A Program Evaluation of Cardinal Stritch University's
Undergraduate Teacher Education Program

by

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Doctor of Philosophy degree in
Leadership for the Advancement of Learning and Service

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Cardinal Stritch University

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Dissertation Approval

As members of the dissertation committee for Freda Renee Russell, and on behalf of the Doctoral Program at Cardinal Stritch University, we affirm that this report meets the expectations and academic requirements for the Ph.D. degree in Leadership for the Advancement of Learning and Service.

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Anthea Bojar, Ph.D.
Acknowledgements

I want to first give thanks to God for allowing me to see His love for me through my parents. As a child growing up in a military family, I saw and respected the example of leadership set by my parents. Secondly, I want to thank God for giving me a husband with a personality and way of thinking that is contrary to my personality and way of thinking. I have come to realize that because of him I am prospering in many areas of my life much more than I would have being married to myself. Third, I thank God for giving me three of the most precious children a mother could have (Sheena, Krista and Luke). They were no accidents and came at a perfect time for me. I remember somehow knowing their genders and personalities before I actually laid eyes on them. They are beautiful, imperfect and maturing in leaps and bounds into healthy adults with a good moral compass. Fourth, I thank God for assembling a great dissertation committee that consisted of: Dr. Peter Jonas-Chair, Dr. JoAnne Caldwell, Dr. Mae Beard, and Dr. Haydee Smith, whom supported me throughout my dissertation journey. Finally, I want to thank God for putting people in my life that tried to destroy my spirit, because in actuality I became more determined to achieve. My elementary teacher didn’t think I was smart enough because I was black. My middle school teacher didn’t think I was good enough because my family was financially poor. My high school counselor told me he was really surprised that we (black kids) completed high school. Through it all, I will “run with endurance the race that is set before me” (Hebrews 12:1).
Abstract

The purpose of the research was to study the effectiveness of Cardinal Stritch University’s Undergraduate Teacher Education Program in preparing its graduates to teach all children. The researcher framed the study around four areas of concern common to beginning teachers from the research and literature: (a) curriculum, instruction and assessment [teaching practice]; (b) ability to teach diverse learners [diversity]; (c) navigating the school environment [school culture]; and (d) having opportunities for professional growth [professional development]. The researcher utilized a program evaluation design as the research methodology, which is a mixed-method approach, allowing for a systematic process of assessing the quality through surveys of beginning teachers, principals and mentor teachers, interviews with principal and mentor teachers, and document analysis of key program benchmarks to further explain findings and the extent in which the program contributed to those results. The following questions guided the study:

1. Are the graduates performing at the expected level of proficiency for beginning teachers, based on the Wisconsin Teacher Standards?
2. How did the responses of the graduates compare or contrast to that of the principals and mentor teacher responses?
3. What role, if any, did teacher mentoring play in the graduates' preparation to teach all children?
4. In the schools where the formal mentoring process was evident, what other factors contributed to beginning teacher proficiency?
Findings suggested that beginning teachers are least prepared in the area of school culture. School culture is defined as a group’s shared beliefs, values, traditions, and ways of interacting with one another, that gives the school a “climate” or feel. It is the “way they work” that is known to its members and may be hidden to new members. Beginning teachers struggled specifically in the areas of classroom management, balancing workload, and connecting with other teachers and the community. Beginning teachers, principals and mentor teachers described the struggle as “treading water” and feeling overwhelmed with the responsibilities of the classroom and student learning. The beginning teacher's lacked understanding of the culture of the school, which created an inability to prioritize what was important; to develop a vision for what "good" teachers do and what good teaching is. The implications for teacher preparation are a commitment to strong school-university partnerships that allow college faculty and K-12 faculty to develop integrated approaches to teacher preparation and a continuum of teacher development for all professional educators.
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CHAPTER ONE: INTRODUCTION

Background of the Study

The mission of the College of Education and Leadership is to transform lives and communities by preparing leaders for learning and service (Cardinal Stritch University [CSU], 2006). The Undergraduate Teacher Education Program at Cardinal Stritch University developed the conceptual framework: “Devoted to building knowledge, practice and service;” where standards of professional practice and performance assessments are used to guide all classroom content and field experiences. Public concern about the quality of teachers entering the classroom has encouraged national and state teacher education accreditation organizations, such as the National Council of Accreditation of Teacher Education (NCATE), and the Wisconsin Department of Public Instruction (WDPI), to revise their standards and call for Institutions of Higher Education (IHE) with teacher preparation programs to provide evidence of systematic follow-up studies of graduates seeking teacher certification and licensing.

Consequently, the United States Department of Education, and other foundations that support institutions of higher education, require that schools of education be evaluated on the basis of graduates’ performance on licensing tests, the effectiveness of teaching abilities in the classrooms and the achievement of their graduates as beginning teachers (Darling-Hammond, 2006). In July, 2004, the Wisconsin Department of Public Instruction (WDPI, 2000) required all professional education programs to: (a) develop a plan to follow-up on the performance of graduates for use in assessment of both initial [undergraduate] and advanced [graduate] programs, (b) provide documentation on the follow-up plan, which demonstrates what information has been collected and how the
information will be used, and (c) develop a plan for assisting graduates and demonstrate how this plan has contributed to initial educator success.

Statement of the Problem

Follow-up studies of graduates from teacher education programs are mainly used to evaluate the program’s impact on the graduate’s ability to teach. Most follow-up studies generally use one or two strategies to estimate the contributions of teacher education programs. Either they ask beginning teachers to assess the merits of particular courses within the program or they asked these teachers to assess their own ability to teach after having completed a program (Kennedy, 1999). Overall, follow-up studies depend solely on beginning teachers’ perception of their knowledge and skills, which is a limitation to studies for a number of reasons. First, teacher self-assessment may be influenced by emotional reactions to the typical feelings of being overwhelmed in the first few years of practice. Secondly, the researchers can not determine the accuracy of the teacher’s ability to recall what they know or were able to do years earlier. Thirdly, the researchers fail to take the teaching context into account. Some school environments are more challenging than others and demand teaching practices that were different from those emphasized in the teacher preparation program (Kennedy, 1999). In some schools, less assistance is provided for new teachers in areas of curriculum, assessment, management of student behaviors and teaching to diverse populations of students (Liston, Whitcomb, & Borko, 2006). The extent to which any of these variables might influence teacher perceptions of preparedness, make the findings more difficult to interpret.

Educational reform organizations such as the Council for Exceptional Children [CEC], 2003; Interstate New Teacher Assessment and Support Consortium [INTASC],
2001; U.S. Department of Education, 2001; National Council for Accreditation of Teacher Education [NCATE], 2002, and federal laws such as the Individuals with Disabilities Education Improvement Act [IDEIA], 2004; have increased the emphasis on the need for beginning teacher follow-up studies. The information obtained from beginning teachers is critical for university teacher preparation programs, state departments of education, and school districts, in order to prepare and retain highly qualified teachers who are prepared to meet the educational needs of all students (D'Aniello, 2008).

According to Poister (2004), one of the big issues in public and non-profit organizations is the question of how to measure program effectiveness. Program evaluation is a “systematic operation of varying complexity involving data collection, observations and analyses, and culminating in a value judgment with regard to the quality of the program being evaluated, considered in its entirety, or through one or more of its components” (Mizikaci, 2006, p. 38). Program evaluation is important in determining how, and to what extent, assessment systems are effective in educational practices and outcomes. Standards against which program outcomes will be assessed need to be established, and integrated into the evaluation system. Statistical analysis, review of program documents, and qualitative research methods should also be used in order to provide deeper analysis, and end up with valid and well-substantiated conclusions about the effectiveness of the program (Mizikaci, 2006).

History of the Problem

Since the publication of *A Nation at Risk* (National Commission on Excellence in Education, 1983), and three reform documents, *A Call for Change in Teacher Education*
(National Commission on Excellence in Teacher Education [NCETE], 1985, *Tomorrow’s Teachers* (Holmes Group, 1986) and *A Nation Prepared: Teachers for the 21st Century* (Carnegie Forum, 1986), dialogue on school improvement evolved into debates regarding the improvement of teacher preparation programs (Wise and Leibrand, 2000). The focus shifted from concerns with the lack of curriculum standards and academic rigor to the quality of teacher preparation. From these reports emerged what has come to be known as the “standards movement.”

*The Standards Movement*

In the late 1980s, three standards movements grew out of reformist ideas to shape today's redesigned school of education in accredited institutions.

The content knowledge standards movement created a framework for core knowledge in the various fields of teaching. Student standards followed and these were followed by standards for what teachers should know in order to help students reach the challenging goals set for them by the student standards. (Wise & Leibrand, 2000, p. 616)

The focus on teacher standards and teacher quality was followed with a focus on student achievement that arose from research findings from assessment organizations such as the National Assessment of Educational Progress (NAEP) and the Third International Mathematics and Science Study (TIMSS). As policy makers lamented over low test scores of American students across the nation, it brought the issue of teacher quality into the debate. Preparing teachers who can bring classrooms of students with diverse needs to achieve at high academic levels created a new agenda for education policy makers. As the standards movement became mainstreamed, reformers began to analyze ways to
determine whether teachers, administrators, and students have met the standards (Wise & Leibrand, 2000).

In the teaching profession, determining whether teacher candidates - and teachers and administrators - have met standards is to be ascertained through performance assessment. This is where the field stands as it enters the new century. The focus is on finding reliable and valid ways to assess teachers' performance - the ability to integrate content with ways to teach it to students in the diverse classrooms of today. Policy makers are looking for evidence that teaching has made a difference. (p. 617)

Institutional Accountability and Accreditation

Accreditation, licensing, and advanced certification standards were developed as an interconnected system to ensure quality of teaching preparation and professional development (Wise, 1999). With the impact of the No Child Left Behind Act (2001) and the increased rigor of national accreditation standards, teacher education programs are being forced to design and implement assessment systems that evaluate program outcomes through multiple measures that can systematically assess the quality of the knowledge and skills of the teacher candidate and beginning teacher. “Teacher education programs must demonstrate how program requirements are in fact adding value to the teacher candidates as they matriculate through teacher preparation programs” (Ruesser, Butler, Symonds, Vetter, & Wall, 2007, p. 105).

National Council for the Accreditation of Teacher Education (NCATE)

The NCATE accreditation council developed standards, policies, and procedures allowing for a systematic assessment of all teacher education programs in order to ensure
the public that graduates of these institutions have the knowledge, skills, and dispositions needed to teach all children and that the institutions of higher education (IHE) remain current, relevant, and competent. NCATE derived its standards from the consensus of what the teaching profession believed to be critical components to teacher effectiveness that impacted student learning. Prior to the year 2000, accredited institutions’ effectiveness was measured mainly by reviewing the teacher education program’s curriculum and implementation. Currently, the new standards have taken into consideration the program outcomes and the results of external data confirming the competence of graduates (National Council for Accreditation of Teacher Education [NCATE], 2006, p. 105).

The NCATE standards are divided into two sections. The first section includes candidate performance (Standards 1 and 2) and focuses on learning outcomes. Institutions must provide evidence that teacher candidates are growing in the knowledge, skills, and dispositions necessary to increase student learning in kindergarten through twelfth grade schools in the United States.

**Standard 1: Candidate Knowledge, Skills, and Professional Dispositions**

Candidates preparing to work in schools as teachers or other school professionals know and demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.
Standard 2: Assessment System and Unit Evaluation

The unit has an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the performance of candidates, the unit, and its programs.

(National Council for Accreditation of Teacher Education, 2008)

The second section (Standards 3, 4, 5, and 6) focuses on unit capacity and address the components of the teacher education program that support teacher candidate learning.

Standard 3: Field Experiences and Clinical Practice

The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school professionals develop and demonstrate the knowledge, skills, and professional dispositions.

Standard 4: Diversity

The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and P–12 school faculty, candidates, and students in P–12 schools.

Standard 5: Faculty Qualifications, Performance, and Development

Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance. They also collaborate with colleagues in the disciplines
and schools. The unit systematically evaluates faculty performance and facilitates professional development.

Standard 6: Unit Governance and Resources

The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards. (National Council for Accreditation of Teacher Education, 2008)

State Department of Public Instruction (DPI)

Under the Wisconsin Administrative Code PI-34 (Department of Public Instruction [DPI], 2005, PI 34.06), institutions that offer teacher education programs leading to licensure in Wisconsin must present to the state superintendent, written evidence that their programs met the new requirements for students who graduated from the institution after August 31, 2004. The written evidence included: (a) the institution's relevant policies and practices affecting the preparation of teachers; (b) the institution's conceptual framework for preparing educators, including the research that supported the program; (c) the institution's evaluation of its performance and outcomes as they related to the teacher standards; (d) the institution's assessment system used to evaluate teacher candidate quality and how the assessments were used to make programmatic changes; (e) the institution's report of the pass rate of their graduates on the teacher certification or licensure assessments required by the state and; (f) the institution's evidence of systematic, ongoing collaboration with employers of schools who hired the graduates.
Current Status of the Problem

The 20th century, American factory-model that governs the current school system offers little opportunity for teachers to make connections with students over long periods of time, nor spend time with co-workers in curriculum planning and implementing instructional strategies that increase student learning in the classroom. The reality of 21st-century schooling in America is more complex than in previous centuries, where teachers were expected to prepare a small percentage of students for ambitious intellectual work (Darling-Hammond, 2006). Education for all citizens has become increasingly important for the prosperity of a nation, which demands that teachers be co-contributors to the learning outcomes of children. What about the lives of our children? According to Darling-Hammond (2006), most beginning teachers will enter classrooms where about 25% of the children live in poverty, 10% to 20% are identified as having learning disabilities, 15% speak a primary language other than English, and approximately 40% of the children are from racial/ethnic groups of diverse cultural traditions, including immigrants from dissimilar educational systems. The implications are that colleges and universities must develop teacher preparation programs that enable teacher candidates to gain the knowledge and skills needed to effectively teach all children. The institutions must also be able to evaluate the success of their graduates as beginning teachers in order to make valid and well-substantiated conclusions about the effectiveness of their programs (Darling-Hammond, p. 2006).

Undergraduate Teacher Education Program at Cardinal Stritch University

Cardinal Stritch University is the second largest of the 20 independent colleges and universities in Wisconsin and the largest of 21 Franciscan Catholic-sponsored
institutions in the nation with four established Colleges: the College of Arts and Sciences, the College of Business, the College of Education and Leadership, and the College of Nursing. Cardinal Stritch University is located in the Milwaukee area. Milwaukee is the largest city in Wisconsin and the 17th largest city in the nation. Census data from 2000 lists the diversity of the city as 49 percent Caucasian, 37 percent African-American, 12 percent Hispanic, 3 percent Asian, 1 percent Native American, and 6 percent other.

Cardinal Stritch University (CSU) has been continually accredited by the Higher Learning Commission of the North Central Association. The College of Education and Leadership (COEL) has been accredited by the Wisconsin State Department of Public Instruction and the National Council for the Accreditation of Teacher (NCATE) Education since its inception 50 years ago. The COEL comprises three specialized schools: the School of Education, the School of Leadership, and the School of Urban Initiatives. The three schools are united by a common mission, which is to transform lives and communities by preparing leaders for learning and service.

The vision of the School of Education (SOE) is to prepare and support professionals who create and sustain high standards of reflective practice, understand and respect the capacity of all individuals to learn, and value the diversity of a global society. The school is guided by the following four principals:

1. Develop a professional knowledge base that continually informs, guides and reflects upon practices.

2. Incorporate opportunities of emerging technological advances into the overall curricular thinking.
3. Prepare learners and educators to contribute to a global society as part of a learning community.

4. Develop innovative, interdisciplinary programs that address the educational needs of the greater community.

The SOE offers teacher education programs at the undergraduate and graduate levels in a variety of disciplines, in addition to a broad selection of programs for practicing teachers to extend their certification into other content or specialty areas within the teaching profession.

The Undergraduate Teacher Education Program within the School of Education is a program of professional preparation and field experiences in grades kindergarten through twelve (K-12), leading to a Bachelor of Science (elementary teachers) or Bachelor of Arts (secondary teachers) in Education. Its purpose is to assist teacher candidates with the core ideas and broad understanding of teaching and learning that enable them to be responsive classroom teachers (Bransford, Darling-Hammond, & LePage, 2005). Students admitted to the program are expected to have a GPA of at least 2.75 in all course work and a passing score on at least two of the Pre-Professional Skills Test (PPST) in the content areas of reading, writing and mathematics, which is mandated by the Wisconsin Department of Public Instruction (Wisconsin Department of Public Instruction [WDPI], 2000, p. 176). Students in the intermediate sequence of the program are expected to maintain an overall GPA of at least 3.0 in all course work and field experiences and have passed all three subtest of the PPST. Throughout the intermediate sequence, teacher candidates are placed in K-12 classrooms, where they are coached, mentored and evaluated by classroom teachers and college instructors, as they teach for
portions of the school day. Students entering the final sequence of the program are expected to have a GPA of 3.0 in all education courses, have passed all state-mandated teacher licensing exams, which include Praxis I (PPST) and Praxis II exams in specific content areas, which is also mandated by the WDPI (2000). They are fully immersed in K-12 classrooms as student teachers and are expected to show increased proficiency in the knowledge, skills and dispositions of professional practice and the capacity to reflect on and evaluate their learning, as stated in the ten Wisconsin Standards for Teacher Development and Licensure:

1. *Teachers know the subjects they are teaching.*
   The teacher understands the central concepts, tools of inquiry, and structures of the disciplines she or he teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.

2. *Teachers know how children grow.*
   The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.

3. *Teachers understand that children learn differently.*
   The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.
4. *Teachers know how to teach.*

The teacher understands and uses a variety of instructional strategies, including the use of technology, to encourage children's development of critical thinking, problem solving, and performance skills.

5. *Teachers know how to manage a classroom.*

The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

6. *Teachers communicate well.*

The teacher uses effective verbal and nonverbal communication techniques, as well as, instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.

7. *Teachers are able to plan different kinds of lessons.*

The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.

8. *Teachers know how to test for student progress.*

The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.

9. *Teachers are able to evaluate themselves.*

The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on pupils, parents, professionals in
the learning community and others and who actively seeks out opportunities to grow professionally.

10. *Teachers are connected with other teachers and the community.*

The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well-being and acts with integrity, fairness and in an ethical manner. (p. 176)

*Assessment System*

Along with the growing interest in performance based assessment, where teacher candidates are expected to demonstrate proficiency in the teacher standards, there has also been interest in the use of "authentic assessments" as student performance (Sandoval & Wigle, 2006). Rather than the use of paper-pencil assessments to determine students’ knowledge and skills, authentic assessments measure the knowledge and skills by having students perform tasks that mirror the priorities and challenges of their profession.

The goal of authentic assessment is to facilitate quality work on the part of all students rather than sorting and ranking students on the basis of test scores. When student performance is assessed authentically, expectations about the tasks that will be used, standards for various levels of performance, and how student performance will be scored are communicated clearly to students before they are assessed. The improvement of student performance as well as outcome achievement is emphasized. Authentic assessment presents the learner with multiple opportunities for practice and improvement, so multiple assessments at multiple points in time, becomes integral parts of the teaching/learning process. With authentic assessment student self-assessment is expected and students are
provided with opportunities to inspect, reflect, and evaluate their own work.

(Sandoval & Wigle, 2006, p. 641)

The Undergraduate Teacher Education Program at CSU includes an assessment system that provides opportunities for the teacher candidate to “analyze and reflect on examples of teaching and products of student learning … using real' classroom artifacts” (Darling-Hammond, Hammerness, Grossman, Rust & Shulman, 2005, p. 426). It includes a portfolio benchmark process that incorporates three “benchmarks,” or expected levels of proficiency, at specific points in the program in order for teacher candidates to advance to the next level of courses, eventually leading to program completion.

**The Portfolio Benchmark I.** The benchmark I assessment is the beginning of the portfolio process, where the teacher candidates evaluate their ability to communicate effectively both verbally and nonverbally through oral presentations, lesson plans and the ability to examine their professional growth through interactions with instructors, cooperating teachers, and peers.

**The Portfolio Benchmark II.** The benchmark II assessment consists of collections of artifacts from the advanced level courses and detailed evaluations from cooperating teachers regarding the candidate’s ability to teach children. This allows teacher candidates to evaluate and reflect on their knowledge, skills, and dispositions in the areas of (a) classroom culture and communication, (b) instruction and assessment, and (c) planning and preparation for teaching. Prior to advancement to benchmark III, all teacher candidates must have at least a 3.0 GPA and have passing scores on the Praxis II tests, which measure general and subject-specific knowledge and teaching skills.
The Portfolio Benchmark III. The benchmark III assessment is the final evaluation, prior to program completion, which enables teacher candidates to demonstrate their professional knowledge and expertise at the level of proficiency required by the State of Wisconsin Teacher Licensing for initial educators (WDPI, 2000, p. 176). At this point in the program teacher candidates are expected to complete twenty weeks of student teaching in teaching levels and content areas of their certification. These student teachers are formally evaluated by their cooperating teachers and university supervisors in weeks four, eight, fourteen and eighteen of their student teaching semester.

End of course evaluations (EOC) and End of program (EOP) evaluations. The EOC and EOP evaluations are completed by teacher candidates at the conclusion of each teacher education course, as well as the end of the program; in which they are asked to evaluate the effectiveness of the teaching faculty, curricular content, and pedagogy. The Office of Institutional Research at Cardinal Stritch University scans the surveys and summarizes the results according to the percent of agreement using the following categories: Strongly Agree, Agree, No Opinion, Disagree, Strongly Disagree and Not Applicable. The findings are used not only to document and improve organizational support, but also to inform faculty, staff and other stake holders when considering new program development and revisions of current programs.

Research and Actions Related to the Problem

There are historical benchmarks or actions in the evolution of teacher education as it relates to the accountability of teacher preparation in the United States. A comprehensive review of these and other historical benchmarks, and research regarding institutional accountability are provided in Chapter Two.
Medical Education and Law Reform

The American Medical Association was formed in 1847 followed by the American Bar Association in 1878. Both included national councils that regulated and accredited preparation programs on the state and local levels (Cesar & Smith, 2005). The reform evolved from landmark reports that pointed out weaknesses in the quality of research and professional practices that prevailed in the early twentieth century.

National Education Reform

The U.S. Department of Education's National Commission on Excellence in Education published the report, *A Nation at Risk* (1983), documented that primary and secondary education in the United States had achievement gaps that were greater than many other industrialized nations and predicted problems in global competitiveness if our education system did not improve. The report recommended the adoption of measurable content standards and high expectations for academic performance for students in elementary schools, secondary schools and colleges. The report also recommended giving teachers stronger preparation in their major areas of expertise, and holding leaders and elected officials accountable for the establishment and implementation of the restructuring process.

The Interstate New Teacher Assessment and Support Consortium (INTASC), created in 1987, is a consortium of state and national education agencies and organizations devoted to the reform of preparation, licensing, and on-going professional development of teachers. The consortium articulated professional standards for the “common core” of teaching knowledge, skills and dispositions that should be required by all beginning teachers.
Goals 2000: Educate America Act (1994), provided funding to states and local school districts to develop and implement education improvement plans that focus on improving academic student for all students in grades K-12. The national education goals helped to guide state and local education systems through the establishment of common content standards (Paris, 1994).

The No Child Left Behind (NCLB) Act was signed into law January 8, 2002 under the leadership of President George Bush Jr. and was the latest revision of the 1965 Elementary and Secondary Education Act (ESEA). The overall purpose of the law was to improve the performance of America's school system in grades kindergarten through twelve, while concurrently ensuring that no child is trapped in a failing school (sec. 9302).

Follow Up Studies on Beginning Teachers

Veenman's (1984) meta-analysis of 84 international studies was most widely published and well known as one of the “ground-breaking” studies that examined beginning teacher concerns and struggles as they entered the teaching profession. He identified the most frequently perceived problems of beginning teachers.

Feiman- Nemser (2001) categorized and described the expectations of beginnings after examining the struggles of new teachers in their classrooms. She concluded that the preservice experience laid a foundation and offers practice in teaching, yet did not compare to the first encounter with real teaching, when the beginning teacher stepped into her own classroom.
Need for Further Study of the Problem

Further study was needed to extend the research on graduate follow-up studies through the implementation of a comprehensive program evaluation. Quantitative and qualitative data were systematically collected from graduates, employers and mentor teachers within the professional community. Documents that assessed teacher candidate knowledge and performance throughout the program were also analyzed. This comprehensive approach was used to: (1) examine key structures of the program in enough detail, so that its likely influences on the program outcomes can be identified and assessed, (2) improve the quality of teacher preparation within the traditional four-year, undergraduate program and, (3) provide the basis for program reform.

Purpose of the Study

The purpose of this study was to evaluate the effectiveness of Cardinal Stritch University’s Undergraduate Teacher Education Program in preparing beginning teachers to teach all children. Darling-Hammond et al. (2005) wrote:

Reformers have increasingly realized that the education faculty members are not the only professionals responsible for teacher preparation. … In fact, teaching candidates often need to integrate four alien worlds: the departmentalized world of the arts and science disciplines; the pedagogical world of colleges of education; the world of school practice, where children and other teaching colleagues learn and work; and the world of children’s communities, where the children and families live. …no teacher education program can succeed without the involvement of all of these. (p. 456)
The researcher conducted a program evaluation of Cardinal Stritch University’s Undergraduate Teacher Education Program to determine the impact of the program on beginning teacher proficiency, based on the Wisconsin Teacher Standards. The following research questions guided the study:

1. Are the graduates performing at the expected level of proficiency for beginning teachers, based on the Wisconsin Teacher Standards?

2. How did the responses of the graduates compare or contrast to that of the principals and mentors responses?

3. What role, if any, did teacher mentoring play in the graduates’ preparation to teach all children?

4. In the schools where the formal mentoring process was evident, what other factors contributed to beginning teacher proficiency?

Approach of the Study

The program evaluation process utilized both a quantitative and qualitative research approach. This mixed methods approach in the collection of data enabled the researcher to compare and confirm findings from different data sources. A sequential data collection was carried out in three phases (Creswell, 2007). The first phase employed surveys, collecting data from the three sample populations of Cardinal Stritch University graduates, employers, and mentor teachers from school districts throughout Southeastern Wisconsin. The second phase involved the collection of information through interviews with principals and mentor teachers from urban and suburban school districts within the greater Milwaukee area. The third phase included the collection of teacher candidate
assessments as they were admitted to the University, admitted to the Undergraduate Teacher Education Program, and progressed through the program.

Signature of the Study

The significance of the study lies within the fact that although much research has confirmed common struggles of beginning teachers, the process of collaboration and transformation within the larger learning community, in order to design effective teacher preparation programs, poses many challenges (Darling-Hammond et al., 2005). The second source of significance of this study lies in the increase demand by national and state legislators, foundations, organizations, and other funding agencies to implement comprehensive program evaluations that measure and monitor performance and report findings on program effectiveness (Newcomer, Hatry and Wholey, 2004).

The results, findings and recommendations of this study will help Cardinal Stritch University evaluate its Undergraduate Teacher Education Program for possible programmatic revisions, prepare teachers for 21st Century learners, assist teachers in professional development, validate program changes, and lay a foundation for the development of the new undergraduate teacher preparation program. Although this study focused on the Undergraduate Teacher Education Program at Cardinal Stritch University, the results, findings and recommendations may also be useful to other “traditional” Undergraduate Teacher Education Programs in colleges and universities throughout the State of Wisconsin, as well as nationally.
Limitations of the Research

1. The study focused on Cardinal Stritch University’s traditional undergraduate program and generalizations to non-traditional programs will be limited.

2. The population of graduates from Cardinal Stritch University’s Undergraduate Teacher Education Program is less than 100 per year.

3. The study included graduates’ perception of their preparedness as beginning teachers, which may or may not be an indication of actual impact.

There was potential bias in the study due to the fact that the researcher was a full-time faculty member in the College of Education and Leadership at Cardinal Stritch University. However, steps were taken to remove bias from the study through triangulation of the data.

Vocabulary of the Study

Assessment is the process of collecting, synthesizing, and interpreting information to assist the teacher in classroom decision making; includes information gathered about students, instruction, and classroom climate (Airasian & Russell, 2008).

Beginning Teacher is an educator who has successfully completed an approved teacher education program, is licensed by the state department of public instruction, and has been teaching in either an elementary school, middle school or high school classroom for only one or two years.
Cooperating Teachers are licensed school professionals who supervise students during their clinical experiences, in cooperation with the college or university supervising staff (WDPI, 2000, p. 176).

Clinical Experience is supervised experiences in a school setting which provide practical experience for the students enrolled in a teacher education program, including pre-student teaching, student teaching, practicum and internships (WDPI, 2000, p. 176).

Curriculum is the knowledge, skills, performances, attitudes, and values students are expected to learn from the school (Airasian & Russell, 2008).

General education program is that component of the college or university baccalaureate degree program in teacher education, which emphasizes the study of the behavioral and social sciences, fine arts, humanities, natural sciences, and mathematics (WDPI, 2000, p.176).

Initial Educator is an individual or beginning teacher, who has successfully completed an approved program and was licensed by the department for the first time in a particular teaching level or category (WDPI, 2000, p. 23).

Institution of Higher Education "IHE" means an institution of higher education that is an accredited, four-year, and baccalaureate degree granting institution (WDPI, 2000, p. 176).

