candidates are required to take Advanced Methods and Applications in Science for Early Childhood Teachers, Advanced Methods and Applications in Early Childhood Mathematics, Advanced Methods in Early Childhood Language Arts and Literature, Health and

Physical Education for Early Childhood Teachers, and Advanced Methods and

Applications in Early Childhood Creative Expression.

Of the nine candidates interviewed seven had participated in the local RESA

program, one participated in the Master level program, and one completed an add on to

her Master of Higher Education Administration while going through a different RESA

program similar to the one described above. This research is not intended to compare

programs. It is intended to gather candidate experiences. However, the researcher felt it

pertinent to provide program participation requirement.

Summary

Teacher retention is a critical issue facing public school administrators today.

The largest cited factor for lack of teachers is teacher attrition: the premature and

voluntary departure of teachers from their profession (Justice et al., 2003, Dove, 2004).

Within school year 1999 – 2000, more teachers left than entered the field of teaching.

Many schools are having difficulty finding qualified teachers. However, teacher

retirement is not the culprit. Over 90% of new hires replace teachers lost through the

"revolving door" (Ingersoll, 2001). Ingersoll contends that recruiting teachers is not the

answer to the teacher shortage, retaining them is. Though a toll economically, the real

cost of teacher attrition is the impact to student achievement and learning.   Teacher

competence is the single most important determinant of student achievement (Maples,

2004) Teacher shortages in critical content areas are a reality.

In Georgia, placement of teachers through alternative certification began in school

year (SY) 2000. Teacher attrition is a documented fact of the 2006 education workforce.

Alternative certification is an avenue to address teacher vacancies due to attrition.

According to Wright (2001) alternative certification refers to credentialing programs that allow individuals with significant subject area content knowledge to complete their teacher preparation training while they are employed as a full time teacher in a participating school district (Wright). However, alternative teaching certification has come to represent anything from emergency certification to well developed teacher training programs (Dove, 2004). Today in the United States, two-thirds of teacher education institutions offer alternative teacher licensing programs (deBettencourt & Howard, 2004).

Many teachers enter alternative preparation programs in pursuit of a second career. This population of teachers is often evaluated with mixed results. According to Justice et al., second career teachers can struggle with diagnosing individual student needs, an area critical for student learning .Lack of knowledge on learning theories, classroom management and teaching strategies can cause the teaching experience to be very stressful and ineffective (Justice et al., 2003). Other researchers like Ferony (1996) identify several positive reasons why choosing second career teachers might be beneficial to school systems. Second career teachers may offer a way to balance the faculty age wise as older faculty retires and younger teachers enter the profession. Second career teachers possibly bring with them personal maturity and a developed pool of professional references. Even though 73% of teachers in the United States support alternative certification (Justice et al., 2003), it is the little things that are sometimes overlooked when acclimating career changers. New teachers need strong professional learning communities to experience success (Johnson & Birkeland, 2003).

To address the "revolving door" of the education profession in Georgia, the ongoing professional development needs of teachers prepared through Georgia's Teacher Alternative Preparation Program (GTAPP) is an area that needs to be addressed. With 19.5% of Georgia's new teachers entering through alternative preparation, retaining them as educators is critical to the stabilization of Georgia's teaching environment.

It is in the transition from student to teacher that attitudes and patterns are developed that will continue throughout a teaching career (Chelsey, 1995). New teachers are expected to perform at the level of experienced teachers while they are often in isolation (Graziano, 2005). When we nurture teachers we nurture children's learning (Morehead, 2003). If teachers are dissatisfied, it would reason that our children's education is suffering.

It is in the transition from student to teacher that attitudes and patterns are developed that will continue throughout a teaching career. New teachers are placed in classrooms with the same expectations as those of veteran teachers. When faced with a room full of energetic students, the new teacher has to learn and teach at the same time (Chelsey, 1995). Because many alternatively certified teachers come into the classroom with only their experience as students, the experience in the classroom may be a "harsher reality".

While alternatively certified teachers experience many of the same issues as traditionally trained teachers, some researchers believe that since alternatively certified teachers lack pedagogical knowledge they have no framework to build appropriate instructional sequencing (Chelsey, 1995). Many times new teachers in weak professional

learning communities leave due to lack of support and a feeling of disorganization

(Birkeland & Johnson).

Gerson (2002) looked at first year GTAPP teachers in Bibb County, Georgia to

determine if the attrition rates were comparable to traditionally trained first year teachers.

In examining meetings between mentors and teachers, alternatively certified teachers met

with their mentors an average of 61 times in the 2001 – 2002 school year, while

traditionally trained teachers met an average of 97 times during the school year (Gerson).

GTAPP participants had more classroom visits than their traditionally trained

counterparts, as well as more opportunities to observe in veteran teacher classrooms.

Mallard (2005) conducted a phenomenological study involving six participants in

the Georgia Teacher Alternative Preparation Program between July 2003 and December

2003. This study sought to explore their experience as beginning teachers in the GTAPP

program and to determine how the program, administrators and mentors could best assist

in their success. The candidates wanted information sessions to discuss skills and

strategies with experienced teachers throughout the year. The candidates wanted to hear

experiences from teachers who had recently completed their first year teaching. Overall

the candidates wanted hands-on, practical, real world training from teachers who had

successfully completed the program (Mallard, 2005).

Classroom management strategies were also needed. However, the candidates

were interested in strategies from other teachers in similar classrooms as their own.

According to the Georgia Teacher Alternative Preparation Program (GTAPP) Resource

Handbook for Program Providers, the program was born from the need for more certified

teachers in Georgia.   In 2001, only 80% of the 12,000 teachers needed could be supplied

through "traditional" methods. Those methods being teachers traditionally prepared, transfers in from other states, late entrants into the profession, and teachers returning to the workforce after an absence from teaching. GTAPP recognizes that there is more to preparing a successful teacher than short-term instruction. Teaching proficiency develops over time and through experiences. The purpose of preparation programs is to provide successful teachers. It is imperative that educational leaders thoroughly understand alternatively certified teachers in order to provide support and hire those that will be most effective in the classroom.

This study offers insight for teacher training institutions and school systems on the type of strategies that alternatively certified teachers feel are beneficial as well as needs they have that are not being met. Furthermore suggestions for organizational changes to increase teacher retention may be forthcoming. Teachers trained through alternative certification programs have unique needs. Alternative Certification for teachers comes with a history of philosophical and political debate. Consequently, research on alternative certification programs yields information that has no generalization to other programs. Although alternative certification is intended as a solution to teacher shortages, recent research indicates a high attrition rate for those who enter the field through alternative certification.

Because the literature focuses on evaluation of alternative certification programs on various teacher shortages, there is little research on the alternative certified teacher as a motivated, perseverant, and future seeking adult learner. By investigating programs and their impact on teacher attrition/retention, the profession is able to gain insight in designing programs that build commitment. By investigating factors that contribute to

attrition of beginning teachers, educational policymakers and administrators gain viable

knowledge to apply to the new teacher training process, thus impacting the current

problem of teacher retention. The purpose of this study is to examine the experience of

first-year teachers prepared through the Georgia Teacher Alternative Preparation

Program, specifically addressing teacher met and unmet needs.

CHAPTER 3

METHODOLOGY

Introduction

In Georgia, the Teacher Alternative Preparation Program (GTAPP) began placing teachers in schools in 2000. GTAPP candidates come from a variety of careers, and most are persons opting to begin second careers. GTAPP candidates receive 140 clock hours of training in pedagogical theory, site based mentoring, and instructor observation. What is lesser known is if there are needs that extend past GTAPP certification requirements that, if addressed, could support the retention of GTAPP teachers.

In 2006, Georgia had a 14.3% increase in teacher vacancies. If traditionally trained teachers are leaving and alternatively certified teachers are to assist in filling those vacancies, a support mechanism for GTAPP teachers must be identified to aid in their retention. Therefore, this researcher examined what, in the areas of administrative support, instruction preparation, and collegial support, will make it likely that first year GTAPP teachers will remain in or leave the profession.

Chapter 3 included descriptions of (1) the research questions, (2) population to be examined, (3) procedures for sample selection, (4) participant demographics, (5) description of instrumentation, (6) the research design, (7) the data collection procedures, (8) the data analysis methods, (9) the limitations of the study, (10) the delimitations of the study, and (11) the chapter summary.

Research Questions

1.   What needs of first year GTAPP teachers in Middle Georgia have been

      met with regard to administrative support, instruction preparation, and

      collegial support?

2.   What needs of first year GTAPP teachers in Middle Georgia have not

      been met with regard to administrative support, instruction preparation,

      and collegial support?

Population

Flamingo County is located in Middle Georgia with a population of 154,000. The

Flamingo County School System serves approximately 25, 000 students. The average per

capita income is $30,341 with an unemployment rate of 6.7%. According to information

for school year 2005-2006 as indicated on the state of Georgia website, county population

is as follows: 73% Black; 1% Asian; 2% Hispanic; 23% White; and 1% Multiracial.

Eleven percent of students in the system are classified with a disability. One percent of

students speak limited English, and 70% of students are eligible for free or reduced lunch.

The county's graduation rate is 56.5%.

Permission to access first year GTAPP teachers was granted by Flamingo

County's Deputy Superintendent. The Professional Development Director facilitated the

identification of 87 potential participants. Identification was done through the personnel

offices by code specification.

Participant Selection Procedure

Invitation to participate was sent to 87 first year GTAPP teachers via the county

email system. Teachers were asked to volunteer their participation. Of the 87 solicited,

30 responded as potential participants. The names of those that responded were placed in a cup, and an outside party with no vested interest was asked to select the participants. As names were drawn, participants were identified. The names were then placed back into the cup to insure equity of selection. Nine names were randomly drawn. All grade levels were represented in the process.

Participant Demographics

Study participants ranged from age 24 to 42. The median age of those studied was 28. In fact, five of the participants were either 28 or 29. Four of the participants held Bachelor of Science degrees, two held Bachelor of Business degrees, one had a Bachelor of Arts in Performance Theatre, and one held a Master of Higher Educational Administration. Three were in elementary schools, one was in middle school, four were teaching in high school and one was at the psycho education center teaching middle grades. Two of the GTAPP teachers were seeking certification in Science, two in mathematics, two in early childhood, one in drama K-12, one in business education, and one in special education. All but two were participating in the program administered by the local RESA. One participant was going through the Master of Education program at a local college, which is offered in conjunction with her GTAPP participant. The other was going through a program offered at an adjacent RESA. All had previously been employed in a position in the area of their original college degree, and all were white females.

Instrumentation

An interview guide was constructed based on research questions and pertinent information gathered from the review of literature. *Table 3.1* graphically represents the content utilized for construction of the interview guide.

According to Stainback and Stainback (1988),"From a qualitative perspective, reliability is viewed as the fit between what actually occurs in the setting under study and what is recorded as data"(p.101). Traditional notions of the positivistic view of reliability are not applicable to qualitative design. Because the research has an emerging rather than predetermined approach, two researchers are not likely to produce the same results (Stainback & Stainback).

Shenton (2004) acknowledges that validity and reliability cannot be addressed in the same way as a positivist approach. In qualitative research, validity is related to whether or not the research measures what it is intended to measure. When possible, methods should mirror data analysis used in other successful comparable projects.

Table 3.*1: Instrumentation*

Instrumentation		
Research Question	**Interview Question**	**Literature Support**
1. What needs of first year GTAPP teachers in Middle Georgia have been met with regard to administrative support, instruction preparation, and collegial support?	• Briefly tell me about your decision to become a GTAPP teacher. Why did you become interested in teaching? • What is the most positive experience you have had in your training, in your classroom, and in your school. • What administrative support have you received during your first year as a GTAPP teacher? • What type of instructional preparations did you find particularly helpful as a first year teacher? • What collegial support have you received during your first year? • In your opinion, what are the strengths and weaknesses of GTAPP? • What advice would you give a new GTAPP teacher now that you have the first year behind you?	Referencing Crow, Levine, & Nager (1990), general second career teacher usually are classified as "homecomers" – always wanted to teacher; converted – experienced and epiphany that led them to teaching; or unconverted – had a vague or non altruistic reason for teaching. Likewise, Christensen (2003) found that some second career teachers had always wanted to teacher. Chambers (2002) described it as a "calling". Others had grown weary of the corporate culture and wanted to "give something back". Motivation for entering the profession has the potential to affect longevity and outlook. As an endeavor to create a positive environment, feedback and communication are critical. Leaders must foster assertiveness and build confidence for teachers to demonstrate their full potential (Morehead, 2003). Genuine, warm, but not ostentatious praise is suggested. Novice teachers benefit from an integrated professional culture, where new ideas flow between teachers at all experience levels as well as with their administrators (Johnson & Kardos). According to the Justice, Greiner, & Anderson (2003), research has shown that many problems encountered by first year

teachers are reduced in direct proportion to sufficient teacher preparation.

According to Inman & Marlow (2004), beginning teachers valued colleagues who shared ideas, planned, and attempted to problem solve.

Teaching moments for the novice teacher need to be in real time. That is, mentors need to have time to assist new teachers when instruction is not effective, discipline is problematic, or other experiences, which lead to new teacher frustration (Johnson & Kardos, 2002).

In the findings of Johnson and Kardos (2002) "what new teachers want in their induction is experienced colleagues who will take their daily dilemmas seriously, watch them teach and provide feedback, help them develop instructional strategies, model skilled teaching, and share insights about student' work and lives" (p.13).

Leadership style was found to affect teacher commitment. Critical, non-supportive administrators promoted decreased commitment and decreased job satisfaction (Joffres & Haughey).

Eggen found that the overwhelming factor for beginning teacher leaving the profession was lack of support, particularly from administration. Eggen's research gleaned four areas former teachers identified as lacking support: (1) school climate, (2) financial support, (3) behavior management, and (4) workload/work role.

Over

2. What needs of first year GTAPP teachers in Middle Georgia have not been met with regard to administrative support, instruction preparation, and collegial support?

- Name two things you wish you had known about teaching before you entered the profession.
- What administrative support did you not receive that you wish you had?
- What instructional preparation do you wish you had received that would have made you more successful during your first year?
- What collegial support do you wish you had received that would have made you more successful during the first year?
- In your opinion, what are the strengths and weaknesses of GTAPP?

- What advice would you give a new GTAPP teacher now that you have the first year behind you?

simplification of the true realities of the classroom, inadequate preparation, and very little preservice time in the classroom, as well as, lack of preparation in student behavior and learning techniques often cause new teachers to succumb to "reality shock" (Laraway, 2003).

New teachers are expected to perform at the level of experienced teachers while they are often isolated. They must develop lesson plans, develop teaching and classroom management techniques, learn the daily functions of the school, acclimate to the school computer system and learn where the faculty restrooms are often on their own. New teachers become so overwhelmed that they often burnout almost before they get started (Stanulis, Fallona, & Person, 2002).

Feistritzer's (2001) cited reasons for new teachers leaving the classroom as receiving little support and professional development. Programs may err in having teachers accept full responsibility for the classroom too early. School administrators and veteran teachers are critical to supporting the novice teacher. In culminating their findings, Johnson and Birkeland (2003) offer the following insights in assigning new teachers: (a) often teachers are poorly matched with their teaching environment; (b) placement should be well thought out during the hiring process; (c) new teachers should be recognized as inexperienced and sheltered instead of

overloaded; and (d) formal mentoring programs centering around instruction should be formalized in schools.
New teachers need strong professional learning communities to experience success (Johnson & Birkeland).

Research Design

The teachers studied were first year GTAPP teachers in Flamingo County in Central Georgia. The research was guided by qualitative study that began with the identification of first year GTAPP teachers in the county system. An invitation for participation was sent to all identified teachers through the system's email. Once the teachers expressed a willingness to participate, a random sample of nine subjects was drawn from the volunteer population.

Nine first year GTAPP teachers were selected. A one-hour semi-structured interview was conducted with each participant (Appendix C). *Table 3.2* provides samples of the interview questions.

Table 3.2: *Sample Interview Questions*

Sample Interview Questions
What administrative support have you received during your first year as a GTAPP teacher?
What instructional preparation do you wish you had received that would have made you more successful during your first year?
What collegial support have you received during your first year?

Demographic data were gathered at the beginning of the interview via a participant report questionnaire (Appendix A). Once the interviews were transcribed, they were reviewed for common themes regarding their reported met and unmet needs during their first year in the profession.

The researcher took necessary measures to protect subjects from any harm. However, subjects had the ability to regulate the relationship and make decisions about their participation (Bogdan & Biklen, 1992). Additionally, participants had the opportunity to review, edit, or withdraw interview transcripts.

Qualitative inquiry allows researchers to explore what the subject is experiencing, how they interpret that experience, and how they function in their environment with that interpretation (Bogdan & Biklen, 1992). In a profession like education that is people driven, the qualitative researcher was able to delve into the inner dynamics of situations and examine processes rather than simply outcomes (Bogdan & Biklen). Of particular interest to this researcher is the examination of the needs, if any, of first-year GTAPP teachers outside of the training received through the GTAPP program and on the job

training. An important part of this research was to obtain data from the point of view of the subjects under study (Bogdan & Biklen).

Just as every person is unique, their experience is unique. (Bogdan & Biklen, 1992). In qualitative research, meaning is of essential concern. The qualitative researcher was interested in the ways different people make sense of their experiences. Merriam (1998) states that "reality is not an objective entity; rather, there are multiple interpretation of reality" (p.22). The researcher proposed that by interviewing nine subjects in different settings, data could be analyzed to identify positive experiences and unmet needs, if any, which are common between grade-levels and personal experiences.

 Because the GTAPP program has been in existence for a relatively brief period of time, this qualitative researcher "does not assume enough is known to recognize the important concerns before undertaking the research". The objective of this research was not to "prove or disprove anything," but to allow each first-year teacher's experience to "unfold as it is" (Bogdan & Biklen, 1992, p.32).

Qualitative research has what Silverman (1993) called a practical relevance. This researcher proposed that through each subject's story, practical factors might emerge that address issues of first-year alternative teacher retention. According to Bogdan & Biklen, (1992), "many of us are locked into our taken for granted worlds, oblivious to the details of our environment" (p. 26). Because qualitative research works under the assumption that nothing is trivial and that everything has the potential to offer understanding on what is being studied through thick, descriptive data from various subject's perspectives, perhaps findings will emerge to support the success of first-year GTAPP teachers. Rubin and Rubin (1995) state that "Qualitative research is not looking for principles that are true

all the time and in all conditions, like laws of physics, rather, the goal is an understanding of specific circumstances, how and why things actually happen in a complex world. Knowledge in qualitative interviewing is situational and conditional" (Rubin & Rubin 1995, pp. 38-39).

<div align="center">Data Collection</div>

Semi-structured interviews

According to Dilley, "interviewing is an interactive art, not a science, a process not at all akin to scientific investigation, but closer to artistic composition" (p.135). Kvale (1996) stated, "interviewing is a craft: It does not follow content and context-free rules of method, but rests on the judgment of a qualified researcher" (pg 105). In order to conduct successful interviews, the researcher gathered and analyzed information related to the interview topic. Additionally, the interviewer surveyed previous research on findings related to teacher retention, first-year traditionally certified teacher experiences, alternatively certified teachers characteristics and needs, and first-year alternatively certified teacher's experiences in order to structure questions for the interview.

According to Glesne and Peshkin (1992), "the opportunity to learn about what you cannot see and to explore alternative explanations of what you do see is the special strength of interviewing in qualitative inquiry" (p. 65). Qualitative research is about finding patterns of experiences in lives (Dilley, 2004). With questions crafted from the knowledge gathered in emersion in prior research, the researcher interviewed nine first-year alternatively trained teachers in an effort to understand the perception of their first-year experience.

Though an interview guide was used, other questions emerged in the course of the interview (Glesne & Peshkin, 1992). Questions were open-ended seeking understanding of process and meaning instead of cause and effect as suggested by Stainback & Stainback (1988). An interview guide was developed reflecting current research on the first year teacher experience. Protocol questions guided the questioning process and served as a map through the experience (Dilley, 2004). The questions used generated responses that were coded to yield the data (Stainback & Stainback, 1992).