INTASC is the Interstate New Teacher Assessment and Support Consortium, established to encourage collaboration among state departments of education, in rethinking teacher assessment for teacher preparation, licensing and induction into the profession.
Mentor is a “veteran” teacher who is trained to provide support and assistance to a beginning teacher throughout his/her first year of classroom teaching.

National Council for Accreditation of Teacher Education (NCATE) accredits schools, colleges, and department of education (professional units) in U.S colleges and universities (NCATE, 2006, p. 1).

Portfolios are a collection of on-going, documented evidence that demonstrates developing teaching performances in the areas of knowledge, skills and or dispositions, which leads to proficiency.

Professional Development is a formal and informal means of helping teachers not only reflect on their teaching practice but also explore new or advanced understandings of content, teaching methods and research, in order to improve professional practice.

School Culture is the practices, behaviors, values and beliefs that are shared by a human group within a school community. This population consists of school employees, students, parents and members of the local community.

Student Teaching is actual teaching practice through observation and participation, under the direction of a college or university supervisor of student teachers and a cooperating teacher (WDPI, 2000, p. 176-1).

Teacher Candidate is an individual enrolled in a professional teacher education program leading to teacher licensure.

Ten Teacher Standards. According to the Wisconsin Department of Public Instruction, in order to receive a license to teach in Wisconsin, an applicant shall complete an
approved program and demonstrate proficient performance in the knowledge, skills, and dispositions under these ten standards.

Wisconsin Department of Public Instruction (WDPI) is the governing body that sets policy, procedures and standards of practice for the state of Wisconsin’s teacher education programs and professional practice.

Summary and Forecast

This introductory chapter presented an overview of the study through description of the background, purpose, approach, significance, limitations, and vocabulary of the research. Chapter Two explains the theoretical framework of the study through a review of literature related to the research questions. Chapter Three describes the research design employed to conduct the study, with particular attention to methodology and technique applied to data collection and analysis. Chapter Four presents the study results in the form of data generated and analyzed through application of the research design. Chapter Five presents a discussion of study findings and conclusions related to the research questions and reviewed literature. This concluding chapter also addresses the implications of the findings for practice and research, as well as leadership, learning, and service.
CHAPTER TWO: LITERATURE REVIEW

Organization of Review

Preparing teachers for the classroom means that schools, colleges or departments of education are assuming a national and state function, which has become extremely controversial as legislators and educational organizations address public concerns about the quality of education for American children in public schools. The purpose of this study was to evaluate the effectiveness of the Undergraduate Teacher Education Program at Cardinal Stritch University and the impact it had on the graduates who were beginning teachers. It is imperative that stakeholders understand the impact of the work in teacher preparation programs. When beginning teachers enter the classroom, it is important to know what happens when they come face-to face with students, families, and other members of the school community. It is also important to know how they utilize the knowledge and skills that they learned in the teacher education program and determine what impact it has on K- 12 student achievement. This chapter begins with a brief history of the shift in legislative policy-making that transformed teacher education on national and state levels. The second section of the chapter provides a review of the literature addressing what beginning teachers should know and be able to do. It introduces the theoretical framework and provides a review of the literature, research, and theory related to the challenges of beginning teachers. It is organized according to the researcher’s findings of common struggles. The third and final section provides a review of the literature related to current challenges of assessing the effectiveness of teacher education programs.
Normal Schools and Teacher Colleges (Late 1800s- Early 1900s)

Normal schools were established in the late 1800s and early 1900s, specifically to educate and train teachers. The concept of normal schools began in Europe and later spread to the United States as public education became prominent. Beginning in the state of Massachusetts, the schools, modeled from the training of teachers in Europe, featured instruction in the “norms-standards,” principles, and rules of teaching; consequently, they bore the French name “Normal School” (Odgen, 2004). In 1839, Massachusetts established the first state normal schools, and then Connecticut and New York followed. During the 1890s, the schools in Albany, New York, and Michigan adopted the name, "normal college." During the 1920s and 1930s, as normal schools began to offer four years of college work and grant bachelor's degrees, the title of "normal school" was replaced with "teachers college" (Ogren, 2003). By 1920, there were more than 180 state normal schools, located in New England, the mid-Atlantic states, the Midwest, California, many southern states, and eventually were spread throughout the country. State normal schools, which provided elementary-level teacher certification, were considered low-status institutions of higher education. However, by the end of the nineteenth century, many states began to look to the normals to prepare teachers for demanding positions in high schools, which became an opportunity to gain some prestige. In the 1940s, the push of World-War II veterans seeking higher education training in a variety of academic fields helped to fuel the normals' quest for status. As a result, the 1940s, 1950s, and 1960s witnessed another flurry of name changes as the former normals began to drop teacher education as their primary purpose and added more prestigious
programs, which enabled them to become state colleges and eventually state universities (Ogren, 2003).

Enrollment and Admission. Normal schools, which dominated elementary teacher education in the U.S. well into the 20th century, enrolled a majority of women, which was consistent with the schools' official mission of preparing students for the female-dominated profession of teaching (Ogren, 2003). However, once they became state teachers colleges and later regional state universities, they began to employ an increasing number of faculty members from a wide variety of disciplines, which included mathematicians, historians, and philosophers (Bohen and Null, 2007).

Admission requirements at state normal schools varied. Many did not require students to be high-school graduates unless it was mandated for most residents of their states. Others required admission examinations, but prospective students could present teaching credentials or diplomas instead of taking the exam. Exams from previous years were published in normal-school catalogues so that applicants could prepare for future admission.

Curriculum and Instruction. The curriculum offered basic and more advanced studies in academic disciplines as well as teaching methods, where the students focused on the core subjects of mathematics, the sciences, history and civics, English and language arts (Ogren, 2003). By the 1950s, normal schools were obsolete, and teachers’ colleges evolved into departments within state colleges and universities, where practitioners were replaced by university faculty who had little to no experience teaching in elementary, middle and high school (K-12) settings. “And, unlike medicine and other developed professions, teacher education exists in a more highly politicized regulatory
environment in which standards for accreditation, licensing, and certification are substantially governed by political bodies rather than by the profession itself" (Darling-Hammond et al., 2005, p. 451).

*The Flexner Report on Medicine (1910)*

Philanthropic foundations such as Rockefeller and Carnegie have played crucial roles in the research and development of standards of professional education and practice. The American Medical Association was formed in 1847 followed by the American Bar Association in 1878. Both included national councils that regulated and accredited preparation programs on the state and local levels (Cesar & Smith, 2005). In the twentieth century, the Flexner report on medicine (1910), commissioned by the Carnegie Foundation, identified the discrepancies within the teaching at medical schools in the US. Prior to the twentieth century, most medical education in the United States was administered using models such as apprenticeships, where hands-on instruction was facilitated by a local practitioner; proprietary schools, taught by physicians who owned the medical college; or a university system, where students received clinical training at lecture halls and hospitals. Because of differences in the educational training of medical students, clinical practices of physicians in America at the turn of the 20th century varied greatly (Beck, 2004). The American Medical Association (AMA) decided to eliminate schools that failed to adopt a systematic application and practice of laboratory experimentation and hands-on care within clinical settings. The Carnegie Foundation for the Advancement of Teaching was solicited by the AMA to lead the effort in restructuring medical education in the US. According to Beck (2004), educational
theorist Abraham Flexner, under the directives of the Carnegie Foundation, visited all 155 US medical schools and published a report that stated:

[T]o standardize the quality of all medical schools, the nation must stop wasting its social and economic resources on financially strapped commercial schools that were unable to provide the costly, time-consuming, economically unprofitable ideal standard of medical education being offered at the leading US medical schools. (p. 2140)

The Reed Report on Law (1921)

In the early 20th century, the legal profession was at a crossroads because of philosophical beliefs about the conditions under which the practice of legal education was carried out. As the practice of law became more specialized, divisions existed between corporate lawyers with its large law firms, and every day local lawyers who served the poor and new immigrants to the US, who entered the legal profession through proprietary schools. The American Bar Association (ABA) requested the president of the Carnegie foundation to investigate concerns and make recommendations for the standardization of the knowledge base and practices of the legal education (Gallagher & Bailey, 2000). The Reed report on law (1921) identified general education, theoretical knowledge of the law, and practical skills training that were critical to the quality of preparing students to practice law (Cesar & Smith, 2005). Reed recommended different types of training for different kinds of practitioners and was critical of the low standards of propriety schools.

Flexner (1910) and Reed’s (1921) reports set the professional standards by which all other professions were measured. From these reports characteristics emerged that
defined professionalism and established a belief that a high degree of qualifications and ethical standards must be recognized and regulated (Cesar & Smith, 2005).

*The Learned Report on Teacher Education (1920)*

Also included in the Carnegie reports was the Learned report on teaching (1920), which recommended the “transformation of teacher education into a professional, evidence-based clinical preparation program” (Imig & Imig, 2005). William Learned and his colleague William Bagley was commissioned by the Carnegie foundation to study the state of Missouri’s teacher education system at the request of the governor. During a period when high school credentials or one or two years of college-level training was the expectation for training of school teachers, Learned and Bagley recommended that all teachers needed four years of study in a college exclusively devoted to teacher preparation (Imig & Imig, 2005). Learned reported his findings of public education as a “crises” and called for the implementation of a professional board, similar to those in medicine and law, to oversee the quality of teachers and teacher preparation. These recommendations went predominately unnoticed until the passage of the 1970 California Ryan’s Act which included the following governance structure for teacher preparation and licensing in the state of California:

1. The creation of the Commission on Teacher Preparation and Licensing composed primarily of educators to oversee the professional preparation and certification of all educators.

2. A strong emphasis on subject matter preparation and provision of several avenues by which a candidate might demonstrate subject-matter competence: This also provided the opportunity to add additional teaching
fields without additional college course work and permitted “supplemental authorizations” to teach a subject in which a teacher had studied eighteen hours of course work.

3. Establishment of one credential for all kindergarten through grade twelve teachers, authorizing teaching assignments by the grade level rather than the age of the students.

4. Provision of a new option of completing a teacher education program within a four-year college degree.

5. Creation of a new language of “multiple subjects” for teachers who teach many subjects to a single group of students in a self-contained classroom; and “single subject” for teachers to teach a single content to changing groups of students throughout the school day. (Inglis, 1974, pp. 56-57)

Brief History of National Educational Organizations

A Nation at Risk (1983)

The U.S. Department of Education's National Commission on Excellence in Education published the report, A Nation at Risk (1983), which stated the following conclusion about the “crises” in public education:

If an unfriendly power had attempted to impose on America the mediocre educational performance that exists today, we might well have viewed it as an act of war. As it stands, we have allowed this to happen to ourselves. We have even squandered the gains in achievement made in the wake of the Sputnik challenge. Moreover, we have dismantled essential support systems which helped make those gains possible. We have, in effect, been committing an act of unthinking,
unilateral educational disarmament. (National Commission on Excellence in Education, 1983, p. 1)

With an immediate sense of urgency and need for improvement, the Commission agreed on the following recommendations in regards to teacher preparation and teaching:

1. Persons preparing to teach should be required to meet high educational standards, to demonstrate an aptitude for teaching, and to demonstrate competence in an academic discipline. Colleges and universities offering teacher preparation programs should be judged by how well their graduates meet these criteria.

2. Salaries for the teaching profession should be increased and should be professionally competitive, market-sensitive, and performance-based. Salary, promotion, tenure, and retention decisions should be tied to an effective evaluation system that includes peer review so that superior teachers can be rewarded, average ones encouraged, and poor ones either improved or terminated.

3. School boards should adopt an 11-month contract for teachers. This would ensure time for curriculum and professional development, programs for students with special needs, and a more adequate level of teacher compensation.

4. School boards, administrators, and teachers should cooperate to develop career ladders for teachers that distinguish among the beginning instructor, the experienced teacher, and the master teacher.
5. Substantial non-school personnel resources should be employed to help solve the immediate problem of the shortage of mathematics and science teachers. Qualified individuals, including recent graduates with mathematics and science degrees, graduate students, and industrial and retired scientists could, with appropriate preparation, immediately begin teaching in these fields. A number of our leading science centers have the capacity to begin educating and retraining teachers immediately. Other areas of critical teacher need, such as English, must also be addressed.

6. Incentives, such as grants and loans, should be made available to attract outstanding students to the teaching profession, particularly in those areas of critical shortage.

7. Master teachers should be involved in designing teacher preparation programs and in supervising teachers during their probationary years.

(National Commission on Excellence in Education, 1983)

_The National Commission for Teaching and America's Future (NCTAF) (1996)_

The National Commission for Teaching and America’s Future (NCTAF) also responded to the crises in public education and in 1996 published, _What Matters Most: Teaching for America's Future_. This report, which placed the issue of teaching quality at the center of the educational crises, outlined three principles that continue to define their mission: 1) what teachers know and can do is extremely influential on what students learn; 2) recruiting, preparing, and retaining good teachers is the key for improving our schools; and, 3) school reform cannot succeed without creating a school culture in which teachers teach well (The National Commission on Teaching and America's Future
To further advance the research of Learned and Bagley, the commission recommended five principles to guide teacher preparation and develop competent teachers for every child by the year 2006:

1. Get serious about standards, for both students and teachers through the establishment of a professional standards board in every state; insist on accreditation for all schools of education; close inadequate schools of education; license teachers based on demonstrated performance, including tests of subject matter knowledge, teaching knowledge, and teaching skill; and use National Board standards as the benchmark for accomplished teaching.

2. Reinvent teacher preparation and professional development by organizing teacher education and professional development programs around standards for students; develop extended, graduate-level teacher preparation programs that provide a yearlong internship in a professional development school; create and fund mentoring programs for beginning teachers, along with evaluation of teaching skills; and create stable, high-quality sources of professional development.

3. Fix teacher recruitment and put qualified teachers in every classroom by increasing the ability of low-wealth districts to pay for qualified teachers, and insist that districts hire only qualified teachers; redesign and streamline district hiring; eliminate barriers to teacher mobility; aggressively recruit high-need teachers and provide incentives for teaching
in shortage areas; and develop high-quality pathways to teaching for a wide range of recruits.

4. Encourage and reward teacher knowledge and skill by developing a career continuum for teaching linked to assessments and compensation systems that reward knowledge and skill; remove incompetent teachers, set goals and enact incentives for National Board Certification in every state and district and aim to certify 105,000 teachers in this decade, one for every school in the United States.

5. Create schools that are organized for student and teacher success through the flattening of hierarchies and reallocation of resources, sending more dollars to the front lines of schools; invest more in teachers and technology and less in non-teaching personnel; provide venture capital in the form of challenge grants to schools for teacher learning linked to school improvement and rewards for team efforts that lead to improved practice and greater learning; and finally select, prepare, and retain principals who understand teaching and learning and who can lead high-performing schools. (p. 11)

The American Association of Colleges for Teacher Education (AACTE), National Council for Accreditation of Teacher Education (NCATE), Council of Chief State School Officers (CCSSO) and the National Association of State Boards of Education (NASBE) have adopted statements to support teacher standards as the “cornerstone” of a state’s redesign of teacher education programs (Frazier, 1999). The basis for a performance
standard system starts with the identification of what knowledge, skills and dispositions a state expects its licensed teachers receiving a license to teach must exhibit.

_The Interstate New Teacher Assessment and Support Consortium (INTASC) (1992)_

The Interstate New Teacher Assessment and Support Consortium (INTASC), created in 1987, is a consortium of state and national education agencies and organizations devoted to the reform of preparation, licensing, and on-going professional development of teachers. The Interstate New Teacher Assessment and Support Consortium [INTASC] (1992) articulated the following standards for the “common core” of teaching knowledge and skills that should be required by all beginning teachers:

1. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

2. The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

3. The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

4. The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
5. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

6. The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

7. The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

8. The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

9. The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

10. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being. (pp. 13-34)

The language of the INTASC standards suggested accountability challenges for schools, departments and colleges of education in that they contain both cognitive and performance expectations. Many state departments of education, including Wisconsin, adopted these performance standards for teachers and are currently using them for approval of teacher preparation programs and for granting teaching licenses.
**Goals 2000**

Goals 2000: Educate America Act was signed into law 1994. The Act provided resources to states and local school districts to ensure that all students reach their full academic potential (Paris, 1994). Goals 2000 established a framework for national and state departments of education to identify academic content standards, measure student progress and provide the support that students may need to meet the standards, to encourage parental participation, and provide professional development for teachers. The Act established eight education goals and commissioned the *National Education Standards and Improvement Council* to examine and certify national and state content standards that identify what all students should know and be able to do in order to live and work in the 21st century. The council was also commissioned to examine assessment systems that were voluntarily submitted by states (Paris, 1994).

**No Child Left Behind (NCLB) (2002)**

The No Child Left Behind (NCLB) Act was signed into law January 8, 2002 under the leadership of President George Bush Jr. and was the latest revision of the 1965 Elementary and Secondary Education Act (ESEA). The overall purpose of the law was to improve the performance of America's school system in grades kindergarten through twelve, while concurrently ensuring that no child is trapped in a failing school (sec.9302). The six performance goals of the law were:

1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics by 2013-2014.

2. By 2013-2014, all students will be proficient in reading by the end of the third grade.
3. All limited English proficient students will become proficient in English.
4. By 2005-2006, all students will be taught by highly qualified teachers.
5. All students will be educated in learning environments that are safe, drug free and conducive to learning.
6. All students will graduate from high school.

The ESEA reauthorization law has as one of its performance goals a requirement that all teachers in core academic subjects be or become “highly qualified” by the end of the 2005-2006 school year.

*History of State and Local Educational Organizations*

*Wisconsin Department of Public Instruction*

The State of Wisconsin Department of Public Instruction ([WDPI], 2003) defined highly qualified for its “new to the profession” [beginning] public school teachers and established guidelines to ensure compliance. Elementary teachers new to the profession, including anyone who was in their first teaching job and was hired after the first school day of the 2002-2003 school year (or hired after January 8, 2002 for Title I schools) must be a highly qualified teacher. In order to be “highly qualified,” new elementary teachers must have: (a) full state certification as a teacher or passed the state teacher licensing examination and hold a license to teach in the state, and does not have certification or licensure requirements waived on an emergency, temporary, or provisional basis, (b) hold a minimum of a bachelor’s degree, (c) demonstrated subject knowledge and teaching skills in reading, writing, mathematics, and other areas of the basic elementary school curriculum, which consist of a passing level of performance on a state-required certification or licensing test. Middle and secondary teachers new to the profession,
including those hired after the first day of school in 2002-2003, must also be highly qualified. In order to be “highly qualified,” the middle and secondary teacher must (a) hold at least a bachelor’s degree and, (b) be licensed by the state, (c) have demonstrated a high level of competency in each of the academic subjects in which the teacher teaches by passing state academic content test(s) in each of the academic subjects in which they teach.

*Professional Standards Council for Teachers*

The Professional Standards Council for Teachers (PSCT) was created within the Wisconsin Department of Public Instruction (WDPI) in 1997, upon recommendation of the Special Committee on Teacher Preparation, Licensure and Regulation. The catalyst of this council stemmed from state, national and global trends and input from professional educational organizations, colleges and universities, area businesses, legislators and other members of the professional community. The purpose of the council was to provide a system to review, propose or revise teacher preparation policies and to assist the State Superintendent in improving teacher preparation, licensure and regulation (Professional Standards Council for Teachers [PSCT], June 2000). This led to the adoption of the Wisconsin Quality Educator Initiative, known as PI-34. The Wisconsin Administrative Code PI-34 outlines a new systematic process for preparing and evaluating educators for the purpose of increasing kindergarten through grade twelve (k-12) student learning.

With PI 34, a shift to performance standards took place within college and university teacher preparation programs in the state of Wisconsin in 2004. In the old system of teacher preparation, schools, departments and colleges of education (SDC) were governed by the type of courses that prospective teachers were expected to take
throughout the program. Teacher candidates that received passing grades in their coursework and successfully completed a student teaching experience were given a certification to teach (PSCT, June 2000). Since August 31, 2004, the state of Wisconsin utilized the Ten Teacher Standards, which are professional, performance standards that were derived from the INTASC standards. The ten standards required the demonstration of proficiency in expected knowledge, skills, and dispositions for teachers; therefore, the measure of what teachers must know and be able to do no longer came from a list of courses or number of credits.

NCLB: Highly qualified teachers as initial educators. Beginning teachers receive an Initial Educator license by the Wisconsin Department of Public Instruction (PI 34.16. August, 2005). An initial educator is one who had successfully completed an approved teacher education program with institutional endorsement after August 31, 2004 and is issued a teaching license that is non-renewable for the duration of three to five years, unless the applicant has not been employed as a teacher for at least three years within the five year period. School districts are required to support initial educators through: (a) ongoing orientation from the employing school district by administrators, teachers, support staff and parents, (b) professional development seminars by the employing school district which reflect the professional standards and mission of the school and, (c) mentoring by a qualified teacher of the employing school district within the first 5 years of teaching (PI 34.17. August, 2005). Levine (2006) wrote, “More than three out of five teacher education alumni surveyed (62 percent) report that schools of education do not prepare their graduates to cope with the realities of today’s classrooms” (p. 4). In his study he found that fewer than half of principals surveyed believed that teacher education
programs were preparing beginning teachers well in the areas of technology integration, student assessment, and the implementation of curriculum and performance standards. He also stated that a “shockingly low percentage of principals said that their teachers were very or moderately well prepared to meet the needs of students from diverse cultural backgrounds (28 percent); to work with parents (21 percent); and to help students with limited English proficiency (16 percent)” (p. 4). Darling-Hammond (2000) utilized data from the Schools and Staffing Surveys (SASS), and the National Assessment of Educational Progress (NAEP) to examine ways in which teacher qualifications are related to student achievement. The findings of both quantitative and qualitative analysis suggest that measures of teacher preparation and certification strongly correlate to student achievement in reading and mathematics.

Since the late-nineteenth century to early-twentieth century, a host of political, economic, and societal changes contributed to the transformation of teacher preparation for institutions of higher education. Developments such as the integration of “Normal Schools” into the United States, and landmark reports such as the Flexner Report (1910) on the state of medical education; the Reed Report (1920) regarding the conditions under which the practice of legal education was carried out; and the Learned Report (1920), which recommended the transformation of teacher education into a professional, evidence-based clinical preparation program strongly influenced the process of teacher education reform in the United States. In the past decade, national educational organizations interested in the reform of teacher education have fought to create professional teacher standards and models that parallel those of other professions, mainly medicine and law. At the same time states, including Wisconsin, have partnered with
national organizations such as, The American Association of Colleges for Teacher Education (AACTE), National Council for Accreditation of Teacher Education (NCATE), Council of Chief State School Officers (CCSSO) and the National Association of State Boards of Education (NASBE) to adopt guidelines that govern the quality of teacher education programs and its effectiveness in preparing teachers who can teach all children.

The second section of the chapter provides a review of the literature addressing what beginning teachers should know and be able to do. It introduces the theoretical framework and provides a review of the literature, research, and theory related to the challenges of beginning teachers. The researcher organized the challenges of the initial educator or beginning classroom teacher according to the researcher’s findings of common struggles: knowledge of curriculum, instruction and assessment practices, ability to teach diverse learners, understanding of school culture, and opportunities for professional development.

What Beginning Teachers Should Know and Be Able to Do

The INTASC performance standards, which were adopted by the Wisconsin Department of Public Instruction were developed with the beginning teacher and experienced teacher in mind. The appropriate distinctions between beginning and experienced teachers are in the degree of sophistication that teachers exhibited in their application of knowledge and skills. Therefore, the purpose of the standards was to develop beginning professionals while contributing, at the same time, to the knowledge base and development of the teaching profession (INTASC, 1992). In this study, beginning teachers are teachers who have been teaching for one to three years in the
classroom and are considered highly qualified as defined by NCLB (2002) and the Wisconsin Department of Public Instruction for teacher licensing.

Bransford, Darling-Hammond, & LePage (2005), highlighted three general areas of knowledge, skills and dispositions that are important for all teachers to have:

1. Knowledge of learners and how they learn and develop within social contexts,
2. Conceptions of curriculum content and goals: an understanding of the subject matter and skills to be taught in light of the social purposes of education, and
3. An understanding of teaching in light of the content and learners to be taught, as informed by assessment and supported by classroom environments. (p. 10)

Specific Areas of Teacher Knowledge, Skill and Disposition

Darling-Hammond (1999) described what teachers need to know in order to effectively teach all students. Knowledge of how children and adolescents think and behave is important for teachers to know, as well as understand, differences that may arise from culture, family, community, gender, race, or other social forces that shape people’s worldview. Teachers need to deliver curriculum with their students experiences in mind and shape lessons to connect with what students understand about the world around them.

Motivating students to learn is also critical in teaching for understanding. Teachers must know how to structure feedback that encourages students in the learning
process and scaffolds or assists them as they struggle in the acquisition of new knowledge.

Language is the gateway to learning; therefore, understanding how students acquire language is important for both native English speakers and non-native English speakers so that they can build language skills and create learning experiences through interactions with others.

Teachers need to understand subject matter in a way that allows them to structure knowledge so that students can create useful cognitive maps in their course of learning. Understanding subject matter in this way enables teachers to see ways that ideas can connect across other content areas and to everyday life, which creates productive learning experiences for children of all backgrounds.

To be effective, teachers also need to use a variety of methods to assess students’ knowledge and identify strengths and weaknesses of individual learners for the purpose of using multiple pathways of instruction. Teachers must also have the knowledge and skills needed to work with a variety of students who have specific learning disabilities and special needs.

Collaboration and building of relationships with students, parents, administration, teachers, and others within the school culture allows for a more powerful shared learning community, which helps to support student achievement.

Finally, Darling- Hammond (1999) stated that teachers need to be reflective practitioners who evaluate the effects of their teaching and seek to improve their knowledge of the learner through professional development.
Reynolds (1995) discussed findings from five national studies, which included survey responses from educators whose names were drawn from a survey research organization with a database that contained over 90% of all the public school teachers, school administrators, and college faculty in the United States. The purpose of the research was to answer the following question: “What should a newly licensed teacher know and be able to do” (p. 199)? Each study examined teaching task and knowledge and skills in five major categories (professional practice, general principals of teaching and learning, knowledge of content, knowledge of pedagogy, and enabling skills for teachers[communication skills]). Findings suggest what practicing educators expect newly licensed elementary teachers should know and be able to do.

Newly licensed elementary school teachers … regardless of the grade or subject taught, should have command over the pedagogical principles that will enable them to perform the tasks of teaching, … and content knowledge in the traditional academic disciplines (reading, language arts, and literature; mathematics; social studies; science)…. Beginning teachers should also know how to instruct students… including how to motivate [them]. (p. 212)

Feiman-Nemser Categorized Teacher Expectations

Feiman-Nemser (2001) examined beginning teacher expectations and concluded that:

New teachers have two jobs- they have to teach and they have to learn to teach. No matter how good a preservice program [teacher education program] may be, there are some things that can only be learned on the job. The preservice experience lays a foundation and offers practice in teaching. The first encounter
with real teaching occurs when beginning teachers step into their own classroom.

(p. 1026)

Charged with the same responsibilities as more experienced teachers, Feiman-Nemser (2001) categorized and described the following expectations of beginning teachers (pp. 1028-1039):

1. **Curriculum and Instructional Practices:** Beginning teachers must understand what the expected curriculum goals and outcomes are for students and what resources are needed in order to accomplish the goals. They need to understand how what they teach fits into the larger school or department curriculum and ultimately the district, state, and national standards. Also, beginning teachers must connect their content knowledge with their knowledge of how students learn [assessment] in order to instruct in a manner that is responsive to students’ thinking.

2. **Ability to Teach Diverse Learners:** Beginning teachers must understand how to teach students whose gender, culture, background, learning style, and ethnicity is different than their own by exploring their own biases and personal experiences with diversity and cultivating the tools needed to learn about students, their families and communities as they build professional knowledge.

3. **School Culture:** Learning about the larger community is important for beginning teachers. Feiman-Nemser (2001) explained that novices need to understand: (a) What structures are in place for teachers to communicate with parents? (b) What community services and resources
are available? (c) How do other teachers establish productive relationships with families and work together on behalf of students and their education? (p. 1028) “Novices need opportunities to talk with others about their teaching … ask for clarification, share uncertainties, and ask for help they will be develop skills and dispositions that are critical in the ongoing improvement of teaching” (p. 1030).

4. **Professional Development:** The term “professional development” refers to the transformation of teachers’ knowledge, skills, understandings and commitments in their practice, based on the pursuit of on-going learning and problem solving. This is a particularly important task for elementary teachers who teach in a broad range of subjects. Secondary teachers also have to keep up with new developments in their field and continue learning how “big ideas” connect within and across fields and to the world outside school… With more contextualized knowledge of students, they [beginning teachers] can concentrate on building both content knowledge and pedagogical content knowledge to enrich their curriculum and help them deal more effectively with concepts, topics, and procedures that students find difficult or confusing. (p. 1039)

**Theoretical Framework**

**Recurring Themes: Beginning Teachers’ Common Concerns and Struggles**

Recurring themes in the literature and research on common concerns and struggles of beginning teachers were: (a) teaching practices, (b) diversity, (c) school culture, and (d) professional development.
Figure 1. Recurring themes of beginning teacher concerns and struggles.

The researcher utilized Feeman-Nemser’s (2001) categories and definitions, which is represented in Figure 1, to create a model that gives a visual representation of beginning teacher concerns and struggles. The four themes are represented as bars or weights to symbolize the "heaviness" or sense of feeling overwhelmed with the tasks. 

Teaching Practice refers to an understanding of the curricular goals and how they correlate with district, state, and national standards. Teachers must also understand how to teach subject matter using effective instructional models and strategies, while appropriately assessing student learning. Diversity refers to a teacher’s understanding of how to teach students whose gender, culture, ethnic, learning styles, and abilities are different from their own. This includes a capacity to examine one’s own biases and cultivate the tools needed to learn about students, their families and communities as they
build professional knowledge. *School Culture* refers to a group’s shared beliefs, values, traditions, and ways of interacting with one another that give the school a “climate” or feel. It is the “way they work” that is known to its members and may be hidden to new members. *Professional Development* is the transformation of teachers’ knowledge, skills, understandings and commitments in their practice, based on the pursuit of on-going learning and problem solving. The blue cloud that hovers over the four weights is a visual representation of unknown variables or “forces” that impact beginning teacher development.

*Veenman (1984)*

Although there were many studies examining specific problems of beginning teachers, Veenman's (1984) meta-analysis of 84 international studies examining this issue was most widely published and well known as one of the “ground-breaking” studies of beginning teacher concerns. Most studies in his sample utilized questionnaires, where respondents were asked to rate on a point scale the degree in which they observed the problems of beginning teachers. Besides questionnaires, interviews were completed with a subsample of the original group. Veenman summarized the data and identified the most frequently perceived problems of beginning teachers, in which the top 12 of the 25 were identified as:

1. classroom discipline [school culture]
2. motivating students
3. dealing with individual differences [diversity]
4. assessing students' work [teaching practice]
5. relationship with parents [school culture]
6. organization of class work [school culture]
7. insufficient materials and supplies
8. dealing with problems of individual students
9. heavy teaching loads [school culture]
10. relationship with colleagues [school culture]
11. planning of lessons and schooldays
12. effective use of different teaching methods [teaching practice]

Charnock and Kiley (1995)

Charnock and Kiley (1995) surveyed beginning, middle, and high school teachers in the Maryland School District in order to identify the cause of high attrition rates of beginning teachers. Beginning teachers were asked to complete questionnaires during the fall and spring semesters of the school year. The following top ten concerns were ranked in order and classified as either (a) classroom concerns or (b) out-of-classroom concerns:

Classroom concerns included:

1. time spent in preparation/evaluation
2. classroom management
3. students with special needs [diversity]
4. lesson/unit planning [teaching practice]
5. adequacy of supplies
6. curriculum matter knowledge [teaching practice]
7. grouping for effective instruction [teaching practice]
8. dealing with individual differences [diversity]
9. record keeping and administrative matters [school culture]
10. diagnosing of student capability/knowledge [assessment]

Out of classroom concerns included [school culture]:

1. physical /emotional stress
2. learning how things are done by teachers in the school
3. finding out about community resources
4. knowing how and when to use special school services
5. understanding union issues
6. understanding the community in which the school is located
7. relations with parents
8. teachers legal rights
9. sense of isolation from other teachers
10. extracurricular assignments

Another study examined the needs of sixty-seven elementary, middle and high school teachers, who were new to the Ohio School District and volunteered to be mentored for the first year. Data were collected on the beginning teachers three times throughout the first year of teaching, using a ten-item, open-ended survey. Beginning teachers were also interviewed to assess perceived needs and concerns as they progressed through the first year. Based on beginning teacher responses, mentor teachers assisted the beginning teachers with identifying goals and strategies to achieve the goals (Stroot et al., 1999). Quantitative data from beginning teacher's response to survey items was analyzed to determine where the significant effects were. Qualitative data from open-ended survey items and transcripts from interviews were coded and categorized with input from other researchers to establish interrater reliability. Findings provided insight to areas of
beginning teacher concerns and suggested a support system for all beginning teachers. Stroot et al., (1999) identified a list of what support beginning teachers needed as they began teaching in the large, urban school district in Ohio:

1. managing the classroom
2. acquiring systems information, including formal policies, procedures, rules and regulations, and informal routines and customs [school culture]
3. obtaining adequate instructional resources and materials
4. planning, organizing, and managing work
5. assessing students and evaluating student work [assessment]
6. motivating students
7. using effective teaching methods [teaching practice]
8. dealing with individual student needs, interests, abilities, and problems
9. communicating with colleagues [school culture]
10. communicating with parents [school culture]
11. adjusting to the teaching environment [school culture]
12. receiving emotional support [school culture]

**Review of Research and Theory about Teaching Practices**

Teaching practice refers to an understanding of the curricular goals and how they correlate with district, state and national standards. Teachers must also understand how to teach subject matter using effective instructional models and strategies, while appropriately assessing student learning.
Ensor (2001) completed a two-year longitudinal study, tracking seven teacher education students through their preservice experiences as secondary (high school) mathematics teacher candidates and into their first year of teaching. In describing the transformation, Ensor (2001) found an apparent disjuncture between the practices acquired from the math methods course and the manner in which beginning teachers practiced in their classroom. The math methods course influenced professional vernacular rather than classroom practice and pedagogy. Ensor (2001) concludes: “…teachers in my study recontextualized in ways that suggest that the effects of teacher education were not washed out but transformed ... in its structuring and mode of pedagogy, the mathematics method course made available to student teachers recognition rather than realization rules” (p. 13). The practice of “recognition and realization rules” were described by the participants and identified as such by Ensor (2001):

Student teachers therefore did not watch their teacher educators teach in school classrooms, nor did they have the opportunity to put their own practices up for evaluation by mathematics specialist while they were on teaching practice. Student teacher thus gained access to a way of discussing teaching through visualization and a number of discrete tasks that encapsulated this, but not to the means to produce such task themselves. (p. 12)

Meister and Melnick (2003) interviewed forty-two beginning teachers from the states of Pennsylvania, South Carolina, North Carolina, and Georgia. The purpose of the research was to examine new teachers’ perceptions or concerns as they transitioned from preservice to inservice. All subjects and grade levels were represented as the researchers
conducted eleven focus group interviews of teachers during their first year of teaching. Three common themes that emerged were in the areas of classroom management, time management, and parental interaction. According the Meister and Melnick (2003), the beginning teachers articulated different perspectives as they learned about classroom management in the confines of the college classroom, with the reality of the school classroom, where the inclusion of students of diverse learning styles and special needs added a new dimension to the learning environment. The second theme that emerged was the overwhelming feeling of the workload and time restraints in terms of the amount of time needed to prepare for the academic day. The ability to deal with parents and other adults effectively was the third common concern of the beginning teachers according to Meister and Melnick (2003).

After analyzing the results of the qualitative study, Meister and Melnick (2003) continued their research by utilizing survey methodology as an attempt to validate or confirm the conclusion of the initial research findings. A preliminary pool of 45 items was created from the results of the qualitative study. A sample of graduate students, who were practicing classroom teachers, were asked to examine the survey items for content and construct validity, based on beginning teacher competencies. The graduates also rated the extent in which the items belonged under the categories of Classroom Management, Academic Preparation, Time Management and Interactions with Parents. A pilot of the survey, using a 5-point Likert scale (1=Strongly Disagree, 2=Disagree, 3=Undecided, 4=Agree, and 5=Strongly Agree) was administered to public school teachers with some items revised or discarded based on feedback. Meister and Melnick (2003) posted the survey electronically through a web page on the university server and
letters were mailed to 1,000 principals across all 50 states in the U.S., which requested that the link be distributed to any first or second year teachers in their school building. A second mailing was sent to 500 additional principals across the U.S using the same wording as the original mailing. According to Meister and Melnick (2003), a total of 273 first or second year teachers responded representing 41 states. The demographics of the school location consisted of urban, suburban and rural areas, with sixty percent of the sample population consisting of elementary teachers. For the Classroom Management category, findings indicated that beginning teachers struggle in dealing with student behaviors, specifically children with special needs. Findings for the category of Time Management indicated that 84 percent of beginning teachers felt overwhelmed by time constraints and workload. Also in this area only 55 percent of beginning teachers felt well-prepared for the amount of organization, paperwork, etc. required to do their job effectively. For the category of Parents, only 34 percent of beginning teachers involved parents in regular classroom activities. In the category of Academic Preparation, only 25 percent of beginning teachers felt their student teaching experience well-prepared them as an effective teacher.

Deal & White (2006) completed a case study on two beginning teachers after they completed their first year of professional teaching in a large suburban school district. The purpose of the research was to describe the evolving literacy beliefs and practices of two early childhood teachers as they progressed from pre-student teaching through the end of their first year as professional educators. According to Deal & White (2006), the participants were both white, grew up in the northeastern United States and shared similar family and socioeconomic backgrounds. They also attended public high schools and
graduated from the same college with a bachelor's degree in elementary education, and a minor in special education. As part of their coursework in their teacher education program, the participants completed four reading courses in literacy foundations, language arts, strategies and literature, assessment; along with five special education courses. The participants completed their student teaching in a professional development school (PDS) where they were immersed in the culture of the school for three semesters, as they practice teaching under the direction of cooperating teachers or mentors. Following graduation, both participants were hired as elementary teachers in the same school where they completed their student teaching.

According the Deal & White (2006), data were collected on the participants, which began during their field experiences as preservice teachers, and continued through their first year of teaching. The researchers completed structured interviews, classroom observations, collected participant journals as they reflected on their literacy instruction, and collected student work samples. All interviews were tape recorded, transcribed, and analyzed using a constant comparative method. Data analysis presented broad descriptive codes that were refined as new categories emerged. The next stage consisted of clustering similar categories together, which determined the major themes to be: (a) context; (b) teacher preparation; and (c) dispositions. The results presented the evolution of the participant's beliefs regarding literacy instruction as they progressed through the first year of teaching. During student teaching and their first year of professional teaching, both participants beliefs centered on balanced literacy, strategy instruction, differentiating instruction, and recognition of learners' prior knowledge, needs, and interests.
Of the new beliefs that evolved, the value of flexibility appeared to be a major theme. One of the participants stated, "I used to think that teaching was all about the kids, but now I know that there is so much more involved in a teaching day: communication with parents, administrators, other professionals, paperwork, data collection" (p. 325). Another new belief that evolved was an awareness of the importance of using a broader collection of strategies for differentiating instruction and modifications for students with special needs, and recognition that non-instructional factors such as time, paperwork, and political agendas were unexpected and constant aspects of literacy, learning and teaching.

Finally, Deal & White (2006) concluded that the participant's expressed and observed beliefs and practices were consistent with current research that noted characteristics of influential and effective teachers as: (a) having high expectations for all students; (b) understanding and knowing their students' instructional levels and abilities; (c) able to monitor student progress and encourage continuous improvement and growth; and (d) demonstrating instructional skills and dispositions that impact student learning.

These findings extend an understanding of what factors influence novice teachers and suggest questions about how different factors, alone or in combination, influenced these novice teachers' development. Moreover, it may be productive to consider how teacher preparation, school context, and personal dispositions, all key influences for the participants, contribute to novice teachers' success and effectiveness (Dean & White, 2006).

Melnick & Meister (2008) advanced the research on beginning teacher concerns after analyzing the data and reporting the findings of their national beginning teacher study. They wanted to determine if beginning teacher concerns diminished after years of
classroom teaching experience by comparing a national sample of beginning teacher responses with responses from a national sample of experienced teachers with respect to managing classroom behaviors, dealing with time constraints and workload, parent interactions, and academic preparation. Utilizing the same survey instrument as the national beginning teacher survey, research assistants selected email addresses from approximately 1,240 randomly selected public school teachers, from online school district directories, representing each state. A total of 218 teachers of varying years of classroom experience responded to the electronic survey. This yielded an 18% response rate of mainly experienced teachers. Combined with the previous national beginning teacher study, the researchers had a total of 494 respondents (61% beginning teachers; 39% experienced). Using three years of classroom teaching experience as the cut point, that separated experience teachers from beginning teachers, 301 respondents were beginning teachers and 193 were experienced (Melnick & Meister, 2008). The demographics of the total respondents consisted of 26% male and 74% female; school locations were 39% rural, 49% urban and 18% suburban; elementary teachers represented 50% of the overall sample, with 18% middle/junior high, and 32% high school teachers. According to Melnick & Meister (2008), the results indicated significant differences between beginning teachers and experienced teachers in the areas of Classroom Management and Parent Interaction. Experienced teachers did not feel better able to manage their time more efficiently than beginning teachers. However, experienced teachers felt better prepared to communicate with parents regarding conflicts, reports sent home on student progress and the utilization of multiple methods of communication. This may be attributed to the fact that experienced teachers understand community, student
population and overall culture of the learning community (Melnick & Meister, 2008).

With regards to classroom management, the only area in which experienced teachers felt less prepared was working with children with special needs. The researchers concluded “what pre-service teachers learn in the college classroom and practice among themselves with no children present or in a controlled environment is often substantially different from the reality of their first teaching assignment” (p. 53).

**Curriculum and Instruction**

Green (2006) studied issues of subject knowledge development that faced beginning teachers as they made the academic shift from the university culture to the K-12 school culture, and the processes by which they transitioned and aligned their degree-level knowledge into a workable classroom model. Data collected from questionnaires and interviews from undergraduate teacher candidates and beginning teachers exposed the fundamental issue that scholarship and pedagogy must interact within effective teacher practices. According to Green (2006), beginning teachers come to terms with the recognition that subject matter knowledge required for teaching can only be obtained through specific content courses taken at the appropriate university department: “…beginning teachers have to reconsider their position as subject ‘experts’ and to establish an understanding of their multi-faceted relationship with their discipline, evaluating their subject knowledge on a variety of different levels” (p. 113). Breaking knowledge down and manipulating it so it is at the right level for students to learn were issues that were found in the research identified as areas of need.

Green (2006) asserted the importance of beginning teacher subject knowledge development:
The interface between these [content and pedagogy] two linked but separate knowledges is the very business of teaching and learning. The teacher and the learner are frequently in obverse relationships with the subject they share: their knowledges and experiences of the subject are connected but functionally differentiated. It is through effective pedagogic practice that the two knowledges come together to enable new learning for both teacher and student. Thus, effective teachers are not solely experts in subject content, which can take them only so far; rather, they undergo metacognitive and reflexive engagement with the subject to make them professional interrogators of (subject-linked) cognitive and pedagogic processes. (pp. 114-115)

In another study, McCall (2006) observed and interviewed four, fourth grade social studies teachers identified by the director of the Wisconsin Historical Society, as exemplary teachers of history, geography and economics. She concluded the following characteristics common to the four teachers, which she believed were examples of excellence in social studies teaching. Her list included: (a) a sense of purpose, (b) meaningful teaching, (c) curriculum integration, (d) challenge their student’s thinking, (e) actively involve students in teaching and learning and (f) inquiry-based learning. McCall (2006) acknowledged the importance of professional development opportunities as a means to build on teachers' dissatisfaction with current teaching practices, which could serve as a motivator for modifying and improving instruction. All four teachers in the study cited professional development, motivation and a supportive school culture as factors leading to expertise in social studies teaching.
Davis, Petish, & Smithey (2006) completed a meta-analysis utilizing empirical research findings from papers published in seven peer-reviewed journals, regarding the challenges new science teachers faced. The researchers systematically reviewed every paper published in each of the journals between the years 1993 and 2004, which identified challenges common to new elementary and secondary teachers. The INTASC standards, as well as the National Science Education Standards (NSES) were used as an organizational framework for the review; therefore, the analysis was composed of five main themes: (1) the content and disciplines of the science, (2) learners, (3) instruction, (4) learning environments, and (5) professionalism. The studies selected by the researchers focused on challenges that addressed problems in one or more of the themes identified.

1. The Content and Discipline of the Science: Though the research indicated that teachers may not be under prepared in terms of coursework. In almost all of the studies reviewed, the teachers were found to have unsophisticated understandings of science and held a range of inaccurate scientific concepts or widely inadequate conceptions. Secondly, after having investigated teachers' knowledge and understandings of science content more generally (e.g., biology, chemistry) or more than one discipline, Davis, Petish, and Smithey (2006) reported that the preservice secondary science teachers initially lacked understanding of the connections between concepts in the disciplines they were to teach; but these understandings improved over time and with experience.

2. The Learners: The studies presented by Davis, Petish, and Smithey (2006) in this section focused on teachers' understanding of how students learn and develop regardless of their cultural and language backgrounds and explored the question: “How
do these teachers understand students' science learning and development and consider
them as science learners with ideas, backgrounds, and experiences to be taken seriously”
(p. 618)? The researchers concluded their analysis of this theme:

The studies reported in this theme show that, in general, new teachers do not have
very clear ideas about what to do with regard to students' ideas or backgrounds; at
least at the elementary level, preservice teachers seem initially to want mainly to
engage, interest, motivate, or manage their students. (p. 620)

3. Instruction: The third theme, understanding instruction, means that the teacher
plans effectively, using a variety of instructional strategies, based on the knowledge of
the subject, students, the community, and curriculum goals within the school or district. It
also includes the effective use of multiple methods of informal and formal assessments to
determine what students have learned. The research concluded that elementary teachers
emphasized the use of hands-on activities during instruction, whereas secondary teachers
tended in general to focus on content. Most of the studies involved high school teachers
and concluded:

Teachers with stronger subject matter knowledge tended to employ, or at least
consider, more effective or innovative teaching strategies; again, developing
adequate subject matter knowledge is challenging for new teachers, and the
studies in this section show how inadequate subject matter knowledge can play
out in classrooms. (p. 626)

4. Learning Environments: “Understanding learning environments emphasizes
teachers' understandings of how to set up productive classroom environments for science
learning” (p. 627). According to Davis, Petish, and Smithey (2006), studies that described
the impact classroom management had on the overall learning environment for new science teachers indicated that it altered the ability of the beginning teacher to engage in “reform-oriented” science teaching practices. For example, two middle-school, early career teachers reported using hands-on learning less often over time because of struggles with students’ active engagement in the learning process.

5. Professionalism: The studies reviewed within this theme, asked the question: “How do new science teachers view their roles as professional teachers, and what factors promote and constrain their development as professionals” (p. 629)? Beginning teachers reported that finding supportive colleagues and developing a reflective disposition were challenges. Beginning teacher dispositions, such as, reflectiveness, identity, personal history, and self-efficacy-mattered. Two studies described challenges in time management, which included the stresses that they faced obtaining the necessary resources for inquiry-oriented science teaching, much less to plan and enact it. Davis, Petish, and Smithey (2006), concluded:

Our analysis indicates that the field needs more research on how new science teachers learn about their schools and communities. Some issues here would be subject-general, while others would be specific to science. For example, how do new science teachers learn about the norms in their schools regarding how teachers use (or do not use) standards documents? How do they learn about parental expectations in terms of religion and science, or teaching-to-the-test, or any of the many other things that can catch new teachers off guard? Finally, the field needs more information about new teachers' experiences with, and opportunities for, professional development. Though professional development is
included in the standards as an expectation for effective science teachers, few papers describe what it entails for new teachers or examine the challenges that they face in finding or participating in professional development. (p. 633)

Clausen (2007) employed the case study methodology to examine first year teacher development and how the institutional context affected the instructional decisions regarding the integration of technology in the classroom. The researcher completed over 32 hours of classroom observation with two beginning teachers throughout the school year. Interviews were also conducted with building principals and other staff who supported new teachers. Clausen’s findings emphasized the importance of professional development for beginning teachers as they transition from student to teacher:

Differences between these first-year teachers reveal that contextual support for teachers’ instructional decisions played an important role in how each teacher used technology with students. Institutional support that acknowledges new teachers abilities, and provides them avenues for professional growth, may help new teachers use technology more effectively within their instructional practice. (p. 259)

*Mentoring New Teachers*

Scott Mandel (2006) is an English, History and Theater teacher at a Middle School in Pacoima, California. He is known for his mentoring of new teachers and training of teacher mentors in the Los Angeles school district. Mandel interviewed 50 mentors inquiring as to the type of assistance new teachers had requested, and what skills they asked for support with. He also consulted with approximately 50 teachers in their second, third, or fourth year on the job as to what information and skills they recall
needing help with during their first year. The concerns of the new teachers fell within the following five broad areas:

1. Setting up the classroom and preparing for the first weeks of school.
2. Covering the required curriculum without falling behind or losing student interest.
5. Maintaining personal sanity.

In regards to curriculum, Mandel stated:

As the school year progresses, new teachers’ questions turn to the mechanics of everyday teaching — specifically how to keep students interested and maintain control in their classes while still covering the required material. New teachers often sense that what they are doing is not working but don't know how to fix it. Teachers begin to notice that they are calling on the same students during each class discussion or that discussions are not as rich as they had hoped. By the third month of school, new teachers realize that they are already behind in teaching the curriculum. Feeling pressure to cover the required curriculum in any possible way teachers may cut out creative ideas they had planned to try. Deleting creativity often leads to student boredom and discipline problems. (p. 67)

New teachers understand the importance of grading according to school policy, but want the grades to be accurate and not hurt students’ self-esteem. Many teachers interviewed said that they needed more instruction in appropriate grading during their first year and communicating with parents, especially during conference times. In regards
to grading, Mandel explained: “Efficient and fair grading, one of the most fundamental teacher tasks, is not a skill normally taught in education classes or new teacher workshops. Somehow, our education system seems to assume that new teachers already know effective grading techniques or can easily learn them on their own.” Dealing with the daily stress of the job was also a major concern for new teachers according to Mandel (2006). He stated that “new teachers need to learn how to deal with their stress as much as they need to learn how to teach. Otherwise, they burn out and leave the profession … Instead of taking breaks; new teachers often are in their rooms, trying to keep their heads above water with grading, planning, and paperwork. Working in the classroom without a break ultimately leads to physical and mental exhaustion” (p. 68).

Certo (2006) conducted qualitative research that addressed the question, “What do beginning teachers and mentors characterize as beginning teacher concerns” (p. 331)? The researcher used a purposeful, criterion-based sampling from two school districts in the Virginia metropolitan area schools. Four schools were selected based on their participation in a mentorship program for beginning teachers. Beginning teachers were defined in the study as being a first year teacher and participating in a formal mentorship program. Criteria for mentor teachers were:

1. Must have five years of teaching experience, with several years teaching in the current school district.

2. Must have achieved continuing contract status.

3. Must be teaching in same grade level and similar content area as beginning teacher.
4. Must be assigned a limited amount of beginning teachers at any time (no more than 3).

5. Must work the same building as the teachers they are assisting.

6. Must possess effective teaching skills, as reported by the school principal.

7. Was willing and enthusiastic to be a mentor, as ascertained by an initial phone interview. (p. 333)

Certo (2006) collected data using three 45-75 minute-long, open-ended interviews with beginning teachers and mentors at their respective schools, using separate interview sessions throughout the year for both groups. Hyperesearch qualitative software and a systematic, line by line scrutiny of data were used to develop a code list of common topics and subtopics. Findings were consistent with the beginning teacher literature at the start of the school year: “They [beginning teachers] needed immediate assistance with district/school procedures or the physical set-up of the classroom, plan book, and grade book. [Beginning teachers] reported needing help obtaining resources and materials” (p. 339). Classroom management and discipline were noted as challenging but not as significant as instructional planning and pacing, which were primary concerns for two of the four beginning teachers: “This referred to locating materials, organizing and sequencing instruction, keeping up to pace with the team, and learning how much is too much to do in one day” (p. 339).

Review of Research and Theory about Diverse Learners

Diversity refers to a teacher’s understanding of how to teach students whose gender, culture, ethnicity, learning styles, and abilities are different from their own. This
includes a capacity to examine one’s own biases and cultivate the tools needed to learn about students, their families and communities, as they build professional knowledge.

Tyler, Uqdah, Dillihunt, Beaty-Hazelbaker, Conner, & Gadson, et al., (2008) defined cultural discontinuity as a “school-based behavioral process where the cultural value-based learning preferences and practices of many ethnic minority students - those typically originating from home or parental socialization activities - are discontinued at school” (p. 280). Therefore, the Western cultural heritage is the norm throughout most mainstream institutions, programs, policies, and structures, which includes the public school system. Many ethnic minority students cease their cultural value-based behaviors in most schools in order to “fit” into the overall schooling experiences. The American Psychological Association views culture as a major influence in cognitive development and defines it as the values, traditions, and beliefs that control the behaviors of a particular social group (Tyler et al., 2008). Emerging from a focus on cultural discontinuity were studies that compared and contrasted the differences between mainstream cultural values and the culture-based values and belief systems of many ethnic minority groups. The mainstream cultural values include:

1. Individualism- a disposition toward basic autonomy and independence, which generally believes that in order to be successful, one must achieve without depending on others for help.

2. Competition- one's preoccupation with exceeding over others, where an individual is trying to be the best among others, either individually or within groups (p. 288).
African American Cultural Values

According to Tyler et al., (2008), communalism, movement, and verve are the culture-based values that mainly control the behavioral, thought, and relational patterns of many African Americans. Communalism is an interdependence interaction that values the rights of the group as a whole as being more important than individual rights. It is also a form of collectivism, where individuals come together as an aggregate to strengthen or protect the rights of an individual’s pursuit. Tyler et al., (2008) stated that movement indicates an importance placed on the “blend of movement, polyrhythm, dance, percussiveness, and syncopation embodied in the musical beat” (p. 285). African Americans tend to have movement orientation or are oriented toward physical movement, music, and rhythm, which can be identified in their speech, thought, and behavioral patterns. Verve was defined by the researchers as the tendency to require high levels of physical stimulation, in terms of liveliness, variability or changes in activities, and a multi-task nature.

Asian American Cultural Values

Asian Americans, include a number of ethnicities such as, Chinese, Japanese, Korean, Vietnamese, Cambodian, Laotian, and Filipino are considered one of the most diverse and fastest growing groups in the country. Although there is within-group variability in terms of cultural values, according to Tyler et al., (2008), a core set of values that include collectivism, conformity to norms, emotional self-control, humility, family recognition through achievement, filial piety, and deference to authority have been empirically shown to be significant across many Asian cultures. Emotional self-control suggested that holding emotions inside is expected as opposed to expressing them, in
order to prevent others from being burdened with private issues or concerns. “Emotional expression is not seen as a sign of strength; rather, it is preferable to 'suffer quietly' and 'behave appropriately' rather than to act on what one is feeling” (p. 286). Family recognition through achievement is considered a way to show appreciation to one's family and reflects on the family's reputation. Having a child succeed academically is a source of pride for parents and families and is closely linked to the religious beliefs of Confucianism (Tyler et al., 2008).

**Latino Cultural Values**

Latinos, stated by Tyler et al., (2008) are considered one of the more diversified cultural groups in the U.S. and represent different countries, including Mexico, Peru, Guatemala, Bolivia, Puerto Rico, Cuba, the Dominican Republic, and Panama. Cultural values that are prominent in the Latino culture, such as a strong identification with the ethnic group of origin, cooperative activity and social interaction, heightened sensitivity to the feelings of others, and respect for adults within the community, has been observed in both the native lands and the U.S. Other research has shown that the moral development of Latino children strongly emphasizes a collaborative nature and tendency to prefer to make contributions that benefit or promote the family.

In most Latino families, deference to older family members is also central to cultural socialization and resulting cultural beliefs. For example, among Mexican and Central American citizens, the term educación focuses squarely on the child's ability to behave and address elders and social others with respect. In addition, Latino parents who endorse educación expect their children to be obedient, quiet, and cordial. Educación is conceptually linked to collectivism, as many Latino families believe that what the child
does both in and out of the home is a reflection of the type of rearing and socialization experienced at home. (Tyler et al., 2008, p. 286)

**Native American Cultural Values**

The Native Americans have 550 federally recognized tribes in the United States, in which researchers acknowledge the variation in cultural values. However, researchers have also observed cultural values, such as sharing and cooperation, noninterference, harmony with nature, a present-time orientation, and a deep respect for elders that are common among the majority of Native American tribes (Tyler et al., 2008). Cooperation was defined as whatever possessions belong to an individual also belongs to family or larger community. Noninterference refers to a belief of Native Americans that everything was created to fulfill a specific purpose and personal interference is discouraged. A present-time orientation is a cultural value that focuses on the “here and now,” where activities begin when everyone arrives and end when the group agrees to end. There is a strong reverence for the elders of the tribes or within the groups. Elders are respected for the wisdom they have obtained through their life journey; therefore, young Native American children will avoid contact with an elder and critical analysis or disagreement with an elder’s views. The elders are considered the spiritual leaders and will often play the role of the parent and teacher.

Burstein, Sears, Wilcoxen, Cabello, & Spagna (2004) defined the term inclusion as the process and practice of educating students with disabilities in the general education classroom, utilizing the support and accommodations needed. Although students with disabilities have increasingly access to inclusive classrooms, evidence suggested that “general education teachers feel unprepared to serve students with disabilities, have little
time available to collaborate, and make few accommodations for students with special needs” (p. 104). Burstein et al., (2004) examined a model based on school reform research, adopted by a two school districts, in order to describe the process that moved the schools toward effective inclusive practices. Participants included general education and special education teachers, school administrators, and parents of students with disabilities from both school districts. Overall, the process included the following strategies:

1. **Building a commitment to change:** Leadership was instrumental in understanding the need for inclusive practices and allowing staff time to observe inclusive models.

2. **Planning for change:** Participants developed a vision of inclusive practices, which enabled them to examine current practices, establish new goals and develop a strategic plan.