The interview data were collected from nine interviews. After the interviews were transcribed, the researcher analyzed text, and then developed codes indicated in *Table 3.3.*

Characteristics of the interviewer

According to Dilley (2000), good interview researchers talk about 20% of the time and listen the other 80%. The researcher must be "listening to what is said and not said, listening for the silences, the cracks between the word, the hesitations, the contradictions and the glorious expositions" (Dilley, 2000, p.135). As an experienced counselor who interviews clients on a daily basis, the skills of active listening and probing assisted the researcher in establishing trust and disclosure. Rubin and Rubin (1995) refer to interviewing as the "art of hearing data". As the researcher currently works in a therapeutic setting, she was able to use those skills in relation to prior training in human behavior and interviewing techniques. The researcher is also trained in journalistic style interviewing through her undergraduate degree in telecommunications. Utilizing skills acquired from many years of interviewing clients and patients, the

researcher was able to establish an open atmosphere that provided a forum rich for discussion.

Wilhelm, Craig, Glover, Allen & Huffman (2000) advise that the researchers begin the interview by establishing parameters of the questions to be asked. The researcher must be attentive to body language and convey understanding through verbal acknowledgement and facial expression to prompt increased rapport with their subject (Wihlem, et al.). Dilley (2000) asserts that there are five activities that a researcher must perform during interviewing. He must listen to what the person is saying, compare what they say to what he knows, be attentive to consistency in answers, be respectful of the length of the interview, and prompt reflection and clarification, if necessary. The researcher seeks to understand by encouraging subjects to describe their experience in their own words (Dilley).

Interviewing requires a multi-faceted skill set. Delbridge (1997) describes interviewing as "speech events" where the interviewer and respondent work together to "make meaning". This requires the interviewer to always be mindful to develop an atmosphere of trust, mutuality, and openness. Delbridge goes further to metaphorically represent interviewing as "bridge–building" and "story–mining". In bridge-building the interviewer conveys a genuine interest in the participant's responses, thus substantiating trust and respect. This establishes rapport that facilitates the flow of information. In story-mining, the interviewer is cognizant of responses and develops lines of questioning that produce "promising veins to mine" (Delbridge). It is important to remember qualitative research interviewing is not formulaic. There is no guarantee that the results generated can be replicated (Dilley, 2004). The qualitative researcher should

consciously seek to recognize and understand the influence of his or her presence in the investigative process with respect to participant's responses.

The interview data were collected over nine interviews. After the interviews were transcribed, the researcher analyzed text, and then the researcher developed codes that identified specific concepts that assisted in the identification of common themes within and across the interviews for each participant.

<div align="center">Data Analysis</div>

Qualitative research methodological decisions are made throughout rather than before the investigation. A critical factor is ensuring that the data generated represents what the researcher was attempting to study (Stainback & Stainback, 1988). The researcher is a key instrument for the analysis of qualitative research and tends to analyze their data inductively (Bogdan & Biklen, 1992). Conversation is the means by which data is gathered. In data analysis, the researcher must learn the skills of comprehension and gain competence in reflection and representation (Dilley, 2004). "The researcher goes beyond what is directly said to work out structures and relations of meaning not immediately apparent in a text. This requires a certain distance from what is said. This is achieved by a methodological or theoretical stance, recontextualizing what is said in a specific conceptual context (Kavale, 1996, p. 201).

Stainback & Stainback (1988) view data analysis as systematically searching and arranging interview transcripts, field notes, and other materials to increase understanding, thus enabling one to present what has been discovered to others. Once the data were generated, it was sequentially numbered and read thoroughly to develop a preliminary list of coding categories. Codes might be activity codes that reflect recurring behaviors,

event codes that relate to specific activities, strategy codes which identify ways in which people accomplish various things, or relationship and social structure codes which relate to patterns of behavior of persons not directly involved in the process (Bogdan & Biklen, 1992).

Constant comparative analysis was used in developing data. The data were collected, then categorized, analyzed for patterns, consistency, and inconsistency. From constant comparative analysis, a pattern of relationships is built that evolves into a theory (Stainback & Stainback, 1988). Data were collected and then categories, patterns, consistencies, and inconsistencies in the data were analyzed.

According to Bogdan and Biklen (1992) constant comparative analysis requires the ability to think analytically and transcends the purpose of descriptive case studies. The steps recommended by Glaser (1978) in the constant comparative method include the following:

1. Begin collecting data.

2. Look for key issues, recurrent events, or activities in the data that become categories of focus.

3. Collect data that provide many incidents of the categories of focus with an eye to seeing the diversity of the dimensions under the categories.

4. Write about the categories you are exploring, attempting to describe and account for all the incidents you have in your data while continually searching for new incidents.

5. Work with the data and emerging model to discover basic social processes and relationships.

6. Engage in sampling, coding, and writing as the analysis focuses on the core categories.

Using the steps recommended by Glaser, the researcher sought to uncover common categories using the constant comparative method. The interview data were collected over nine interviews. After the interviews were transcribed, the researcher analyzed text, and then the researcher developed codes that identified specific concepts that assisted in the identification of categories and common themes within and across the interviews for each participant.

The researcher reviewed the interviews with an empirical lens. This allowed the researcher to assign concrete coding to incidences of human behavior. (Bogdan & Biklen, 1992). The qualitative researcher was not looking for cause and effect; rather she focused on the accuracy and comprehensiveness of the data. Reliability is seen more as "a fit between what they record as data and what actually occurs in the setting of the study, rather than the literal consistency across different observations" (Bogdan & Bilken, 1992, p. 48). Consistency of findings over time is in direct opposition to the nature of data collected with qualitative methods. To enhance reliability in qualitative data, the researcher recorded observations as the interview progressed. These notes are what actually occurred during the interview without insights, inferences or implication. Generalizability is a complex task as all people have unique differences. Additionally an individual's perception and situation may change over time. According to Stainback and Stainback (1988),"Circumstances in education are not static or enduring, but

dynamic"(p.102). In qualitative research, Stainback & Stainback (1988) further contend that "findings can be considered valid if there is a fit between what is intended to be studied and what is actually studied"(p.97). Any generalization should be a working hypothesis not a definitive conclusion.

In conveying the characteristics of qualitative research, Berrios & Lucca (2006) state the following:

> (a) qualitative research provides a complete and in-depth description in the natural language of the phenomenon being studied; (b) in qualitative research, the researchers are capable of exploring the phenomenon as it occurs in its natural environment, allowing the researcher to organize and describe the phenomenon in its depth and richness; (c) the researchers do not begin with preconceived hypothesis but rather look to discover them in the process of gathering information and its analysis; (d) qualitative research permits researchers to use their critical judgment and wisdom without being limited or bound by predetermined categories; and (e) in a qualitative study, the categories emerge to large extent from the information gathered (p.181).

In qualitative research the research instrument is always the same. It is the researcher himself. The duties of the research instrument are to ask questions and make observations. Personal reactions must be acknowledged. Personal bias must also be understood for the research instrument to be effective. Self-awareness is critical so as not to influence participants during the data gathering process (Farber, 2006). Honest and trusting relationships are critical to good qualitative research.

According to Basit (2003), "data analysis is the most difficult and most crucial aspect of qualitative research" (p.143). Analyzing data in qualitative research is done continually through the study. It is not just an isolated function once material has been gathered. Coding or categorizing assists the researcher in translating findings from the raw data into a format that can be more succinctly understood by the reader. This process

allows like manner responses to be grouped into categories that can then be further explored for more in depth meaning. Coding allows commonality between subjects to be identified, thus aiding the researcher in addressing issues surrounding those commonalities (Basit). Creating categories also prompts prioritization of findings. Frequency of response can offer insight into a particular phenomenon. Coding or categorizing is not simply a technique to make data smaller and manageable, but also a part of the interpretation process (Basit, 2003).

Codes are not formed in isolation. Thought should be given when creating categories as to how each code is related to the other and to the subject under study as a whole (Basit, 2003). It is important not to confuse the process of coding with the ultimate conclusion of the analysis of data. The implications of the findings identified through coding must be explored and analyzed to yield information that will assist in better understanding the subject under study. The researcher developed an initial list of codes once the interviews had been transcribed to assist in cross-referencing of themes.

Table 3.3: *Codes and Meanings*

Codes	Meanings
ASMN	Administrative Support Met Needs
ASUMN	Administrative Support Unmet Needs
IPMN	Instructional Preparation Met Needs
IPUMN	Instructional Preparation Unmet Needs
CSMN	Collegial Support Met Needs
CSUMN	Collegial Support Unmet Needs

Qualitative study is not designed to be analyzed empirically. Basit (2003) states that "the idea is to ascertain 'what' they feel, and 'why' they feel that way. This

will also incorporate 'who' feels the way they do and 'where', 'when', and 'how'"

(p.151).

Limitations

1. Because the interview lies outside of the parameters of personal factors
   such as child rearing or illness that influence first year GTAPP teacher
   experiences, the interviews only addressed factors that are directly related
   to first year teaching experiences and participant perceived unmet needs.

2. Participants were limited to those first year GTAPP teachers who
   volunteer to be a part of the study.

Delimitations

1. Findings will apply to first year GTAPP teachers only and may not
   reflect teachers who have been in the profession for more than one year.

2. Findings will apply only to first year teachers participating in GTAPP
   and may not be applicable to teachers trained through traditional
   professional programs.

3. Findings will apply only to GTAPP teachers in one urban county in
   Central Georgia and may not be applicable to other Georgia urban, rural,
   suburban or metropolitan counties.

4. Participants must trust interviewer enough to be forthright in responses
   through assurance of confidentiality. The researcher will draw on her
   experience as a professional counselor to facilitate this environment.

Summary

Teachers trained by the Georgia Teacher Alternative Preparation Program (GTAPP) will most likely fill many teacher vacancies in the coming years. It is imperative that their perspective be examined to enhance the quality of their training and the richness of their experience. By examining first-year GTAPP teachers experiences and unmet needs, information may be forthcoming that could aid in retaining them in the profession. The first year of teaching is critical. It often sets the tone for years to come. Assisting in that year of transition from student to teacher through providing their identified needs is a necessary support for their success.

Nine first-year GTAPP teachers from Flamingo County were interviewed. These teachers were randomly selected from a pool of volunteers. Volunteers were gathered through contact through a solicitation delivered through the county's email system. Once the interviews had been completed, they were transcribed and reviewed for common trends and themes. Additionally, each participant completed a demographic identifier sheet. This information was reviewed to see if any anomalies existed based on demographic factors.

Once the data were synthesized, they were displayed in written and graphic form. This data may yield insight into positive experiences, as well as, preparation and support needs of first-year GTAPP teachers in Flamingo County. This information can then assist administrators, instructors and district officials in capitalizing on positive experiences and addressing unmet needs to promote retention of first-year GTAPP teachers in Flamingo County.

CHAPTER 4

REPORT OF DATA AND DATA ANALYSIS

Teachers trained by GTAPP will most likely fill many teacher vacancies for the

state of Georgia in coming years. It is imperative that their perspectives are examined to

enhance the quality of their training and the richness of their experience. During this

examination, the researcher explored experiences and unmet needs in the areas of

administrative support, collegial support and instructional preparation. The researcher

used the qualitative research approach of semi-structured interviews with cross

comparative analysis to explore the candidate's first-year teaching experience. The first

year of teaching is critical. It often sets the tone for years to come. Assisting in the

transition from student to teacher through providing identified needs is a necessary

support for new teacher success, and hopefully, retention.

Nine first-year GTAPP teachers from Flamingo County were interviewed. These

teachers were randomly selected from a pool of volunteers. GTAPP candidates were

identified through the county personnel department. An invitation to participate was

emailed to all candidates. Candidate positive responses were collected, and interviewees

were randomly selected from those responses. Each chosen candidate participated in an

interview of 45 to 60 minutes. Once the interviews were completed, they were

transcribed and reviewed for common trends and themes. Each participant completed a

demographic profile sheet. This information was reviewed to assess anomalies that

might exist due to demographic factors. The object of this research was to allow first

year candidates a voice so that administrator, instructors, and educational agencies can

enrich positive experiences and address unmet needs. Through this, perhaps the retention

of first-year GTAPP teachers in Flamingo County will rise.

For frame of reference, the demographics in *Table 4.1* provide an overview of the

population in Flamingo County. Actual interviews were held in the participant's

classrooms.

Table 4.1: *District Population Demographics*

District Population Demographics	
Population	154,000
Per Capita Income	$30,000
Unemployment Rate	6.7%
Percentage of White Population	47.5%
Percentage of African American Population	50.3%
Number of Students	24,662
Percentage of Economically Disadvantage Students	70%
Percentage of Students with Disabilities	11%

The information that follows is a summary of the demographic profiles of the

interviewees and a comprehensive review of their experiences as first-year GTAPP

teachers. The focus of the interviews addressed the met and unmet needs regarding

administrative support, instructional preparation, and collegial support. This information

is presented in the following order (1) demographic profile of the interviewees, (2)

research question 1, (3) administrative support needs that were met, (4) instructional

preparation needs that were met, (5) collegial support needs that were met, (6) research

question 2, (7) administrative support needs that were unmet, (8) instructional preparation

needs that were unmet, (9) interview information aligned with instructional preparation, (10) collegial support needs that were unmet, (11) advice to those considering GTAPP, and (12) summary.

<div align="center">Demographic Profile of the Interviewees</div>

Though the selection process was done as a random sample of all GTAPP participants in the identified Middle Georgia district, it is important to note that those selected were all white females. A majority of the candidates fell within the age range of 27 to 29. Each individual profile contains the college degree conferred, previous work history, current teaching assignment, GTAPP training provider and certification being sought by the candidate.

As shown in *Table 4.2*, Nicole is a 24-year-old GTAPP participant teaching special education at a middle school in Middle Georgia. She holds a Bachelor of Science degree and has previously worked in an emergency room and at an orthopedic surgeon's office as a medical assistant. Her special education areas are 6th to 8th grade math, science, and history. She is currently pursuing certification in science 6-12. Nicole is being trained by the local RESA.

Table 4.2. *Descriptive Data of the Participants*

Descriptive Data of the Participants					
Name	**Age**	**Previous Employment**	**Degree**	**Current Assignment**	**Area of Certification**
Nicole	24	Medical Assistant	Bachelor of Science	Special Education 6th and 8th grade math, history, and science	Science 6-12
Sue	28	Therapeutic after school counselor	Bachelor of Science in Psychology	Psycho-Educational 6th and 7th grade social studies and language arts	Special Education – Behavioral Disorders
Jordan	26	Publicist	Bachelor or Arts in Public Relations	4th Grade	Early Childhood Education
Barbara	28	Accountant/ Property Manager	Bachelor or Business Administration in Accounting	9th and 10th grade algebra and 11th and 12th grade money management	9-12 Mathematics

Name	Age	Previous Employment	Degree	Current Assignment	Area of Certification
Eve	23	Financial Advisor/ Credit Analyst	Bachelor of Business Administration in Finance	9th grade algebra	9-12 Mathematics
Kathy	27	Costume Designer	Bachelor of Fine Arts in Performance Theatre	Drama Elementary	Drama K-12
Callie	29	Network Administrator	Bachelor of Business Administration in Information Technology	Algebra I	Business Education K-12
Kelsey	42	College Counselor/ Administrator	Master of Higher Educational Administration	3rd Grade	Early Childhood
Gina	29	Research Assistant: Neuroscience Biomedical Research Center	Bachelor of Science in Biochemistry	Biology 9-12	Science 9-12

Sue was a 28-year-old GTAPP participant with a Bachelor Degree in Psychology. Prior to entering the teaching profession she had worked in a therapeutic after school program with the local mental health agency. She was currently teaching special education 6th and 7th grade social studies and language arts at an educational center for the psychologically disturbed. Sue was completing her training through the local RESA

and was pursuing certification in special education with a concentration in behavioral disorders.

Jordan was a 26-year-old GTAPP participant who was teaching 4th grade in an inner city school in Middle Georgia. She held a Bachelor of Science in Public Relations. She was pursuing a Master Degree in Early Childhood in conjunction with the GTAPP program administered through a local college. Prior to entering GTAPP, Jordan had worked as a hostess on the Carnival Cruise Lines, publicist with a hotel chain and substitute teacher.

Barbara was a 28-year-old GTAPP participant with a Master of Business Administration degree. She was working at a career center which serves as an nontraditional high school tract students in her county can pursue. Prior to teaching, she was an accountant and property manager for a holding company. She was teaching 9th and 10th grade algebra I and 11th and 12th grade math money management. She was seeking certification in mathematics and possibly business. Barbara was being trained by the local RESA.

Eve was a 23-year-old GTAPP teacher who held a Bachelor of Business Administration in Finance. Prior to working in the school system, Eve was a financial advisor and a credit analyst. Her current placement was a large high school in Middle Georgia as a 9th grade algebra teacher. She was participating through the local RESA and was seeking certification in mathematics.

Kathy was a 27-year- old who holds a Bachelor of Fine Arts in Theatre Performance major. Prior to entering GTAPP, Kathy had traveled with two professional theatre companies as a costumer designer. She was teaching drama at a Middle Georgia

elementary school and pursuing certification in fine arts K-12. Kathy was being trained
through the local RESA.

Callie was a 29-year-old GTAPP participant teaching math in a large high
school. She held a Bachelor of Science degree in information technology. Prior to
teaching, she was a network administrator. She was teaching Algebra I, but she planned
to move into business education next year and teach computer applications. Callie was
participating in GTAPP at the local RESA.

Kelsey was a 42- year-old third grade GTAPP teacher. Her situation was
somewhat unusual as she comes from a lengthy career in higher education. She held a
Master of Higher Education Administration and was currently pursuing certification in
elementary education. Unlike Jordan, who was attending a local college, Kelsey had
trained through a RESA located in another service area. Her rationalization in pursuing
this route as opposed to the Master program offered at the local college was that she did
not want to pursue another Master degree. Kelsey was able to attend all of her required
instruction prior to placement in the classroom. Previously, Kelsey was a college
counselor and administrator.

Gina was a 29-year-old GTAPP candidate teaching 9th grade biology. She
graduated with a Bachelor of Science in Biochemistry, and prior to entering the GTAPP,
she was a research assistant in a neuroscience biomedical research center. If she remains
in teaching, she plans to seek certification in high school science. Gina was participating
in the GTAPP program administered by the local RESA.

In an effort to provide a detailed synopsis of participant characteristics, the
researcher felt it pertinent to explore candidate's reasoning for entering the teaching

profession. Prior to the examination of the met and unmet needs in the areas of administrative support, instructional preparation, and collegial support each candidate was asked to share why they had chosen to enroll in GTAPP.

The researcher found that candidate's responses categorized into situational circumstances, familial exposure and/or innate desire. Situational circumstances were factors such as relocation or failure to secure employment in their chosen profession. Familial exposure meant that they had family members in the profession, and innate desire refers to the candidate at some level always wanted to be a teacher. Some of the candidates relayed dual reasoning.

Nicole and Barbara shared that though circumstances led them to teaching, they always had a latent desire to enter the profession. Nicole's husband recently began medical school, which mandated that they relocate to this area. Barbara initially had set teaching as a long-term goal. It had been in the back of her mind from childhood. She did not go directly into teaching due to the low pay. Joining the GTAPP program was a more feasible option because she did not want to borrow money to pursue another degree. "I wouldn't have gone into teaching at the time that I did if it was not for GTAPP," Barbara stated.

Nicole left the medical field because she did not feel like she had the opportunity to be creative. "I always wanted to teach kids that didn't understand English", she said. In fact she went to South Africa in Kwazulu Natal after apartheid was abolished and worked with the Zulu's for a month as a teenager. It was this experience that fueled her interest in teaching. Even so, her entry into the GTAPP program was more accidental than deliberate.