3. **Preparing for change:** Teachers were expected to participate in professional development training and were provided with technical assistance in their classrooms.

4. **Supporting change:** Leadership continued to support inclusive practices and allocated resources to support the changes. (p. 107)

Although the individual school districts differed in implementation of the model, Burstein et al. found leadership, teacher commitment, staff development, planning time, and classroom support as the five key factors that emerged across the schools that contributed to change for both districts.
Irving & Hudley’s (2008) research with African American males revealed that cultural mistrust is a significant predictor of academic achievement. “As African American males' mistrust increases, their academic outcome expectations decrease. As mistrust increases, oppositional cultural attitudes also increase” (p. 676). Therefore, students with high cultural mistrust, oppositional cultural attitudes, and who place a low value on educational outcomes have lower expectations for the importance of their education. Cultural mistrust is a construct that describes the influence of discrimination on academic motivation and was defined by the researchers as a tendency for African Americans to mistrust institutional, personal, or social contexts that are perceived as being controlled by Whites. When confronted with poorly maintained, underfunded schools and ill-prepared teachers, African American youth may lose faith in the opportunities for economic upward mobility, which may have created both lowered expectations for the benefits of educational achievement and a devaluation of striving for achievement among African American adolescents. However, African American youth who grew up with economic resources and interacted with people from a variety of cultures and ethnicities may not develop negative attitudes towards the dominant culture (Irving & Hudley, 2008). The researchers designed a study to test the following hypothesis:

1. Cultural mistrust, oppositional cultural attitudes, and ethnic identity will be positively intercorrelated.

2. Expectations for academic outcomes and the value placed on academic outcomes would be inversely related to cultural mistrust, oppositional cultural attitudes, and ethnic identity.
3. Socioeconomic status (SES), cultural mistrust, oppositional cultural attitudes, ethnic identity and academic outcome value to be significant predictors of academic outcome expectations and academic grade point averages.

4. A resistant cultural identity to be inversely related to academic achievement and SES. (p. 676)

Participants in the study included 115 African American male, high school students at an urban school district in Southern California. The students were selected from high, medium, and low track social studies classrooms. Informed consent to participate in the study was provided by the students and their parents. A 72-item survey, in which all items were selected from existing instruments, was organized into subscales to measure cultural mistrust, academic outcome expectations, outcome values, cultural attitudes, and ethnic identity affirmation. A 4-point Likert scale, ranging from strongly disagrees to strongly agree was used for all subscales. Socioeconomic status was obtained when parents answered questions that were attached to the parental informed consent form. Participants’ academic achievement was measured using their cumulative academic grade point average (GPA), ranging from 0 to 4. Surveys were administered to groups of 10 to 15 African American male students during a 20 to 30 minute session of the school day. Cronbach alphas from the results of the subscales: (a) cultural mistrust; (b) oppositional cultural attitudes; (c) ethnic identity affirmation; (d) outcome expectations; and (e) outcome value were $\alpha = .91$, $\alpha = .85$, $\alpha = .74$, $\alpha = .84$, and $\alpha = .68$, respectively (Irving & Hudley, 2008). The findings suggested correlations between cultural mistrust, oppositional cultural attitudes, and ethnic identity, which was in partial support of the
first hypotheses. “Cultural mistrust was related to oppositional cultural attitudes; however, ethnic identity was unrelated to either of the two variables” (Irving & Hudley, 2008, p. 676). The second hypothesis concerning cultural mistrust and outcome expectations, outcome value, SES, and GPA showed that cultural mistrust had a significant inverse relationship with outcome expectations, SES, and GPA, yet was unrelated to ethnic identity affirmation and outcome value. The fourth hypothesis was correct. Both oppositional cultural attitudes and cultural mistrust were inversely related to SES and GPA. Regression analyses were used to examine the third and fourth hypothesis.

Cultural mistrust, oppositional cultural attitudes, and outcome value were significant predictors of outcome expectations; however, ethnic identity and SES were not … Cultural mistrust exerted a stronger negative effect on GPA among upper SES respondents; however, cultural mistrust did not appear to negatively impact the achievement of low-SES students. As demonstrated by the main effect of SES in predicting GPA, low-SES students generally attained lower GPAs than their higher SES peers. However, at high levels of cultural mistrust both high- and low-SES respondents had similar GPAs. (p. 676)

Implications of the research suggested that students with high cultural mistrust, oppositional cultural attitudes, and low valuation for educational outcomes have lower expectations for the importance of their education. Socioeconomic status had an inverse relationship with cultural mistrust and oppositional cultural attitudes, and a positive relationship with outcome value and grade point averages. Socioeconomic status was not significantly related to academic outcome expectations and ethnic identity affirmation. Interestingly, the researchers found that the interaction of cultural mistrust and SES
provided evidence that negative attitudes toward the dominant culture may significantly
discourage academic achievement among all African American males.

*Review of Research and Theory about School Culture*

School culture refers to a group’s shared beliefs, values, traditions, and ways of
interacting with one another that give the school a “climate” or feel. It is the “way they
work” that is known to its members and may be hidden to new members. Socialization
into the particular school organization is significant in the identity formation of the
beginning teacher (Johnston, Wetherill, & Greenebaum, 2002). The teacher is initiated
into the norms and practices of the school where the local culture and traditions are
immediately present. Despite the range of curricular, pedagogical and organizational
reforms codified in the standards of practice by INTASC and other state departments of
public instruction, many beginning teachers have found inconsistencies between what
they have been taught in teacher preparation programs with the traditional practices that
continue to dominate most schools. According to Johnson et. al., (2002), the
consequences of this dissonance may result in either beginning teachers leaving the
profession in their induction years, abandoning their professional training and
conforming to the patterns of the dominant culture or instituting their own practices,
which isolates them from the broader school faculty.

Ryan (1986) examined data from a large scale use of the Minnesota Teacher
Attitude Inventory (MTAI) and concluded that first year teachers go through four stages
once they begin teaching. It is the first two stages, which he named the fantasy stage and
the survival stage, which concerned the beginning teacher. The fantasy stage begins with
the preservice teacher imagining his/her life as a teacher, in which students are loving,
kind, considerate, and respectful of the teacher and each other. As the preservice teachers moves closer to the final semester of their teacher education program, the fantasies began to change into anxiety about teaching in chaotic classrooms, where students are out of control. Student teaching continues the fantasy stage, where although the preservice teacher experiences actual teaching for a semester in classroom, the student teacher is keenly aware that he/she does not have full responsibility and control of the classroom. Ryan (1986) calls this sheltered reality:

The student teacher enters a classroom culture that the regular teacher worked to establish at the beginning of the year. When the student teacher comes on the scene, the patterns and rules are established. Students know what they are supposed to do and how they are supposed to do it. The hard work of establishing a classroom culture already has been done; and whether student teachers know it or not, they are simply maintaining the systems already established. (p. 12)

Research results from the MTAI suggested that the arrival of the survival stage occurs between the month of October and December of the first year of teaching and is usually over by February of the same school year (Ryan, 1986). This stage is where novice teachers are fighting to establish respect as a professional and often for a sense of worth and identity.

There [beginning teacher] failure is also public. The students know something is wrong, that things are not as they should be. Surely the parents are becoming aware. Depending on the nature of the difficulties, the teachers to the right and left know of the new teacher’s failure. The principal also seems to know. The
failure of the first year teacher is no dirty little secret; it happens before a very public audience. (p. 14)

In order to understand the socialization experiences of beginning teachers, Gratch (2001) utilized a case study approach that analyzed the relationships between the culture of the schools, responses to mandated practices and development of teacher self-concept. The original sample of participants consisted of 38 teachers at different stages of teacher development (education majors during field work; student teacher-interns during the final semester of undergraduate studies; and first year classroom teachers). Triangulation of data involved analysis of information collected from group discussions during undergraduate class meetings, observations and interviews. As categories emerged, the sample of participants were narrowed down to six teachers, three student teacher-interns and three beginning classroom teachers (Gratch, 2001). The stories were used to further refine categories on inquiry as the participants completed interviews in September, January and June of the same school year. Gratch (2001) used the following questions, with further probes, to guide the interview: “What does it mean to be a teacher? How do teachers become teachers” (p. 123)? Focusing on narratives of the beginning classroom teacher, Gratch (2001) found four themes emerging as critical to becoming a teacher. First, the beginning teachers spoke of South Carolina’s education reform policy that identifies standards for assisting, developing and evaluation the performance of teachers. Second, beginning teachers talked about the establishment of relationships with colleagues and administrators as understanding the culture of the school. Third, the beginning teachers spoke of their changes in self-concept as the school year evolved. Fourth, the beginning teachers shared the evolution of relationships with their students.
McCann, Johannessen, and Ricca (2005) conducted an in-depth study to investigate the concerns of beginning high school teachers and to discuss what supports are needed in order to keep these novices from leaving the profession. Structured interviews were conducted with 11 novice high school English teachers, which included follow-up interviews at a later date. The researchers also conducted 23 interviews with additional new and experienced teachers. Analysis of the interview transcripts identified nine major categories of concerns expressed by the beginning teachers and was related to teachers understanding school culture:

1. Relationships with students (Will students like me? Will they accept me as a bona fide teacher?)
2. Relationships with parents (What will I do if a parent is upset with me?)
3. Relationships with colleagues (Will my colleagues believe that I know what I am doing?)
4. Relationships with supervisors (Will I satisfy the expectations of an evaluator?)
5. Workload/time management/fatigue (How can I get it all done?)
6. Knowledge of subject/curriculum (What is really important to teach?)
7. Evaluation and grading (What am I measuring? What should I do when the numbers don’t match my subjective impressions?)
8. Autonomy and control (Can’t I teach in the way that I believe is best?)
9. Appearance and identity (How will students judge someone like me?)

According to Schlichte, Yssel, & Merbler (2005), socialization and collegiality are variables in the success of the first year of teaching. The researchers examined the
extent of collegial and administrative support and related stress factors perceived by five first-year special education teachers to determine the possibility of protective factors that made the first year of teaching successful. Case study methodology was used to gather information from first year special education teachers. Letters were sent to special education directors in Midwestern states, who then sent copies of the letter to first year special education teachers in their school corporations inviting them to participate in the study. The participants were interviewed using a semi structured format of open-ended questions about their first-year experience and the development of any mentoring relationships during that year. The information was audio taped, transcribed, and analyzed for common themes. The researcher's findings suggested the following:

[S]trongly forged relationships and the 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. (p. 39)

According to Achinstein, Ogawa, & Speiglman (2004), research has identified three main areas that shape the socialization of new teachers: teachers' backgrounds, local contexts, and state policy environments. In regards to teachers' personal and professional backgrounds, the cultural, racial, class backgrounds, and personal histories of teachers: (a) shape their worldviews, which in turn color their socialization experiences; (b) affect their selection of the schools they choose to work and their connections with students; and (c) serve an "apprenticeship of observation" where they gain an understanding of the multiple facets of teaching by observing their own teachers (p. 557). Other research suggests that some teacher education programs have an impact on graduates’
instructional practices, cultural proficiency, and development of pedagogical content
knowledge (Achinstein, et al., 2004).

The local context that influences new teacher socialization, according to
Achinstein, et al., (2004), were professional culture and levels of capital, where teachers
are socialized within the professional communities of the school and district contexts. In
return, these communities affect new teachers' beliefs and practices, retention in the
profession, and sense of success.

Achinstein, et al., (2004) described the four forms of capital that school districts
possess:

(a) human capital, which includes professional knowledge and skills,
commitments and dispositions to learn about reform, and views regarding
learning; (b) social capital, which involves relationships, a sense of trust and
collaboration with colleagues, and ties to outside experts and professional
networks; (c) physical capital, which includes financial resources, time, and
materials; and (d) cultural capital, which reflects the influences stemming from
student and parent communities' access to the cultural attributes associated with
privilege. (p. 557)

Districts with less capital, which typically serve low socio-economic
communities, are more likely to hire teachers who lack teaching experience and
certifications in the content and grade level of placement. Also districts with low capital
tend to face greater pressure from educational accountability measures because their
schools are on mandated improvement plans. Consequently, these districts are more
likely to, “adopt state-mandated instructional programs, which emphasize direct
instruction and scripted lessons to improve students' performance on standardized achievement tests" (Achinstein, et al., 2004, p. 557).

State policies that specify instructional practices and are tied to assessments of outcomes have a strong impact on the socialization of new teachers. Critics contend that accountability and prescriptive instructional policies can narrow teachers' professional discretion, discourage effective instruction, and compromise opportunities for students from low-income and minority backgrounds to pursue higher order knowledge and skills, which consequently increases inequities (Achinstein, et al., 2004).

Gehrke & McCoy (2007) explored factors that contributed to the professional growth and job satisfaction of beginning special education teachers from rural, urban, and suburban school districts. The study utilized a mixed methods design, which consisted of questionnaires and individual interviews to incorporate the voice of the beginning teacher into the design. The purposive sample consisted of beginning teachers in six statewide school districts, who identified themselves as Special Education teachers for the 2004-2005 school year and taught in elementary, middle and high schools. Their areas of special education certification included Learning Disabilities, Cross-Categorical, and Speech/Language Pathology. The interview process included questions that asked the participants to describe their sources of information and support in general when seeking assistance with special education procedures, accessing instructional materials, determining curriculum, and classroom organization/management. Qualitative and quantitative information was converged and categorized within and across items. Data analysis yielded findings that examined the framework of teacher socialization and workplace factors within the control of school personnel: (a) interacting with colleagues;
(b) accessing resources that support teacher practice; and (c) having opportunities for professional development growth (Gehrke & McCoy, 2007). Comparisons were made between the school culture of the participants who remained in their special education teaching positions for a second year, and the teachers who transferred out of special education teaching positions during or after their first year as a special educator. Findings indicated that “those who remain in their positions have, regardless of the size and location of their schools, a more easily accessible network of supportive persons and resources in each of their teaching environments” (p. 35). With regards to having adequate materials and professional development opportunities, “[S]tayers, including those in more rural settings, often had the option of selecting relevant professional development activities directly related to their teaching assignments” (p. 38).

There are a number of efforts at the local, state, and national level to create organizational structures that support the development of beginning teachers. McCann et al., (2005) discovered during interviews with high school English teachers, the many factors affecting the development of new teachers:

…their choice of college or university; the particular methods classes they take and the philosophical bent and theoretical framework of the instructors they encounter; the public school at which they complete their student teaching experiences; the match with a cooperating teacher and university supervisor; and the culture of the school and department in which they begin their first job. (p. 31) McCann’s study suggested strategies that schools can implement to support the beginning teacher’s entry into the teaching practice:
1. Provide reasonable teaching assignments: Novice teachers expressed feelings of hopelessness because their teaching workload was overwhelming with having to cope with multiple preparations and classroom moves as well as attending to the management of routine task. The researchers suggested that ideally, new teachers should have only a couple of manageable preparations, with a minimum of movement from classroom to classroom.

2. Design mentoring programs carefully: Beginning teachers in the study discussed their experiences with ineffective mentoring. The researchers suggested that a meaningful mentoring program should include the following: (a) careful selection and training of mentors, including training in communication and peer coaching techniques; (b) attention to the expressed concerns of beginning teachers; (c) special consideration for the inevitable exhaustion and decline that teachers experience after the first 9-10 weeks of school; (d) a program of regularly scheduled contacts between the new teacher and the mentor; and (e) assistance in acclimating the new teacher to the school community.

3. Provide a comprehensive induction process throughout the year: Most schools provide orientation for their new staff, which often includes a list of rules, policies, and procedures of the school. Instead of an initial orientation meeting, a more effective induction process provides support throughout the year by engaging new teachers in conversations about their own goals for the school year. This process should also provide new teachers with detailed information regarding curriculum, instruction and essential resources that support the learning environment. The first year teachers also benefit from meaningful staff development programs that support their professional growth.
4. Prepare new teachers for challenges: Inevitably, the new teacher will encounter difficulties with misbehaving students, angry parents, unruly co-workers, unfair evaluations, complicated curriculums, and so on. The researchers suggest that supervisors, mentors, or peer coaches should take an active approach to help new teachers anticipate crises and assist them in exploring ways to resolve the conflict.

5. Encourage connection to the profession: The researchers also stated that teachers who joined such organizations as the International Reading Association, the National Council of Teachers of Mathematics, or other professional education organizations were most likely to remain in teaching beyond their induction years because of their interest in developing their knowledge and skills as teachers. This may suggest to employers that the new teacher sees himself or herself as a professional educator who is determined to keep growing as a teacher. School districts that support such efforts recognize that the investment in the teacher's professional development is a positive approach to the overall goal of providing students with expert teachers.

Review of Research and Theory about Professional Development

Professional development is the transformation of teachers’ knowledge, skills, understandings, and commitments in their practice, based on the pursuit of on-going learning and problem solving. Teachers experience a range of activities and interactions that knowledge and improve their teaching practice, as well as contribute to their personal, social, and emotional growth as teachers. “These experiences can range from formal, structured topic-specific seminars given on in-service days, to everyday, informal "hallway" discussions with other teachers about instruction techniques, embedded in teachers' everyday work lives” (Desmione, 2009, p. 181).
Over the past decade, more complex and broad-based views on how to conceptualize teachers' professional development have materialized, which is consistent with the belief that learning communities, whether formal or informal, contribute to teachers’ growth and development. According to Desmione (2009), learning occurs for teachers in brief hallway conversations with a colleague or when working with a distressed child or parent. It can also take many forms such as, coaching or mentoring other teachers, curriculum revisions, book clubs or study, self observation of teacher practices through video recording, and self or group directed research. Desmione (2009) stated that the results of national studies on teacher professional development lead to a consensus about the features or characteristics of the learning opportunity that were critical to the increase in teacher knowledge and skills, and improving their classroom practice, which impacted learning for K-12 grade students:

1. **Content focus:** A compilation of evidence in the past decade points to the link between activities that focus on subject matter content and how students learn that content with increases in teacher knowledge and skills, improvements in practice, and, to a more limited extent, increases in student achievement.

2. **Active learning:** Active learning, as opposed to passive learning typically characterized by listening to a lecture, can take a number of forms, including observing expert teachers or being observed, followed by interactive feedback and discussion; reviewing student work in the topic areas being covered; and leading discussions.
3. **Coherence:** The extent to which teacher learning is consistent with teachers' knowledge and beliefs. The consistency of school, district, and state reforms and policies with what is taught in professional development is another important aspect of coherence.

4. **Duration:** Intellectual and pedagogical change requires professional development activities to be of sufficient duration, including both span of time over which the activity is spread (e.g., one day or one semester) and the number of hours spent in the activity. Research has not indicated an exact "tipping point" for duration but shows support for activities that are spread over a semester (or intense summer institutes with follow-up during the semester) and include 20 hours or more of contact time.

5. **Collective participation:** This feature can be accomplished through participation of teachers from the same school, grade, or department. Such arrangements set up potential interaction and discourse, which can be a powerful form of teacher learning. (p. 184)

Given this consensus around these core features, Desmione (2009) argued they should be included in studies of the effectiveness of professional development as a conceptual framework, which would organize the research and refine and expand the knowledge base.

The National Board for Professional Teaching Standards was created in 1987 to establish high and rigorous standards for teacher professional knowledge, a voluntary national system to assess and certify teachers who meet those high standards, and to support education reform with the overall goal of improving student learning (Sato,
Chung Wei, & Darling-Hammond, 2008). To achieve National Board Certification, teachers must complete a rigorous two-part assessment, which includes a portfolio that incorporates student work samples, videotapes of classroom practice, and written reflections on the work. The assessment also includes the completion of a practicum at a local assessment center, where the teacher must demonstrate both content knowledge and pedagogical content knowledge through the performance of such tasks as responding to content matter prompts, evaluating curriculum materials, or designing lesson plans. Since the inception of the National Board Certification process, there has been interest in the question of the extent to which the certification process influences teachers' professional growth and development. A commonality of reported change in teaching practices by newly certified teachers is an increased understanding of assessment practices in the classroom.

According to Sato, Chung Wei, & Darling-Hammond (2008), current research found that the extent to which teachers embed formative assessment practices is related to improved student achievement. Formative assessment is defined as a means of collecting information about the students’ progress to make adjustments in the lesson during instruction.

Sato, Chung Wei, & Darling-Hammond (2008), examined how middle and high school mathematics and science teachers’ classroom practices were impacted by the National Board Certification process. This three year study ended with nine National Board Candidates and seven non-National Board Candidates both groups were teachers in high-need schools with lower student achievement test scores. Data were collected twice yearly and included videotapes of three to five classroom teaching lessons, written
responses to questions about curriculum, instruction, assessment, learner outcomes and student work samples. Also, participants were interviewed twice yearly about their practices and assessment approaches. Student surveys were completed at the end of each academic year, which asked students to respond to 33 different classroom activities that took place during the year. The teachers as participants were also asked to complete a survey where they rated the importance of a list of 24 classroom teaching practices. Findings suggested that the National Board Certified Candidates appeared to experience improvement in their formative assessments and overall teaching practices and scored higher than a comparison group by the third year. Sato, Chung Wei, & Darling-Hammond (2008), concluded:

The candidates attributed most of the changes in their practice to the National Board Certification process. The only teacher from the non-National Board group to experience comparable gains experienced an intensive professional development experience very similar in many ways to the National Board Certification process. The findings suggest, then, that professional development strategies like those provided by National Board Certification may help to change teachers' formative assessment practices and, as we saw, their instruction more generally. (p. 695)

According to Watkins (2005), establishing a learning community that values the ideas and experiences of all its members, including new teachers, will enhance student achievement and curriculum continuity. Research confirmed the fact that the average yearly turnover rate for teachers is 13.2 percent as compared to 11.0 percent in other professions. Also, 29 percent of new teachers leave education within their first three
years, and 39 percent have left by the end of five years. New teachers can quickly become disconnected from school goals and isolated from professional development unless school leaders and principals actively work with the staff to develop a learning community that embraces the new teacher as a valued professional. New teachers must be encouraged to develop their own identity, yet balance this autonomy with participation in a wider learning community. Watkins (2005) suggested a framework for the development of new teachers: (a) an induction program that partners a new teacher with a strong coaching mentor, where the mentor is given room to grow professionally as much as those they mentor; (b) an induction program that supports and extends innovative practice through active research, that leads to the application of effective classroom practices, and (c) an induction program that supports collegial discussion and learning among experienced staff, new teaching staff, and school leadership, through formal or informal study teams. “Such a framework for induction not only harnesses the enthusiasm and professional support research has shown necessary for novices, but builds an ongoing commitment to professional learning for all staff members” (Watkins, 2005, p. 84).

Big Picture Schools (BP) are a nation-wide network of schools with a goal of effecting change in the education system using a different model to educate the K-12 student population (Klein, 2008). Their philosophy around teaching and learning is based on the idea that students learn best when they are passionate about the work and fully engaged in the process. The foundation of the curriculum is centered on internships, where students and their mentor work collaboratively on lesson plans and projects that are aligned with the learning outcomes. It is not merely depth that BP values over specific content. Embedded in its philosophy is an interdisciplinary approach to learning, where
through the exploration of the depth of any subject matter, students will be exposed to many related topics.

Klein (2008) completed case studies of five BP teachers to provide an intimate and complex understanding of the professional development experience and the implications of this data on school reform as it pertains to teacher development. The case studies took place in BP schools in Providence, Rhode Island. The overall student population within the Providence Schools was 24% Caucasian, 42% Hispanic, 29% African American, 3% Asian, and 2% Native American. Sixty-eight percent of students qualified for free or reduced lunch and 34% lived in homes where English was not the first language. Klien (2008) examined written documents as well and completed extensive interviews and classroom observations of the five case study participants. She also conducted multiple interviews of more than 15 teachers and staff members and visited sites, where teachers participated in extensive professional development training, which included grade-level meetings and conferences. Findings conclude with the challenge of managing the tension between insider and outsider expertise. “Professional development often draws on the expertise of outsiders as a means of bringing new knowledge to teachers. Yet valuing outsider knowledge over the contextualized understanding of teachers can be problematic, sending a signal that teacher knowledge is somehow secondary” (p. 91).

However, in the challenge to learn new content knowledge and pedagogical content knowledge, some teachers interviewed talked about the need for a balance of expertise from the experts outside as well as inside the organization. Outsider experts can provide depth of content knowledge that teachers may lack in certain areas, expose
teachers to new ideas from current research in the field, and provide multiple perspectives of perceiving content-area depth in student work. (Klien, 2008).

In the process of formalizing the learning, unlearning, and relearning within the comprehensive professional development programs at BP, a number of tensions had to be managed and strategies were geared towards building teacher capacity within the learning community. Klien (2008) stated, “It appears that the comprehensiveness of this program may make it successful, something for policy makers and administrators to keep in mind” (p. 79).

Summary of Findings and Themes within Reviewed Literature

In summary, researchers have documented concerns and struggles of beginning teachers (Veeman, 1984; Charnock and Kiley, 1995; Darling-Hammond, 1999; Stroot et al., 2001; Fieman-Nemser, 2001). It further aligns with current research and literature on common struggles in the area of teaching practice (Ensor, 2001; Meister and Melnick, 2003; Deal & White, 2006; Certo 2006; Mandel, 2006; Green, 2006; McCall, 2006; Davis, Petish and Smithy, 2006; Clausen, 2007; Melnick and Meisler, 2008), the literature and research on teaching diverse learners (Burstein et al., 2004; Irving and Hudley, 2008; Tyler et al., 2008), the literature and research on understanding school culture (Ryan, 1986; Gratch, 2001; Johnston, Wetherill, & Greenebaum, 2002; Achinstein, Ogawa, & Speiglman, 2004; McCann, Johannessen, and Ricca, 2005; Schlichte, Yssel, & Merbler 2005; Gehrke, 2007), and the research and literature on professional development (Watkins, 2005; Klien, 2008; Sato et al., 2008; Desmione, 2009).
The above review of literature represents the theoretical framework related to the research questions addressed by the study. The development of the model from this study began with a simple column of four bars or weights that depicted the four common areas of beginning teacher concern and struggles (See Figure 1). The evolution of the model (See Figure 2) continues to expand as the researcher develops a theory that not only describes the concerns of the beginning teacher but also presents the support mechanisms needed for professional growth. The model displays the four common areas of struggle as being placed on a balance scale. The researcher used a balance scale to represent an
equivalent relationship. It depicts the balance of support needed as the beginning teacher moves from preparation to profession. Beginning teacher knowledge and skills in the four areas are key components or qualities for development throughout the profession, which is the base of the model.

This section summarizes prominent themes and findings within the framework. This summarization will serve as a base for comparison of study findings to relevant literature in Chapter Five.

*Summary of Themes/Findings about Beginning Teachers’ Struggles and Concerns*

*Theme Findings: Teaching Practice*

Researchers characterize the first years of teaching as a time of fantasy, survival, realization, and finally transformation, where beginning teachers move from knowing about teaching through formal study to knowing how to teach by developing a vision of good teaching. Confronting the day-to-day challenges, teachers develop curriculum that aligns with the school or district and is responsive to the developmental level of the students. Teachers also use a variety of instructional strategies that are based on the knowledge of the subject and can be adapted to student learning as the lesson unfolds. Teachers also use multiple methods of informal and formal assessments that are infused throughout the instructional process to help students monitor their own learning and to guide teaching that is responsive to student needs (Feiman-Nemser, 2001). Finally, current research has recommended effective mentoring or induction programs that meet the needs of the beginning teachers’ needs as they enter the profession (Ensor, 2001; Certo, 2006).
Theme/Findings: Teaching Diverse Learners

Teachers must be prepared to educate children who have a wide range of cultural backgrounds, languages, abilities and learning styles that may be different from their own. They must recognize the need to cultivate the resources needed to understand value and utilize the nuances of each culture in the context of teaching. Research on “cultural discontinuity,” were studies compared and contrasted the differences between mainstream cultural values and the culture-based values and belief systems of many ethnic minority groups suggested that the academic challenges faced by many ethnic minority students are linked to perceived cultural discontinuity between students' home- and school-based experiences (Tyler et al., 2008).

Theme/Findings: School Culture

Despite the range of curricular, pedagogical and organizational reforms codified in the standards of practice by INTASC and other state departments of public instruction, many beginning teachers have found inconsistencies between what they have been taught in teacher preparation programs with the traditional practices that continue to dominate most schools. State policies that specify instructional practices and are tied to assessments of outcomes have a strong impact on the socialization of new teachers. Critics contend that accountability and prescriptive instructional policies can narrow teachers' professional discretion, discourage effective instruction, and compromise opportunities for students from low-income and minority backgrounds to pursue higher order knowledge and skills, which consequently increases inequities (Achinstein, et al., 2004). Research suggested the following practical guide to support beginning teachers as they assimilate into the school culture, (a) Provide reasonable teaching assignments- new
teachers should have only a couple of manageable preparations, with a minimum of movement from classroom to classroom; (b) *Design mentoring programs carefully*- a meaningful mentoring program should include careful selection and training of mentors, including training in communication and peer coaching techniques, attention to the expressed concerns of beginning teachers, special consideration for the inevitable exhaustion and decline that teachers experience after the first 9-10 weeks of school, a program of regularly scheduled contacts between the new teacher and the mentor, and assistance in acclimatizing the new teacher to the school community; (c) *Provide a comprehensive induction process throughout the year*- a more effective induction process provides support throughout the year by engaging new teachers in conversations about their own goals for the school year. This process should also provide new teachers with detailed information regarding curriculum, instruction and essential resources that support the learning environment. The first year teachers also benefit from meaningful staff development programs that support their professional growth and, (d) *Prepare new teachers for challenges*- the new teacher will encounter difficulties with misbehaving students, angry parents, unruly co-workers, unfair evaluations, complicated curriculums, and so on. Supervisors, mentors, or peer coaches should take an active approach to help new teachers anticipate crises and assist them in exploring ways to resolve the conflict (McCann et al., 2005).