Kelsey and Jordan had always known they wanted to be in education, but for one reason or another they did not enter the profession directly from college. Jordan found that the GTAPP program offered through the local college was organized and straightforward. Jordan explained her reluctance initially to become a teacher with the following comments:

> Ever since I was little, tiny, tiny, like 3 and 4 years old, I loved playing school. I was always trying to tutor my little brother and the other neighborhood kids. But the more I dealt with people that were already in the education program, the more I kind of became disillusioned. All the current teachers that were already out teaching said the same thing, which was you can do "better" than that.

From the discouragement received, Jordan became leery of entering education and chose commerce and public relations. Ironically, "every singe company I went to made me train the interns and explain things to new clients," she said.

Eventually, Jordan felt like something in her career path was missing. She vacillated between going back to school to teach college and pursuing an opportunity to teach small children. She chose elementary, in part, because was their certification more quickly attainable.

Kelsey left the college environment after 20 years. She had gone directly from a student in college to working at a college. Though Kelsey had been in the educational arena, she felt that she could be more useful at a different level. As the mother of school age children, she had always been active at their elementary school and decided to try elementary teaching. Her hope was that she could have "a bigger impact on students if she were to reach them earlier."

Eve, Gina and Sue entered the GTAPP program solely because of situational factors. Eve originally became a GTAPP teacher, not because she wanted to teach, but

because it seemed to be a job that would allow her to go back to school to become an occupational therapist. However, after her experience, she plans to stay in teaching. Eve stated that she never thought she would be a teacher, and if it had not been for the GTAPP program, she would not have entered the profession. Eve always had the wrong perception of teaching prior to entering the field. Rather than a simple, easy task, she has found it to be very time consuming and quite challenging. She shared that the work is hard, and it requires the skill of multi-tasking.

Gina stated that the main reason she entered into GTAPP was situational. After relocating to the area and searching for employment over a year, she did not find any job opportunities in her field. Gina stated that if it had not been for GTAPP she would not have gone into teaching.

It was through her work in the community health after school program that Sue first became interested in teaching in the psychoeducational center. GTAPP was a good opportunity to transition to the arena without having to go back to school. Sue stated that if teaching had required her to go back to traditional college, she would not have made the transition. Additionally, Sue stated that she was only interested in working with emotionally disturbed children. Going into teaching allowed her to maintain her original interest in psychology while also teaching academic and life skills to children needing alternative methods of schooling. Though neither Eve, Gina, nor Kelsey entered because of a deep desire to teach, they found a niche that met both their practical and professional needs.

Kathy began our interview by stating, "teaching is in my blood." Her mother has taught first grade for thirty years, and her father, who is retired military, has been

teaching for ten years. Kathy stated that when she was in high school she wanted to be a high school science teacher. However, after she got to college and took some chemistry courses she did not think that was the career for her. She graduated in performance arts and felt teaching is somewhat like performance. Kathy shared the following, "You have to sell yourself. I feel like everyday, in front of the kids, you have to sell yourself. If you don't, they're not going to be interested. A lot of days you also put on a happy face even if you're not."

As a software trainer, the transition to the classroom seemed a logical step for Callie. Callie enjoyed training adults and felt that GTAPP offered the opportunity to transition into another career. Additionally, she had relatives connected with the local school system, and they encouraged her to make the change.

Research Question 1

What needs of first year GTAPP teachers in Middle Georgia have been met with regard to administrative support, instructional preparation, and collegial support?

The first research question sought to unveil training and support that met the needs of first year GTAPP teachers. In so doing, the researcher gathered information that could be utilized to support first year teacher as they transition into the profession. The researcher felt that exposure of met needs may provide school leaders and trainers data on positive experiences, and these experiences may then be enhanced or replicated. In examining met needs of administrative support, instructional preparation, and collegial support the overall finding that emerged were:

1. The school administrators established positive relationships with GTAPP teachers.

2.   GTAPP initial training provided multifaceted training that was

        inspirational and established a basis for building instructional knowledge.

3.   Teachers located near the GTAPP teachers provided the most beneficial

        collegial support.

Table 4.3: *Met Needs According to Research Themes*

Met Needs According to Research Themes			
Participant	Administrative Support	Instructional Preparation	Collegial Support
Nicole	X	X	
Sue		X	X
Jordan	X	X	X
Barbara	X	X	X
Eve	X	X	X
Kathy	X	X	X
Callie	X	X	X
Kelsey	Mixed	X	
Gina		X	

Administrative Needs That Were Met

Table 4.4: *Administrative Support Met Needs*

Administrative Support Met Needs

1. Administrator was supportive and participated in active listening.
2. Administrator was understanding of GTAPP training schedule.
3. Administrator was approachable.
4. Administrator displayed appreciation and confidence in the participant.
5. Administrator was emotionally supportive and reassuring.
6. Administrator communicated requirements of GTAPP and meeting schedule.
7. Administrator provided instructional technique.

From the data gathered on met administrative needs, the following theme emerged:

ASMN: The school administrator established positive relationships with GTAPP

teachers.

Administrative support is critical for new employees, as administrators create the culture of the work environment. As an administrator, one must be knowledgeable of their actions that are not meeting the needs of their employees. Hopefully, this research will provide data for future improvement in the area of teacher retention. Administrative support for the purposes of this research included GTAPP trainers, building administrators and district administration.

In this research the level of administrative support, according to the interviewees, ranged from extremely supportive to perceptions of hostility toward the candidate. Jordan, Eve and Kathy felt supported in their experience. Administratively, Jordan had a very positive relationship with her building principal. The principal was understanding of schedule conflicts, offered verbal and written praise, was always approachable and available to provide direction and feedback, and willing to listen on days when things were not going very well. Additionally, Jordan felt validated when the principal acknowledged her concerns. The principal's demeanor Jordan described as "calm and reassuring." Her communication skills were excellent. She was very organized and clearly relayed her expectations. Despite her own heavy workload, the principal was always patient and understanding. She took a personal interest in Jordan's success and always included her in continuing educational opportunities offered to other staff members.

Mid-year, Jordan did experience a "melt down". She was exhausted and stressed. She described the situation as follows:

> It was towards the holidays. They (students) were ready to go on their vacation. I had behavioral issues right and left. Nobody wanted to pay attention or do their work. I couldn't get in touch with any parents. The office was slammed with stuff as well. I felt like I was just drowning. It was not even the paperwork or the actual teaching. It was just, I had a bunch of students who didn't want to be here. I went and talked to my mentor and principal, and they calmed me down. I just needed someone to tell me if I was doing something wrong or if this is normal. Of course, everyone was saying, 'it's the holidays. This is normal, and if this is the first breakdown that you've had all year, you are doing good.'

Feeling appreciated by administration was also rewarding for Jordan, Barbara, and Kathy. Jordan's principal believed in her ability. She gave Jordan a child that had been very problematic in the other 4th grade rooms. Jordan has been able to reframe his attitude, and while he is still mischievous, he is no longer deliberately defiant. The confidence and appreciation that Jordan felt made her feel good about her performance as a teacher. Likewise, Nicole felt her administrators encouraged her toward leadership which challenged her to "rise to what they saw in me".

Kathy's school administrator has been very supportive. Kathy stated that she had been very active in making sure that Kathy is aware of all requirements and meetings. Her administrator has been very willing to work around her GTAPP program requirements. Eve also stated that she had received a lot of support from her building administrator. If there was anything Eve needed or had a question about, she felt comfortable approaching administration about it. One of the assistant principals and also a former math teacher sat down with her and explained a technique that she was able to successfully deploy in the classroom. This was good teaching moment for Eve, and through this interaction she formed a feeling of confidence in her administration.

Kelsey's administrator was emotionally supportive. She would listen on those days when she was having a melt down. However, as far as the stress of pulling the curriculum together, Kelsey did not feel that was her administrator's responsibility. She was very accommodating with practical things, but Kelsey perceived her as being very busy.

Callie perceived GTAPP as her primary administrative entity, followed by the school administrator, and then county personnel. Her GTAPP mentor did a great job with support and instructional suggestions. Kathy, too, felt that the support received from GTAPP administrators was appropriate. She stated, "They've been very on top of things."

Callie's building principal had an open door policy, and she was a pivotal force in Callie's first year experience. "Assistant principals have been great with discipline and support", Callie added.

Instructional Preparation Needs That Were Met

Table 4.5: *Instructional Preparation Needs That Were Met*

Instructional Preparation Needs That Were Met
1. Lesson plan instruction was beneficial. 2. Didactic workshops by veteran teachers were very beneficial. 3. Meetings linking standards to activities were useful. 4. Information provide on exceptional children was useful. 5. Participants benefited from modeled lessons by veteran teachers. 6. Initial instructor was very motivating and engaging. 7. Found the practice lesson done as a group helpful. 8. Benefited from the positive behavioral solutions training. 9. Found the summer training program adequate and satisfactory.

In reflecting on the met needs of instructional preparation, the following theme emerged:

IPMN: GTAPP initial training provided multifaceted training that was inspirational and

established a basis for building instructional knowledge.

In reviewing the literature, one of the chief concerns among professional

educators was the instructional preparation alternatively trained teachers received. For

that reason, this researcher selected that as a category for investigation. However, it was

the perspective of the GTAPP candidate that was of interest. While interviewing the

participants, the researcher observed that they often had varying perceptions of the same

training. What follows is their evaluation of the instructional preparation that each

received.

Kathy felt that overall GTAPP was a "good route to entering education". In her

opinion, "the program provided a good base knowledge on which to build". One area in

which Barbara felt well trained was in constructing detailed lesson plans. Her issue with

lesson plans was that she felt they should be more streamlined to reflect those being

written by the staff at the school. Kathy reflected on writing lesson plans with the

following comments:

> Having to write lesson plans was the worst part of the job for me. Looking back, I
> now see that I was well prepared to write lesson plans, even though at the time I
> felt unprepared. Since we were required to develop extremely detailed lesson
> plans during the two week training period, when I arrived at my school and
> learned that the lesson plans didn't have to be nearly as detailed as the GTAPP
> lesson plans, I was greatly relieved.

One of the most positive experiences of Nicole's training preparation was "her

first two weeks training done by RESA." Nicole felt that the facilitator of the 80 hours of

training was a key factor in her experience. Describing her facilitator, Nicole stated,

"She was very positive and supportive, and she took a practical approach". Nicole felt the training was very beneficial, and she was very pleased with the math workshops she attended every two months. Another positive Nicole identified was taking The Exceptional Child class, which "gave her tools to work with her special education population".

The exercise Sue found most beneficial was the practice lesson. Actually writing the lesson plan and then teaching it to the other participants was gleaned as helpful. Overall, Eve was very pleased with her training as evidenced in the following disclosure, "GTAPP kind of got your creative side going a little bit. I really think the biggest thing in the classroom is just being creative and taking on the concept and trying to figure out how they would think about it."

Eve stated that she got the most useful information out of the positive behavior solutions training. She was able to take proactive steps to create an atmosphere to encourage student behavior to be what she wanted it to be.

One of the most useful things Kelsey experienced this year was when "the balanced literacy coach came in and did a model lesson." That is the type of training that Kelsey feels would be more beneficial for GTAPP teachers, and she elaborated:

> Instead of pulling me out to go see a video, they had different training and things we had to go to which were minimally helpful or not at all. But yeah, I would rather bring somebody in, let me sit here and watch a professional teacher, someone that's been doing it for 20 years.

Gina's comment on the first weeks of GTAPP was "it was a really positive experience where she formed relationships with other teachers." They kept in touch and have been able to share ideas. While they did do some lesson samples, most were not in

her area. According to Sue, the best speaker was a high school teacher who she describes with the following comments:

> She would walk around, and she gave us little different task, and she would demonstrate a lot of the really good teaching strategies, the close proximity and the giving of positive feedback, instead of criticism. So I learned a lot from watching her teach us.

Jordan found the introduction to teaching to be very beneficial as well. She stated that the program was very organized and she described the GTAPP staff as "very knowledgeable, approachable and professional." For instructional training, Jordan participated in model lessons and demonstration. Another instructional tool Jordan had through GTAPP was the utilization of textbooks to prepare lessons by identifying the standard and building the lesson around it.

One thing Callie learned in GTAPP that has served her well was "to set her boundaries firm and do it early." Callie stated, "I think it's a great program to transition professionals into education. Without the actual classes of the program, there is no way you would survive."

Kelsey's experience was a bit different than the other GTAPP teachers I interviewed. While they were teaching and going through the program, Kelsey took all of her course work before entering the program. Kelsey felt that she had "a good basic understanding of classroom management and basic theories." Kelsey felt that her trainers did a really good orientation to using technology in the classroom, particularly the use of United Streaming.

Regarding positive instructional preparation from her original training, Barbara found particularly helpful "the basic information about the different needs of exceptional children." She reiterated that had she not had such detailed instruction of lesson plans

during the training, she would have been much more overwhelmed than she was.

Another positive aspect of the training was information about the socio economic factors

she would face.

<div align="center">Collegial Support Needs That Were Met</div>

Table 4.6: *Collegial Support Met Needs*

<div align="center">**Collegial Support Met Needs**</div>

---

1. Participants reported that they received the most support from colleagues in close proximity.
2. GTAPP mentors were supportive.
3. Participant reported that her lead teacher spoke up for her when she didn't know she needed help.
4. Colleagues were accommodating.
5. Teachers located closest to participant were more helpful that assigned mentor.
6. Participants benefited by the informal support of the cohort.

From the reported collegial met needs the following theme emerged:

CSMN: Teachers located near the GTAPP teachers provided the most beneficial

collegial support.

Collegial support, be it from an official mentor or a fellow teacher, can be a

tremendous support to new teachers. Lack of support can be detrimental. If new teachers

do not feel supported by their peers, it can create an environment that is perceived as cold

and uninviting. It is important to create a culture where new teachers feel that no

question is a stupid question so that they feel confident in asking advice and seeking

direction from others.

Sue stated that her fellow teachers and her support personnel have really been her

motivation during her first year. Sue felt that her lead teacher had primarily supported

her. "Because we're clusters we have a lead teacher, she has been excellent. She spoke

up for me when I didn't realize I needed someone to speak up," she said.

Illustrating the support of her lead teacher, she shared the following scenario:

> My 5th day teaching, my support was out. Well, they had said they weren't going to hire substitutes for supports. So I was in here by myself with these kids, which it was fine, up until the afternoon. A fight broke out. I hadn't been trained in restraint, and so when the fight happened, I tried to get hold of one of the kids that was fighting, and of course everything turned out okay, but my lead spoke up to administration and said, 'you can't have a five day teacher in the classroom by herself'.

Collegial support was a critical asset to Sue. In the months that she didn't have a

mentor, she often turned to her coworkers for support, especially in the area of discipline.

Sue explained that in the psycho educational environment, teachers often get saturated by

a child's behavior. Sending the child to another classroom until the teacher is able to

regain composure is a common practice. Her fellow teachers were "always willing to

assist when the need arose." She felt that "they did all that they could to make her year

successful."

For Jordan, establishing both a formal and informal network from which to

draw support during those first months was a critical factor. "Just knowing that you've

got a class of 20 people that are going through the exact same thing you're going through,

that you can call or email was a big comfort," according to Jordan.

Barbara identified two influential factors as "having the opportunity to work with other new GTAPP teachers, and the training from the enthusiastic RESA staff set the tone for my first year." Extending her thoughts on rewarding experiences Barbara elaborated:

> Seeing the efforts that our math department put toward raising the scores on the GHSGT math section was a big pay off. Being appreciated for the work that I have put in this year to help my students succeed has been a positive site based experience.

Kathy shared that one of the most rewarding experiences she has had this year "helping with a second grade play." She was well received by the other teachers, and that meant a lot to her. Also one of her children's parents sent her a note that read, "Thank you for helping open his eyes to the wonderful world of theatre. You will never know what it means to us." Kathy stated that "being appreciated was an amazing feeling", and even though she was a GTAPP teacher, the other teachers valued her opinion.

Echoing Kathy's sentiments, Callie stated that the most positive experience has been working with professionals who understand her job and are willing to help. Kathy commented, "Just the camaraderie that comes with knowing that these people have been to school; they've been there; they've done that; and they've walked that path, just makes all the difference in the world."

Nicole was very positive about her mentor from RESA. "He offered encouragement" and would always "provide a timely response" when she had a question or concern. Nicole reflected, "He was always willing to listen and assist as much as he could."

Jordan stated that the person who assisted her the most was her grade level chairperson and Jordan made the following comments:

She does not get paid to be a mentor, but I call her my unofficial guardian angel mentor because from day one she was helping me more than anyone has helped me with everything: advice, physical sharing of materials, lesson plan ideas, she has been my go to woman.

Jordan did find that her colleagues were helpful, particularly in the older grades. On her grade-level, her chair was "very supportive." Through informal conversation at lunch and in the hall, her colleagues have offered a lot of support and knowledge. Accessibility was also an important factor in offering her support. Jordan did draw support from the "cohort" formed during the program. They still meet informally to discuss their experiences.

Barbara's on site mentor was located next door to her and was the math department chair last year. The availability and accessibility of a knowledgeable mentor next door was a positive asset for Barbara. Her mentor even recognized her struggle with her 4th block students and came to her room and led instruction so that she could step away and gain her composure. Praising the support she was given, Barbara commented:

I couldn't have gotten through those days. She was very supportive, but she also knew when to step back and let me make my mistakes, and she was there to help pick up the pieces and straighten out whatever it was that I had messed up.

Kathy's mentor on-site was a second grade teacher. Though their teaching specialties were different, Kathy found her to be very helpful and supportive. As one of the very few drama teachers in an elementary school in Georgia, content specific pairing was not a feasible option. She was not assigned a formal mentor until January, but because she had informally worked with this particular teacher during the beginning of the school year. It was a good pairing. The mentor also had another first year teacher who was traditionally trained, and often they would all meet together to discuss issues.

Kathy did not perceive any support needs that had not been met by her fellow teachers and administration. She was shown around the school on her first day, and she felt comfortable asking questions. "Because I had been in and out of schools all of my life, I kind of had an idea of certain parts of it", she said.

The most positive experience in GTAPP for Gina was "the trainers." Gina shared, "I thought they were great motivators, and I enjoyed the variety of teachers from different backgrounds that brought varying experiences to the table."

One of the strengths Barbara identified in GTAPP was "the opportunity to network with people from around the district." She also liked that the program was "set up to provide training and support throughout the year." She was also very complimentary on the enthusiastic staff and made the following comment:

> It doesn't get any better than an enthusiastic staff who is in charge of training the teachers, because they showed us their joy and love of teaching the students, trying to project on us, and getting us to really, really want to do this.

The most positive supports Eve received from the GTAPP program itself were the relationships she built with others in the program and the supportive relationship she had. Describing her supportive relationship with her GTAPP mentor, Eve disclosed, "There's no question that's a stupid question for John and that helps". Eve, too, felt that she received her biggest support from her GTAPP mentor.

Research Question 2

What needs of first year GTAPP teachers in Middle Georgia have not been met with regard to administrative support, instructional preparation, and collegial support?

The second research question sought to explore participant's perceptions of needs they had that they perceived were not met. By gathering this information, the researcher

hoped to illuminate strategies that could be implemented to more acutely support the

needs of first year GTAPP participants. In examining unmet needs of administrative

support, instructional preparation, and, collegial support the overall finding that emerged

were:

1. School administrators failed to communicate information and provide resources that promote effective classroom instruction.
2. GTAPP training was broad in scope, lacked practical, realistic strategies, and did not prepare teachers for diverse populations.
3. Formal mentors were not appropriately matched with GTAPP teachers.

Table 4.7: *Unmet Needs According to Research Themes*

Unmet Needs According to Research Themes			
Participant	Administrative Support	Instructional Preparation	Collegial Support
Nicole	X	X	X
Sue	X	X	X
Jordan	X	X	X
Barbara	X	X	X
Eve	X	X	X
Kathy	X	X	X
Callie	X	X	X
Kelsey	X	X	X
Gina	X	X	X

Upon reviewing the data provided on administrative unmet needs, the following theme

emerged:

ASUMN: School administrators failed to communicate information and address

resources that promote effective classroom instruction.

Table 4.8*: Administrative Needs That Were Unmet*

Administrative Needs That Were Unmet

---

1. Administrator failed to designate a common planning time.
2. Administrator did not communicate a comprehensive view of the school and the academic needs of the population.
3. Workload distribution was viewed as unrealistic and unmanageable.
4. Administrator failed to provide adequate supplies and resources.
5. Administrator failed to communicate job expectations.
6. Administrator failed to communicate location of supplies and staff introductions.
7. Administrator failed to acknowledge the need for participants to be located within the building. They were often housed in portable units.
8. Administrator often assigned at risk children to participants.
9. Administrator were not as visible in the classroom as the participants would have desired.
10. Administrator failed to have regular meetings with the GTAPP teachers.
11. Administrator did not follow up on GTAPP teacher concerns and was ineffective as addressing issues.
12. Administrator assigned coverage and sponsorship duties with which the GTAPP teacher was not familiar.
13. Administrator was only supportive when sought out.
14. Administrator was viewed as very busy and not an instructional leader.
15. Administrator did not view GTAPP teachers as a whole favorably.
16. Administrator was not mindful of inexperience, particularly when assigning duties.

Research participants were very forthcoming with their unmet needs. Once the data were gathered and reviewed, concerns assimilated into four general categories: Task concerns; needed resources; realistic demographic information; and communication and responsiveness. Task concerns were issues such as organization and management.

Needed resources were materials needed to perform the job. Communication and

responsiveness refers to the administrator's ability to share information and address

issues.

Task concerns

      While Callie, Barbara, Kelsey, and Nicole found their administrators supportive,

they expressed an interest in having more guidance and direction from them. Callie was

also surprised at the workload of teachers. She started out trying to grade everything she

did with the children. It was not until a coworker told her that every assignment did not

have to be scored that she felt more reassured in her teaching abilities.   According to

Callie, "it was the best advice I was given." From her perspective, it made the workload

more manageable.

      Kelsey was faced with a situation where she had two children that needed to be

tested for special education services. Their need was obvious, but they had never been

tested. She was astonished at the time and paperwork it took to have the children

evaluated. This was an aspect of the job she did not anticipate.

      Gina wished she had known about the overwhelming amount of paperwork, and

elaborated, "Having to keep up with the discipline; who is tardy; who is absent; who is

unexcused; who is excused. This was especially concerning due to the county's strict

consequence of subject failure for 5 or more unexcused absences."

      Administrative task such as participating in meetings, referrals to special

education, testing, and writing detailed lesson plans were not anticipated by Nicole,

Callie, Kelsey, and Gina. As a new teacher, Nicole was required to spend time in

orientation, regular staff meetings, and parent teacher organization meetings. "There were so many meetings that they didn't prepare me," she said.

One thing Kathy needed from her building administrator was a better idea of specific expectations for her unique classroom. Kathy was in the situation of being a drama teacher in an elementary school. She did not have coworkers to acquaint her role. Her administrator was the only one who could have provided that information.

Though administrators were very supportive when she would seek advice, Callie would have like for them to have had a regular meeting with the GTAPP participants or arranged a common planning time for new teachers to share ideas. Another concern was being assigned duties that require more participation and planning time. With the difficult task of teaching, having to prepare for a committee or oversee an event was overwhelming. Callie felt that club sponsorship and duty assignments should have been delayed until they had knowledge of school functioning and job requirements.

Gina did not feel supported at all. "Outside of the classroom, I've not had many positive experiences due to lack of support," she said. She explained her daily routine as follows:

> Kids are up here in this classroom starting at 7:25. I taught first block; had a supervision class; taught second block; and then I went right to lunch duty; ate my lunch in the classroom every day; and then right back to teaching, 3rd block. I didn't get a break during that time at all.

Additionally, Gina was often asked to fill in as a substitute for other teachers during her planning period. Those times when she was not substituting, she was contacting parents, attending meetings, or hunting down other teachers to get advice or resources. Unfortunately for her, the department did not have a common planning period.

Her scheduled planning period was really a catch up period. "My planning period was at

home, and I've done a lot of work at home", she added.

Needed Resources

Lack of resources was a surprise to Gina and she disclosed, "I had to purchase

paper. That one box of paper I got lasted me maybe a month." Gina was not provided the

laboratory supplies she needed, which proved problematic students as they could have

greatly benefited from the hands-on activities

Facilities were a concern for Eve. She was placed in a trailer away from the main

building. The noise interfered with her instruction and was distracting to students.

Additionally she had 36 children in the class with a collaborator who served the many

special education children included in the class. Smaller class sizes or location within the

building would have made her first year more manageable, especially with the population

she was assigned to serve.

While Jordan was pleased with the emotional support, she did feel like

availability of supplies was a big administrative issue at her school. Jordan shared, "I

feel like we have to dip into out pocketbooks way too much". Some of her frustrations

were not enough paper for the copy machine or printer and lack of supplies for activities.

Explaining her frustrations, Jordan shared the following comments:

> If I wanted to get supplies like markers or construction paper, it was literally
> pulling teeth to get someone down here to get me a couple of different sheets of
> paper. Like, when I needed red and yellow for a Cinco de Mayo activity or when
> I needed green and yellow to do an African activity, it was like, well, we have
> purple and pink. That's it. That's all you get, and wait another 4 months before
> you ask for more.

Other needs Jordan had were maps, programs for the computer, and more educational

videos.

Programmatically, Jordan didn't have enough time slots on the library schedule. Her class did not get to go to the library unless she brought them during PE or music. Fourth grade was doing utilization of resources for research, and she did not have a library period. She had to bring her own resources from home. It was disheartening that children who needed the library resources the most didn't have access to them.

Realistic Demographic Information

Because school specific demographics were the desire of the participants, the research placed demographic information under administrative support concerns as opposed to instruction preparation concerns. Jordan, Barbara, Kathy, Callie, Kelsey and Gina were all taken aback by the demographical composition of the children they served. Jordan stated that she wished she had known "how different today's kids are. I'm not old but I already see a huge difference." She was surprised at the apathy and knowledge deficit of the children she teaches. Jordan shared the following comments:

> There are things that these students do not know that to me would have been common sense on the kindergarten level. Like, that's a stop sign. That's a saddle. This has been very surprising for me. We were showing pictures of things in speech class, and the kids had no idea what it was. It is not just the fact that they are behind. It is the amount of things that they don't know. Things I would expect 4th graders to already know how to do. It can be a demographic thing, but I feel like the GTAPP program just said, oh, here are these great, wonderful, fancy things you can do in your room, and then I got here and I was like, whoa.

Barbara was also shocked at the disparity in the district. She was not aware of the socioeconomic situation in the district. She has observed since moving to the area that there is a large economic divide between the suburbs and the inner city. This had not been her experience growing up in a small town. As an outsider, it appeared to her that education in this area was not a priority. She stated:

In talking with the kids this year, I found that a lot of these kid's home lives are in awful shape. They're more awful than anything I knew anybody I grew up with experiencing. Even in the small, poor community we grew up in.

Motivation of the children was a big issue for Barbara and she explained, "The kids that I saw the first day of school last year, they could not have cared less what they were doing." Motivating them to do homework was "an uphill battle." She even would accept late homework, just to try to motivate them to do it. For these kids, "school just wasn't important." When she questioned them about not completing assignments, they would tell her of situations such as "well I'm having to work this job to make ends meet and to help take care of my family; or I'm taking care of my grandmother; or I have to care of my nieces and nephews."

The realization of poverty in the population her school serves was not something Kathy anticipated. She commented, "I think that you've got to take into consideration what school you're going to be working in." Being in a Title 1 school with a "diverse population" was "different" than the schools she had personally gone to. Even though she had grown up in a family of educators, she still was not prepared for the socio-economic factors of the population.

Callie felt like she could have used "more training in the culture of the children" she teaches as well. While having lunch with a friend she was telling her about her experiences with the following description:

> I mean on gang appreciation day you could look in my classroom and you could really see the different colors. It was September 12th, and all of them wore their colors that day. I was talking like the children about the situation, and at the conclusion of our conversation my friend told me that I had a whole new vocabulary.

Callie has had children who have been taken away from their parents, a 16 year old with a 2-year-old child, and a girl three weeks from delivery that she feared was going into labor. In order to teach a child at their leaning level, administrators must make sure that all teachers are aware of the situations their students.

Communication and Responsiveness Concerns

In the beginning, Barbara would have liked for administrators to be more visible around her classroom. She felt that "visibility might have curtailed some of the behavior problems she experienced her first semester." As the year settled in she stated, "Knowing that the administrative team supported my efforts in dealing with a few key students made all the difference in the amount of authority that I felt I had in the classroom."

Nicole felt that her administrators should have been more forthcoming with solutions when she went to them with a problem and disclosed, "I wish that they would have worked to solve it rather than push it under the rug." On occasions when she would ask for instructional training or support, there was no follow through. In reflecting on support from the county Nicole said:

> Well, the county has been disorganized. The district lost my SAT scores. They lost my transcript. I got a letter from the Georgia Professional Standards Commission (that they did not have her information), which I didn't even start out as a GTAPP teacher until they had my SAT scores and transcript. So, I know they have tons of teachers that they're handling, but they were just rude.

Kelsey was not informed about the simplest of things. She didn't know that the school supplied paper to make copies and added, "I was buying my own." She didn't know to whom to ask questions, nor which questions to ask. Additionally, she was housed in a trailer with "no intercom connection." Kelsey felt she was left to basically "fend for herself."

As for administrative support, Gina stated,

Not a whole lot. Not a whole lot from the school and county, and not very much from GTAPP. Honestly, I think I've gotten more support from GTAPP than the school or county. I didn't receive much support. It was more like I received harsh criticisms.

Gina stated that she had contacted her RESA mentor to discuss the situation and was told that the administrator had previously been red flagged for not looking favorably at GTAPP teachers. Reflecting on her first observation, Gina said,

I needed direction. When I went in for my first observation, the assistant principal didn't even know I was a GTAPP teacher. It wasn't the best day she came there, I admit. I had problems with technology that day. I couldn't show my PowerPoint, I had to make do all of a sudden. This was fall semester. So, this was my first semester of school. It's not like I had backup resources to pull and create something. Without a planning period, I really don't have time to plan for emergencies like that.

Gina further indicated her frustration by stating, "Instead of getting constructive criticism, it was more like harsh criticism." Gina stated, "that the administrator did not offer encouragement or give ideas for redirection." She simply used the observation as a punitive measure. After the experience, Gina was more discouraged than ever.

Gina plans to leave the county and relocate to an adjacent school district. Once again she felt discouraged when her employer lost her transcripts and didn't get her interim certificate until a month before school was out. Because Gina was from another state, the county had trouble securing her information. However, they never informed her of their difficulty. Consequently, their inaction almost cost the opportunity in the adjacent county. Gina felt that the support she received from GTAPP had been "okay". She would have liked more contact with her mentor. Gina would have liked "constructive criticism, not just criticism" from her administrators.   Reflecting further, Gina stated:

One thing I wish they would have followed through on was the fact that I had made a complaint about my department head not giving me resources and not being there to guide me. I don't even know what we have in the laboratory closet, nor do I have a key. I don't have access to the laboratory closet because it has not been inventoried.

Barbara brought out an interesting point about the selection of GTAPP candidates with the following comments:

It doesn't seem that the GTAPP candidates are screened quite as well as they probably should be. If someone is going to change careers, it shouldn't be because they hate their current job. It should be because they love the idea of being with students in a classroom all day long, and they're willing to do whatever it takes.

Barbara suggested maybe some "essay questions and passing the initial GACE test" prior to selection. That might enable trainers to eliminate those that do not have a genuine interest. "That's the kind of thing I see as being a huge weakness is that the candidates are not screened enough," she said.

Callie was assigned a low performing class. One frustration she experienced this year was finding out "circumstances" about her children that she felt she should have been made aware of in the beginning. Several of her children were in foster care or group homes. She would inadvertently discover this information through casual conversation with the child. She would have like to have known about situations so that she could better serve the child. GTAPP training for individualized districts or districts with similar demographics was also a need for Callie. She felt that because counties are so individualized in their approach as well as their population, it is difficult to get any deeper than generalized concepts. What works in one county is not feasible in another.

The greatest weakness Gina saw in GTAPP was that at times it was "disorganized." Failure to contact her about upcoming meetings, lack of being included on the email list, and not finding out about things until the last minute were problematic. Another example of disorganization was failure of the paperwork to go to the location of the candidate. Kathy was originally hired to work at a middle school, but as staff allocation was done at the beginning of the year, she was placed at the elementary school. This resulted in a lot of missed communication as her information was being sent to the middle school. However, the fine arts department chair at the board office has been very supportive in acclimating her to her roles and responsibilities. Kathy was also surprised at some of the communication patterns. With the ESOL child mentioned earlier, she did not know that he did not read until about three weeks into school. She felt pertinent information should be immediately shared. Prior to her knowledge of his difficulty reading she had thought he was lazy and was becoming very frustrated with him.

Communication is critical to the effective management of any organization. Often candidates did not know important information which added to their frustration. New teachers are learning while they are teaching. Small changes in communication strategies and responsiveness could make a big change in their frustration level.

Instructional Preparation Needs That Were Unmet

Table 4.9: *Instructional Preparation Unmet Needs*

Instructional Preparation Unmet Needs

1. Participant would have liked realistic approaches as opposed to theory.
2. Participant would have liked more strategies on disciplinary techniques and disciplinary sequencing.
3. Participant would have liked more emphasis on the need to establish disciplinary plan early and very firmly.
4. Participant would have liked more instruction on special education rules and regulations, as well as instructional strategies for this population.
5. Participant would have liked more practical introductory teaching strategies.
6. Participant would have liked more instruction in alternative teaching strategies.
7. Participant felt that the instructional preparation and teaching resources received were inappropriate based on the prior knowledge of the student population.
8. Participant would have liked more knowledge of district requirements for lesson plans.
9. Participant would have liked instruction on the coordination of pacing guides and the need for differentiated instruction.
10. Participant would have liked more knowledge on aligning lessons to curriculum and identifying resources needed for said lessons.
11. Participant in elementary settings would have liked more instructional techniques for younger children.
12. Participant would have like more direction on grading and student led assessment.
13. Participant indicated that some of the GTAPP training was excessive and redundant in one area.
14. Participant indicated that the training priorities did not match the needs of the classroom.
15. Participant indicated that in some cases the training was inappropriate for their content area.
16. Participant would have liked more instructional preparation specifically directed at their content area and grade level.
17. Participant would have liked more realistic classroom management scenarios.
18. Participant saw combining districts and grade-levels in the same training as problematic. More training for teaching assignment was desired.
19. Participant found training binder distributed was ineffective once training was over.
20. Participant found conflicting philosophies between what was being taught in GTAPP and actual school practice.
21. Participant would have like more instruction on curriculum and how it drives instruction.

22. Participant would have liked the opportunity to participate in more observations that demonstrated practical techniques.
23. Participant would have liked more information about special education inclusion.

From the data reported, the following theme emerged.

IPUMN: GTAPP training was broad in scope, lacked practical, realistic strategies, and did not prepare teachers for diverse populations.

While those interviewed had many positive experiences, they also had shared insight that could be utilized to enhance training. Each participant was asked to share the aspects of the training that they did not find particularly helpful or identify instructional training they felt should have been provided. The following is a summation of their suggestions.

"More specificity in content area" was a need perceived by Kathy. She also would have liked "more training for instructional techniques geared to younger children." The generalized techniques were not always applicable to her specialization as an elementary drama teacher.

The GTAPP instruction on writing lesson plans was based on Georgia Performance Standards (GPS). Fine arts curriculum is still following the parameters of Quality Core Curriculum (QCC). Because QCC's are vague, Kathy found it difficult "to align her lesson plans with the methods taught in GTAPP." She would have liked some specific instructions on how to take QCC's and form specific lesson plans "because that has been my biggest challenge," she said. Eve also communicated that she too would have welcomed more preparation for creating lesson plans.

Barbara found the overload of information with a constricted time limit to receive

it overwhelming. When asked about the training she received from the county, she stated

that mostly she would go to a meeting and view PowerPoint slides read to her, which she

did not feel was particularly helpful. Barbara expressed the unmet need with the

following elaboration:

> It was like here's the information. Read it. Tell us what you think, and you're
> done with it. It wasn't anything for internalizing or getting us to learn anything.
> When you first start and you're going to staff meetings, all the terminology is
> new. Everything they're talking about is new. It's very overwhelming, and I
> remember coming out of some of those meetings and there's one other woman
> who is new here too and we would walk out of there going, oh my god, we've got
> to do what…..and it was just too much. It's sort of too much and your overloaded
> and you get to the point where you meltdown.

For Kelsey the implementation of the curriculum was a problem. She could have

benefited by examples of reviewing curriculum; identification of appropriate standard;

construction of a lesson plan; and guidance on materials needed to implement the lesson.

Kelsey did not receive this from her grade level as there was no collaborative planning,

and she further described her situation with the following comments:

> I really felt kind of out on my own, and that's been the hardest thing about this
> whole first year. Figuring out what I'm supposed to teach; how I'm going to teach
> it; having materials to teach it; because you're sort of coming at it so blank.
> You start out with no worksheets. You don't have tests created. You don't have
> samples of projects. You really don't have ideas because you're kind of
> introduced to the curriculum, and then you are on your own.

Kelsey was surprised at the number of special needs children in her classroom.

She would have liked more instruction on the referral process as well as instructional

strategies for meeting their different needs. Describing her situation, Kelsey made the

following remarks:

> People probably did tell me this. I think I just didn't hear it. The number of
> special needs kids; I wasn't prepared for that, nor was I prepared for the amount

of time it takes to try to get them what they needed to try to help them be successful.

Jordan, Nicole, Kathy, and Sue wished they had known more about disciplinary issues and tactics. Nicole's first eighteen weeks were very challenging. Initially, she was assigned to a trailer far from the administrative offices. She was charged to teach eight young men from an at-risk environment. She was isolated, and she was not instructed on disciplinary procedures. "They threw rocks in my trailer. They basically spat on me in every manner besides physical," she shared. In reflecting on the experience, she said that she just didn't know how to be mean enough. Administrators moved her after 18 weeks and relinquished the students to a man. However, he was unable to manage them. At the end of the school year, five of the eight had been either expelled from school or sent to alternative school. "I wish I would have known to be mean," Nicole shared. It wasn't until her 12th week when a behavioral specialist came in to demonstrate and explain disciplinary techniques for special education children that she was finally able to deploy successful methods of managing individual behavior.

Kathy echoed Nicole's need for more disciplinary strategies. She stated, "You have got to be very strict about these are my rules in my classroom. This is how it's got to be." Managing the boundaries between being strict, but likeable, was difficult. As a drama teacher, Kathy only had classes once a week for 45 minutes. Initially, this unique situation made it difficult to get students calm enough to participate. Classroom management posed a difficult challenge in this setting.

Working with the psychologically challenged population, Sue needed training in appropriate disciplinary sequencing for her children. In this environment, children with severe behavior often become physical and out of control. Sue shared, "I would have

liked specific knowledge regarding exactly when to refer to administration for more severe punishment." Though she had some instruction on the behavior modification system, the training was incomplete as it only covered when children earned positive points.

Nicole was pleased with the math workshops she attended, and she would have liked the same strategies utilized in other subject areas. According to Nicole, "The math workshop linked the standards to activities that were very useful." Early involvement in collaborative planning with other teachers and more teacher observations would have been helpful. She did not find the workshops she attended through the county particularly beneficial. However, Nicole would have liked to "observe more teachers instructing" and felt that was a weakness.