*Theme/Findings: Professional Development*

Over the past decade, more complex and broad-based views on how to conceptualize teachers' professional development have materialized, which is consistent with the belief that learning communities, whether formal or informal, contribute to
teachers’ growth and development. Research synthesis identified key characteristics about the kind of professional development opportunities that are effective in improving sustained teacher learning, which was observed in National Board Certified teachers. To achieve National Board Certification, teachers must complete a rigorous two-part assessment, which includes a portfolio that incorporates student work samples, videotapes of classroom practice, and written reflections on the work. The assessment also includes the completion of a practicum at a local assessment center, where the teacher must demonstrate both content knowledge and pedagogical content knowledge through the performance of such tasks as responding to content matter prompts, evaluating curriculum materials, or designing lesson plans (Sato, Chung Wei, & Darling-Hammond, 2008).

The final chapter section described the methodology for assessing teacher education programs. It included the development of a national survey instrument and the complexity and challenges of assessing the effectiveness of teacher education programs.

Assessing Teacher Education Programs

*Development of a National Survey Instrument to Assess Teacher Education Programs*

According the U.S. Department of Education’s National Center for Education Statistics [NCES], as cited by Thomas and Loadman, 2001, only one in five teachers consider themselves well prepared to work in the modern classroom. The baccalaureate (B.A.) and master’s of education (M.Ed.) teacher education program levels at a major Carnegie I research university were evaluated with the purpose of determining its strengths and opportunities for improvement.
The M.Ed. program was designed to replace an original program by requiring all students to obtain a bachelor’s degree in Liberal Arts, and then proceed to the five-quarter graduate program. The courses for the B.A. were similar to the M.Ed. courses in conceptual framework, curriculum alignment, teaching faculty and field experiences, which allowed the researchers to use one method and one instrument to evaluate both program levels. The National Survey of Teacher Education Program Graduates Instrument (Freeman, Loadman, and Kennedy, 1991 as cited by Thomas and Loadman, 2001) was used to gather data created by measuring ratings on career, quality of teacher preparation program, teaching skills and teaching knowledge satisfaction. The survey instrument utilized a selected–response, paper and pencil method to gather demographic and profile information, as well as a 130-item questionnaire with rating options of 3-point, 4-point, 5-point or 7-point Likert-type scale. The research faculty at the Carnegie institution used the subscale items in comparison to the courses of study in each program to examine content validity. A confirmatory factor analysis model was used to verify construct validity, which concluded that the model was a good fit for the data. Reliability was measured using both Cronbach’s alpha measures and Rasch measurement technique, concluding appropriate data dependability (Thomas and Loadman, 2001).

Data were gathered from program graduates within the class of 1996 over a 4-month period with a response rate of 56%. The descriptive characteristics of the respondent group and program strengths in general were consistent with those documented in the National Database (NDB) for teacher education follow-up studies. Academic advising, an understanding of how to work with the gifted and talented population of students in the schools, knowledge of the needs of special education
students and understanding current research in the field of education were cited as areas of weakness that needed addressing in the program (Thomas and Loadman, 2001). The graduates identified the areas of program strengths as being student teaching experiences, skills in teaching basic knowledge and skills, and in-depth understanding of content areas.

The Carnegie research university utilized the results of the survey to inform program improvements and policy decisions within their teacher education programs. The faculty responded to the results by scheduling faculty/student reflective sessions with advising, and assuring that their teacher candidates gain an understanding of the rewards as well as the challenges of being a teacher. In addition, the administration has questioned the wisdom of being an advanced degree only institution (Thomas and Loadman, 2001).

Teacher education programs are under pressure to produce more effective teachers, which force schools and colleges of teacher education to provide evidence of how their programs have impacted the graduates of such programs. Despite their limitations, graduate follow-up surveys continued to be a widely used way to gather useful information for program evaluation because of their ability to “offer information about the relative merits and deficiencies of programs” (Loadman, Freeman, Brookhart, Rahman, & McCague, 1999, p. 76).

A team of researchers from Ohio State University, Arizona State University, and Duquesne University revised a National Survey of Teacher Education Program Graduates to provide: (a) insight into the quality of teacher education graduates at each participating institution; (b) descriptions of graduates from a cross-section of the country; (c) institutional norm data for items and subscales in the instrument; (d) common data across
institutions to assist agencies involved in accreditation and; (e) opportunities to critically look at teacher education (Loadman, et. al., 1999). Specifically, the use of the survey instrument allowed teacher educators to “determine the areas in which their teacher preparation program is excelling and areas in which their program comes up short of institutional norms” (p. 77).

Survey items were gathered and collated from 14 institutions that used the most recent version of the national survey. The sample consisted of graduates of baccalaureate teacher education programs who completed their program one to three years prior to the study. New questions were developed to address current critical areas of teacher performance that were not previously included in the former version. Items on the instrument covered the following areas: (a) employment history, which included information regarding characteristics of employment for graduates who are and are not teaching; (b) quality of the teacher preparation program; (c) graduates' knowledge and understanding of teacher education program content; (d) other demographic background information; and (e) teachers' roles and responsibilities. The researchers also gathered similar information from the employers of the graduates and reported item-level means and grade level contrast (elementary vs. secondary) (Loadman et al., 1999).

For the items categorized as professional knowledge “Elementary program graduates rated their knowledge of English/language arts, child and adolescent development and theories of learning more highly than Secondary ( high school) program graduates.” However, secondary program graduates rated their “knowledge of historical and philosophical development of thought in their major field, legal and ethical issues and multicultural issues more highly than elementary program graduates did” (p. 80). For
the items categorized as instructional skills, the lowest mean ratings were the ability to use computers during instruction, teaching students with special needs, teaching gifted/talented students and referring students for services when appropriate. Ratings of teacher preparation program quality revealed high ratings for course work that was connected with field experiences and low ratings for academic advising (Loadman et al., 1999).

In adopting the ten standards developed by the INTASC, it is reasonable to expect that new teachers should enter a school prepared to contribute to their professional development and ultimately student learning (Frazier, 1999). The issue now becomes the assessment of the adopted standards and knowing “what is to be measured, how, by whom and when, are questions states must answer in terms of putting in place an assessment process that is reasonably efficient and meets the legal test of fairness, validity, and reliability” (p. 143).

*The Stanford Teacher Education Program Assessment*

The United States Department of Education and other foundations that support institutions of higher education are requiring that schools of education be evaluated on the basis of how well their graduates perform on licensing tests, effectiveness of teaching abilities in the classrooms and how well students of these teachers achieve (Darling-Hammond, 2006). The Stanford Teacher Education Program (STEP) is a 12 month, postgraduate program in secondary education that was redesigned to build on its strengths while infusing a common vision that integrates professional teaching standards into all coursework, field practicum and program assessments. Therefore, multiple measures
were used to evaluate the effectiveness of the redesigned program in the areas of preparedness, practice and ability of the teacher candidates to support K-12 learning.

The STEP program’s conceptual framework was grounded in the belief that teachers are reflective practitioners. The program served between 60 and 75 teacher candidates in the content areas of math, science, social studies, English and foreign language, while the elementary program served approximately 25 teacher candidates (Darling-Hammond, 2006).

Graduates of the program were surveyed for several years using an instrument that was mainly derived from a national study of teacher education programs and adjusted to align with the conceptual framework of the STEP program. Triangulation of the data was done with the use of a companion survey for principals and superintendents who were asked to compare the graduates with teachers hired from other programs. The results from many of the items were then compared to that of a national sample of beginning teachers. A factor analysis that looked at graduate responses to the survey compared to factors that were the same as the California Standards for teachers suggest validity of the survey items. Analysis of the results showed employers’ ratings were above 4 on a 5-point scale and 97% gave the program exceptional ratings when responding to how well the program prepared the graduates. Overall, employers were more positive about the preparedness of the graduates than were the graduates’ perception of their preparedness (Darling-Hammond, 2006).

Interviews of students and graduates were also used for further triangulation of findings and to better understand graduates’ perceptions about their preparedness. Analysis of the responses from the interviews showed five themes emerging as common
responses in regards to the greatest areas of knowledge attainment. To examine whether or not graduates of the STEP program transferred the knowledge they received from their teacher education program into their professional practice as classroom teachers, candidates were evaluated during student teaching and their first year of employment as a teacher, using a performance inventory instrument that was based on the California Teacher Standards (Darling-Hammond, 2006). Analysis of the overall effect of the program reform showed minimal differences in most areas. However, graduates felt more prepared in using technology, teaching students with special needs and communicating with parents.

Instruments have been developed by researchers to assist in the measurement of program outcomes. Although each has its limitations, collectively many have contributed to the development of professional performance and gave some insight into the characteristics of teacher education that make the most difference in preparing teachers for all children. Debates about the effectiveness of teacher education programs continue to mandate the need for colleges and schools of education to legitimize their existence by providing evidence about whether and how teacher preparation influences teacher’s effectiveness, which includes the ability to impact K-12 student academic achievement. To maximize the potential outcome of studies, researchers must not only develop instruments that assist in identifying the characteristics of teacher preparation programs that contribute to beginning teacher proficiency, but must also be able to document the content of the teacher education program that contributed to the effectiveness of the beginning teacher in the classroom.
Chapter Conclusion

Professions such as medicine and law have created models that encouraged a cohesive and consistent knowledge base for many professions, including the field of education. Public concern about the quality of teachers entering the classroom has encouraged national teacher education accreditation organizations such as The National Council of Accreditation of Teacher Education (NCATE) as well as state departments of education such as the Wisconsin Department of Public Instruction (WDPI) to revise its standards that call for Institutions of Higher Education (IHE) with teacher preparation programs to provide evidence of systematic follow-up studies of graduates seeking teacher certification and licensing. Grossman (2008) stated:

We prepare the teachers who will matter desperately in the lives of the children in whom they teach. But as a professional community, we cannot assume that because we have held jurisdiction over the preparation of teachers in the past, we will continue to maintain our authority in this area … We must gather evidence on the outcomes of teacher education, both for beginning teachers and for their students, and change our practice if necessary, in accordance with what we find.

(p. 22)

Chapter 2 began with a historical look at the transformation of teacher education as a profession, from a national and state level. It then identified what beginning teachers are expected to know and be able to and the common struggles of beginning teachers as they transition from teacher preparation programs into the teaching profession. Finally, the chapter concluded with studies that focused on program evaluation and evaluating teacher education programs. The researcher’s observation of recurring themes in the
literature and research were the specific areas of struggle that beginning teachers experienced in their induction years. Consequently, novice teachers find themselves needing the most support in these four challenging areas: (a) knowledge of curriculum, instruction and assessment [teaching practice]; (b) ability to teach diverse learners [diversity]; (c) navigating the school environment [school culture]; and (d) having opportunities for professional growth [professional development]. The literature review reinforced these four recurring themes with research that occurred with beginning teachers of elementary school, middle school and high school classrooms across the U.S.

Chapter 3 presents the research design for evaluating the effectiveness of the Undergraduate Teacher Education Program at Cardinal Stritch University in preparing beginning teachers to teacher all children, using a program evaluation approach as the organizational framework.
CHAPTER THREE: RESEARCH DESIGN

Research Rationale

Research Purpose

The purpose of this study was to evaluate the effectiveness of the Undergraduate Teacher Education Program at Cardinal Stritch University and the impact it had on the graduates, whom were beginning teachers. The researcher conducted a program evaluation, which is defined as a systematic operation of varying complexity involving data collection, observations and analyses, and culminating in a value judgment regarding the quality of the program being evaluated. It is crucial for determining how, and to what extent, quality improvement systems are effective in educational practices and outcomes (Mizikaci, 2006). The demand for program evaluation is growing with national, state, and local legislative bodies, taxpayers, foundations and the general public having an increased interest in seeing a return on investment. According to Newcomer, Hatry, & Wholey (2004), the following criteria can be used by institutions to assess the “worth” of a program being considered for evaluation and monitoring:

1. Can the results of the evaluation influence decisions about the program?
2. Are decisions pending about continuation, modification, or termination?
3. Is there considerable support for the program by influential interest groups that would make termination highly unlikely?
4. Can the evaluation be done in time to be useful?
5. Are the data available now?
6. How long will it take to collect data needed to answer key evaluation questions?
7. Is the program significant enough to merit evaluation?
8. Does the program consume a large amount of resources?
9. Is program performance marginal?
10. Are there problems with program delivery?
11. Is program delivery highly inefficient?
12. Is this a pilot program with presumed potential for expansion? (p. xxxix)

Hardy (2007) described the essential knowledge and skills needed for effective program evaluation:

Today’s program evaluator must possess many talents [that] combine to form the basis of program evaluation. When it comes to accountability, the evaluator has to understand current trends and legislation, common definitions, and shifts in student achievement standards. Evaluation, on the other hand, is a more expansive body of knowledge that includes identifying program objectives, collecting data, selecting data analysis methods, drawing conclusions, and making viable recommendations to program decision-makers. (p. 30)

Slayton and Llosa (2005) stated that qualitative methods should be an essential part of large-scale program evaluations in order for program effectiveness to be understood. They believe that this methodology is a rigorous means of investigating causality.

In program evaluation, for example, when no evidence of effectiveness is found using quantitative methods, qualitative methods can explain why the program was not successful….When a program is determined to be effective, qualitative methods can confirm that it is actually the program that is responsible for the
effect. Qualitative methods pose the questions of how and why a program does or
does not cause the intended effect and not simply whether a program causes the
intended effect… [The researchers] argue, as others have, that in addition to the
use of quantitative methods, scientifically based research designs should employ
qualitative methods when the goal of the research is to evaluate program
effectiveness. (p. 2544)

Astramovich and Coker (2007) described program evaluation as a systematic
process of collecting and analyzing information about the effectiveness of programs, and
the impact they have on services.

The field of program evaluation has grown rapidly since the 1950s as public and
private sector organizations have sought quality, efficiency, and equity in the
delivery of services. Today, professional program evaluators are recognized as
highly skilled specialists with advanced training in statistics, research
methodology, and evaluation procedures…. program evaluation has developed as
a distinct academic and professional discipline. (p. 162)

When examining the trend for increased monitoring and evaluations of
performances from a myriad of organizations, the challenge of those involved in program
evaluation will be to help ensure that the process leads to more effective programs
(Hatry, Wholey, & Newcomer, 2004, p. 683). In regards to the overall purpose of
program evaluation, the researchers explained:

Program evaluation…is by no means a panacea. It does not substitute for quality
implementation of programs….What evaluation can do is provide reasonably
reliable, reasonably valid information about the merits and results of particular programs operating in particular circumstances. (p. 684)

Performance monitoring, an evaluation design, is intended to collect data on selected measures of a program at intervals. Its purpose is to provide objective information to all stakeholders in an effort to improve decision making and identify what changes are needed to strengthen program outcomes (Poister, 2004). In order to convey a comprehensive view of program effectiveness, performance monitoring designs often assess immediate outcomes, intermediate outcomes, and longer-term outcomes. This approach can also be challenging and costly to implement because it often requires a follow-up with customers or clients after completion. Another challenge is being able to identify appropriate data sources, utilize quality measures, develop data processing support, and ensure quality assurance procedures (Poister, 2004).

Multiple Data Sources

Performance monitoring designs often require multiple sources and data collection procedures, such as direct observations, interviews, and surveys of clients, employees or other stake holders, which are developed to measure the performance. Poister (2004) stated, “Outcome measures are often operationalized most directly through follow-up contacts or interviews with clients at specific lengths of time after they have completed programs” (p. 107).

Quality of Measures

A high degree of validity and reliability is essential when developing measurements. Problems such as observer or subject bias, poor instrument design, nonresponse bias because of missing cases, and either reporting too much or not enough
data must be monitored by the evaluator. The measures should be easily understood by the intended customer, which gives it obvious face validity. It is also important that the evaluator maintains consistency in data collection procedures since performance monitoring systems track data at regular intervals over time to observe trends. The set of measures should provide a comprehensive view of the program to provide information to decision makers, which should stimulate efforts to improve performance (Poister, 2004).

Quality Assurance

Poister (2004) explained the importance of having procedures in place to ensure data integrity. “Thus, procedures for collecting and processing the data should provide clear data trails for tracking the data back to records of initial transaction or observations in order to reproduce the results” (p. 112). The performance data should also be examined in a framework that compares the results over time, against targets, among other units within an organization, and against external benchmarks or results of performance measures outside of and organization.

Program Evaluation Standards

The Joint Committee on Standards for Educational Evaluation is housed at the Evaluation Center in Western Michigan University, and is comprised of professional associations concerned with the quality of evaluation. In 1989, the Joint Committee became an accredited member of the American National Standards Institute (ANSI), and submitted a revision of their Program Evaluation Standards for approval. In 1994 the Program Evaluation Standards were approved by the ANSI and became widely recognized as American National Standards, internationally as well as in the U.S. (Sanders, 1994). The Program Evaluation Standards are framed by: (a) utility standards
to ensure that an evaluation will meet the informational needs of the users; (b) *feasibility standards* to ensure that an evaluation will be practical, viable, and cost effective; (c) *propriety standards* to provide assurance that the rights of all parties involved are protected; and (d) *accuracy standards* to ensure that the report of an evaluation’s findings will demonstrate technically adequate information about the variables that determine the value of the program.

The researcher used the Program Evaluation’s *Accuracy Standards* to guide the process of evaluating or monitoring the performance of the beginning teachers, as graduates of the Undergraduate Teacher Education Program at Cardinal Stritch University. Table 1 presents the American National Accuracy Program Standards.
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<th>Accuracy Standard</th>
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<td>1</td>
<td><strong>Program Documentation</strong>: The program being evaluated should be described and documented clearly and accurately, so that the program is clearly identified.</td>
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<td>2</td>
<td><strong>Context Analysis</strong>: The context in which the program exists should be examined in enough detail, so that its likely influences on the program can be identified.</td>
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<td>3</td>
<td><strong>Described Purposes and Procedures</strong>: The purposes and procedures of the evaluation should be monitored and described in enough detail, so that they can be identified and assessed.</td>
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<td>4</td>
<td><strong>Defensible Information Sources</strong>: The sources of information used in a program evaluation should be described in enough detail, so that the adequacy of the information can be assessed.</td>
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<td>5</td>
<td><strong>Valid Information</strong>: The information-gathering procedures should be chosen or developed and then implemented so that they will assure that the interpretation arrived at is valid for the intended use.</td>
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<td>6</td>
<td><strong>Reliable Information</strong>: The information-gathering procedures should be chosen or developed and then implemented so that they will assure that the information obtained is sufficiently reliable for the intended use.</td>
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<td>7</td>
<td><strong>Systematic Information</strong>: The information collected, processed, and reported in an evaluation should be systematically reviewed, and any errors found should be corrected.</td>
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<td>8</td>
<td><strong>Analysis of Quantitative Information</strong>: Quantitative information in an evaluation should be appropriately and systematically analyzed so that evaluation questions are effectively answered.</td>
</tr>
<tr>
<td>9</td>
<td><strong>Analysis of Qualitative Information</strong>: Qualitative information in an evaluation should be appropriately and systematically analyzed so that evaluation questions are effectively answered.</td>
</tr>
<tr>
<td>10</td>
<td><strong>Justified Conclusions</strong>: The conclusions reached in an evaluation should be explicitly justified, so that stakeholders can assess them.</td>
</tr>
<tr>
<td>11</td>
<td><strong>Impartial Reporting</strong>: Reporting procedures should guard against distortion caused by personal feelings and biases of any party to the evaluation, so that evaluation reports fairly reflect the evaluation findings.</td>
</tr>
<tr>
<td>12</td>
<td><strong>Metaevaluation</strong>: The evaluation itself should be formatively and summatively evaluated against these and other pertinent standards, so that its conduct is appropriately guided and, on completion, stakeholders can closely examine its strengths and weaknesses.</td>
</tr>
</tbody>
</table>
The intent of utilizing a program evaluation design as the research approach allowed for a systematic process of assessing the quality of teacher preparation at Cardinal Stritch University, through surveys of beginning teachers, principals and mentor teachers regarding teacher effectiveness, interviews with principal and mentor teachers, and document analysis of key program benchmarks to further explain findings and the extent in which the program contributed to those results.

This chapter outlines the methodology for this research study. First, the research questions are summarized. The uses of both quantitative and qualitative means of collecting data are justified. Next, the research plan and data collection methods are outlined and the population and sample participants are defined. Finally, the researcher describes the data analysis processes and the student documents used to analyze any possible influences on program outcomes. The following questions guided the collection of data:

1. Are the graduates performing at the expected level of proficiency for beginning teachers, based on the Wisconsin Teacher Standards?

2. How did the responses of the beginning teachers compare or contrast to that of the employers’ and mentor teachers’ responses?

3. What role, if any, did teacher mentoring play in the graduates’, preparation to teach all children?

4. In the schools where the formal mentoring process was evident, what other factors contributed to beginning teacher proficiency?
Research Approach

Program Evaluation

The program evaluation process utilized both a quantitative and qualitative (mixed-methods) research approach. The quantitative approach is a numeric description of the responses of a population by studying a sample of that population. From the results of the sample population, the researcher generalized about the population as a whole (Creswell, 2003). The qualitative research data collection occurred at the site of the participants. This allowed the researcher to obtain detailed information about an individual or circumstances by building rapport and credibility with the individuals in the study through interviews and observations. The researcher then made an interpretation of the data, looking for themes or categories and drawing conclusions about its meaning (Creswell, 2003). This mixed methods approach in the collection of data enabled the researcher to confirm findings from different data sources. The researcher utilized a “triangulation convergence model” of the mixed method approach. According to Creswell & Plano Clark (2007), this model is characterized by the collection and analysis of quantitative data followed by the collection and analysis of qualitative data with the priority being given to quantitative data. The two methods are then integrated as the researcher interprets the data. Steps were utilized by the researcher to ensure triangulation of the data, including surveys of graduates, surveys of employers (principals), surveys of mentor teachers, and interviews with principals and mentor teachers. The researcher also analyzed several documents from the undergraduate program to gather supporting data.

The quantitative research methodology employed to resolve the question(s) addressed by the study was through the use of surveys. According to Leedy and Ormrod
(2005), survey research involves gaining information about one or more groups of people by asking questions and analyzing their answers for the purpose of learning about the larger population the group represents. “Survey research captures a fleeting moment in time, much as a camera takes a single-frame photograph of an ongoing activity” (Leedy & Ormrod, 2005, p. 184). Although survey research is a common approach to the collection of quantitative data, the researcher must consider its reliance on self-reporting data. Participant’s relay their perceptions of the truth or often construct “on the spot” responses that they haven’t internalized for numerous reasons. Therefore, the researcher utilized multiple data sources, which included the surveying of graduates from Cardinal Stritch University Undergraduate Teacher Education Program, surveying employers of the graduates and surveying mentor teachers of the graduates from the program.

The qualitative research methodology employed to resolve the question(s) addressed by the study involved the use of interviews. Weiss (1994) stated that, through interviewing, researchers learn people’s interior experiences. “We can learn what people perceive and how they interpreted their perceptions. We can learn how events affected their thoughts and feelings. We can learn about all the experiences … that together constitute the human condition” (p. 1). The researcher interviewed principals and mentor teachers of the graduates from CSU’s Undergraduate Teacher Education Program.

A sequential data collection was carried out in three phases. The researcher utilized Creswell’s (2007) triangulation convergence model as the framework for the mixed methodology design.
Figure 3. Sequential strategy used for researcher’s mixed methodology design.

The first phase employed surveys to collect data from the three sample populations of graduates, employers, and mentor teachers. The second phase involved the collection of information through interviews with principals and mentor teachers, which provided the researcher with quotes that were used to “validate and embellish the quantitative survey findings” (Creswell & Plano Clark, p. 65). The third phase included analysis of results from the surveys and interviews and the collection and analysis of teacher candidate assessments as they progressed through the Undergraduate Teacher Education Program.

Research Plan

Site and Sample

Description of Site and Selection

Cardinal Stritch University (CSU) is the second largest of the 20 independent colleges and universities in Wisconsin and is located in the Milwaukee area. Graduates of Cardinal Stritch University’s Undergraduate Teacher Education Program, their employers (principals) and mentor teachers were the participants of the first phase of the research.
The researcher mainly collected quantitative data through an electronic survey that allowed for open-ended responses. The population of graduates (N=50) were selected from the May 2005, December 2005, and May 2006 graduation list. This list was compared to the Educators License Search database on the Wisconsin Department of Public Instruction (DPI) website, which confirmed the initial educator license. Post cards containing a URL address and pass codes for the electronic survey were mailed to the graduates (Appendix A). Contact information was obtained from the university database. A list of schools where the graduates were employed was also obtained from a database released to each institution of higher education whose teacher education programs are accredited by the Wisconsin Department of Public Instruction. The list of schools was used to contact graduates through email. Out of the total population of 50 graduates that received an initial educator’s license, 29 graduates relocated and were unable to contact through postal mailings, emails, and phone calls. From the remaining population, 21 graduates responded to the survey as being classroom teachers for at least one year, and no more than two years. This yielded a response rate of 42% for graduates. The principals (N=20) were selected from the schools where the graduates were employed. A post card containing a URL address, the graduate’s name, and pass code for the electronic survey was mailed to each principal (Appendix B). The mentor teachers (N=6) were referred by the principals who hired the graduates. Each principal gave the researcher permission to interview the mentor teachers as part of the study. The sample of participants for phase I consisted of graduates, principals and mentor teachers from rural, suburban and urban school locations in Southeastern Wisconsin. Purposive sampling was then used to determine the participants to interview for phase II. Purposive sampling allows the
researcher to utilize people for a particular purpose (Leedy & Ormrod, 2005). The researcher selected three principal and mentor teacher pairs that were representative of different school cultures or locations, who agreed to be interviewed on behalf of the leadership in the school. Therefore, one principal and one mentor teacher from two different school locations (suburban and urban areas) were selected to complete the second phase.

**Communication with Site**

With institutional review board approval (Appendix C), post cards were mailed by the research assistant requesting participation in the completion of an electronic survey and detailing the participants’ rights. The postcards were mailed in phases to the graduates, employers, and finally mentor teachers, beginning the first week in October, 2007 and concluding March, 2008. To ensure anonymity, the researcher issued a pass code to each participant, which was printed on the post card, along with a URL address for the survey. Also, all participants were informed that results were recorded with Cardinal Stritch University’s Office of Institutional Research to ensure confidentiality. The survey data were gathered over four months, using follow-up phone calls and reminders sent through emails to participant groups: (a) beginning teachers (N=21), principals (N=20), and mentor teachers (N=6).

**Data Collection**

**Phase 1: Survey**

The researcher developed a survey instrument similar in wording to the standards for beginning teachers, which were developed by the Interstate of New Teacher Assessment and Support Consortium (INTASC) and have been adopted for assessing
teacher proficiency by the Wisconsin Department of Public Instruction (WDPI). Table 2 presents the researcher’s Graduate Follow-Up Survey items in the right column, which align with the INTASC Standards in the left column.