Sue felt she needed "more exposure to the pragmatic or practical approaches to teaching." "Training specifically for special education teachers," according to her, "is a definite need." Sue felt that due to the unique nature of their positions, teachers should be trained separately from regular education teachers. Focusing on applied practice and converting theory to practice would have helped in her first year. Sue also said that having someone who had gone through the same placement share their first year experience would have been helpful.

As Jordan reflected on lack of training, she shared, "I felt that I was given great theories and ideas, but that they were not practical." The training she received was for situations that fit in "nice, neat, little, square boxes," but "that training did not work" with many of the behavioral issues in her classroom. This left her with a sense of despair as she had no idea what to try next.

Jordan demonstrated the extent that she had reflected on lack of training by offering several suggestions. She suggested, "having someone that had gone through GTAPP and shared the same experiences come in once a week or an hour a day or something and really let us talk and pick their brains," as a component that would be welcomed. Jordan even suggested a directory of volunteer mentors who were willing to let new participants solicit them for suggestions and advice. To further provide real life experience, Jordan recommended that after their first year, each candidate write a "page of advice" and distribute the information to incoming candidates.

Participants identified assessment as an area of need. Barbara stated that she would have liked more training in grading strategies. Eve would have liked to known ways to have the students participate in more self-reflective assessment.

While Callie felt that the instructional preparation received during the summer was good, she shared, "It would have been more helpful if they had divided the middle and high school teachers up into separate groups." Strategies for teaching special needs children, regulations regarding special education and general grading procedures were a need identified by Callie. In reflecting on the training she received, Callie felt "the scenarios were not those experienced in an urban high school." Strategies for addressing dress code violations and nineteen year old students in the 9th grade would have been more beneficial.

Being in training through RESA, Callie was with teachers from several different counties serving a wide spectrum of cultures. Because the demographics were so different from county to county, most of the information was generalized. Callie would

have benefited from more specificity. She also reported that the four and one-half inch

binder received during her training had not been opened since she entered the classroom.

According to Callie, "New teacher orientation (conducted by the county) was the

biggest bunch of waste….that I have ever seen." Overall, Callie felt that the strategies for

instruction were just not appropriate for her setting and made the following comments:

> The cutesy, artsy stuff doesn't exist. In GTAPP they tell you to differentiate
> instruction, and meet the student where their needs are. When you get to the
> school, you meet with your department head who questions where you are, and if
> you aren't where you should be with the pacing guide, you are told to hurry up.
> You need to cover material faster. In GTAPP they tell you you're suppose to
> differentiate learning. You're suppose to do this…and in theory that works, but in
> actual practice and everyday classroom, it's not going to work.

Basically, you have the end of course test (EOCT) and the high school graduation

test (HSGT) driving the pace of instruction instead of student learning driving the pace of

instruction. Demonstrating the ambiguity between GTAPP trainers and school directives,

Callie disclosed the following:

> Someone (GTAPP trainer) said the other day, you teach them, and when they
> learn it, then you move on. I'm thinking to myself, no, if they get it, they get it. If
> they don't, we move, and that's what they (the school) told us to do.

Callie would have liked more "camaraderie and community in the GTAPP

experience." She would have appreciated an opportunity to discussed strategies and

techniques with other teachers that were going through her same experience. Even at the

school level, there was not departmental lesson planning or opportunities to discuss as a

group classroom experiences and outcomes.

As an older candidate with a higher educational background, Kelsey's

perception was more self-reflective. She communicated that perception as follows:

> I don't know that they really can help you with what a first year teacher needs.
> Part of it is you've just got to figure it out on your own. There's just a learning

curve, just sort of getting through that first year. My recommendation, whenever people ask me, what you really, really could have done for me is to have spelled out specific day-to-day plans to help me so that all of this isn't having to be created by me.

For Kelsey, classroom management was not a concern. It was the actual curriculum instruction and support materials that brought her the most angst. She received little support in this area from any entity. Preparing curriculum, knowing the materials you need and a means of assessment were all areas of concern for Kelsey. Kelsey stated, "It would have been so helpful to observe lessons and see how a teacher taught her lesson, how she managed the classroom."

Gina felt she could have benefited from more practical examples, with observation of hands-on application. Gina did discuss that she would like to have interned at least one semester prior to being responsible for the entire classroom. Through the internship, Gina felt the internship would have provided:

> A real idea of what you're going to be up against; your time constraints for things; how you're going to multi-task and mange things. (Something) just to give you a more eye opening view, instead of shock value when you come in here on the first day.

Sue participated in the GTAPP through the local RESA. One of her biggest challenge was the instructional component of teaching that she describes:

> Coming in I knew how to work with these kind (emotionally disturbed) of kids because of my background, but I didn't know how to teach educational curriculum. I knew how to teach social skills and stuff like that, and I knew how to work with behavior modification stuff, but the actual teaching, I was clueless.

Sue felt that even the smallest terms had not been defined for her through her training. Often the classes she attended were geared to the regular classroom and were of no use to her. In fact, the facilitators would often state that the information did not apply to special education or psychoeducation. With frustration, Sue shared, "I would walk

away from all day training, and me and another teacher here, we were like, wow, that was

a wasted day. That's totally irrelevant to our classroom."

Sue felt like she couldn't have managed without her prior experience in mental

health. Some of her biggest needs delineated were the following:

> How to teach; how to write lesson plans; how to write IEPs; all the paperwork we
> have to do. I really thought going into the two week thing that the main focus
> would have been teaching you how to teach. Because the thing about GTAPP,
> nobody has been a teacher. We don't have the educational background to be a
> teacher. So, we're all coming in blind, and that's what the focus should have been.

When questioned about the focus of the training she did receive, Sue stated,

> You know, I can't even tell you. Yeah, oh gosh, it just seemed like we were
> wasting our time. They would show us videos about the ideal classrooms, and the
> children are all sitting in their desk. That's not here.

Sue reported that they did not have any follow up sessions after she started teaching.

Illustrating the inadequacy she felt about the extended support, Sue made the following

remarks:

> We were supposed to have one the first Saturday after school started, but it ended
> up being about legal terms on IEP's. It was all confusing. They (RESA) are
> unorganized. They are extremely unorganized. We keep getting mixed
> information on what GACE we're supposed to take, and what computer classes
> we're suppose to take. I'm beginning to wonder if anybody knows what's going
> on.

Sue reported that she didn't have any training or support at the county level that was

beneficial either. She did have new teacher orientation from the county but stated, "It

seems like another class that I have to go to where I'm going to miss being at home."

Sue shared that the areas in which she needed support: "how to lecture, how to teach and,

how to discipline" were more the responsibility of RESA and the administration. She

stated, "The teaching should have gone through RESA, and I feel like administration

should have told me about the discipline stuff since they skipped it during my training."

In reflecting on her training, Jordan commented, "Some of the training was redundant." She felt that more pertinent instructional strategies were warranted at this level of training. Jordan further commented:

> To have to keep practicing for hours on end doing calendar math and doing focus poetry when that's a course that we're required to take through the county anyway, they should have done something else. We should have done more discipline tactics. Not just talking about it, not just watching a long video on procedures, but actually acting out how to hand the situation. I've had to physically break up about six fights in this room.

Not only did Jordan think that some of the training was redundant, she also viewed some of the training as too elementary. To explain her thoughts regarding the elementary training, she disclosed the following:

> We spent tons of time where our professors would actually read children's books to us, then model reading books to us, and then instruct us on the types of questions to ask. We spent so much time being read little kid's books that I thought it was insulting. We're adults, and we're going to know how to prompt questions about a book that the students are reading.

Jordan stated that, in her opinion, the priorities set for the summer program need to be restructured. Reflecting on the structure of the summer program, Jordan shared the following comments:

> I mean we sat in class one day for four and one half hours watching a Harry Wong video on procedures. I love Harry Wong, and I think procedures are important, but I do not think we need to spend four and one-half hours out of the two-week program on procedures. If you tell me that we need procedures for how to lineup and how to sit down, that's all I need. I'm not the student. I understand what that means.

Additionally, Jordan would have benefited from "a student teaching component." Though she was glad she did not come to teaching through the traditional route, she would have liked "more opportunities to experience the classroom and observe other

teachers before being held totally responsible for a classroom." The observations she did participate in were mixed in their effectiveness.

Kelsey stated, "I would think a new teacher needs a standard curriculum that all the teachers in the grade follow, and you do it together. That would be the biggest help right there." However, she did not see the deficiency as a GTAPP responsibility, but a county one. Kelsey wanted "more planning that is specific and detailed." Though she had enjoyed the technological training she had received, when Kelsey got to her classroom, she did not have the capability to use what she had been taught.

<div align="center">Interview Information Aligned with Instructional Preparedness</div>

As an accountant, Barbara could not be creative in her work. As a teacher she was excited to get her creativity back. The volume of the paperwork was not an issue for her, but the "need to be able to create alternative teaching strategies was at times a struggle." When further questioned, Barbara stated that she was unaware of how focused everything in the school is on passing the End of Course Test (EOCT). Discussing the conflict between passing the EOCT and pacing, Barbara explained:

> I think we should have standards to teach, and we should be held accountable to those standards, but at the same time, especially with the group that I was teaching, there were a lot of times I really needed to go back and spend time on concepts, but the need to maintain the pace for testing seemed to be more of a priority.

Barbara was given a remedial class of 18 children. One of the biggest assets she brought from her former career, in her opinion, was her "management training." Describing her management expertise, Barbara made the following comments:

> Knowing about organizational behavior; knowing how people think; how to manage people; how to get them to do what I want them to do without realizing that they're doing what I want them to do; I managed to put some of those skills to work in the classroom, and I think that really made a difference. Because, being

able to manage others is probably the number one skill someone has to have coming into the classroom.

Kelsey stated that one of her surprises in teaching has been the percentage of students that are struggling academically. Issues like completing homework and getting papers signed were task she thought would be routinely done by parents. "I think I was sort of surprised at the percentage of parents that don't do that. They don't see their kids do their homework, and they don't send that stuff back to school", she stated.

Discussing the level of her students' abilities, Gina found that the textbooks that she had for her students were well above their level of learning. She described the discrepancy between student ability and textbook level in the following way:

> I mean the textbooks that I had were geared toward students that were not at risk. They were geared towards students that already had the math and reading skills, which my students didn't have. I had to spend much time, much, much time on my own gathering materials from other resources, other textbooks and on the internet. They couldn't grasp the vocabulary that was being used. It was just too overwhelming as they didn't have the basic foundation. I just wanted to do what needed to be done for the kids to achieve. Because, they're basically already behind, and the lack of resources on top of it, that was really tough.

Gina consistently reiterated her frustration concerning the resources not be aligned to student prior knowledge.

Collegial Support Needs That Were Unmet

Table 4.10: *Collegial Support Unmet Needs*

Collegial Support Unmet Needs

---

1. Participants reported that they experienced prejudice from their colleagues due to mode of training.
2. Colleagues did not readily share information such as lesson plans, activities, or instructional strategies.
3. Departmental meetings focused on upcoming events and pacing instead of joint curriculum planning.
4. Veteran teachers often wanted to rush through topics leaving GTAPP participants confused and uninformed.
5. Mentors were often too busy to address participants needs or not in the participants content area.
6. Participants desired early collaborative planning.
7. Common practices known to veteran teachers were often not communicated to participants. Participants would have liked to known the "little things that make a big difference.

From the collegial unmet needs communicate the following theme emerged:

CSUMN: Formal mentors were not appropriately matched with GTAPP teachers.

Sue did have some concerns about the mentor assigned from RESA. She felt that her RESA mentor was not really aware of the way a psychoeducational center operates, and that RESA may not be the training for "specialty" programs. While Sue was offered good suggestions, most of them were aligned to "spending her personal income," which is problematic when beginning a new job. There were "some school funds allocated," but Sue had no idea what was provided by the system. She would have initially liked more guidance on the "practical supply needs" of her classroom. Sue felt that the approach of

GTAPP was much more suited for the regular classroom. As for an onsite mentor, Sue

did not have one until October. Addressing the problem, Sue made the following

comments:

> They couldn't figure out what they were going to do with the psycho educational teachers. There weren't sure who our RESA person was going to be for a long time, and then the person that started out being our mentor, he's an administrator here, and he already has too much to do.

> Finally, a retired teacher was hired to help with the first year GTAPP participants.

There were five GTAPP teachers hired for this facility this year. The mentor had a

background in the facility. Sue said, "She knows what's going on. She has a reality of

the classroom."

> While Nicole did have a mentor through the RESA program, she did not feel like

she had a site-based mentor. Discussing this mentor deficit, Sue elaborated:

> I was supposed to, but I can't say that I do, because I started out with one mentor, eight weeks later got another mentor, and got moved nine or ten weeks later to another mentor. My mentor's not in special education, which is fine, but she doesn't have time, basically, to mentor me and help me.

Lack of consistency in mentorship was problematic for Nicole, and she did not feel that

she had very much collegial support from other faculty members.

> While administratively Jordan was pleased, she was a little discouraged with her

site based mentor. She expressed her discouragement with the following comments:

> My mentor here had dealt only in middle school, and although she was very supportive, she did no know a lot about elementary school. A lot of the questions that I had, she would always have to like get back to me two weeks later. She was also the lead instructional teacher, so she was often running around helping 60 other faculty members.

Jordan felt that her mentor was not a good match for her.

Barbara's colleagues in the building were supportive after they got to know

her. She shared the following observation:

> I found that as the year went on, teachers who, for whatever reason, kept quiet
> about the fact that they were GTAPP teachers, started coming out of the
> woodwork. I didn't know how many GTAPP teachers we had. And then I began
> to wonder why aren't they more proud of it. As I talked to some people,
> apparently at the larger schools, it's not cool to be a GTAPP teacher. Because the
> folks that come out of the regular education background, they look down on the
> GTAPP teachers. Like, well, you didn't take all these college classes in education,
> so you don't know what we know. Instead (of them) trying to look and see what
> additional resources and talents we bring to the classroom, and how maybe a fresh
> idea (could come) from someone who didn't get trained (traditionally).

Additionally, Barbara added that with the turn over of teachers in the county, one

would think traditionally trained teachers would be open to having GTAPP teachers. She

felt that if things continue as they are now, at some point GTAPP teachers may

outnumber traditionally trained teachers.

When questioned about the collegial support she received, Barbara stated, "It was

like, basically, if you don't come out and come to us on our terms, we're not going to talk

to you a whole lot." During her first semester Barbara only interacted with "another

GTAPP teacher and about five other faculty members." Eventually she found out some

of the building politics which influenced "which teachers were willing to reach out." It

was during the Student Support Team (SST) meetings that Barbara really got to know

teachers from different disciplines. Reflecting on her lack of support, Barbara shared, "I

would have liked more support early on as opposed to having to break through the wall."

Further addressing lack of support schoolwide, Barbara shared that of the three GTAPP

teachers that came into the school, "one only lasted two weeks." He was placed "in

isolation" and had children that were "very challenging." He was one of the key people

for one of the vocational programs, and as a result of his exit, "the school was no longer able to offer that track as an option."

Eve's mentor was also her department chair. While her mentor was "available and supportive" most of the time "their conversations were more departmentally linked than specific to her individual needs." Eve felt that her peers had been supportive. However, her departmental meetings were focused on deadlines and getting ready for the High School Graduation Test (HSGT) or the EOCT. Preoccupation with testing seemed to be a concern of Eve as she mentioned it throughout the interview.

Oversights of common practices among veteran teachers emerged as an issue for Kathy. Sharing her thoughts about oversights, Kathy made the following comments:

> I had no idea that they kept erasers up in the office, all you had to do was ask. No, I was going to Walmart buying mine, because my department head didn't tell me she had them. I didn't know that you could charge lunches in the lunchroom. All you had to do was go set up an account, just little, menial tasks and things. I didn't know that you could rip off the yellow copy of a disciplinary referral and send the rest up there (to the office), and that way you make sure you've got that copy in case the kid doesn't make it to the office. Just little things, but still it made a big difference.

Callie revealed that because she worked in such a large school, there are still teachers she does not know. Illustrating her point, Callie told the following story:

> One day I was at a meeting and they introduced a teacher. I had no idea who she was until she stood up. I was like, oh, that's the woman I park next to every morning. I had no idea who she was. My new department head, no clue, until I decided to change departments, and then I made a point to find out who was in that department and just started stopping and introducing myself to them. On Fridays, we can wear jeans if we pay $25.00 at the beginning of the year. One day I come in and I have on my faculty shirt and a pair of jeans. It was with a belt and tucked in and everything, but it was a faculty shirt. Well one of the faculty stopped me and said 'Do you have a hall pass?' I looked at her and said ' I work here', and she said 'No you don't' and I'm like yes I do. I'm a math teacher in condo A.

Callie felt her site-based mentors had been "a little lacking." Acquainting her to the culture of the school would have been beneficial. Callie was placed in a school that had recently under gone an administration change. The prior principal had been at the school many years and was very well liked and respected. According to Callie, "It was a difficult situation for new teachers." Many of the veterans wanted "to continue to do things like they were done under the retired administrator," and they were "somewhat negative." Because Callie was new, she was extremely supportive of the new principal's actions and had a hard time "integrating the negativity of the staff with her experience."

Kelsey did not have anyone to take a personal interest in mentoring her. She was assigned a mentor, who she was a very busy teacher in her own right and was not able to meet that need. Initially, Kelsey's grade level would have meetings. These consisted of a "general discussion of the next week's instruction." Though they were "covering the same material," they were each doing it in a different method. As she discussed those grade level meetings, Kelsey explained:

> I would get down okay this is what I'm supposed to cover this week, and that's as far as it went. I would be sitting over there thinking, how are you going to teach that? Where does that information come from? Is there stuff in the textbook? People who have been teaching for a long time…they get very comfortable, and sort of just want to fly through this stuff because they're ready to get home. Well, I understand that. But when you're seeing it all for the first time, you're not ready to just sort of jump to the end. So, you are sort of just lost.

After the first few months, the meetings ceased.

Eventually the county did provide a mentor that came in to help Kelsey, but she would come in the middle of teaching time which was difficult for Kelsey. Kelsey spent "voluminous amounts of time trying to gather information and prepare on nights and weekends." Finally, her mentor, through other teachers in the county, was able to supply

her with a "couple of planning packets to use." Kelsey described her situation in the

following way:

> I had a mentor, but I probably got the least assistance from her. One of the other teachers saved me. She had this whole cabinet full of vocabulary and spelling test. She just opened that up to me. That was a big help.

From Gina's perspective her department did not take a "team approach to

teaching." Gina was left out on her own "to gather resources" and "wade through

instruction." In her former occupation in a laboratory, she stated that, though most

laboratory work is independent, even they met as a team to share ideas. When reflecting

on her prior team experiences, Gina made the following comments:

> Being able to do that, you learn so much from other people who have been in that career so much longer, and it's amazing. I don't understand why we invent the wheel. If we all work together, we could be doing so much more with our resources and not be so stressed having to plan. Everyone could just be doing it together, take a chunk of the load as far as planning and gather resources, creating labs, creating activities, coming up with new ideas. We could be brainstorming.

Gina recognized the importance of team meetings in the educational settings,

however, when she did participate in departmental meetings, they were more like updates

on happenings around the school than team collaborative planning meetings.

Although Gina did have a mentor in her department, the mentor had not taught

Gina's subject matter. Gina shared, "She was too busy because she was doing a lot of

departmental work. She was able to help me with some resources." Colleagues were not

very helpful; in fact, Gina had some "very negative experiences" with other teachers on

her floor. Even after approaching administration, nothing was done. She felt that

because she was from GTAPP, she was not taken seriously. She felt that from the

beginning, some of the "politically connected teachers" were "out to get her." Explaining

this conflict, Gina disclosed the following:

I have a pretty great science background, and it's a really hard degree to earn, and they don't want me here, when I've wanted to be here. I mean I already have enough on my plate. I'm already overwhelmed by all the duties and the problems these kids have and trying to do the best I can do. Why is someone trying to take me out? That's insane.

Gina did not feel welcomed and appreciated by her coworkers. Likewise, Kathy has experienced prejudice from traditionally trained teachers. She stated that she felt it was "looked down upon to be a GTAPP teacher by some." In her school, because "the stage is located in the cafeteria and away from the other teachers," at times, "she did feel isolated."

After discussing candidates met and unmet needs, the researcher asked candidates to share advice to those who may be considering this route to teaching. While this information was given from a GTAPP candidate perspective, it might very well be applied to any first year teacher. The researcher found the advice that follows very insightful.

Advice to Those Considering GTAPP

In the vein of collegial support participants were asked for advice they would give

someone pursuing this route into education, Nicole offered the following advice:

> Sit in from of the mirror and practice being a disciplinarian. I know that sounds
> bad, but being strict and firm and consistent with your plan will get you very far.
> It will get you a lot of respect, which will enable you to teach after you get all the
> other stuff done. Another suggestion would be that the best classroom
> management plan is a good lesson plan that has plenty of material to keep the
> children focused and occupied.

Nicole has decided to take a position in another county as a high school science

teacher. She originally wanted a high school science position, and this opportunity offers

more money. She stated, "I'm supporting my husband and the household and it's not like

we get paid a whole lot anyway." At this point she does not know if teaching will be a

long term career. She made the following comments:

I am so thankful that I've had the opportunity to become a teacher, not having

come through the traditional route. I feel so privileged that I was able to just jump into

teaching. I'm a very hands-on person. For me to be able to just go ahead and get in front

of the classroom and learn by doing has been wonderful.

Nicole would recommend that new teachers be placed in the building for safety

reasons, especially if they are going to be serving a volatile population. Nicole

discovered that "when they (students) get out of the building, they leave some of their

manners behind."

 Sue offered the following advice, "Know what you are getting into before you

sign the contract." Sue suggested "being a substitute" and/or "participating in

observations before going into teaching." Sue plans to stay with teaching at the

psychoeducational center next year. But as she stated in the beginning, these are the only

students she would wants to teach.

Jordan's advice to future GTAPP participants was revealed in the following

comments:

> First and foremost is to definitely strike a balance between working hard and playing hard. I have a life outside of teaching. If it is not done here by 4:30 p.m. in the afternoon, it stays here. Separate home from work and not take everything that seriously or you're going to kill yourself and you're going to burn out.

Another suggestion Jordan made was to reflect on strategies and tactics and make

revisions if necessary. Emphasizing reflective behaviors, Jordan shared the following:

> Be more self-aware and constantly think of new ways. I've had to alter and change so many things as I've been going that I would just also advise new teachers to realize that it is a revolving door of what worked for the first three months of school may not work the next three months of school.

As far as discipline is concerned, Jordan stated, "I've been told a thousand times

now that discipline problems are mostly going to be the worst your first year just because

you've go that scent of a new teacher on you." She felt you had to develop that tone

where the children understand you mean business. Jordan shared, "I think that I thought

that people were just saying, 'don't smile until Christmas', to be funny, and I realized that

next year, I'm going to be stricter in the beginning and ease up later."

Finally, Jordan suggested, that new GTAPP participants needed to be organized.

There are a lot of task that are required of teachers. She advised, "You must be able to

efficiently multi-task to be successful." All in all, Jordan felt that her first year had been

a good one. She stated, "I'm glad that I made the career switch. I am very glad. I love

being the extra person that's in their life that's really helping them and that's really caring

for them."

When Barbara was asked for advice, she made the following comment:

> I would tell them that it is the hardest, most rewarding job they could ever want to do. That they've got to go into it because they're excited about working with kids, whatever the age level, and it can't be because they're running from some career mistake they made in a previous job. Also, they should not stress out.

Barbara recommended that when a candidate is struggling, "go to you mentor or someone in your department and ask questions. If you don't get an answer from the first person, ask someone else. Create a network in and out of your school from which you can gather information."

If asked to give advice to someone considering GTAPP, Kathy focused on commitment and shared the following advice:

> Do it, but make sure that you love what you do. Make sure that you're willing to give it your all, because if you don't give your kids your all, you're not doing them any good. Don't do it just to have a job. You've got to love it, otherwise you'll pull your hair out, and you'll want to strangle the kids. I had a conversation with my mom one day, because I was almost in tears. It was getting close to the end of the year, and the kids, even the good kids, were acting crazy, I was like mom, I just feel like I don't know what I'm doing. I feel like I'm not doing the kids any good. I feel like I'm not doing what I'm supposed to be doing. My mom was like, 'I've been teaching for 30 something years, and I still go home some days going, why am I teaching? I feel like I don't do any good.' She said it's a daily thing. Some days are good and some days aren't.

Kathy would like to continue in teaching and added, "as long as I can teach drama." She will be split between an elementary and middle school next year. She is "looking forward to the experience, but is somewhat hesitant about being split between schools and age levels."

As for advice to someone considering the program, Callie offered the following suggestions:

> Stay on top of their portfolio, to utilize all their resources. I have a friend who is going into the GTAPP program, and I don't really give her any advice per se. I've just encouraged her to do it. If I knew the person really well, and I knew that

> they had the personality, a certain mindset, I'd tell them by all means, go for it. It is a life changing experience. You either love it or you hate it. There's no in-between.

Callie plans to remain in teaching, but is considering relocating to North Georgia.

In reflecting on the past year, Kelsey pinpointed discipline as paramount and gave the following advice:

> One thing I would probably say is, and I know this sounds mean but I'm really not a mean teacher, but I would say start out over, over, over strict. Because you can always loosen up, but if you start out loose, it's very hard to tighten up.

GTAPP has not been the right choice for Kelsey and she shared, "It's not for me. I'm not going to do it again." She is going to go back as a part time EIP (Early Intervention Program teacher. Elaborating further on her decision to leave GTAPP, Kelsey shared these comments:

> For me, what it takes to be a good teacher, the amount of hours and energy is more than I feel like I want to keep giving. It takes so much. It was not a good balance for me. I didn't have any time or energy left over for my own kids and my own family.

While, Kelsey hopes to work part time until her children go to college, she fully expects to return to higher education. Kelsey shared, "The emotional and physical challenges of teaching were just more than I could balance with my personal life."

Gina stated, "My advice to them (new GTAPP candidates) would be to research the school. You should interview the administration. They shouldn't just interview you." She suggested that the candidate learn as much about the school environment and culture as she can. Gina said, "Know what you are up against." She suggested learning the demographics of your students and expanded on this idea and offered the following thoughts:

I have kids that are very poverty stricken. Those are things you need to be aware of so you can help instruct these kids and guide these kids. You're not just teaching them your course, you're teaching them organizational skills, study skills, life skills, how to cope with things, and you just need to know what you're up against coming into that.

Gina is leaving her current school for a similar position in another school district. She doesn't think she will stay in teaching. She is applying to medical school, and if she should stay in teaching long term, it will be at the college level.

Summary

Participant Demographics

Study participants ranged from age 24 to 42. The median age of those studied was 28. In fact, five of the participants were either 28 or 29. Four of the participants held Bachelor of Science degrees, two held Bachelor of Business degrees, one had a Bachelor of Arts in Performance Theatre, and one held a Master of Higher Educational Administration. Three participants were in elementary schools, one was in middle school, four were teaching in high school and one was at the psycho education center teaching middle grades. Two of the GTAPP teachers were seeking certification in Science, two in mathematics, two in early childhood, one in drama K-12, one in business education, and one in special education. All but two were participating in the program administered by the local RESA. One participant was going through the Master of Education program at a local college, which is offered in conjunction with her GTAPP participation. The other was going through a program offered at an adjacent RESA. All participants had previously been employed in a position in the area of their original college degree, and all were white females.

Administrative Support

Each participant was asked to identify both positive and negative impressions of the support they received. Through that information, the researcher interpreted a general impression of whether or not the participant felt supported. As for the support received by the administrators at the schools, most of the participants stated that in some way the administrators were supportive. Interestingly, the support was more in the vein of cheerleading as opposed to hands on instructional support. In interviewing the participants who felt they had been supported, they described their administrators as supportive, approachable, reassuring, and patient. The administrator was understanding of the required instructional schedule of the candidate and supportive with classroom disciplinary issues. Not only was one of the administrators supportive of the instructional schedule, she kept the participant abreast of requirements of the program and program schedule.

Many of the participants were very complimentary of the enthusiastic training they received at their initial GTAPP meeting. The participants felt emotionally supported and appreciated. A couple of the participants gave specific examples of administrators demonstrating confidence in their abilities. However, only one stated that she received any instructional leadership from her building administrator.

Lack of information sharing was a big concern for all of the GTAPP candidates. They were not informed of the amount of administrative task they would be asked to perform. These tasks included attending meetings, constructing lesson plans, referrals to special education, workload management and volume, and administering testing. One of the most prominently reported concerns was the need for a comprehensive picture of the

students they served. The participants stated that they needed to know socioeconomic factors of their students, general student performance information, level of student prior knowledge, assessment of the general culture of the school, and specific problematic issues which affected individual students in their classroom. The participants all seemed to want a realistic picture of the students.

Lack of classroom resources and facilities were also concerns for the participants. Many of the participants stated that they were not informed of resources available in the building. When they were informed, the supplies needed were often not available. At some point during the year, at least four of the candidates were housed in portable classrooms. These same candidates had many of the at-risk children. For these four teachers location was problematic. For the older students, the size inside and noise level outside of the facility was an issue. Often intercoms did not work, or the candidates were not shown how to use them.

 Other needs reported by participants were a desire to have regular meetings with their administrators and establish defined expectations. Candidates expressed a need for more administrative visibility in problem classroom and clear instructions on disciplinary procedures. More follow through on requested instructional and/or coworker concerns was a desire. Candidates requested alleviation of extra duties, such as morning duty or club sponsorship, until they were more comfortable with their classroom management and instruction. Even simple information and communication can make a big difference in the way candidates view their environment. Common courtesies such as staff introductions, facility tours and informal interaction were often an oversight reported by candidates.

Instructional Preparation

Participants were asked to reflect on their instructional preparation. Instructional preparation was primarily in the domain of GTAPP. However, the county did offer some county specific learning opportunities. Participants were asked to address areas that they felt were beneficial and areas in which they needed more instruction.

Interpretation of instructional preparation varied. While some found the training on lesson plans sufficient, they would have like to have workshops that were more reflective of the expectations at the school level. The workshops that were most beneficial were those that were didactic and conducted by veteran teachers, and those that demonstrated techniques and constituted practice lessons. Modeled lessons and observations seemed to be a recurring mode of instruction that the participants felt offered information that could be utilized. The positive behavior solutions training, linking standards to lesson plans and classroom activities, and the special education training were all mentioned as positive experiences.

In examining the transcripts, many participants expressed the desire to have training that demonstrated practical strategies, real life real scenarios, similar to the one's they faced in their classrooms. More than foundations and theories, the teachers wanted hands-on, real time, practical approaches to teaching.

Participants expressed that they wished they had training geared specifically for their area of teaching. Several teachers found the training either redundant or not applicable to their area of teaching.   One area that they felt under prepared for was dealing with students receiving special education services. While they did get a base

knowledge from instruction in the exceptional child, the teaching strategies to reach those students were not provided.

Other defined areas of training needed were implementing curriculum, lesson plans, grading strategies, disciplinary sequencing and methods of securing resources for the classroom. Some participants also expressed a desire to have more opportunities to observe seasoned teachers.

Collegial Support

Finally, collegial support was explored. The teacher in close proximity provided the more help than the "official mentor". Two participants reported that they felt that they were particularly not well received due to the label of being a GTAPP teacher. One participant stated that she had some collegial support, but often found herself supporting a veteran teacher with approaches and ideas. Some participants also felt that fellow teachers had reached out to them over the course of the year, making the transition to the profession more manageable. However, whether the relationship was viewed as a good one or not one at all, most of the participants indicated that the person assigned to be their mentor was often not on the same grade level or too busy to really spend the type of quality time that they needed.

CHAPTER 5

SUMMARY, CONCLUSIONS, AND IMPLICATIONS

At the beginning of this dissertation there is a quote from Plato's Republic that reminds us that there is not a more noble profession than training the impressionable minds of the young. Teaching is noble, and great teachers are necessary for the advancement of our civilization. "When we nurture our teachers, we nurture children's learning" (Morehead, 2003). Thus it is crucial that those in positions of leadership to be aware of the experiences of teachers, especially when they are themselves impressionable and young in the profession.

In this last chapter, the researcher will lead the reader from problem identification, through a brief overview of methodology, revisit highlights of research findings, and finally, culminate with an exploration of possible implications. The purpose of this study was to examine the met and unmet needs of first-year Georgia GTAPP teachers in the areas of administrative support, collegial support and instructional preparedness. In so doing it was the aspiration of this researcher to identify existing supports and impending needs that would aid those in leadership as they navigate GTAPP candidates from novice teacher to credentialed professional. This information may assist decision makers with strategies to aid in GTAPP teacher retention. The goal of qualified teachers in every classroom can only be achieved if those in leadership assist new teachers in their transition from novice teacher to highly qualified educators.

More than seventy-five percent of funding in education is spent on human resources. Education is an industry driven by human capital. Yet, fifty percent of all teachers will exit the profession within their first five years (Hare & Harp, 2001). Teacher

preparation institutions are preparing enough teachers to fill teacher vacancies. However, almost one- third of those trained teachers are opting not to enter the vocation after graduation. There is not a shortage per se, but a "revolving door" in the teacher workforce (Ingersoll, 2001). A popular response of states for filling teaching vacancies is through alternative certification. Every state in the United States offers this avenue to the classroom.

In Georgia, the Teacher Alternative Preparation Program (GTAPP) began placing teachers in schools in 2000. Much of the attrition in Georgia has been from traditionally trained teachers. GTAPP is just beginning to have a noted representation among Georgia teachers. Due to the infancy of the program, minimal research has been done. The data from this study will add information to the research base, particularly in the areas of initial training and post placement support. As GTAPP appears to be maintaining enrollment, the insight offered from those who have "gone before" may provide information to strengthen the program, especially in the area of candidate retention. If the goal in Georgia is to supply quality teachers to promote student academic achievement, then the area of alternatively prepared teachers must be examined for strengths and gaps in their first year experience.

The participants of this study were first year teachers in an urban county in Middle Georgia currently enrolled in the Georgia Teacher Alternative Preparation Program (GTAPP). The researcher conducted a qualitative study that began with identification of first year GTAPP teachers in the county. An invitation for participation was sent to all identified teachers through the county email system. Once a pool of volunteers was identified, a random sample of nine subjects was drawn.

Upon selection of the nine first-year GTAPP teachers, one-hour semi-structured interviews were conducted with each participant. Once the interviews were transcribed, the researcher reviewed the transcripts for common themes in the areas of met and unmet needs in administrative support, instruction preparation, and collegial support.

Analysis of the Research Findings

In the analysis of the data, six themes emerged. Administrative support, instructional preparation, and collegial support each presented one met theme and one unmet theme. Those themes were:

7. The school administrators established positive relationships with GTAPP teachers.

8. GTAPP initial training provided multifaceted training that was inspirational and established a basis for building instructional knowledge.

9. Teachers located near the GTAPP teachers provided the most beneficial collegial support.

10. School administrators failed to communicate information and provide resources that promote effective classroom instruction.

11. GTAPP training was broad in scope, lacked practical, realistic strategies, and did not prepare teachers for diverse populations.

12. Formal mentors were not appropriately matched with GTAPP teachers.

Discussion of Research Findings

Concerns regarding first year teachers have been documented since the 1940s (Chelsey, 1995). It is in the transition from student to teacher that attitudes and patterns are developed that will continue throughout a teaching career. It is the first year

experience that may ultimately determine whether the candidate will continue in teaching at all. New teachers are placed in classrooms with the same expectations as those of veteran teachers. There is relatively no time to acclimate and often very meager support. When faced with a room full of energetic students, the new teacher has to learn and teach at the same time (Chelsey).

The above statement is an adequate representation of the first year GTAPP teaching experience in Flamingo County. The first year of teaching for any teacher is very critical. Just as Chelsey (1995) stated, the first year experience can color a teacher's impression for many years to follow. For the researcher, this validates the need to explore that experience and identify needed support so that administrators can nurture the teachers who nurture our children.

Alternative preparation is not a fad. With the rising student population and the lack of traditionally trained teachers, alternative certification programs will most likely remain our greatest means to combat the teacher shortage (Simmons, 2004). No longer is the debate centered on alternative preparation verses traditional preparation. If leaders are truly to provide quality education to the public, they must examine the strengths and weaknesses of the programs that provide teachers to fill our classrooms. As Maples (2004) states, though a toll economically, the real cost of teacher attrition is the impact to student achievement and learning. Teacher competence is the single most important determinant of student achievement.

Ingersoll (2001) contends that recruiting teachers is not the answer to the teacher shortage, retaining them is. If leaders have implemented alternative preparation programs to address the lack of traditionally certified teachers willing to enter the

profession, then it is in the best interest of education as a whole to determine supports

necessary to retain alternatively trained teachers. The job has not changed. Only the

method of training teachers has. If teachers trained by this method are not able to stay the

course, perhaps it is the system that needs to be explored rather than the teachers in the

classrooms. Teacher retention is a critical issue facing public school administrators

today.

With 19.5% of Georgia's new teachers entering through alternative preparation,

retaining them as educators is critical to the stabilization of Georgia's teaching

environment. According to Ingersoll (2001) school staffing is one of the most important

issues of organizational performance, but it is the least understood. Schools as

organizations are greatly dependent on the commitment, continuity and cohesion of their

employees. Turnover must be examined at the organizational level, not an individual

level, if it is to be truly understood and addressed.

<center>Intrinsic Instructional Rewards</center>

Even with the perceived deficits in preparation as delineated in Chapter 3, many

of the candidates communicated wonderful learning experiences with their students. No

matter how discouraged they may have been with other factors, they seemed to draw

strength from those moments when children achieved and they were responsible. The

candidates shared some of those experiences.

In addition to feeling appreciated and seeing their students achieve, the one-on-

one relationships with students were very rewarding for Barbara, Gina, and Kathy.

Barbara shared the most rewarding experience for her as the following:

> Seeing the students who seemed to try to exasperate me during the fall semester,
> by their refusal to work and uncooperative behavior, grow into students who

began trying to succeed and putting forth more effort to understand the material and become more cooperative in their behavior.

Kathy shared the following differentiated learning experience as a rewarding experience:

> I had a fifth grader who, he's an English as a Second Language (ESOL) child, can have a conversation with you, but he can't read, and he can't write. We were doing a worksheet on some stuff to try and come up with our own ideas for a little bit of a script and tell our own story. I had to try to figure out what to do with him. He sat with me, and I read him the questions, and then he gave me his answers. I never would have really thought about doing anything like this or even thought I could do something like this without some training. As soon as the student realized that I was willing to work with him, it was like he opened up. He became a different child, and from then on he was my buddy.

Gina had many positive experiences with her students and revealed, "In fact that's the one thing that has kept me teaching." Gina had an ESOL student who exhibited a lot of interest in science. She and the student developed a good relationship, and during labs this year, the student stated that she wanted to be a scientist. Knowing that she could influence a child to like science through her "love of science" was very powerful.

Nicole, Jordan, and Kelsey derived satisfaction from witnessing the success of their students. One of Nicole's most rewarding experiences was creating a PowerPoint with her special education children that later went on to be displayed in the school for others to see. Nicole took great joy in seeing the pride of the special education children as they got to show their work to others. Nicole commented, "I love loving them, and I'm almost kind of a like a mom. Because, you have to discipline them; you have to love them; and you counsel them." Jordan conveyed her rewards from teaching the following comments:

> Seeing the troubled ones turning around; just seeing the ones that were really struggling kind of have the light bulb go off; and the fact that I was able to kind of motivate them. I surprised myself, and it made me feel really good about it. That

is one of the things I love about this job that I did not get in PR. It may take a while, but eventually there's that moment.