Table 2

*The Researcher’s Survey Items Aligned with the INTASC Standards*

<table>
<thead>
<tr>
<th>Standard</th>
<th>Wisconsin Teacher Standard</th>
<th>Researcher Survey Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Teachers know the subjects they are teaching. - The teacher understands the central concepts, tools of inquiry, and structures of the disciplines she or he teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.</td>
<td>Cardinal Stritch University graduates know the subjects they teach. - Have knowledge about subject area content (Math, Social St., Sciences, English-Language Arts, Visual and Performing Arts) - Teach content knowledge in a way that enables students to learn</td>
</tr>
<tr>
<td>2</td>
<td>Teachers know how children grow. - The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.</td>
<td>Cardinal Stritch University graduates know how students learn and develop - Demonstrate knowledge of how children’s developmental patterns influence learning - Provide learning opportunities appropriate for a student’s developmental level.</td>
</tr>
<tr>
<td>3</td>
<td>Teachers understand that children learn differently. - The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.</td>
<td>Cardinal Stritch University graduates understand that students learn differently. - Teach students whose race, class, culture or language differs from your own - Appreciate the diverse talents of all learners - Provide adaptations for students with exceptionalities Teach students with disabilities</td>
</tr>
</tbody>
</table>

Table continued
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</table>
| 4 | Teachers know how to teach.  
- The teacher understands and uses a variety of instructional strategies, including the use of technology, to encourage children's development of critical thinking, problem solving, and performance skills. | Cardinal Stritch University graduates know how to teach.  
- Utilize various teaching and learning strategies to engage students  
- Adjust instruction in response to learner feedback  
- Integrate existing and emerging technology into the learning environment |
| 5 | Teachers know how to manage a classroom.  
- The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. | Cardinal Stritch University graduates know how to manage classrooms  
- Provide opportunities for students to develop shared values and beliefs  
- Handle student misconduct and interruptions in a way that promotes a positive learning environment |
| 6 | Teachers communicate well.  
The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom. | Cardinal Stritch University graduates communicate effectively.  
- Model good communication strategies when sharing ideas and information  
- Understand how cultural and gender differences affect communication |
| 7 | Teachers are able to plan different kinds of lessons.  
- The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals. | Cardinal Stritch University graduates are able to plan different kinds of lessons.  
- Engage in instructional planning with other teachers  
- Design instructional plans that support curricular goals |
|   | Teachers know how to test for student progress.  
|   | - The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil. | Cardinal Stritch University graduates know how to test for student progress  
|   | - Use appropriate assessment techniques to measure student learning  
|   | - Use data from a variety of sources to communicate student progress  
|   | - Utilize an organized system to maintain records of student and/or class progress |  
| 8 | Teachers are able to evaluate themselves.  
|   | - The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on pupils, parents, professionals in the learning community and others and who actively seeks out opportunities to grow professionally. | Cardinal Stritch University graduates are able to evaluate themselves.  
|   | - Self-reflect on instructional practices for improvement  
|   | - Seek research to support your development as a learner |  
| 9 | Teachers are connected with other teachers and the community.  
|   | - The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well-being and acts with integrity, fairness and in an ethical manner. | Cardinal Stritch university graduates are connected with other teachers and the community.  
|   | - Understand how social forces within the community influence student learning  
|   | - Work collaboratively with a mentor in the sharing of professional issues  
|   | - Work collaboratively with peers in the sharing of professional issues  
|   | - Engage families in the instructional program  
|   | - Establish productive relationships with parents and guardians |
The researcher’s survey instrument assessed teacher education graduates’ perceptions of their preparedness. Survey items were divided into four sections based on the recurring themes in the literature and research of specific areas of struggle that beginning teachers experience in their induction years. Figure 4 presents the graduate’s electronic survey (Appendix D), which collected demographic information (15-items) and descriptive information: selected responses based on the teacher standards (32-items) and supply responses pertaining to the quality of their teacher education program (four-items). The principal’s electronic survey (Appendix E) collected demographic information (seven-items) and descriptive information: selected responses based on teacher standards (32-items) and supply responses pertaining to their perception regarding the quality of Stritch’s teacher preparation program. The mentor teacher’s electronic survey (Appendix F) collected demographic information (15-items) and descriptive information: selected responses based on teacher standards (32-items) and supply responses pertaining to their perception regarding the quality of Stritch’s teacher preparation program. With the exception of the demographic items, the selection and supply items were the same for each survey. A 4-point scale was used as rating options with 4 representing exceptionally prepared, 3 representing prepared, 2 representing somewhat prepared, and 1 representing poorly prepared for all participant surveys. A category of does not apply was also used for items that asked for specific “subject matter content” knowledge, which may not be an area that all beginning teachers experienced.
Electronic Graduate Follow-Up Survey 2007

Cardinal Stritch University College of Education and Leadership
Graduate Follow Up Survey

The College of Education and Leadership (COEL) reviews the progress of their graduates after year 1 and year 3 of employment in the field of education. Please reflect on the preparation you received by completing this 10-15 minute survey, which is aligned to the Wisconsin Ten Teacher Standards for professional practice. Your building principal/ district administrator and/or mentor teacher may complete a similar survey regarding the COEL's ability to prepare its graduates.

Don't forget to take advantage of our offer to provide you the services of an Institution of Higher Education (IHE) representative on your PDP team free of charge.

We greatly appreciate your participation in this survey. Thank you in advance for your support.

Freda Ruszel
Director of Teacher Education
Cardinal Stritch University

The Office of Institutional Research and Assessment at Cardinal Stritch University guarantees confidentiality to all respondents. All individual information remains absolutely confidential. The surveys are required only in aggregate form or in a manner that does not identify information about an individual.

If you have any questions about this policy or the survey, please contact us at ira@stritch.edu or 414-410-4337

Cardinal Stritch University College of Education and Leadership
Graduate Follow Up Survey

Please enter your personal survey entry code (the 9 digit letter code above your name in your address from the invitation postcard you received in the mail.

111111111

Please indicate your program of study in the College of Education:
B.S. in Education

Please indicate the Teaching Level(s) of the Licensure you received from Stritch:

- Early Childhood / Middle Childhood (Pre-K-8)
- Middle Childhood / Early Adolescent (1-6)
- Early Adolescent / Adolescent (6-12)

Please indicate the Teaching Category(ies) of the Licensure you received from Stritch - if applicable (if choosing more than one, hold down the control key, then click):

- Elementary Education (Pre-K-8)
- Art
- Biology
- Breadth Field Social Studies
- Chemistry
- Computer Science
- English
- ESL
- French
- History
- Library / Media
- Other, please specify

Progress: [ ] / [ ]
Reset | Next
Cardinal Stritch University College of Education and Leadership
Graduate Follow Up Survey

Please share your thoughts regarding how effectively Cardinal Stritch University prepared you to carry out the following concepts and practices.

For each item, you will be asked to answer using a 4 point scale of

- poorly prepared
- exceptionally prepared

---

Teaching Practice

1. "Cardinal Stritch University graduates know the subjects they teach."

Have knowledge about the following content areas (please respond to each one):

- Mathematics
- Social Studies
- Natural Sciences
- English Language Arts
- Visual & Performing Arts
- Teach content in a way that enables students to learn

Do you have any further comments?
### Teaching Practice

2. "Cardinal Stritch University graduates know how to teach."

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<th>poorly prepared</th>
<th>exceptionally prepared</th>
<th>does not apply</th>
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<tbody>
<tr>
<td>a) Utilize various teaching and learning strategies to engage students</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>b) Adjust instruction in response to learner feedback</td>
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<td>○</td>
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<tr>
<td>c) Integrate existing and emerging technology into the learning environment</td>
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Do you have any further comments?

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### Teaching Practice

3. "Cardinal Stritch University graduates communicate effectively."

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<tr>
<td>a) Model good communication strategies when sharing ideas and information</td>
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<td>○</td>
<td>○</td>
</tr>
<tr>
<td>b) Understand how cultural and gender differences affect communication</td>
<td>○</td>
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</tr>
</tbody>
</table>

Do you have any further comments?
Cardinal Stritch University College of Education and Leadership
Graduate Follow Up Survey

Teaching Practice

4. "Cardinal Stritch University graduates are able to plan different kinds of lessons."

- a). Engage in instructional planning with other teachers
- b). Design instructional plans that support curricular goals

Do you have any further comments?

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Cardinal Stritch University College of Education and Leadership
Graduate Follow Up Survey

Teaching Practice

5. "Cardinal Stritch University graduates know how to test for student progress."

- a). Use appropriate assessment techniques to measure student learning
- b). Use data from a variety of sources to communicate student progress
- c). Utilize an organized system to maintain records of student and/or class progress

Do you have any further comments?

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### Cardinal Stritch University College of Education and Leadership

Graduate Follow Up Survey

#### Diversity

6. "Cardinal Stritch University graduates know how students learn and develop."

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Do you have any further comments?

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7. "Cardinal Stritch University graduates understand that students learn differently."

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Do you have any further comments?

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Progress: [ ] / [ ]
### School Culture

#### 8. "Cardinal Stritch University graduates know how to manage classrooms."

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#### Do you have any further comments?

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#### 9. "Cardinal Stritch University graduates are connected with other teachers and the community."

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<td>e.</td>
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</table>

#### Do you have any further comments?

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Cardinal Stritch University College of Education and Leadership
Graduate Follow Up Survey

Professional Development

10. "Cardinal Stritch University graduates are able to evaluate themselves."

a) Self-reflection on instructional practices for improvement
   - Poorly prepared
   - Exceptionally prepared
   - Does not apply

b) Seek research to support your development as a learner
   - Poorly prepared
   - Exceptionally prepared
   - Does not apply

c) Participate in professional development opportunities
   - Poorly prepared
   - Exceptionally prepared
   - Does not apply

d) Design and implement a Professional Development Plan (PDP)
   - Poorly prepared
   - Exceptionally prepared
   - Does not apply

Do you have any further comments?

Cardinal Stritch University College of Education and Leadership
Graduate Follow Up Survey

Please identify any areas in which you feel exceptionally prepared as you reflect on your current teaching practice:

Please identify any areas in which you feel poorly prepared as you reflect on your current teaching practice:
The survey was divided into four sections, each representing the four recurring themes in the literature review, as discussed in chapter 2: (a) Teaching Practice-curriculum, instruction and assessment (12- items), (b) Diversity- (seven- items), (c) School Culture- (nine- items), and (d) Professional Development (four- items). Table 3 presents the researcher’s Graduate Follow-Up Survey items, which were divided into sections based on the researcher’s four themes or categories of beginning teacher struggles.
### Table 3

**The Researcher’s Survey Items by Themes**

<table>
<thead>
<tr>
<th>Section</th>
<th>Teaching Practice</th>
</tr>
</thead>
</table>
| **1**   | **Standard 1:** Cardinal Stritch University graduates know the subjects they teach  
          -Have knowledge about subject area content (Math, Social St., Sciences, English-Language Arts, Visual and Performing Arts)  
          -Teach content knowledge in a way that enables students to learn  

**Standard 4:** Cardinal Stritch University graduates know how to teach.  
-Utilize various teaching and learning strategies to engage students  
-Adjust instruction in response to learner feedback  
-Integrate existing and emerging technology into the learning environment  

**Standard 6:** Cardinal Stritch University graduates communicate effectively.  
-Model good communication strategies when sharing ideas and information  
-Understand how cultural and gender differences affect communication  

**Standard 7:** Cardinal Stritch University graduates are able to plan different kinds of lessons.  
-Engage in instructional planning with other teachers  
-Design instructional plans that support curricular goals  

**Standard 8:** Cardinal Stritch University graduates know how to test for student progress.  
-Use appropriate assessment techniques to measure student learning  
-Use data from a variety of sources to communicate student progress  
-Utilize an organized system to maintain records of student and/or class progress?  

Table continued
<table>
<thead>
<tr>
<th>Section</th>
<th>Diversity</th>
</tr>
</thead>
</table>
| 2       | **Standard 2:** Cardinal Stritch University graduates know how students learn and develop.  
          - Demonstrate knowledge of how children’s developmental patterns influence learning  
          - Provide learning opportunities appropriate for a student’s developmental level  
**Standard 3:** Cardinal Stritch University graduates understand that students learn differently.  
          - Teach students whose race, class, culture or language differs from your own  
          - Appreciate the diverse talents of all learners  
          - Provide adaptations for students with exceptionalities  
          - Teach students with disabilities  
          - Teach English Language Learners |
<table>
<thead>
<tr>
<th>Section</th>
<th>School Culture</th>
</tr>
</thead>
</table>
| 3       | **Standard 5:** Cardinal Stritch University graduates know how to manage classrooms.  
          - Provide opportunities for students to develop shared values and beliefs  
          - Handle student misconduct and interruptions in a way that promotes a positive learning environment  
          - Arrange and manage the physical environment to facilitate instruction  
          - Arrange and manage your time and workload to create an effective learning community  
**Standard 10:** Cardinal Stritch university graduates are connected with other teachers and the community.  
          - Understand how social forces within the community influence student learning  
          - Work collaboratively with a mentor in the sharing of professional issues  
          - Work collaboratively with peers in the sharing of professional issues  
          - Engage families in the instructional program  
          - Establish productive relationships with parents and guardians |
<table>
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<tr>
<th>Section</th>
<th>Professional Development</th>
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</thead>
</table>
| 4       | **Standard 9:** Cardinal Stritch University graduates are able to evaluate themselves.  
          - Self-reflect on instructional practices for improvement  
          - Seek research to support your development as a learner  
          - Participate in professional development opportunities  
          - Design and implement your professional development plan |
In addition, the researcher informed graduates that their principal may be contacted for his/her assessment of the graduates’ preparedness. The graduates as beginning teachers, completed the Graduate Follow up Survey for Graduates using a URL address and pass codes to obtain entry into the survey. Principals completed a Graduate Follow up Survey for Employers, using a different URL address and pass codes to obtain entry into the survey. Finally, mentor teachers completed the Graduate Follow up Survey for Mentor Teachers, using another URL address and pass codes to obtain entry into the survey. The survey responses focused on two primary areas: (a) comparison of responses within each group, and (b) comparison of responses between groups (graduates, principals and mentor teachers).

*Development of Valid/Reliable/Survey Instrument*

The researcher established the validity and reliability of the survey instruments in order to ensure confidence in the outcome of the responses. Leedy (2005) defined the validity of an instrument as the extent in which it measures what it is actually intended to measure (p. 92). The reliability of an instrument is defined as the “extent to which it yields consistent results when the characteristics being measured hasn’t changed” (Leedy, 2005 p. 93).

*Survey Validity*

*Construct Validity.* Construct validity is concerned with the extent in which an instrument measures a behavior or characteristic that cannot be directly observed, and is therefore, inferred based on patterns of behaviors. (Leedy, 2005). The researcher’s items were similar in language and meaning to the Interstate New Teacher Assessment and Support Consortium (INTASC) standards, which were also adopted by the Wisconsin
Department of Public Instruction. INTASC is a consortium of state education agencies and national educational organizations dedicated to the reform of teacher preparation, licensing, and professional development. INTASC, along with various committees of practicing teachers, teacher educators, school leaders, and state agencies constructed the INTASC’s standards from existing documents of the various professional associations, which constructed subject area standards for pre-kindergarten through grade twelve students. Secondly, INTASC collected feedback on the standards through a questionnaire. Thirdly, INTASC conducted focus groups that responded to the model standards, and eventually suggested strategies that recommended how each state might institute the use of the model standards. Finally, INTASC encouraged states to take the model standards and discuss and debate them among their own stakeholders to come up with their own language (Interstate New Teacher Assessment Support Consortium [INTASC], 2007).

*Content Validity.* According to Leedy (2005), content validity is the extent in which the instrument is a representative sample of the content that is being measured. Therefore, a measurement instrument has high content validity if its items reflect the major parts of the content being measured and includes the particular behavior and skills that are central to the content. A convenience sample of Master of Arts in Teaching (MAT) graduates who attended classes on campus as required for completion of their program was utilized to examine the survey items for content validity. The criteria for the participants were that they have an initial educator license and be in a full-time teaching position for at least one year. Teaching levels included Early Childhood/Middle Childhood (elementary school), Middle Childhood /Early Adolescent (middle school),
Early Adolescent /Adolescent (high school) and Early Childhood/Adolescent (K-12 specialist). The teaching categories included Social Studies, English, Science, Math, Art, Computer Science and Spanish. Feedback was analyzed and revisions to the wording and format were made to the final version of the survey instrument, which included “clustering” similar survey items into sections.

*Face Validity.* Face validity is the extent in which an instrument “looks like” it measures a specific characteristic. It is not the most convincing evidence that an instrument is measuring what the researcher wants to measure because it relies entirely on subjective judgment (Leedy, 2005). The following processes were utilized by the researcher to ensure validity of the survey instrument:

1. Four department chairpersons from the Undergraduate Teacher Education Program at Cardinal Stritch University reviewed the survey items, matching them with the program outcomes from the undergraduate program courses of study, to ensure content validity and face validity.

2. Eleven faculty members reviewed the survey items in comparison to the knowledge and skills required for teacher licensing in the State of Wisconsin. The wording for the survey questions aligned with the State of Wisconsin’s Ten Teacher Standards for professional practice, in order to establish construct validity and content validity.

3. The survey items were also reviewed by beginning teachers and administrators from local school districts to confirm face and content validity.

*Survey Reliability*
According to Salkind (2008), internal consistency is used to determine whether the items on a survey are consistent with one another and represent one dimension or construct. Cronbach’s Alpha is a special measure of reliability, called internal consistency, “where the more consistently individual item scores vary with the total score on the test, the higher the value. And the higher the value, the more confidence you can have that this test is internally consistent or measures one thing” (Salkind, 2008, p. 106). Cronbach’s Alpha was used by the researcher to measure the internal consistency of the survey item responses. Alpha for the Teaching Practice section (12-items) was .74; for the Diversity section (7-items) .90; for the School Culture section (9-items) was .84; and for the Professional Development section (4-items) was .71. These data demonstrate high internal consistency. According to Orcher (2007, p. 127), an alpha score of .70 is the lowest generally acceptable level.

Phase 2: Interviews

The second phase of the study included face-to face interviews with principals and mentor teachers of Cardinal Stritch University graduates. The names of the principals were derived from the list of schools where the graduates were employed and confirmed by the beginning teacher’s demographic responses to the survey. The names of mentor teachers of the graduates were obtained from the principals who hired the graduates and gave the researcher permission to interview. The researcher selected one principal from three different school locations (suburban and urban). Also, one mentor teacher from each of the school locations was identified by the principals that were interviewed. Mentor teachers were interviewed on separate dates than their principals. The participants were contacted via email, which included an explanatory letter and informed consent
Phone calls were made to participants to confirm agreement and to schedule interviews.

The purpose of the interview was to “use qualitative results to assist in explaining and interpreting the findings of a primarily quantitative study” (Creswell, 2003 p. 215). The interviews took place during the months of May, June, and July of 2008 at a site convenient to each principal and mentor teacher. The researcher obtained permission from the Institutional Review Board (IRB) to conduct the research and agreed to protect the rights of human participants. Each session included one interview that ranged in times from 16 minutes to 45 minutes per participant with the use of a micro-cassette audio recorder. One mentor teacher interview was completed by telephone. The interview protocol (Appendix H) included an opening statement, verification of demographics, and a “semi-structured” format with questions developed from the responses to the survey items. However, follow-up probes occurred depending on the answers of the participant:

1. How did you become involved in the mentoring of new teachers and describe your level of involvement with your mentee on a weekly basis?

2. When you completed the survey, you responded to beginning teacher preparedness in four main areas (teaching practice, diversity, school culture and professional development). You identified an area of exceptional preparedness in your mentee. Could you describe how your mentee demonstrates this high level of preparedness?

3. When you completed the survey, you also identified an area in which you felt the beginning teacher was not prepared. Could you describe this area of concern?
4. What impact, if any, do you believe the beginning teacher had on his/her students’ achievement in the classroom? What evidence/observation is the basis of your belief?

During the interviews, each participant received a one page handout, presented in Table 4, containing a brief outline of the major themes (teaching practice, diversity, school culture, and professional development) to assist in the interviewee’s recollection of the electronic survey.
<table>
<thead>
<tr>
<th>Themes</th>
<th>Standards</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Practice</td>
<td>Standard 1</td>
<td>Cardinal Stritch University graduates know the subjects they teach.</td>
</tr>
<tr>
<td></td>
<td>Standard 4</td>
<td>Cardinal Stritch University graduates know how to teach.</td>
</tr>
<tr>
<td></td>
<td>Standard 6</td>
<td>Cardinal Stritch University graduates communicate effectively.</td>
</tr>
<tr>
<td></td>
<td>Standard 7</td>
<td>Cardinal Stritch University graduates are able to plan different kinds of lessons.</td>
</tr>
<tr>
<td></td>
<td>Standard 8</td>
<td>Cardinal Stritch University graduates know how to test for student progress.</td>
</tr>
<tr>
<td>Diversity</td>
<td>Standard 2</td>
<td>Cardinal Stritch University graduates know how students learn and develop.</td>
</tr>
<tr>
<td></td>
<td>Standard 3</td>
<td>Cardinal Stritch University graduates understand that students learn differently.</td>
</tr>
<tr>
<td>School Culture</td>
<td>Standard 5</td>
<td>Cardinal Stritch University graduates know how to manage classrooms.</td>
</tr>
<tr>
<td></td>
<td>Standard 10</td>
<td>Cardinal Stritch university graduates are connected with other teachers and the community.</td>
</tr>
<tr>
<td>Professional Development</td>
<td>Standard 9</td>
<td>Cardinal Stritch University graduates are able to evaluate themselves.</td>
</tr>
</tbody>
</table>
The researcher recorded information from the interviewees using handwritten notes, audio-cassette recording, and transcriptions. Interview participants, data, and transcripts were kept confidential and individual identification was immediately coded by interview sequence, school location, and profession or title of the participant.

Validity and Reliability of Interviews

Qualitative Validity. According to Creswell (2003), validity in qualitative research does not carry the same connotations as it does in quantitative research, nor is it a companion of reliability, which examines the stability or consistency of responses.

In a limited way, qualitative researchers can use reliability to check for consistent patterns of theme development among several investigators on a team….Validity, on the other hand, is seen as the strength of qualitative research, but is used to suggest determining whether the findings are accurate from the standpoint of the researcher, the participant, or the readers of an account” (pp. 195-196).

In qualitative research, validity focuses on the ability to determine whether the account provided by the researcher and interview participants is accurate and can be trusted. Creswell (2007) presented several strategies to determine the validity of the data collection and analysis:

1. Member Checking: The researcher takes a summary of the findings back to the participants in the study and asked them to review the content for accuracy.

2. Triangulation of Data: The researcher builds evidence of codes, themes and subthemes from interviewing several individuals.
3. *Disconfirming Evidence*: Information that presents a perspective to the researcher that contradicts established evidence.

4. *Peer Reviewer*: The researcher asked others who are familiar with qualitative research as well as the content of the study, to examine the method and results.

*Qualitative Reliability*. According to Creswell (2007), reliability in qualitative research has limited meaning, with the exception of *Intercoding Agreement*. This involves the utilization of several individuals to code a transcript, then compare and contrast their work to determine whether they arrived at the same or similar codes, and subthemes. The researcher used the following strategies, based on Creswell’s recommendations to ensure the validity and reliability of the qualitative data collection and analysis:

1. Each participant of the interview read the final report or specific descriptions of themes to determine whether he/she felt the findings were an accurate account.

2. The researcher triangulated data sources by examining mentor responses, compared to the principal, and beginning teacher responses.

3. The researcher utilized a “peer debriefer,” who reviewed the final report and asked questions about the qualitative findings.

4. The researcher reported disconfirming evidence, which included additional subthemes and themes that presented another perspective.

5. Two teacher education faculty members coded an interview transcript and compared it with one another, along with the researcher’s codes. The
codes and subthemes were found to be similar. However, only the researcher noted the additional subthemes and theme.

**Phase 3: Data Analysis**

Sequence of events in the design, development, and implementation of the Undergraduate Teacher Education Program were described in chronological order. Survey data that were collected electronically by the Office of Institutional Research at Cardinal Stritch University were sent electronically to the researcher via Microsoft Excel spread sheets. Demographic data from respondents completing the surveys, were encoded into numerical responses. Individual scores from participants’ responses to each item on the electronic survey were coded in the following manner:

\[
\begin{align*}
4 &= \text{Exceptionally Prepared} \\
3 &= \text{Prepared} \\
2 &= \text{Somewhat Prepared} \\
1 &= \text{Poorly Prepared} \\
\text{NA} &= \text{Does Not Apply}
\end{align*}
\]

Descriptive data included count tables with percentages and figures. The constant comparative method was used to analyze qualitative responses from the interviews. The constant comparison method is a process of comparing and contrasting qualitative data by forming categories, establishing the boundaries of the categories, assigning the segments to categories, summarizing the content of each category, and finding evidence in order to develop a theory. By comparing and contrasting data from each interview transcript, the researcher can answer questions that stem from the analysis of and reflection on previous data. The cycle of comparison and reflection of each data was repeated several times until
no new topics or categories recurred, which was considered saturated (Boeije, 2002). Comparisons that are highly regarded increase the internal validity of the findings. One criterion for qualitative research is that the researcher tries to describe and conceptualize the variety that exists within the subject under study. Variation or range exists by the grace of comparison and looking for commonalities and differences in behavior, reasons, attitudes, perspectives and so on. Finally, constant comparison is connected with external validity. When the sampling has been conducted well in a reasonably homogeneous sample, there is a solid basis for generalizing the concepts and the relations between them to units that were absent from the sample, but which represent the same phenomenon. The conceptual model can even be transferred to different substantial fields that show similarities with the original field. (p. 393)

The researcher combined Bonije’s (2002) constant comparative method in the analysis of qualitative interviews, with Creswell’s (2003) process for coding interview transcripts and responses to the open-ended survey items:

1. *Get a Sense of the Whole*: Initially, all interview transcriptions (N=6) were read carefully to get a sense of the “big picture.” All open-ended comments to the survey items were also read.

2. *Comparison within Single Subject*: A comparison was conducted within each Principal and Mentor Teacher’s interview transcript. Every passage of the interview was studied to determine what had been said. Thoughts were written in the margins that briefly described the passage. By comparing the participant’s response to each interview question, the repetition of certain words or statements were observed.
3. *Comparison between Interviews within the Same Group:* The comparison in this step was between interviews within the same group who shared the same experience. The responses from the principal and mentor teacher within the same school were compared and contrasted to further discover the combinations of topics or themes which existed. This produced patterns or clusters.

4. *Comparison of Interviews from Different Groups:* Interviews from two different groups were compared to gather insight on other experiences or perspective. The responses of the principal and mentor teacher pair was compared to that of a principal and mentor teacher pair in a different school. This comparison was used to evaluate which topics appeared in one group and not in another, and to confirm or explain the quantitative data analysis.

5. *Clustering of Topics:* After all interview transcriptions within groups and between groups were read, a list of similar topics was clustered together. These topics were placed in columns as major topics, unique topics and leftovers.

6. *Coding:* The topics were abbreviated as codes and written next to the appropriate segments of the transcriptions.

7. *Categorizing:* The most descriptive wording for the codes was turned into categories. The total list of categories was reduced by grouping codes that related to each other.
8. **Themes**: The categories were aligned with the researcher’s recurring themes in beginning teacher concerns and struggles (teaching practice, diversity, school culture, and professional development). New categories were created for topics that did not align with the researcher’s four themes.

The researcher used the “track changes” tool from Microsoft Office 2007 software to code directly on the electronic transcripts. Code words were placed next to the text in the left margins, which were later clustered into topics. Subthemes were recorded in the right margins after grouping the clustered topics that had common perspectives. The subthemes paralleled the researcher’s model of beginning teacher concerns, and were listed as categories. However, additional subthemes and categories were noted that moved beyond the researcher’s model. The subthemes and categories were supported by quotes taken directly from the principal and mentor teacher interview protocol, as they responded to the questions. Finally, the researcher presented the analysis of the quantitative and qualitative data by combining the findings in a summative evaluation matrix.

**Document Analysis**

The researcher gathered data from documents of students that entered the Undergraduate Teacher Education Program in the fall semester of the year 2001, the spring semester of the year 2002, and completed the program by the end of the spring semester of 2006. This student population (N=50) included the 2005 and 2006 graduates (N=21), who were participants in the study, as beginning teachers. The researcher analyzed documents that recorded data on teacher candidates’ profile, and individual
student achievements from the time of admission to the teacher education program through program completion. These documents included undergraduate student teachers’ high school locations (urban, suburban or rural), ACT scores, Educational GPA, scores on Praxis I and Praxis II teacher license exams, student teaching grades, and results from end of program evaluations completed by teacher candidates as they exited the program. The purpose of the document analysis was to, (1) describe the Undergraduate Teacher Education Program in a clear and accurate manner, so that the program can be clearly identified, and (2) examine key structures of the program in enough detail, so that its likely influences on the program outcomes can be identified and assessed.

Summary/Coherency of Design

The purpose of this research was to evaluate the effectiveness of the Undergraduate Teacher Education Program at Cardinal Stritch University and the impact it had on the graduates as beginning teachers in the profession. This chapter outlined details of the research design, participant, and site collection. The researcher included steps to ensure the validity and reliability of both the survey instrument and interviews. Triangulation of the data was addressed through the use of surveys for all three groups of participants and face-to-face interviews with principals and mentor teachers. The presentation and analysis of data will be included in Chapter Four. Findings and conclusions will be included in Chapter Five.
CHAPTER FOUR: RESEARCH RESULTS

The purpose of this study was to conduct a program evaluation of Cardinal Stritch University’s Undergraduate Teacher Education Program, to evaluate its effectiveness and the impact it had on the graduates whom were beginning teachers. The intent of utilizing a program evaluation design as the research approach allowed for a systematic process of assessing the quality of teacher preparation at Cardinal Stritch University, through surveys of beginning teachers, principals and mentor teachers regarding teacher effectiveness, interviews with principal and mentor teachers, and document analysis of key program benchmarks to further explain findings and the extent in which the program contributed to those results. The research questions were:

1. Are the graduates performing at the expected level of proficiency for beginning teachers, based on the Wisconsin Teacher Standards?
2. How did the responses of the beginning teachers compare or contrast to that of the employers’ and mentor teachers’ responses?
3. What role, if any, did teacher mentoring play in the graduates’, as beginning teachers, being prepared to teach all children?
4. In the schools where the formal mentoring process was evident, what other factors contributed to beginning teacher proficiency?

The design of the study was a program evaluation process employing both a quantitative and qualitative research approach. This mixed methods approach in the collection of data enabled the researcher to compare and confirm findings from different data sources. A sequential data collection was carried out in three phases. The first phase employed surveys, collecting data from the three sample populations of graduates,
employers and mentor teachers from school districts throughout Southeastern Wisconsin.

The second phase involved the collection of information through interviews with
principals and mentor teachers from urban and suburban school districts within the
greater Milwaukee area. The third phase included the collection of teacher candidate
assessments as they were admitted to the University, admitted to the program, and
progressed through the Undergraduate Teacher Education Program.