For Jordan, seeing the results of teaching is rewarding. When asked about her most positive experience, Kelsey shared the following thoughts:

I think the main thing you like and why people keep teaching, because it's a hard job, is when the kids get it. I think a lot of times, children don't get a lot of positive reinforcement, and I feel good to be able to be a person that can do that for them.

Both Jordan and Kelsey viewed witnessing results as rewarding.

Eve was assigned to teach the lowest 25% of math CRCT performers known as the remedial education program, REP. One of her most rewarding accomplishments was that 78% of these students passed the End of Course Test (EOCT) in algebra. She said of her students, "I think a lot of times they've been labeled, and they know that. They know they're in this class for a reason, and so they just kind of give up on themselves, and they need encouragement." Eve stated that developing the relationship with the children and being able to read their reactions to new concepts were critical skill for instructing this at-risk population. "Listening to a child explain how he understands the concept" also helped her in assisting others when they struggled.

Participant Demographics

Study participants ranged from age 24 to 42. The median age of those studied was 28. In fact, five of the participants were either 28 or 29. Four of the participants held Bachelor of Science degrees, two held Bachelor of Business degrees, one had a Bachelor of Arts in Performance Theatre, and one held a Master of Higher Educational Administration. Three were in elementary schools, one was in middle school, four were teaching in high school and one was at the psycho education center teaching middle

grades. Two of the GTAPP teachers were seeking certification in Science, two in

mathematics, two in early childhood, one in drama K-12, one in business education, and

one in special education. All but two were participating in the program administered by

the local RESA. One participant was going through the Master of Education program at

a local college, which is offered in conjunction with her GTAPP participant. The other

was going through a program offered at an adjacent RESA. All had previously been

employed in a position in the area of their original college degree, and all were white

females.

<div align="center">Administrative Support Received</div>

In the data reviewed, two themes emerged in relation to administrative support.

Those themes were:

- *The school administrators established positive relationships with GTAPP*
  teachers.

- *School administrators failed to communicate information and provide*
  resources that promote effective classroom instruction.

Each participant was asked to identify both positive and negative impressions of

the support they received. Through that information, the researcher interpreted a general

impression of whether or not the participant felt supported.

Building administrators are responsible for teacher assignment and location. New

teachers are expected to perform at the level of experienced teachers while they are often

in isolation (Graziano, 2005*).* When interviewing the nine candidates, four were located

in modular units, and another was located in the basement beside the lunchroom. Often

the new teachers are given the "hand-me-downs" as they have not yet proven themselves.

Even though 73% of teachers in the United States support alternative certification (Justice et al., 2003), it is small things that are often overlooked when acclimating career changers. Professional teacher educators have expressed concern about alternative preparation. Prejudice was perceived by two of the candidates interviewed. The GTAPP teachers shared that they felt GTAPP teachers were looked down upon by staff. One participant communicated that even her administrator was not receptive to those trained through GTAPP. It is the administrators that most influences the culture of the school. As such, their staff will often mimic their perceptions. It is important that administrators support GTAPP teachers so that they may gain the confidence they need to be successful. Eggen (2002) found that the overwhelming factor for beginning teacher leaving the profession was lack of support, particularly from administration. Former teachers identified lack of support in the school climate, financial support, behavior management and workload/work role support.

In a study conducted by Joffres and Haughey (2001), leadership style was found to affect teacher commitment. In one case in particular, the GTAPP teacher reported a punitive style of leadership. This resulted in a negative experience and culminated in her leaving the school. Often the teachers perceived that the principal was more interested in test scores than overall teaching and learning (Eggen). Callie reinforced this concept when she expressed her frustration between being taught that differentiation instruction was needed, but upon arrival at the school site, she found that pacing guides aligned to testing were the driving force for instruction.

School administrators and veteran teachers are critical to supporting the novice teacher. New teachers need strong professional learning communities to experience

success (Johnson & Birkeland). Many of the participants did not indicate they belonged to strong professional learning communities. Many stated feeling of "being on their own" with no common planning and no clearly identified expectations. As the instructional leader, administrators are responsible for building schools that are learning focused.

In order to build a climate in which teachers can flourish, school leaders must positively influence the way teachers feel about their jobs. By empowering teachers in the decision making process, leaders positively motivate teachers prompting them to strive for self-efficacy (Davis & Wilson, 2000). Jordan experienced the feelings of appreciation when she was asked to take a problematic child by her administrator. The confidence her principal had in her abilities was very motivating. Unfortunately, more often that not, new teachers are given the problematic children to experience as a rite of passage.

Many times new teachers in weak professional learning communities leave due to lack of support and a feeling of disorganization (Johnson & Birkeland, 2003). Nicole, Gina and Kelsey left for those very reasons. None of three candidates felt supported, particularly at their school site. It is important that school leaders build communities that are interdependent and support those that need it most. New teachers benefit from an integrated professional culture, where new ideas flow between teachers at all experience levels as well as with their administrators (Johnson & Kardos).

Creating a supportive working environment requires feedback and communication. Leaders must foster assertiveness and build confidence for teachers to demonstrate their full potential (Morehead, 2003). Genuine, warm, but not ostentatious

praise is suggested. Too often teacher's ability is seldom appraised outside of the formal assessment system. Just as our children need to be nurtured and recognized, our teachers must receive acknowledgement from their leaders. Leaders should strive to create an open environment where all feel included. Attention must be paid to the teacher as a whole person. Leadership must be supportive of their life outside of school (Morehead, 2003).

Novice teachers need a principal who is engaged in the school community. The principal needs to be visible and involved in the professional culture of the school. Barbara shared in her interview that visibility was critical with disciplinary issues in her classroom. Often leaders are out of the school or behind closed doors and do not have the visibility resulting in many managerial issues.

New teachers often anticipate that school administrators will serve as mentor or coaches, providing the support they need to be successful. This is often not the case. Due to increasing demands on administrator's time, it is imperative that they delegate appropriate support for the success of the new teacher. In Eggen's (2002) study, the teachers revealed that they often had no relationship or a confrontational relationship with their school administrator. Gina confided that this had been her experience. Though administrators are schooled to have evaluations as tools for growth, all to often they remain punitive in nature.

Though a majority of participants felt their administrators were supportive, the description of that support was almost always in the vein of being a "cheerleader." Only one example of an administrator providing instructional support was given. Part of the building administrator's job is to make the teaching task appropriate and manageable,

provide appropriate resources to accomplish that task, and address deficits in instructional

knowledge. Many of the participants did not find this to be the case at their school

setting. They often perceived their administrators as being too busy to handle such

issues. This may indicate a systemic issue that must be addressed if administrators are to

truly provide the support new teachers need.

<div align="center">Instructional Preparation Needs</div>

Instructional preparation is often identified as a key element to providing

qualified teachers in the classroom. When questions of instructional preparedness were

posed to the nine participants the following themes emerged:

- *GTAPP initial training provided multifaceted training that was*

    inspirational and established a basis for building instructional knowledge.

- *GTAPP training was broad in scope, lacked practical, realistic strategies,*

    and did not prepare teachers for diverse populations.

Participants were asked to identify areas of adequate preparation and areas in which they

would have liked more training prior to entering the classroom.

Most of the participants responded that they found inspiration in the initial two

weeks of training. Some of the individual classes were helpful, and several of the

GTAPP teachers indicated that the training provided a knowledge base on which to build.

In examining the transcripts, many participants expressed the desire to have practical

strategies with real scenarios in classrooms like the ones they would be entering. The

training they found most beneficial were workshops that demonstrated techniques and

constituted practice lessons. The data indicated that more than foundations and theories

the teachers wanted hands on, real time, practical approaches to teaching children that

were similar to the children they found in their classrooms. The candidates studied also wanted to hear experiences from teachers who had recently completed their first year teaching. Overall the candidates wanted hands-on, practical, real world training from teachers who had successfully completed the program (Mallard, 2005). Previous research, as well as the findings in this study, seems to indicate a real need for more instruction on realistic, practical strategies.

Participants expressed a need for training geared specifically for their area of teaching. More specificity in the training was noted in other participants as well. One area for which they felt unprepared was dealing with students receiving special education services. Other areas of training needed were curriculum implementation, lesson plans, grading strategies, disciplinary sequencing, and methods of securing resources for the classroom. Some participants also expressed a desire to have more opportunities to observe seasoned teachers.

Over simplification of the true realities of the classroom, inadequate preparation and very little preservice time in the classroom, as well as lack of preparation in student behavior and learning techniques often cause new teachers to succumb to "reality shock" (Laraway). Over and over again, the nine candidates expressed classroom "reality shock." Almost all of the candidates wished they had some in depth knowledge about the children in their charge. Often educators feel that prior knowledge influences future expectations. However, if we are to care for teachers, they should have a basic understanding of the reality of the classroom. If information about that reality keeps them from the profession, then it would reason that there is something greater than the teacher's ability that needs to be addressed.

Jargon, policies and procedures that are routine for veteran teachers were frustrating for the new teachers. Only those teachers with prior experience in the school setting found this not to be a concern (Chelsey). Once workers are entrenched in a profession, they often forget that new workers are not familiar with even the simplest of terms. Many of those interviewed stated that they often had no idea what people were talking about due to the terms and acronyms that are used. A basic sheet with all educational acronyms would certainly benefit new teachers, even those that are traditionally trained. Often educators get so focused on the big picture that we fail to see the smallest steps needed to reach our goal.

According to Johnson & Kardos (2002), very few new teachers receive information about their school's curriculum, instruction and classroom management. Instructionally, teachers interviewed receive little guidance regarding student assessment of learning. Perceptions of classroom management strategies were mixed. There were multiple concerns expressed about curriculum and instruction. They knew the subject matter, but were not sure the best way to share their knowledge with the students.

Additionally, the resources they received to provide instruction were often inadequate, especially in the high school setting. This finding links back to GTAPP teacher concerns about demographics. Many were surprised at the lack of motivation of the students, lack of parental support, problematic personal lives and lack of a solid academic base upon which to build. They were often given textbooks that exceeded the instructional level of the students. When told to differentiate instruction by the GTAPP program trainers, they soon found a conflict at the school site when they were instructed to adhere to pacing guides to ensure preparation for high stakes testing. If students are

not taught at the level they are receptive to learning, what difference does it make how quickly you are moving through the instruction? It seems like an exercise in insanity to expect a student to perform well just because a teacher has covered the material. Yet, for many teachers that is one of the indicators of adequate performance. Is it not more important that children learn? This environment creates an atmosphere of frustration on behalf of the student and the teacher.

Johnson & Birkeland (2003) found that the main concern for new teachers was whether they felt successful in teaching their students. Again, the teachers interviewed by this researcher communicated that they too were motivated by student achievement. Most relayed their most rewarding experience as being either a relationship they had developed with a student or the academic progress of an individual or group of students. As for their own feelings of success, being appreciated by other faculty members or an administrator was also a big motivator for the new GTAPP teachers. For teachers to believe in students, other teachers and administrators must believe in the teachers.

According to the Justice, Greiner, & Anderson (2003), research has shown that many problems encountered by first year teachers are reduced in direct proportion to sufficient teacher preparation. Lack of student teaching was a major problematic factor for emergency certified teachers. Many of the teachers interviewed expressed a desire to have more opportunities to participate in the classroom prior to being left in charge.

More observations of experienced teachers were suggested. Also, the opportunity for some type of internship prior to placement would be a welcomed addition to the GTAPP program. When giving advice to persons considering entry through GTAPP, many suggested that one should become familiar with the classroom and "know what you

are getting into." The most practical way to achieve this exposure is through observation or an internship module. This seems to align with the findings of Laraway (2003) who reported that student teaching as a pivotal point mention often by traditionally trained teachers as a method that prepared them for the profession.

Laraway's suggestions for supporting new teachers are an emphasis on field experience and observation. The findings from this research seemed to reinforce those suggestions. According to Johnson & Kardos (2002), very few new teachers receive information about their school's curriculum, instruction, and classroom management. They often enter the classroom not knowing what is expected of them or their students. Little information is given regarding successful teaching strategies, the relationship of textbooks to the curriculum or even how to organize their grade book. Instructionally, teachers receive little guidance regarding student assessment of learning.

If teachers are charged with the education of children, leaders must design preparation that meets the teaching candidate at their level of learning. Just as children do not learn in the same way, neither do adults. Appling that notion to teachers and leaders, if leaders propose that for children to learn teachers must first met children at their level learning, leaders should model that same theory when preparing young teachers.

<div align="center">Collegial Support Received</div>

Ask most master teachers who taught them the most about teaching, and almost all will relay a story of a colleague who took them "under their wing" when they were new to the profession. Mentors are essential in assisting novice teachers in taking outside

learning and applying to classroom practice (Bell). The themes on collegial support that emerged in this study were:

- *Teachers located near the GTAPP teachers provided the most beneficial collegial support.*

- *Formal mentors were not appropriately matched with GTAPP teachers*

During the interviews varying levels of collegial support were reported. Some perceived positive support from GTAPP mentors, site based mentors, or other faculty members. However, whether the relationship was viewed as a good one or not one at all, most of the participants indicated that the person assigned to be their mentor was often not on the same grade level or too busy to address their needs. More teacher-to-teacher support in the first two years would also assisted new teachers (Justice et al., 2003).

Environmental conditions greatly affect teacher satisfaction (Johnson & Birkeland, 2003).   If new teachers are placed in isolation, with unrealistic expectations, among a staff that does not value their skills, a hostile environment is created, and new teachers will not to be satisfied with their position. Several of the teachers interviewed perceived hostile environments for their colleagues. Of the three that are leaving to go to other jobs, all reported little support from coworkers in their school.

Successful programs usually have candidates involved in extensive coursework in conjunction with mentoring by university faculty and on-site experienced teachers (deBettencourt & Howard). GTAPP did provide mentoring. Some mentors were very supportive. Some were not supportive at all. With site-based mentors, they were often poorly matched to the GTAPP teachers or too busy to be of any assistance.

Teaching moments for the novice teacher need to be in real time. That is, mentors need to have time to assist new teachers when instruction is not effective, student discipline is problematic, or other experiences lead to new teacher frustration (Johnson & Kardos, 2002). This did not seem to be the situation with any of the participants interviewed.

Collegiality is an important factor in the retention of teachers. It addresses issues of isolation, loneliness and stress. It also helps the new teacher build confidence. "Strongly forged relationships and accompanying feelings of emotional well-being are protective factors and critical to retention. Until the primary need of belonging has been met, first-year teachers seem to find that they do not have enough of anything else to encourage them to stay" (Schlichte, et al., 2005, p.39). The thoughts shared by the participants seem to align with this statement. The GTAPP teachers need to feel supported in order to feel confident to approach others and ask question.

Building supportive relationships of a collegial nature is critical to the retention of novice teachers. Administrators should participate in supportive roles and encourage collaboration and networking. Providing opportunities for new teachers to reflect without fear of being penalized is also a valid suggestion. Choosing the appropriate placement of interns based on characteristics and performance is critical. Programs must establish mentoring relationships with cooperating teachers and ongoing dialogue must be established between teacher educators, novice teachers, and school system teachers and administrators (Johnson & Birkeland, 2003).

Johnson and Birkeland (2003) offer the following insights in assigning new teachers:

Often teachers are poorly matched with their teaching environment; placement should be well thought out during the hiring process: new teachers should be recognized as inexperienced and sheltered instead of overloaded; and formal mentoring programs centering around instruction should be formalized in schools. This mentoring should be less one-on-one and more widely integrated throughout the school to provide a culture of sharing across experience levels. Administrators should establish norms of behavior and present defined codes of discipline and school wide routines.

According to Hoerr (2005), almost all teachers reflect on their first year with feelings of being overwhelmed. That is same sentiment expressed by the nine teachers this researcher interviewed. While they may have been aware of some of the challenges, teachers are often unprepared for the reality of day-to-day life in the classroom. Many novice teachers fail to realize the amount of time and preparation required outside of the regular school day. This compounded by the pressures of accountability and high stakes testing creates a stressful atmosphere. This being the case, one might wonder why someone would choose to go into a very stressful, moderately paying profession.

Feistritzer's (2001) states reasons for leaving as little support and professional development new teachers receive. Programs may err in having teachers accept full responsibility for the classroom too early. Often participants would stated that they felt out their own. Perhaps a collaborative teaching approach would aid GTAPP teachers as real time, practical instruction was identified as a need.

Alternative certification programs allow easier transition into teaching. Lack of knowledge on learning theories, classroom management, and teaching strategies can cause the teaching experience to be very stressful and ineffective. Successful programs usually have candidates involved in extensive coursework in conjunction with mentoring by university faculty and on-site experienced teachers (deBettencourt & Howard). The information gleaned in the GTAPP teacher interviews, more than extensive coursework,

GTAPP teachers needed the support of their on-site mentor. Educational theory, while helpful, was secondary to practical strategies for the GTAPP teachers.

Maples (2004) suggest that programs establish mentoring relationships with cooperating teachers, and finally, ongoing dialogue must be established between teacher educators, novice teachers and school system teachers and administrators. This research concurs with Maple's findings. Communication did appear to be a breakdown in all areas. Mentors were often assigned late, if at all. One administrator was unaware the teachers she was assessing was a GTAPP teacher, and communication about program requirements and meeting times was at times errant. Communication and open dialogue must exist if educators are to address issues that impeded instruction.

<div align="center">Conclusions</div>

In order for educational leaders to adequately address student needs, they must become informed about the population they serve. This information should be shared with staff, especially new staff. Improvement is not done without knowledge. Leaders must become knowledgeable about their student population and the needs their staff has when addressing said population.

Due to the time constraints of alternative preparation, practical teaching strategies to reach the population served must be taught. While foundations of theory are certainly a future goal, survival of new teachers depends on meeting the immediate needs of the classroom. New teachers must be equipped with information about the realities of teaching and supplied strategies to address those realities.

Teaching has long been a job in isolation. The isolation mentality must be redirected to a team approach. Collaborative planning, vertical teaming, and shared

resources are critical when addressing the needs of today's students. Leaders must be coaches that seek to place teachers in their areas of strength, while providing collegial support to those that are struggling.

<h2 style="text-align:center">Implications</h2>

This study sought to discover the first year experience of GTAPP teachers with regard to administrative support, instructional preparations, and collegial support. The following discussion is the researcher perception of issues that need to be addressed to assist in making GTAPP teachers first year transition more manageable.

Implications for School Leaders

Relationships are not only a key aspect of student success; they are also key to producing successful educators. Leaders need to become active listeners that show a genuine interest in their faculty through high visibility and proactive intervention. Just as students have learning styles, teachers have learning styles. All teachers do not learn the same way, nor do they teach the same way. Leaders must be courageous enough to challenge the status quo for the greater good of students. Teachers must be seen as individuals, not commodities. Each has unique talents and needs. Instead of conformity, explore creativity with faculty, and always remember the Golden Rule: Treat others like you wish to be treated.

As stated by Morehead (2003), if leaders are to nurture students, they must nurture teachers. No longer can we afford to debate the route that teachers come to the classroom. Leaders must identify necessary supports to make teachers successful when they get in schools in the hope that they will stay.

Implications for GTAPP

To perform any job, basic tools are a necessity. The basic tools for new teachers are practical teaching strategies set in reality based classrooms. As educators, we are trained to think philosophically. Sometimes we are trained so well that we fail to acknowledge rudimentary task and mundane information. However, it is just such information that new teachers need. If observations of master teachers and practice teaching opportunities are not forthcoming, instructional institutions must create viable instructional support networks at the new teacher's location.

When training new teachers, training programs need to acknowledge a need for specialized training that is content specific. Training modules should be assessed for effectiveness and revised when warranted. Providing an opportunity for previous GTAPP participants to share their acquired knowledge would be beneficial.

Implications for Future Research

From the perspective of those interviewed, concerns arose regarding leader communication, provision of resources, specificity of training, practicality of training, and mentoring relationships. Based on the findings, the researcher suggests that further study be conducted regarding effective communication between principals and faculty. Additionally, the research would suggest an analysis of resources provided and funds allocated to assess recommendations for revisions of school budgets.

Relationships with mentors should be further explored. Personal characteristics of successful mentors, who mentored alternatively certified teachers, is another area that warrants study. Studies of induction programs have yielded much information, but the mentor relationship itself should be further assessed. Additionally, the physical location

of mentors and new teachers may yield more information that would aid in a more supportive relationship. In addition to mentor relationships, collegial support should be investigated to identify specific actions that aid in first year teacher transition.

Because alternative certification programs have been initiated to address the "revolving door" of traditionally trained staff (Ingersoll, 2001), alternative teacher motivation should be correlated to longevity in the teaching profession. The information gleaned from such a study would enhance the alternative candidate selection process. Due to the relatively new growth in the area of alternative certification, studies of successful teachers who have entered into education through this route might yield training strategies that should be replicated.

<div align="center">Recommendations</div>

1. Increasing the population with more diverse participants is recommended for further study. As all participants in this study were white females, a broader representation of participants might yield different results.

2. GTAPP candidates pursuing a Master of Education from a college might warrant further study. Only Jordan in this study represented that option. Also, comparisons between the level of preparation between RESA and the college may be warranted.

3. Data from those in charge of training GTAPP teachers is recommended. To fully assess a topic, it must be examined from every perspective. Information from those that facilitate the training may add valuable knowledge to the research base.

4.	A quantitative study of GTAPP program effectiveness is warranted. As the program has now been in existence for seven years, a large enough participant base exist to extrapolate information about the success of the program.

REFERENCES

Anderson, P.J. & Bullock, A. A. (2004). Meeting the no child left behind rules and

    regulations: Building essential skills for alternative route teachers. *Action in*

    Teacher Education, 26(2), 33-36.

Basit, T. N. (2003). Manual or electronic? The role of coding in qualitative data analysis.

    Educational Research, 45(2), 143-154.

Bell, A. R., (2005). A portrait of new teacher learning in an induction program:

    Processes contributing to movement through zones of proximal development.

    ProQuest Information and Learning Company (UMI No. 3183566)

Berrios, R. & Lucca, N. (2006). Qualitative methodology in counseling research: Recent

    contributions and challenges for a new century. *Journal of Counseling &*

    Development, 84, 174-186.

Berry, B. (2001, May). No shortcuts to preparing good teacher. *Educational*

    Leadership,32-34.

Bishay, A. (1996). Teacher motivation and job satisfaction: A study employing the

    experience sampling method. *Journal of Undergraduate Studies, 3*, 147-154.

Bogan, R. C., & Biklen, S. K. (1992). *Qualitative research for education.* Boston: Allyn

    & Bacon.

Brady, K. (1997). In search of meaning…not money. *Techniques: Making Education &*

    Career Connections, 72(4), 34-37.

Brown, C., Vaughn, C. & Smith, J. K. (2004). Constructions of teaching: Alternative

    certification and the education profession. *Action in Teacher Education,*

    26(1),85-96.

Center for the Study of Teaching and Learning. (2003, September). *Is there really a teacher shortage?* (Document R-03-4). University of Washington: Ingersoll, Richard.

Center for the Study of Teaching and Learning. (2001, January). A different approach to solving the teacher shortage problem. (Number 3). University of Washington: Ingersoll, Richard.

Chambers, D. (2002). The real world and the classroom: Second career teachers. *Clearing House, 75*(4), 212-218.

Chapman, D. W. (1984). Teacher retention: the test of a model. American Educational Research Journal, 21, 645 – 648.

Chapman, D. W. & Green, M. S. (1986). Teacher retention: A further examination. Journal of Education Research 79, 273 – 279.

Chesley, L. S. (1995). Alternatively certified first-year teachers: A study of their problems. University of Oklahoma.

Christensen, A. A. (2003). Exploring second-career teachers' career change motivations. *ProQuest Information and Learning Company* (UMI No. 3107072)

Colgan, C. (2004). Is there a teacher retention crisis? *American School Board Journal*, 22-25.

Crow, G. M., Levine, L., & Nager, N. (1990). No more business as usual: Career changers who become teachers. *The American Journal of Education, 98*, 197-223.

Crowley, K. P. (2003). A study of mid-career change teaching candidates participating in

    an alternative certification program.. *ProQuest Information and Learning*

    Company

    (UMI No. 3122118)

Danielson, C. (1996). Enhancing professional practice: A framework for teaching.

    Alexandria, VA: Association for Supervision and Curriculum Development.

Darling-Hammond, L. (1999). Solving the dilemmas of teacher supply, demand, and

    standards. New York: National Commission on Teaching and America's Future.

Davis, J., & Wilson, S.M. (2000). Principal's efforts to empower teachers: Effects on

    teacher motivation and job satisfaction and stress. *The Clearing House, 73*(6),

    349-353.

deBettencourt, L. U. & Howard, L. (2004). Alternatively licensing career changers to be

    teachers in the field of special education: Their first-year reflections.

    Exceptionality, 12(4), 225-238.

Delbridge, J. R. (1997). Interviewing: Bridge-building and story-mining.

Dilley, P. (2004). Interviews and the philosophy of qualitative research. *The Journal of*

    Higher Education, 75(1), 127-132.

Dilley, P. (2000). Conducting successful interviews: Tips for intrepid research. *Theory*

    in Practice, 39(3), 131-137.

Dove, M. K. (2004, Fall). Teacher attrition: A critical American and international

    education issue. *Delta Kappa Gamma Bulletin*, 8-13.

Eggen, B. (2002). Administrative Accountability and the Novice Teacher. Paper

    presented at the annual meeting of the American Association of Colleges for

    Teacher Education, New York, NY.

Eifler, K. E. P. (1997). Second starts: A multiple case study of three non-traditional age

    student teachers. (AAT 9730266)

Farber, N. K. (2006). Conduction qualitative research: A practical guide for school

    counselors. *Professional School Counseling, 9*(5), 367-375.

Fayne, H. R. & Ortquist Ahrens, L. (2006). Entry-year teachers inside and outside of the

    academy. *College Teaching, 54*(4), p. 320-323.

Ferony, A. E. (1996). A grounded theory investigation of why adults choose teaching as

    a later vocation. (UMI No. 9715962)

Feistrizer (2001) Alternative Teacher Certification: a state-by-state analysis 2001.

    Washington, DC: National Center for Education Information.

Fleener, C. E. (1998). A comparison of the attrition rates of elementary teachers prepared

    through traditional undergraduate campus-based programs, and elementary

    teachers prepared through Center of Professional Development and Technology

    field-based programs by gender ethnicity and academic performance.

    Unpublished doctoral dissertation, Commerce, TX: Texas A&M University.

Fuller, F. F. (1969). Concerns of teachers: A developmental conceptualization. America

    Educational Research Journal, 6, 203 – 226.

Georgia Department of Education (n.d). District report card. Retrieved August 16, 2007,

    from

    Http://public.doe.k12.ga.us/ReportingFW.aspx?PageReq=102&CountyId=611&T=1&FY=2007

Georgia Professional Standards Commission (n.d.). Alternative preparation program.

Retrieved May 30, 2006, from http://www.gapsc.com/teachereducation/tfg.asp

Georgia Professional Standards Commission (n.d.). Georgia teacher retention study:

Phase 1: A statewide analysis of the factors that lead to the retention of

teachers in georgia's public schools. Retrieved May 30, 2006, from

http://www.gapsc.com/Workforce/Data_Research.asp

Georgia Profession Standards Commission (n.d.). Interim status report: The Georgia

educator workforce 2006-1: An interim report on the demography of teachers,

administrative, and student services personnel in Georgia public schools.

Retrieved May 30, 2006, from

http://www.gapsc.com/Workforce/Data_Research.asp

Georgia Professional Standards Commission (n.d.) Status report: The Georgia educator

workforce 2005 executive summary: A report of the supply, demand, and

utilization of teachers, administrative and student services   personnel in georgia

public schools. Retrieved May 30, 2006, from

http://www.gapsc.com/Workforce/Data_Research.asp

Georgia Professional Standards Commission (n.d.). 2002 beginning teacher survey:

A report on the readiness of first-year teachers in georgia public schools.

Retrieved May 30, 2006, from

http://www.gapsc.com/Workforce/Data_Research.asp

Gerson, K. B. (2002). *Alternative certification in georgia: Does it work?* Unpublished

master's thesis, Georgia College and State University, Milledgeville, Georgia.

Glaser, B.G. (1978). *Theoretical sensitivity.* Mill Valley : Sociology Press.

Glesne, C., & Peshkin, A. (1992). *Becoming qualitative researchers: An introduction.* White Plains: Longman Publishing Group.

Giacometti, K.S.M. (2005). Factors affecting job satisfaction and retention of beginning teachers. (UMI No. 27169138).

Gold, Y. (2001). Does teacher burnout begin with student teaching. p. 254-257.

Graziano, C. (2005). Nearly half of all new teachers leave the job within five years. What's killing their spirit? How can we get them to stay? *Eutopia, February/March,* 40-44.

Hare, D., & Heap, J. (2001). Effective teacher recruitment and retention strategies in the midwest. North Central Regional Laboratory, Retrieved from http://www.ncrel.org/policy/pubs/html/strategy/index/html

Harris, S. A., Camp, W. E., & Adkison, J. (2003). New structures and approaches for teacher preparation: Do they make a difference in teacher retention.

Harris, L. (1991). The first year: New teacher's expectations and ideals. New York: Metropolitan Life Insurance Company.

Harrell, P., Leavell, A., vanTassel, F. & McKee, K. (2004). No teacher left behind: Results of a five-year study of teacher attrition. *Action in Teacher Education 26*(2), 47-59.

Harvey, M.F.H. (2005). A study of the differences between alternatively and traditionally certified teachers in south Carolina based on performance evaluations. University of South Carolina.

Hedrick, C. H. (2005). Retaining career switchers. *ProQuest Information and Learning Company* (UMI No. 3164259)

Hoerr, T. R. (2005). Meeting new teachers' personal needs. *Educational Leadership,*
    62(8), p.82-84.

Hunt, J. & Carrol, T. (2002, August). Unraveling the "teacher shortage" problem:

    Teacher retention is key. Paper presented at the 2002 Symposium of The

    National Commission on Teaching and America's Future and NCTAF State

    Partners. Retrieved May 29, 2006 from

    http://nctaf.org/article/?g=0&sc=17&ssc=0&a=229

Inman, D. & Marlow, L. (2004). Teacher retention: Why do beginning teachers remain

    in the profession? *Education, 124*(4), 605-613.

Joffres, C. & Haughey, M. (2001). Elementary teachers' commitment declines:

    Antecedents, process, and outcomes. *The Qualitative Report, 6*, 1-20.

Johnson, S.M. & Birkeland, S. E. (2003). Pursuing a "sense of success": New teachers

    explain their career decisions. *American Educational Research Journal*, *40*(3),

    581-617.

Johnson, S. M. & Kardos, S. M. (2002). Keeping new teachers in mind. *Educational*

    Leadership, 59(6), p. 12-16.

Justice, M., Greiner, C. & Anderson, S. (2003). Determining the influence of

    traditional texas teachers vs. teachers in the emergency teaching certification

    program. *Education, 124*(2), 376-389.

Kirby, S. & Grissmer, D. (1993). Teacher attrition: Theory, evidence and suggested

    policy options. Santa Monica, CA. Rand Corporation

Kvale, S. (1996). *InterViews: An introduction to qualitative research interviewing.*

    Thousand Oaks, CA: SAGE Publishing, Ltd.

Laraway, K. (2003). A comparison of the teacher efficacy and performance of traditionally and alternatively certified first-year teachers. Florida International University.

Mallard, R. A. (2005). The experience revealed: Six case studies of the "Georgia teacher alternative preparation program" first-year teachers. Georgia State University.

Maples, L. F. (2004). Selected perceptions of second career novice teachers*. ProQuest Information and Learning Company* (UMI No. 3156529)

McDonald, R. H., & Manning, M. L. (2002). The career switcher program. *Phi Delta Kappan, 84*(3), 186-189.

Merriam, S. B. (1998). *Qualitative research and case study applications in education: Revised and expanded from case study research in education.* San Francisco Jossey-Bass Inc.

Mertler, C. A. (2002). Job satisfaction and perception of motivation among middle and high school teachers. *American Secondary Education, 31*(1), 43-53.

Morehead, G. (2003). Getting the climate right. *Education Review, 16*(2), 86.

Moyotte, G. A. (2001*). Examining the perceptions of second-career teachers regarding their first-year teaching experiences. *ProQuest Information and Learning Company* (UMI No. 3038922)

Patterson, M. (2006). Hazed! *Educational Leadership, 62*(8), p. 20-23.

Peske, H. G., Liu, E., Johnson, S. M., Kaufman, D., & Kardos, S. M. (2001). The next generation of teachers: Changing conceptions of a career in teaching. *Phi Delta Kappan.* December**,** p.304-311.

Power, F. W. (1999). The organizational socialization process of second-career teacher:

A heuristic inquiry. (UMI 9931544)

Rosato, D. (2005). Today's lesson: Starting over in mid-career. *Money, 34*(10), 35-38.

Rubin, H. J. & Rubin, I. S. (1995). *Qualitative Interviewing: The Art of Hearing Data.*
    Thousand Oaks, CA: SAGE Publications, Ltd.

Schlichte, J., Yssel, N. & Merbler, J. (2005). Pathways of burnout: Case studies in
    teacher isolation and alienation. *Preventing School Failure, 50*(1), p. 35-40.

Shenton, A. K. (2004). Strategies for ensuring trustworthiness in qualitative research
    projects. *Education for Information, 22,* 63-75.

Silverman, D. (1993). *Interpreting qualitative data: Methods for analyzing talk, text
    and interaction.* Thousand Oaks: SAGE Publication, Ltd.

Simmons, S. A. (2004). Alternatively certified teachers: A qualitative inquiry into their
    motivations, approaches to learning, and commitment to teaching. University of
    Oklahoma.

Stainback, S., & Stainback, W. (1988). *Understanding and conducting qualitative
    research.* Reston, VA: The Council for Exceptional Children.

Stanulis, R. N., Fallona, C. A., & Person, C. A. (2002). 'Am I doing what I am supposed
    to be doing?' mentoring novice teachers through the uncertainties and challenges
    of their first year of teaching. Mentoring & Tutoring, 10(1), p. 71-81.

Thomas, K. W., & Velthouse, B. A. (1986). *Cognitive elements of empowerment*. Paper
    presented at the meeting of the National Academy of Management. Chicago, IL

Tse-Chi, H. (2005). Research methods and data analysis procedures used by educational
    researchers. *International Journal of Research & Method in Education, 28*(2),
    109-133.

Wayman, J. C., Foster, A. M., Mantle-Bromley, C., & Wilson, C. (2003). A comparison of the professional concerns of traditionally prepared and alternatively licensed new teachers. T*he High School Journal, 8*6(3), 35-40.

Wilhelm, R. W., Craig, M. T., Glover, R. J., Allen, D. D., & Huffman, J. B. (2000). Becoming qualitative researchers: A collaborative approach to faculty development. *Innovative Higher Education, 24*(4), 265-276.

Wright, S. (2001). The alternative route to certification. *Techniques: Connecting Ed*ucation *& Careers, 76*(5), 24 –28.

Zavala, G. M. (2002). Retention of beginning teachers: A comparison of teachers prepared through an alternative certification program and a center for professional development of teachers field-based program. (UMI

Zeichner, K. M. & Schulte, A.K. (2001). What we know and don't know from peer-reviewed research about alternative teacher certification programs. *Journal of Teacher Education, 52*(4), 266 – 280.

APPENDICES

APPENDIX A

DEMOGRAPHIC PROFILE

Thank you for your willingness to participate in my Dissertation research. It is my desire to gather information that will benefit not only you, but GTAPP, local administrators and future first-year GTAPP participants. The following information will allow me to review demographic data in conjunction with analyzing your interview transcripts. Each participant in the study will complete a profile. These profiles will be cross-referenced with each participant's interview analysis in an effort to determine if similar demographics yield similar findings. Be assured that all information will be treated confidentially and securely. Additionally, you will be assigned a pseudo name for the purposes of reporting. Again let me extend my appreciation for assisting me in this endeavor.

JENNY SCARBOROUGH
Doctoral Candidate, Georgia Southern University
Counselor, Rutland High School

Name: _____

Age:_____

Education:_____

_____

_____

Work Experience:_____

_____

_____

_____

_____

Grade level/subject taught:_____

The certification you are pursuing:_____

Email address (home and work):_____

_____

APPENDIX B

RESEARCH STUDY CONSENT FORM

"An Examination of the Needs and Experiences of First Year Teachers Participating in the Georgia Teacher Alternative Preparation Program in Middle Georgia."

Research conducted by: Jenny Ogden Scarborough, Ed.D. Candidate
Georgia Southern University

Dear Georgia Teacher Alternative Preparation Program Participant (GTAPP),

In accordance with the guidelines set forth by the Georgia Southern Institutional Review Board (IRB), this letter is documentation of your consent to participate in the above identified study. In an effort to complete my Doctoral Candidacy, I have chosen to conduct a qualitative research study on the experiences and unmet needs of GTAPP teachers in an effort to identify information that may assist in their current and future success as Georgia teachers.

As part of this study, you will participate in an interview that will last a minimum of 45 minutes, not to exceed an hour and thirty minutes. Additionally, you will complete a demographic profile sheet to be used in analysis of the data. Each interview will be conducted under a pseudo name, and the transcriptions will be kept in a secure environment. Great care will be taken to keep all information confidential in an effort to minimize any risk. As your participation is completely voluntary, you have the right to review, edit, and/or withdraw your interview at anytime during the course of this process.

You must be 18 years of age or older to consent to participate in this research study. If you consent to participate in this research study and to the terms above, please sign your name and indicate the date below. You will receive a copy of this consent form to keep for your records.

Title of Project: "An Examination of the Needs and Experiences of First Year Teachers Participating in the Georgia Teacher Alternative Preparation Program in Middle Georgia."
Principal Investigator: Jenny Ogden Scarborough, 4855 Rivoli Drive, Macon, GA 31210; (478) 390-6408; gagirl2108s@aol.com; jscarborough.rutlandhs@bibb.k12.ga.us
Faculty Advisor: Dr. Linda Arthur, College of Education, P.O. Box 8131,Department of Leadership, Technology, and Human Development, Georgia Southern University, Statesboro, GA 30460-8131, (912) 681-0697, larthur@georgiasouthern.edu

_____   _____

Participant Signature   Date

I, the undersigned, verify that the above informed consent form has been followed.

_____   _____

Investigator Signature   Date

APPENDIX C

INTERVIEW GUIDE

INTERVIEW GUIDE

**"An Examination of the Needs and Experiences of First Year Teachers
Participating in the Georgia Teacher Alternative Preparation Program
in Middle Georgia."**
Research conducted by: Jenny Ogden Scarborough, Ed.D. Candidate
Georgia Southern University

**Research Question #1: What needs of first year GTAPP teachers in Middle
Georgia have been met with regard to administrative support, instruction
preparation, and collegial support?**
**Research Question #2: What needs of first year GTAPP teachers in Middle
Georgia have not been met with regard to administrative support,
instruction preparation, and collegial support?**

1. Briefly tell me about your decision to become a GTAPP teacher. Why did you become interested in teaching?
2. What is the most positive experience you have had in your training, in your classroom, and at your school?
3. Name two things you wish you had known about teaching before you entered the profession.
4. What administrative support have you received during your first year as a GTAPP teacher?
5. What administrative support did you not receive that you wish you had?
6. What type of instruction preparation did you find particularly helpful as a first year teacher?
7. What instructional preparation do you wish you had received that would have made you more successful during your first year?
8. What collegial support have you received during your first year?
9. What collegial support do you wish you had received that would have made you more successful during your first year?
10. In your opinion, what are the strengths and weaknesses of GTAPP?
11. What advice would you give a new GTAPP teacher now that you have the first-year behind you?