The study also conducted a literature review of related research and theory in
assessing the effectiveness of teacher education programs. It further aligned with current
research and literature regarding beginning teachers’ common struggles in the area of (a)
teaching practice, (b) diverse learners, (c) school culture, and (d) professional
development.

This chapter presents a summary of data generated by the study design. Survey
data collected electronically by the Office of Institutional Research at Cardinal Stritch
University was sent electronically to the researcher via Microsoft Excel spread sheets.
Demographic data from respondents completing the surveys were encoded into numerical
responses and presented in figures. Individual scores from participants’ responses to each
item on the electronic survey were coded in the following manner:

4 = Exceptionally Prepared
3 = Prepared
2 = Somewhat Prepared
1 = Poorly Prepared
NA = Does Not Apply
Descriptive data from survey items included count tables with percentages and figures. The constant comparative method was used to analyze qualitative responses and open ended statements on the survey responses and interviews. Qualitative data were coded, analyzed, organized, and findings presented in a summative evaluation matrix. The presentation and summary of data was organized according to the phases of data collection and in reference to the research questions. The results of the quantitative data were analyzed in response to the first research question. The qualitative data were analyzed to further explain the first research question and in response to the second and third research question. Finally, the document analysis was reported and analyzed in response to the third research question.

Presentation and Summary of Data

Description of Site and Sample

Descriptive Data about Site(s)

The U.S. Census Bureau (2000) grouped school districts into eight different geographical classifications. However, the researcher used data from the *Wisconsin Atlas of School Finance*, which combined the school districts into three groupings: urban, suburban, and rural (Norman, 2004). An urban area is defined by the U.S. Census Bureau as a Census Block Group with a density greater than or equal to 2,000 people per square mile, and a place that has a total population greater than or equal to 200,000 people. A suburban area is defined as a Census Block Group of no more than 30 miles from urban areas or a Census Block Group with a density greater than or equal to 500 people per square mile and less than 2,000 people per square mile. A rural area is defined as a Census Block Group with a density less than 500 people per square mile (United States
Department of Justice, 2008). Wisconsin has 426 school districts and over half (59%) are rural, many are suburban (37%), and few (4%) are urban. Cardinal Stritch University (CSU) is located in the Milwaukee area, which is the largest urban community in the state of Wisconsin. Figure 5 shows the percentage of geographic school locations where study respondents were employed for the 2007-2008 school year. The 2005-2006 graduates of Cardinal Stritch University’s Undergraduate Teacher Education Program, their employers (principals) and mentor teachers worked primarily in the suburban and urban school districts of Southeastern Wisconsin. Twenty-nine respondents work in suburban school districts, fourteen respondents in urban school districts, and four respondents in rural school districts.

Figure 5. The percentage of geographic location of school districts where study respondents were employed.

Descriptive Data about Sample

The researcher collected quantitative data through an electronic survey that allowed for open-ended responses and qualitative data from interviews. The total population of graduates (N=50) from the May 2005, December 2005, and May 2006 graduation list were initially selected. This list was compared to the Educators License
Search database on the Wisconsin Department of Public Instruction (DPI) website, which confirmed the initial educator license. A list of schools where the graduates were employed was also obtained from a database released to each institution of higher education whose teacher education programs are accredited by the Wisconsin Department of Public Instruction. The list of schools was used to contact graduates though email. Out of the total population of 50 graduates that received an initial educator’s license, 19 graduates were unable to be found through postal mailings, emails, and phone calls. From the remaining population, 21 graduates responded to the survey as being classroom teachers for at least one year, and no more than two years. Sixty-seven percent of the beginning teachers that responded were elementary school teachers, with Early Childhood through Middle Childhood licenses. Figure 6 shows the percentage of teaching license levels that were reported in the demographic section of the survey.

![Teaching License Level (Beginning Teachers)](image)

*Figure 6. Percentage of teaching license levels as reported by beginning teachers.*

Teachers, who received a Middle Childhood/Early Adolescent license, Early Adolescent/Adolescent license, or Early Childhood/Adolescent teaching license, majored
or minored in other content areas during their undergraduate education schooling at Cardinal Stritch University. Figure 7 shows the teaching license categories or content areas as reported by the beginning teachers.

![Teaching License Category (Beginning Teachers)](image)

**Figure 7.** Percentage of teaching license categories as reported by beginning teacher participants.

The researcher selected principals (N=20) from the schools where the graduates were employed. The mentor teachers (N=6) were referred by the principals who hired the graduates. Each principal gave the researcher permission to interview the mentor teachers as part of the study. The sample of participants for phase I of the study consisted of graduates, principals and mentor teachers from rural, suburban and urban school locations in Southeastern Wisconsin. For phase II of the study, the researcher selected three principal and mentor teacher pairs, representing diversity of school cultures or locations. The postcards, requesting participation in the completion of an electronic
survey, were mailed in phases to the graduates and employers beginning the first week in October, 2007 and concluded in March, 2008. Mentor teachers were contacted via phone and emails in March 2008. The survey data were gathered over four months, using follow-up phone calls and reminders sent through emails to participant groups: (a) beginning teachers (N=21), and principals (N=20). Interviews took place at the respective school districts of the principals and mentor teachers. Each principal (N=3) and mentor teacher (N=3) was interviewed on different dates. The interviews took place between May 2008 and July 2008.

 Phase I: Survey Results

 Quantitative Results

 The researcher’s survey instrument, which was based on Wisconsin’s Ten Teacher Standards, assessed teacher education graduates’ perceptions of their level of preparedness as beginning teachers in the classroom. The survey also assessed the principal and mentor teacher’s perceptions of the beginning teachers’ level of preparedness based on the Teacher Standards. The electronic survey allowed the participants to select responses from a 4-point scale, with 4 representing exceptionally prepared, 3 representing prepared, 2 representing somewhat prepared, and 1 representing poorly prepared. A category of does not apply was used for items that asked for specific “subject matter content” knowledge, or areas where beginning teachers did not teach specific populations of students. The researcher noted concerns in areas with less than 80 percent response in the combined category of "Exceptionally Prepared" and "Prepared."

 Tables 5 through 14 present the counts and percentages for each beginning teacher’s selected response to survey items by Teacher Standard.
Table 5

Counts and Percent of Beginning Teacher Response to Standard 1

<table>
<thead>
<tr>
<th>Teacher Standard 1</th>
<th>Poorly Prepared</th>
<th>Somewhat Prepared</th>
<th>Prepared</th>
<th>Exceptionally Prepared</th>
<th>Total Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Know the subjects they teach</td>
<td>Count</td>
<td>Percent</td>
<td>Count</td>
<td>Percent</td>
<td>Count</td>
</tr>
<tr>
<td>a) Mathematics</td>
<td>1</td>
<td>5.6%</td>
<td>3</td>
<td>16.7%</td>
<td>9</td>
</tr>
<tr>
<td>b) Social Studies</td>
<td>0</td>
<td>0.0%</td>
<td>3</td>
<td>15.8%</td>
<td>12</td>
</tr>
<tr>
<td>c) Natural Sciences</td>
<td>0</td>
<td>0.0%</td>
<td>4</td>
<td>22.2%</td>
<td>11</td>
</tr>
<tr>
<td>d) English / Language Arts</td>
<td>0</td>
<td>0.0%</td>
<td>0</td>
<td>0.0%</td>
<td>14</td>
</tr>
<tr>
<td>e) Visual &amp; Performing Arts</td>
<td>0</td>
<td>0.0%</td>
<td>5</td>
<td>33.3%</td>
<td>7</td>
</tr>
<tr>
<td>f) Teach content that enables students to learn</td>
<td>1</td>
<td>5.0%</td>
<td>0</td>
<td>0.0%</td>
<td>10</td>
</tr>
</tbody>
</table>

Note. The category (NA) was used for beginning teachers who did not teach specific subjects. Total counts for each subject listed (a-e) verify this.

Beginning Teachers (n=21)

Table 5 presents the items for Teacher Standard 1. With respect to beginning teachers feeling “exceptionally prepared” and “prepared” to teach English/ Language Arts, 100% of the respondents agreed. Less that 80% of the respondents felt “exceptionally prepared” and “prepared” to teach the subjects of Mathematics and the Natural Sciences. Beginning teacher comments on the open-ended survey items expressed concerns about their lack of preparedness in the teaching of mathematics.
Table 6

Counts and Percent of Beginning Teacher Response to Standard 2

<table>
<thead>
<tr>
<th>Teacher Standard 2</th>
<th>Poorly Prepared</th>
<th>Somewhat Prepared</th>
<th>Prepared</th>
<th>Exceptionally Prepared</th>
<th>Total Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Know how students learn and develop</td>
<td>Count</td>
<td>Percent</td>
<td>Count</td>
<td>Percent</td>
<td>Count</td>
</tr>
<tr>
<td>a) Knowledge of how children’s developmental patterns influence learning</td>
<td>0</td>
<td>0.0%</td>
<td>2</td>
<td>9.5%</td>
<td>13</td>
</tr>
<tr>
<td>b) Learning opportunities that are appropriate for student’s developmental level</td>
<td>0</td>
<td>0.0%</td>
<td>2</td>
<td>9.5%</td>
<td>12</td>
</tr>
</tbody>
</table>

Note. Beginning Teachers (n=21)

Table 6 presents the items for Teacher Standard 2. Overall, 90% of the respondents felt “exceptionally prepared” and “prepared” in understanding how students learn and develop.
### Table 7

**Counts and Percent of Beginning Teacher Response to Standard 3**

<table>
<thead>
<tr>
<th>Teacher Standard 3</th>
<th>Poorly Prepared</th>
<th>Somewhat Prepared</th>
<th>Prepared</th>
<th>Exceptionally Prepared</th>
<th>Total Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand that students learn differently</td>
<td>Count</td>
<td>Percent</td>
<td>Count</td>
<td>Percent</td>
<td>Count</td>
</tr>
<tr>
<td>a) Teach students whose race, class, culture or language differs from your own</td>
<td>0</td>
<td>0.0%</td>
<td>2</td>
<td>9.5%</td>
<td>11</td>
</tr>
<tr>
<td>b) Appreciate diverse talents of all learners</td>
<td>0</td>
<td>0.0%</td>
<td>0</td>
<td>0.0%</td>
<td>6</td>
</tr>
<tr>
<td>c) Adaptations for students with exceptionalities</td>
<td>0</td>
<td>0.0%</td>
<td>1</td>
<td>4.8%</td>
<td>10</td>
</tr>
<tr>
<td>d) Teach students with disabilities</td>
<td>0</td>
<td>0.0%</td>
<td>5</td>
<td>25.0%</td>
<td>9</td>
</tr>
<tr>
<td>e) Teach English Language learners</td>
<td>2</td>
<td>11.8%</td>
<td>9</td>
<td>52.9%</td>
<td>4</td>
</tr>
</tbody>
</table>

*Note. The category (NA) was used for beginning teachers who did not teach specific student populations. Total counts for each item listed (d, e) verify this.*

Beginning Teachers (N=21)

Table 7 presents the items for Teacher Standard 3. The items of concern, however, were (d) and (e) where 25% of the respondents felt “somewhat prepared” to teach students with disabilities and 65% of the respondents felt “somewhat prepared” and “poorly prepared” to teach English Language Learners. Beginning teacher comments on open-ended survey item expressed concern about the lack of preparedness in teaching English Language learners.

Table 8 presents the items for Teacher Standard 4. Only 71% of the respondents felt “exceptionally prepared “and “prepared” to integrate existing and emerging
technology. Beginning teacher comments on open-ended survey items, expressed feeling “unprepared” to integrate technology into the instruction.

Table 8

Counts and Percent of Beginning Teacher Response to Standard 4

<table>
<thead>
<tr>
<th>Teacher Standard 4</th>
<th>Poorly Prepared</th>
<th>Somewhat Prepared</th>
<th>Prepared</th>
<th>Exceptionally Prepared</th>
</tr>
</thead>
<tbody>
<tr>
<td>Know how to teach</td>
<td>Count</td>
<td>Percent</td>
<td>Count</td>
<td>Percent</td>
</tr>
<tr>
<td>a) Utilize teaching and learning strategies to engage students</td>
<td>0</td>
<td>0.0%</td>
<td>1</td>
<td>4.8%</td>
</tr>
<tr>
<td>b) Adjust instruction in response to learner feedback</td>
<td>0</td>
<td>0.0%</td>
<td>1</td>
<td>4.8%</td>
</tr>
<tr>
<td>c) Integrate existing and emerging technology</td>
<td>0</td>
<td>0.0%</td>
<td>6</td>
<td>28.6%</td>
</tr>
</tbody>
</table>

Note: Beginning Teachers (N=21)

Table 9 presents the items for Teacher Standard 5. It is important to note that the majority of the respondents struggled in the area of classroom management. Beginning teacher comments on open-ended survey items expressed concerns with the lack of preparedness in classroom management. Twenty-four percent of the respondents felt "somewhat prepared" and poorly prepared" in handling student misconduct. Twenty-nine percent of the respondents felt "somewhat prepared and poorly prepared" in arranging and maintaining the physical environment. Also, 38% of the respondents felt "somewhat prepared" and poorly prepared” to arrange and manage the workload in the classroom.
Table 9

Counts and Percent of Beginning Teacher Response to Standard 5

<table>
<thead>
<tr>
<th>Teacher Standard 5</th>
<th>Poorly Prepared</th>
<th>Somewhat Prepared</th>
<th>Prepared</th>
<th>Exceptionally Prepared</th>
<th>Total Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Know how to manage the classroom</td>
<td>Count</td>
<td>Percent</td>
<td>Count</td>
<td>Percent</td>
<td>Count</td>
</tr>
<tr>
<td>a) Opportunities for students to develop shared values and beliefs</td>
<td>0</td>
<td>0.0%</td>
<td>1</td>
<td>4.8%</td>
<td>10</td>
</tr>
<tr>
<td>b) Handle student misconduct and interruptions that promotes a positive learning environment</td>
<td>1</td>
<td>4.8%</td>
<td>4</td>
<td>19.0%</td>
<td>7</td>
</tr>
<tr>
<td>c) Arrange and maintain the physical environment</td>
<td>1</td>
<td>4.8%</td>
<td>5</td>
<td>23.8%</td>
<td>4</td>
</tr>
<tr>
<td>d) Arrange and manage your time and workload for an effective learning environment</td>
<td>1</td>
<td>4.8%</td>
<td>7</td>
<td>33.3%</td>
<td>6</td>
</tr>
</tbody>
</table>

Note. Beginning Teachers (N=21)

Table 10 presents the items for Teacher Standard 6. Ninety percent of the respondents felt “exceptionally prepared” and "prepared" in modeling good communication strategies.
Table 10

Counts and Percent of Beginning Teacher Response to Standard 6

<table>
<thead>
<tr>
<th>Teacher Standard 6 Communicate Effectively</th>
<th>Poorly Prepared</th>
<th>Somewhat Prepared</th>
<th>Prepared</th>
<th>Exceptionally Prepared</th>
<th>Total Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Model good communication strategies</td>
<td>0 0.0%</td>
<td>2 9.5%</td>
<td>9 42.9%</td>
<td>10 47.6%</td>
<td>21</td>
</tr>
<tr>
<td>b) Understand how cultural and gender differences affect communication</td>
<td>0 0.0%</td>
<td>4 19.0%</td>
<td>7 33.3%</td>
<td>10 47.6%</td>
<td>21</td>
</tr>
</tbody>
</table>

Note. Beginning Teachers (N=21)

Table 11 presents the items for Teacher Standard 7. Overall, 90% of the respondents felt “exceptionally prepared” and “prepared” in planning different kinds of lessons.

Table 11

Counts and Percent of Beginning Teacher Response to Standard 7

<table>
<thead>
<tr>
<th>Teacher Standard 7 Can plan different kinds of lesson</th>
<th>Poorly Prepared</th>
<th>Somewhat Prepared</th>
<th>Prepared</th>
<th>Exceptionally Prepared</th>
<th>Total Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Engage in instructional planning with other teachers</td>
<td>0 0.0%</td>
<td>2 9.5%</td>
<td>8 38.1%</td>
<td>11 52.4%</td>
<td>21</td>
</tr>
<tr>
<td>b) Design instructional plans that support curricular goals</td>
<td>0 0.0%</td>
<td>1 4.8%</td>
<td>6 28.6%</td>
<td>14 66.7%</td>
<td>21</td>
</tr>
</tbody>
</table>

Note. Beginning Teachers (N=21)
Table 12 presents the items for Teacher Standard 8. It is important to note that 38% of the respondents felt “somewhat prepared” and “poorly prepared” to use an organized system to maintain records of student or class progress. Beginning teachers commented on open-ended survey items as having felt “unprepared” in using computer-based grading systems.

Table 12

Counts and Percent of Beginning Teacher Response to Standard 8

<table>
<thead>
<tr>
<th>Teacher Standard 8</th>
<th>Poorly Prepared</th>
<th>Somewhat Prepared</th>
<th>Prepared</th>
<th>Exceptionally Prepared</th>
<th>Total Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Use appropriate assessment techniques to measure student learning</td>
<td>0</td>
<td>0.0%</td>
<td>1</td>
<td>4.8%</td>
<td>11</td>
</tr>
<tr>
<td>b) Use data from a variety of sources to communicate student progress</td>
<td>0</td>
<td>0.0%</td>
<td>2</td>
<td>9.5%</td>
<td>12</td>
</tr>
<tr>
<td>c) Organized system to maintain records of student and/or class progress</td>
<td>0</td>
<td>0.0%</td>
<td>8</td>
<td>38.1%</td>
<td>8</td>
</tr>
</tbody>
</table>

Beginning Teachers (N=21)
### Table 13

**Counts and Percent of Beginning Teacher Response to Standard 9**

<table>
<thead>
<tr>
<th>Teacher Standard 9</th>
<th>Poorly Prepared</th>
<th>Somewhat Prepared</th>
<th>Prepared</th>
<th>Exceptionally Prepared</th>
<th>Total Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Self reflect on instructional practices for improvement</td>
<td>1</td>
<td>4.8%</td>
<td>1</td>
<td>4.8%</td>
<td>3</td>
</tr>
<tr>
<td>b) Seek research to support development as a learner</td>
<td>0</td>
<td>0.0%</td>
<td>2</td>
<td>9.5%</td>
<td>7</td>
</tr>
<tr>
<td>c) Participate in professional development opportunities</td>
<td>1</td>
<td>4.8%</td>
<td>1</td>
<td>4.8%</td>
<td>9</td>
</tr>
<tr>
<td>d) Design and implement a Professional Development Plan</td>
<td>2</td>
<td>10.0%</td>
<td>1</td>
<td>5.0%</td>
<td>9</td>
</tr>
</tbody>
</table>

*Note.* The category (NA) was used for beginning teachers who did not teach specific student populations. Total counts for item (d) verify this.

Beginning Teachers (N=21)

Table 13 presents the items for Teacher Standard 9. Over 85% of the respondents felt “exceptionally prepared” and “prepared” in their ability to reflect or evaluate themselves.
### Table 14

*Counts and Percent of Beginning Teacher Response to Standard 10*

**Teacher Standard 10**  
Are connected with other teachers and the community

<table>
<thead>
<tr>
<th>Item Description</th>
<th>Poorly Prepared</th>
<th>Somewhat Prepared</th>
<th>Prepared</th>
<th>Exceptionally Prepared</th>
<th>Total Count</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>a) Understand how social forces influence student learning</strong></td>
<td>0</td>
<td>2</td>
<td>11</td>
<td>8</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>0.0%</td>
<td>9.5%</td>
<td>52.4%</td>
<td>38.1%</td>
<td></td>
</tr>
<tr>
<td><strong>b) Work collaboratively with a mentor</strong></td>
<td>1</td>
<td>2</td>
<td>8</td>
<td>9</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>5.0%</td>
<td>10.0%</td>
<td>40.0%</td>
<td>45.0%</td>
<td></td>
</tr>
<tr>
<td><strong>c) Work collaboratively with peers</strong></td>
<td>0</td>
<td>4</td>
<td>7</td>
<td>10</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>0.0%</td>
<td>19.0%</td>
<td>33.3%</td>
<td>47.6%</td>
<td></td>
</tr>
<tr>
<td><strong>d) Engage families in the instructional program</strong></td>
<td>1</td>
<td>4</td>
<td>7</td>
<td>8</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>5.0%</td>
<td>20.0%</td>
<td>35.0%</td>
<td>40.0%</td>
<td></td>
</tr>
<tr>
<td><strong>e) Establish productive relationships with parents and/or guardians</strong></td>
<td>1</td>
<td>4</td>
<td>6</td>
<td>10</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>4.8%</td>
<td>19.0%</td>
<td>28.6%</td>
<td>47.6%</td>
<td></td>
</tr>
</tbody>
</table>

*Note.* The category (NA) was used for beginning teachers who did not teach specific student populations. Total counts for each item listed (b, d) verify this.

Beginning Teachers (n=21)

Table 14 presents the items for Teacher Standard 10. Twenty-five percent of the respondents felt “somewhat prepared and “poorly prepared “ to engage families in the instructional program, and 24% of respondents felt “somewhat prepared” and “poorly prepared” in establishing relationships with parents or guardians.

Tables 15 through 18 present the counts and percents of beginning teacher responses to each cluster of teacher standards, representing the researcher’s four themes of beginning teacher struggles, as discussed in Chapter Two: (a) Teaching Practice, (b) Diversity, (c) School Culture, and (d) Professional Development.
Table 15

Counts and Percents of Beginning Teacher Response to Teaching Practice

<table>
<thead>
<tr>
<th>Teacher Standard</th>
<th>Poorly Prepared</th>
<th>Somewhat Prepared</th>
<th>Prepared</th>
<th>Exceptionally Prepared</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Count</td>
<td>Percent</td>
<td>Count</td>
<td>Percent</td>
</tr>
<tr>
<td>Teacher Standard 1</td>
<td>0.3</td>
<td>1.8%</td>
<td>2.5</td>
<td>13.8%</td>
</tr>
<tr>
<td>Teacher Standard 4</td>
<td>0.0</td>
<td>0.0%</td>
<td>2.7</td>
<td>12.7%</td>
</tr>
<tr>
<td>Teacher Standard 6</td>
<td>0.0</td>
<td>0.0%</td>
<td>3.0</td>
<td>14.3%</td>
</tr>
<tr>
<td>Teacher Standard 7</td>
<td>0.0</td>
<td>0.0%</td>
<td>1.5</td>
<td>7.1%</td>
</tr>
<tr>
<td>Teacher Standard 8</td>
<td>0.0</td>
<td>0.0%</td>
<td>3.7</td>
<td>17.5%</td>
</tr>
<tr>
<td>Total</td>
<td>0.3</td>
<td>0.3%</td>
<td>13.3</td>
<td>13.1%</td>
</tr>
</tbody>
</table>

Note. The counts in each column represent the average number of combined beginning teacher responses by standard.

Beginning Teachers (N=21)

Table 15 presents the total counts and percents of beginning teacher responses to teaching practice. Eighty-seven percent of the respondents felt “exceptionally prepared” and "prepared” in the area of Teaching Practice.

Table 16 presents the total counts and percents of beginning teacher responses to Diversity. Eighty-six percent of the respondents felt “exceptionally prepared” and "prepared” in the area of diversity. Beginning teachers commented on open ended survey items confirmed this.

Table 16

Counts and Percents of Beginning Teacher Response to Diversity

<table>
<thead>
<tr>
<th>Teaching Standard</th>
<th>Poorly Prepared</th>
<th>Somewhat Prepared</th>
<th>Prepared</th>
<th>Exceptionally Prepared</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Count</td>
<td>Percent</td>
<td>Count</td>
<td>Percent</td>
</tr>
<tr>
<td>Teaching Standard 2</td>
<td>0.0</td>
<td>0.0%</td>
<td>2.0</td>
<td>9.5%</td>
</tr>
<tr>
<td>Teaching Standard 3</td>
<td>0.4</td>
<td>2.0%</td>
<td>3.4</td>
<td>17.0%</td>
</tr>
<tr>
<td>Total</td>
<td>0.4</td>
<td>1.0%</td>
<td>5.4</td>
<td>13.2%</td>
</tr>
</tbody>
</table>

Note. The counts in each column represent the average number of combined beginning teacher responses by standard.

Beginning Teachers (N=21)
Table 17

**Counts and Percents of Beginning Teacher Response to School Culture**

<table>
<thead>
<tr>
<th></th>
<th>Poorly Prepared</th>
<th>Somewhat Prepared</th>
<th>Prepared</th>
<th>Exceptionally Prepared</th>
<th>Total Count</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Count</td>
<td>Percent</td>
<td>Count</td>
<td>Percent</td>
<td>Count</td>
</tr>
<tr>
<td>Teaching Standard 5</td>
<td>0.8</td>
<td>3.6%</td>
<td>4.3</td>
<td>20.2%</td>
<td>6.8</td>
</tr>
<tr>
<td>Teaching Standard 10</td>
<td>0.6</td>
<td>2.9%</td>
<td>3.2</td>
<td>15.5%</td>
<td>7.8</td>
</tr>
<tr>
<td>Total</td>
<td>1.4</td>
<td>3.2%</td>
<td>7.5</td>
<td>17.9%</td>
<td>14.6</td>
</tr>
</tbody>
</table>

*Note.* The counts in each column represent the average number of combined beginning teacher responses by standard.

Beginning Teachers (N=21)

Table 17 presents the total counts and percents of beginning teacher responses to *School Culture*. Twenty-one percent of the respondents felt “somewhat prepared” and “poorly prepared” in understanding school culture. Many of the beginning teacher comments on the open-ended survey items confirmed this.

Table 18

**Counts and Percents of Beginning Teacher Response to Professional Development**

<table>
<thead>
<tr>
<th></th>
<th>Poorly Prepared</th>
<th>Somewhat Prepared</th>
<th>Prepared</th>
<th>Exceptionally Prepared</th>
<th>Total Count</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Count</td>
<td>Percent</td>
<td>Count</td>
<td>Percent</td>
<td>Count</td>
</tr>
<tr>
<td>Teaching Standard 9</td>
<td>1</td>
<td>4.8%</td>
<td>1.25</td>
<td>6.0%</td>
<td>7</td>
</tr>
<tr>
<td>Total</td>
<td>1</td>
<td>4.8%</td>
<td>1.25</td>
<td>6.0%</td>
<td>7</td>
</tr>
</tbody>
</table>

*Note.* The count represents the average number of combined beginning teacher responses by standard.

Beginning Teachers (N=21)

Table 18 presents the total counts and percents of beginning teacher responses to *Professional Development*. Eighty-nine percent of the respondents felt “exceptionally prepared” and “prepared” in the area of professional development. Beginning teacher comments on open-ended survey items confirmed this.

Table 19 presents the total counts and percents of all participant responses to the teacher standards. The category (NA) was used by participants when survey items were
not applicable. Ten percent of the principals felt the beginning teachers were "somewhat prepared" in the area of using data to communicate student progress, and creating an organized system to maintain records of student progress (Standard 8).
Table 19

Counts and Percents of All Participant Responses to the Ten Teaching Standards

Teacher Standard 1
Know the subjects they teach

<table>
<thead>
<tr>
<th>Participants</th>
<th>Poorly Prepared</th>
<th>Somewhat Prepared</th>
<th>Prepared</th>
<th>Exceptionally Prepared</th>
<th>Total Counts</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Count</td>
<td>Percent</td>
<td>Count</td>
<td>Percent</td>
<td>Count</td>
</tr>
<tr>
<td>a) Mathematics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Beginning Teachers</td>
<td>1</td>
<td>5.6%</td>
<td>3</td>
<td>16.7%</td>
<td>9</td>
</tr>
<tr>
<td>Principals</td>
<td>0</td>
<td>0.0%</td>
<td>0</td>
<td>0.0%</td>
<td>6</td>
</tr>
<tr>
<td>Mentor Teachers</td>
<td>0</td>
<td>0.0%</td>
<td>0</td>
<td>0.0%</td>
<td>3</td>
</tr>
<tr>
<td>b) Social Studies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Beginning Teachers</td>
<td>0</td>
<td>0.0%</td>
<td>3</td>
<td>15.8%</td>
<td>12</td>
</tr>
<tr>
<td>Principals</td>
<td>0</td>
<td>0.0%</td>
<td>0</td>
<td>0.0%</td>
<td>5</td>
</tr>
<tr>
<td>Mentor Teachers</td>
<td>0</td>
<td>0.0%</td>
<td>0</td>
<td>0.0%</td>
<td>3</td>
</tr>
<tr>
<td>c) Natural Sciences</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Beginning Teachers</td>
<td>0</td>
<td>0.0%</td>
<td>4</td>
<td>22.2%</td>
<td>11</td>
</tr>
<tr>
<td>Principals</td>
<td>0</td>
<td>0.0%</td>
<td>0</td>
<td>0.0%</td>
<td>7</td>
</tr>
<tr>
<td>Mentor Teachers</td>
<td>0</td>
<td>0.0%</td>
<td>0</td>
<td>0.0%</td>
<td>4</td>
</tr>
</tbody>
</table>

Note: Beginning Teachers (N=21); Principals (N=20); Mentor Teachers (N=6)
### Table continued

<table>
<thead>
<tr>
<th>Teacher Standard 2</th>
<th>Poorly Prepared</th>
<th>Somewhat Prepared</th>
<th>Prepared</th>
<th>Exceptionally Prepared</th>
<th>Total Counts</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Count</td>
<td>Percent</td>
<td>Count</td>
<td>Percent</td>
<td>Count</td>
</tr>
<tr>
<td><strong>a) Knowledge of how children's developmental patterns influence learning</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Beginning Teachers</td>
<td>0</td>
<td>0.0%</td>
<td>2</td>
<td>9.5%</td>
<td>13</td>
</tr>
<tr>
<td>Principals</td>
<td>0</td>
<td>0.0%</td>
<td>0</td>
<td>0.0%</td>
<td>9</td>
</tr>
<tr>
<td>Mentor Teachers</td>
<td>0</td>
<td>0.0%</td>
<td>1</td>
<td>16.7%</td>
<td>2</td>
</tr>
<tr>
<td><strong>b) Learning opportunities that are appropriate for student's developmental level</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Beginning Teachers</td>
<td>0</td>
<td>0.0%</td>
<td>2</td>
<td>9.5%</td>
<td>12</td>
</tr>
<tr>
<td>Principals</td>
<td>0</td>
<td>0.0%</td>
<td>0</td>
<td>0.0%</td>
<td>7</td>
</tr>
<tr>
<td>Mentor Teachers</td>
<td>0</td>
<td>0.0%</td>
<td>1</td>
<td>16.67%</td>
<td>2</td>
</tr>
</tbody>
</table>

*Note: Beginning Teachers (N=21); Principals (N=20); Mentor Teachers (N=6)
Table continued

<table>
<thead>
<tr>
<th></th>
<th>Beginning Teachers</th>
<th>Principals</th>
<th>Mentor Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>d) Teach students with disabilities</td>
<td>0 0%</td>
<td>5 25%</td>
<td>9 45%</td>
</tr>
<tr>
<td></td>
<td>0 0%</td>
<td>0 0%</td>
<td>5 26.3%</td>
</tr>
<tr>
<td></td>
<td>0 0%</td>
<td>1 25.0%</td>
<td>1 25.0%</td>
</tr>
<tr>
<td>e) Teach English Language learners</td>
<td>2 11.7%</td>
<td>9 52.9%</td>
<td>4 23.5%</td>
</tr>
<tr>
<td></td>
<td>0 0%</td>
<td>0 0%</td>
<td>5 41.6%</td>
</tr>
<tr>
<td></td>
<td>0 0%</td>
<td>1 50.0%</td>
<td>0 0%</td>
</tr>
</tbody>
</table>

Teacher Standard 3
Understand that students learn differently

<table>
<thead>
<tr>
<th>a) Teach students whose race, class, culture or language differs from your own</th>
<th>Poorly Prepared</th>
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<tr>
<td>d) Teach students with disabilities</td>
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<td>Prepared</td>
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<td>e) Teach English Language learners</td>
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Note: Beginning Teachers (N=21); Principals (N=20); Mentor Teachers (N=6)
### Teacher Standard 4

**Know how to teach**

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<td>Count</td>
<td>Percent</td>
<td>Count</td>
<td>Percent</td>
<td>Count</td>
</tr>
<tr>
<td><strong>a) Utilize teaching and learning strategies to engage students</strong></td>
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<td></td>
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</tr>
<tr>
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</tr>
<tr>
<td><strong>b) Adjust instruction in response to learner feedback</strong></td>
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<td>16.7%</td>
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<td><strong>c) Integrate existing and emerging technology</strong></td>
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*Note: Beginning Teachers (N=21); Principals (N=20); Mentor Teachers (N=6)*
### Table continued

**Teacher Standard 5**

**Know how to manage the classroom**

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<td>Count</td>
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<td>Percent</td>
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</tr>
<tr>
<td><strong>a) Opportunities for students to develop shared values and beliefs</strong></td>
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<tr>
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<tr>
<td><strong>b) Handle student misconduct and interruptions that promotes a positive learning environment</strong></td>
<td></td>
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<tr>
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<tr>
<td><strong>c) Arrange and maintain the physical environment</strong></td>
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<tr>
<td><strong>d) Arrange and manage your time and workload for an effective learning environment</strong></td>
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<tr>
<td>Beginning Teachers</td>
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*Note: Beginning Teachers (N=21); Principals (N=20); Mentor Teachers (N=6)*
### Table continued

#### Teacher Standard 6
Communicate Effectively

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<td>------</td>
<td>---------</td>
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<td>---------</td>
<td>------</td>
</tr>
<tr>
<td><strong>a) Model good communication strategies</strong></td>
<td></td>
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<td></td>
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<tr>
<td>Beginning Teachers</td>
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<td>1</td>
<td>16.7%</td>
<td>1</td>
<td>16.7%</td>
</tr>
<tr>
<td><strong>b) Understand how cultural and gender differences affect communication</strong></td>
<td></td>
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<td></td>
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</tr>
<tr>
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#### Teacher Standard 7
Can plan different kinds of lesson

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<td>---------</td>
<td>------</td>
</tr>
<tr>
<td><strong>a) Engage in instructional planning with other teachers</strong></td>
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<td></td>
<td></td>
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<td>Beginning Teachers</td>
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<tr>
<td><strong>b) Design instructional plans that support curricular goals</strong></td>
<td></td>
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<tr>
<td>Beginning Teachers</td>
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*Note: Beginning Teachers (N=21); Principals (N=20); Mentor Teachers (N=6)*
Table continued

Teacher Standard 8

Know how to test for student progress

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<td>Count</td>
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<td>a) Use appropriate assessment techniques to measure student learning</td>
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</tr>
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<td>b) Use data from a variety of sources to communicate student progress</td>
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<td>16.7%</td>
</tr>
<tr>
<td>c) Organized system to maintain records of student and/or class progress</td>
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Note: Beginning Teachers (N=21); Principals (N=20); Mentor Teachers (N=6)
### Teacher Standard 9

Are able to evaluate themselves

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</tr>
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<td><strong>a) Self reflect on instructional practices for improvement</strong></td>
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<tr>
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<tr>
<td><strong>b) Seek research to support development as a learner</strong></td>
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<tr>
<td><strong>c) Participate in professional development opportunities</strong></td>
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<td>16.7%</td>
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<tr>
<td><strong>d) Design and implement a Professional Development Plan</strong></td>
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</tbody>
</table>

**Note:** Beginning Teachers (N=21); Principals (N=20); Mentor Teachers (N=6)

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Table continued
### Table continued

**Teacher Standard 10**

Are connected with other teachers and the community

<table>
<thead>
<tr>
<th></th>
<th>Poorly Prepared</th>
<th>Somewhat Prepared</th>
<th>Prepared</th>
<th>Exceptionally Prepared</th>
<th>Total Count</th>
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<tr>
<td></td>
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<tr>
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</tr>
<tr>
<td><strong>a) Understand how social forces influence student learning</strong></td>
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<tr>
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<tr>
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<tr>
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<tr>
<td><strong>b) Work collaboratively with a mentor</strong></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
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<td>10.0%</td>
<td>8</td>
</tr>
<tr>
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<td>10.5%</td>
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<tr>
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</tr>
<tr>
<td><strong>c) Work collaboratively with peers</strong></td>
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<tr>
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</tr>
<tr>
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<td>1</td>
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</tr>
<tr>
<td><strong>d) Engage families in the instructional program</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
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<td>4</td>
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<td>7</td>
</tr>
<tr>
<td>Principals</td>
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</tr>
<tr>
<td><strong>e) Establish productive relationships with parents and/or guardians</strong></td>
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<td></td>
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<tr>
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<td>0.0%</td>
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<td>33.3%</td>
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</tr>
</tbody>
</table>

*Note: Beginning Teachers (N=21); Principals (N=20); Mentor Teachers (N=6)*
Qualitative Results from Open-Ended Survey Responses

The researcher's electronic survey also allowed the participants to supply open-ended, written responses for each teacher standard. The constant comparative method was used to code, and categorized the responses (Table 20), as described in Chapter Three. This section presents the beginning teachers' response to the open-ended survey items. It is organized by the four categories and subthemes, and the two additional categories and subthemes of beginning teacher concerns that emerged from the data.

Table 20

Researcher’s Theme: Beginning Teacher Concerns

<table>
<thead>
<tr>
<th>Beginning Teacher (BT) Concerns</th>
<th>Subthemes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Category 1: Teaching Practice</td>
<td>Knowledge of Subject (KS)</td>
</tr>
<tr>
<td></td>
<td>Student Assessment (SA)</td>
</tr>
<tr>
<td></td>
<td>Know How to Teach (KT)</td>
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<tr>
<td>Category 2: Diversity</td>
<td>Students Learn Differently (SLD)</td>
</tr>
<tr>
<td>Category 3: School Culture</td>
<td>Manage Classroom (MC)</td>
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<tr>
<td></td>
<td>Balance Workload (BW)</td>
</tr>
<tr>
<td></td>
<td>Connect with Teachers and Community (CTC)</td>
</tr>
<tr>
<td>Category 4: Professional</td>
<td>Self reflection (SR)</td>
</tr>
<tr>
<td>Development</td>
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</tr>
<tr>
<td>Additional Categories</td>
<td>Additional Subthemes</td>
</tr>
<tr>
<td>Category 5: School Leadership</td>
<td>Principal Behaviors (PB)</td>
</tr>
<tr>
<td>Category 6: Teacher Disposition</td>
<td>Mentor Teacher Behaviors (MTB)</td>
</tr>
<tr>
<td></td>
<td>Beginning Teacher Behaviors (BTB)</td>
</tr>
</tbody>
</table>
Teacher Standard 1: Cardinal Stritch University Graduates Know the Subjects they Teach

Teaching practice is defined by the researcher as an understanding of the curricular goals and how they correlate with district, state, and national standards. Teachers must also understand how to teach subject matter using effective instructional models and strategies, while appropriately assessing student learning. The researcher categorized the following quote from open-ended survey responses as Teaching Practice:

- I felt there was a great emphasis on how to teach reading and not so much on math. In the two math courses for elementary education that I took focused only on how to DO the math instead of how to TEACH the math. I still feel I struggle with strategies to teach math.

Teacher Standard 3: Cardinal Stritch Graduates Understand that Students Learn Differently

Diversity was defined by the researcher as the teachers’ understanding of how to teach students whose gender, culture, ethnic, learning styles, and abilities are different from their own. This includes a capacity to examine one’s own biases and cultivate the tools needed to learn about students, their families and communities as they build professional knowledge. The researcher categorized the following quotes from open-ended survey responses as Diversity:

- Given the teaching position I am in, I felt unprepared to teach English Language learners.
• I feel that CSU could have better prepared me for how to deal with students of lower learning needs. I don't feel that one class on ed. psych or a class on special needs in education was enough.

• I feel instruction in educating English language learners would have better prepared me for my teaching practice.

• I was hired as a cross categorical special education teacher without the certification to do so. I feel that I have been prepared extremely well to be able to do this. However, I wish we would have had more exposure to IEP's and the legality of them. I believe a regular classroom teacher needs to be aware of the intensity involved in an IEP just as much as the special education teacher.

• Having a course as an undergraduate (even a general one) would have helped prepare me for the classroom.

*Teacher Standard 4: Cardinal Stritch University Graduates Know How to Teach*

• I have the interest and means to find these strategies, but I do not feel that Stritch prepared me for this.

• I had to seek classes that offered technology instead of incorporating it within each class.

The researcher categorized these comment as *Teaching Practice.*

*Teacher Standard 5: Cardinal Stritch University Graduates Know How to Manage the Classroom*

School Culture was defined by the researcher as a group’s shared beliefs, values, traditions, and ways of interacting with one another that give the school a “climate” or
feel. It is the “way they work” that is known to its members and may be hidden to new members. The researcher categorized the following quotes from open-ended survey responses as School Culture:

- I think that another management class or field experience could have been added to help me deal with children in particular the urban elementary setting.
- Cardinal Stritch did not prepare me well in management and assessment.
- I was most surprised with the amount of time it takes to prepare lessons for a class of 26 and four of those lessons have to be modified four different ways. In addition, I was not prepared for all the behind the scene paper work that the beginning and end of the year supplied me with such as budgets, fieldtrip information, and schedules. Plus, I find it difficult to create a schedule or organize time throughout the day to fit everything in.
- One thing that I think every new teacher needs to experience is how to start the school year. I student taught from December to May; therefore, I knew how the school year ended but had no idea what I was doing the following year.
- I don't know where I heard it but it is so true: teachers go on a four step roller coaster, especially new teachers, #1 "yeah! I'm a teacher this is going to be so great..." #2 "okay... this is tougher than I expected, I'm just keeping my head above water..." #3 "Oh gosh what did I do?? I can't do this..." #4 "I'm back! That was a tough spot but I know this is what I was meant to do.... This helped me a bunch as a new teacher going through
each of these steps and knowing its "normal." It might be beneficial to pass it along to graduates.

- More specific strategies and scenarios would have helped my management style.

- I can honestly say that there was never a full discussion or preparation time in/for the "nuts and bolts" of teaching. Most of my time at Stritch was spent learning the "Art & Science" of education. Almost NONE of my time was devoted to anything resembling "where to put chairs and tables" or "when do you grade papers.

**Teacher Standard 7: Cardinal Stritch University Graduates Know How to Plan Different Kinds of Lessons**

- I feel very prepared in the areas of lesson planning and assessment. I know how to link back to the standards, and I know how to assess for what I want my students to learn. I also feel prepared in the area of how to creatively present different topics (i.e., not just "out of the book.")

- I feel very prepared in lesson planning and assessment. I feel the most comfortable bringing my ideas for those two areas to my colleagues and administrators. I have had comments made about my ability to do both tasks efficiently. I think it is from all the RIO lesson plans that we were required to write. It was very time consuming, but it pays off in the end because it allowed me to be able to lesson plan quickly and efficiently. My lessons are differentiated, adaptable, and engaging to my students and I
am appreciative to Stritch for the amount of work that I had to do in college to get where I am today.

The researcher categorized these comments as *Teaching Practice*.

*Teacher Standard 8: Cardinal Stritch University Graduates Know How to Test for Student Progress*

- A lot of district's use computer based grading programs. This is something that should be discussed to new students. I was prepared to use the standard grade book and fill in my students' report card by hand. I currently use WebGrader, I found it extremely difficult and still do to grade my students that are below grade level. My job is to report out on students meeting fifth grade standards and some of my students developmental level is at a third grade level; therefore the computer grading program can be misleading to parents. I believe that undergraduate students could benefit by the university suggesting strategies or alternatives in certain cases.

The researcher categorized this comment as *Teaching Practice*.

*Teacher Standard 9: Cardinal Stritch University Graduates are Able to Evaluate Themselves*

Professional Development was defined by the researcher as the transformation of teachers’ knowledge, skills, understandings, and commitments in their practice, based on the pursuit of on-going learning and problem solving. The researcher categorized these comment as *Professional Development*: 

• I think the act of self-reflecting…I think it was so ingrained in us as
students that even many times I find myself reflecting on a previous
lesson.

• I feel that the concept of reflection and continual growth as an educator
are two ideas that Stritch truly instilled within me. Going into the
workplace and applying the skills and teaching practices that Stritch
helped me develop, has allowed me to be a successful educator.

*Teacher Standard 10: Cardinal Stritch Graduates are Connected with Teachers and the
Community*

• Cardinal Stritch did not prepare me well in … how to handle
parent/teacher conferences.

• If I’m excited about my awesome lesson plans and working with students
in a meaningful and personal way, how do I teach in a "Direct Instruction"
school?

• Varieties of education environments, administrators, teachers, *"nuts &
bolts" of teaching (physical realities). Overall, I feel "exceptionally
prepared" to teach the way you hoped I would teach but "poorly prepared"
to teach the way I am going to HAVE to teach, using the curriculum
binders and manuals you are given and starting the first week of school!

The researcher categorized these comments as *School Culture.*
Phase 2: Interviews

Interview Procedure

The second phase of the study included face-to-face interviews with the principals and mentor teachers of Cardinal Stritch University graduates. The principals were selected from the schools where the graduates were employed. The mentor teachers were referred by the principals who hired the graduates. Each principal gave the researcher permission to interview the mentor teachers as part of the study. Out of twenty principals that completed the survey, six agreed to be interviewed. The researcher selected to interview three of the six principals which were located in school communities that were different from one another in student ethnicity, family socioeconomic levels, percent of students with disabilities, and number of students enrolled. Mentor teachers were interviewed on separate dates than their principals. The interviews took place during the months of May, June, and July of 2008 at a site convenient to each principal and mentor teacher. Each session included one interview that ranged in times from 16 minutes to 45 minutes per participant with the use of a micro-cassette audio recorder. One mentor teacher interview was completed by telephone.

Description of School Sites

The interview protocol included an opening statement, verification of demographics, and a “semi-structured” format, with questions developed from the responses to the survey items. Each principal and mentor teacher gave brief information regarding the demographics of the school or school district, and requested that the researcher use the school website for accuracy of additional information. The researcher utilized the constant comparative method to code, and categorized the interview
transcripts as described in Chapter Three. The subthemes paralleled the researcher’s model of beginning teacher concerns, and were listed as categories. However, additional subthemes and categories were noted that moved beyond the researcher’s model.

The researcher first describes the three school sites, and then presents reports regarding the interviews, beginning with the first question of the interview protocol.

*The Urban School Site*

The urban school site is located in the city of Milwaukee, which is the largest urban community in Wisconsin. The school is chartered by the Milwaukee Public Schools system. Charter schools have progressed from being rare experiments to now capturing a substantial share of the education market. The overall mission of charter schools is to improve educational performance of children in all subject areas. The philosophy behind charter schools is that if a school did not meet the obligations of its charter, the contract would be revoked and the school closed (Witte, Weimer, Schlomer, & Shober, 2004).

The principal has been an employee of the school since August, 2000, where she was hired as a second grade teacher.

We generally maintain around 950 to 1,000 students through all grade levels [K-12]. We bus students from all over Milwaukee; our only requirement is that you live within the city limits. Our teachers don't have that requirement so they come from as far as Madison. We have a nice core of teachers who have been here the entire eight years, and so I started out as a second grade teacher, then first grade teacher, a lead teacher, and finally an administrator.
According to the principal, the ethnicity of the student population for 2007-2008 consisted of 97% African American, 2% Hispanic, less than 1% White and American Indian. About 12% of the students have disabilities, and 90% of the students received subsidized lunch fees. The leadership of the school consisted of a principal for each level of the school (elementary, middle, and high school), lead teachers and an achievement director. This person is responsible for analyzing the student achievement data monthly to determine what adaptations are needed in the curriculum or instruction.

There are milestones for kindergarten, first, and second grade, and there’s some other monitoring required by our reading first grant, but everybody's required to do assessments. We have a benchmark system so that when kids are not succeeding the achievement director devises a plan to determine if any intervention is needed with the teacher or student.

Suburban School Site (A)

The suburban school site borders the city of Milwaukee. The principal has been part of the leadership team for six years.

When I first started six years ago we had 370 students. It has a declining enrollment; we are left with about 337 students. The school is 34% free or reduced lunch, it has a very large socioeconomic piece to it… a lot of people tend to think our students are from Milwaukee’s Chapter 220 [integration program], but those are [our community’s] kids and that was a large part of what I had to educate people on… What’s also interesting to me, especially with the socioeconomic diversity, is the staff is predominantly a White staff…. there are some men on staff, though. There are five men on staff, three classroom teachers
and then two co-curriculum teachers. So that was the diversity from that point of view.

According to the school website, the demographics of the student population for 2007-2008 consisted of 72% White, 14% African American, 11% Asian, 2% Hispanic, and less than 1% American Indian. Also, 11% of the students have disabilities. The principal contributed much of the student’s academic success to its large volunteer program.

One thing that was really unique about [the school], is because we have such a large amount of single mothers in our community, we have a program through the county in which retired seniors come in and work with our kids… and they were very consistent. I had anywhere from 65-72 seniors come into the building on a weekly basis, helping kids mainly with reading and math.

Suburban School Site (B)

The suburban school site is located about forty miles from the city of Milwaukee. According the principal, it is the largest elementary school in the district, serving 643 students.

There are 62 staff members here. We have five sections of kindergarten, five sections of first grade, four sections of second, five sections of third, and four sections of fourth and fifth grade. We are primarily Caucasian in makeup…on our staff we have a total of four males.

The school website presented the demographics of the student population for 2007-2008 as 95% White, 3% Hispanic, 1% African American, and less than 1% Asian and American Indian. The school also has a population of students with disabilities of 9.5%,
with 22% receiving subsidized lunch fees. The principal, as part of the leadership team talked about their mentoring program for beginning teachers.

In conjunction with WEAC [Wisconsin Education Association Council], we have a phenomenal mentoring program that is supported by central office in the capacity of a person who sets up the district portion of the mentoring. In addition to the district portion, we also have site mentors, and those I set up at my site.

*Interview Protocol Question 1*

The first question asked of the principals and mentor teachers at the three school sites was, “How did you become involved in the mentoring of new teachers and describe your level of involvement?”

*Urban School Site Responses to Question 1*

*Urban School Principal.* What was clear to the researcher throughout the interview was the principal’s extensive involvement in the development of the beginning teacher.

We are part of the Southeastern Wisconsin New Teacher Project. And so that has helped take some of our mentoring on a level where the mentors can go out and get trained. The lead teachers are our primary mentors right now, and they’ve gone for the training at Stritch. *Mentor Teacher Behaviors (MTB)* We allow Stritch's different seminars to supplement our mentoring because I used to be the primary mentor of all new teachers, meeting every week or every other week…. I still get into the classrooms and work with the teachers who need more assistance, I do things like observations, but also relieve them to go and do observations of other teachers and [I] model instructional practices. *Principal Behaviors (PB)*
The principal’s remarks at this urban school site were coded as *Mentor Teacher Behaviors and Principal’s Behaviors*, which led to a new category of *School Leadership*. School leadership is defined by the researcher as a natural outgrowth of a community of educators, who have shared beliefs that guide how the team develops and moves forward (Marzano, Waters, & McNulty, 2005, p. 99).

*Urban School Mentor Teacher.* The mentor teacher was one of the lead teachers in the building.

Well, I was selected as a mentor because I was lead teacher for the fourth and fifth grade. And our former president asked if I wanted to be part of the Southeastern Wisconsin New Teacher Project. I accepted, and that was a project…. veteran teachers really mentor the novice teachers that are coming into the field. And so [a new teacher was coming in]; I was selected and chose to take the course and mentor. So, while I was mentoring, I was taking the course at the same time. It was really easy for me to take some of the knowledge and skills that they taught me and to apply it to my novice teacher. (*MTB*) [The beginning teacher(*BT*)] came in and observed me. And then I tried to kind of see the [BT’s] teaching style, because I was there. I tried to match it, with someone that's similar to observe, because [BT] is more of a nurturer than I am.

The researcher coded this section as *Mentor Teacher Behaviors* and categorized the quote as *School Leadership*.

*Suburban School Site (A) Responses to Question 1*

*Suburban School Principal.* Again the researcher observed the principal’s proactive involvement in the development of the beginning teacher.
I made sure I hand picked [the beginning teacher’s] mentor. I also met with [beginning teacher] at the beginning of the school year to outline my expectations. I do a teacher handbook and I went through that teacher handbook … I really tried to make myself available, but gave [BT] a really good mentor because I understand that with me being the boss that can be a little bit tentative, so I really tried … I really gave [BT] a mentor who I just knew was dynamic, and, you know, made it possible for [BT] to meet with mentor even prior to the start of the school year. Principal Behaviors (PB)

This paragraph was coded as Principal Behaviors. It was then categorized as School Leadership.

Suburban School Site (A) Mentor. The mentor teacher acknowledged the history of the district in developing a formal mentoring program.

I was actually one of the first, within the first two or three years, of teachers to complete our mentoring [program]. You have to take the course, the mentoring course, within the district and it's through Cardinal Stritch. That’s Southeastern Wisconsin New Teachers Project. Actually, [our district] is one of the models for, mentoring new teachers. It's won some awards and grants and such through Saturn and things like that for the development of the program. And then, we do try to pair up people with grade levels or content areas as much as possible, but obviously you need to have taken the class. Basically you are the resource person and we try to make it really clear to the mentee that you can go to your mentor with absolutely any question, there's a confidentiality piece to it that we're not just allowed to talk, if they come and say they're really struggling, I can't run to the
principal and say [beginning teacher] is really struggling or something like that. We did set monthly and weekly meetings up…. So everything from curriculum and assessment all the way to using the copy machine, we're supposed to be the person that they know they can come to at any time. (MTB)

The researcher coded this section as Mentor Teacher Behaviors, which was categorized as School Leadership.

Suburban School Site (B) Responses to Question 1

Suburban School Site (B) Principal. The principal described the formal support for mentoring beginning teachers, as being supported throughout the district.

[Our] school district has worked in conjunction with WEAC, and we have a phenomenal mentoring program that is supported by central office…. We also have, in addition to the district portion, site mentors, and those I set up at my site…. My role is to monitor, kind of guide. Also, in my role as an administrator, I can't ask the mentor about the [beginning teacher] evaluation…. that’s confidential. So I have to, you know, gather my own data as far as to draw my own conclusions, but I’m supporting that relationship and partnership to make sure that that new person is successful and supported. (PB)

This paragraph was coded as Principal Behaviors and was categorized as School Leadership.

Suburban School Site (B) Mentor Teacher. The researcher observed the beginning teacher’s support for the formal mentoring training in the district.

The principal sought me out and it was also, volunteering on my part as well, we sort of had a mutual agreement. I was a teacher who had several years of
experience. We had two new first grade teachers coming in this year so I mentored one new teacher and another teacher mentored the other one. I took a three day course in summer, where we were trained on coaching and we looked at, the psychological stages of a brand new teacher and you know the challenges that they face throughout the year and various other things. We met weekly for a half hour or so and planned out curriculum and kind of basis for lesson plans for the coming week. Then it was, you know, just the day to do things, the little questions and just familiarizing with the routines in our school and procedures and how things go and, you know, just the day to day how do you find this or how do you do this sort of thing (MTB).

The researcher coded this section as Mentor Teacher Behaviors, which was categorized as School Leadership.

Interview Protocol Question 2

The second question asked of the principals and mentor teachers at the three school sites was, “When you completed the survey, you responded to beginning teacher preparedness in four main areas (teaching practice, diversity, school culture and professional development). You identified an area of exceptional preparedness in your mentee. Could you describe how your mentee demonstrates this high level of preparedness?

Urban School Site Response to Question 2

Urban School Principal. The urban school principal described in detail behaviors that the beginning teacher exhibited as “exceptional.” The researcher coded these as Beginning Teacher Behaviors, which led to a new category the researcher called Teacher
Dispositions. Dispositions are defined as the habits, tendencies, inclinations, attitudes, personality or temperament that the brain judges to be of survival value. Dispositions are rooted in the genetic blueprint yet malleable by experience (Dickmann & Standford-Blair, 2002).

[Beginning Teacher] is very dedicated to students and very compassionate, even if it meant buying them a shirt or getting them a belt or sewing a button on a shirt. [BT] paid for a student's brother's graduation stuff because the mom was in a pinch. [BT]...has a parent who has his personal cell phone number so they can call. [BT] really has a belief that the kids can learn…. and had a positive behavior. One, because the love for the kids and the desire to be dedicated and committed to our kids is a huge step…. Despite the challenges that may have arisen in students and everything that needed to be done, [BT] kept coming back for more. And so although [BT] did not have all of the skills, [BT] was willing to learn them and continue to work with us; taking the feedback and everything that came with the job. Beginning Teacher Behaviors (BTB)

Urban School Mentor Teacher. The researcher noted the mentor teacher as having a different perspective regarding the exceptional qualities of the beginning teacher as the principal.

I would say professional development was an exceptional quality, in regards to the fact that [BT] was always able to evaluate the work. I mean, even at the beginning, [BT] would say, for lack of better wording, how horrible it was…and would always compare it with my work. And I said you can't do that, we're two totally different people. So [BT] would always understand, evaluate, and assess
after instruction…. And every time we had a talk, [BT] would always be able to say what went wrong, why it's not working and wanted to make the adjustment…. And so even for me to step in and model good teaching helped. (MTB) [BT] would see me talk to parents and was able to evaluate that. Everything I did, [BT] was pretty much able to assess and say, “I didn't do it that way, maybe next time I should try it.”  

Self Reflection (SR)

The researcher coded this section as Mentor Teacher Behaviors and Self Reflection, and categorized as School Leadership and Professional Development.

Suburban School Site (A) Responses to Question 2

The Suburban School Principal. The suburban school principal struggled to describe the area of “exceptional” preparedness with the beginning teacher.

I would say the teaching practice was good. Know How to Teach (KT) [BT] was very good at communicating effectively with kids and would plan out lessons well, although they weren't aligned with our district expectations. [BT] did have lessons very well planned out; they just weren't what [BT] was supposed to be teaching.

The researcher coded this comment as Knowing How to Teach, which was categorized as Teaching Practice.

The Suburban School Mentor Teacher. The suburban school mentor teacher cited the same area of “exceptional preparedness” as the suburban school principal.

I would say [BT] is exceptional in the area of teaching practice, as far as knowing the subjects that were taught Knowledge of Subject (KS) and Know How to Teach (KT). I think [BT] had a lot of confidence in those areas…. everything from
reading, like a reading block, instructing [BT] own reading block, [BT] really
didn't need the assistance that I would expect a first year teacher might need in
some of those areas. [BT] was very strong in those things and knowing how to
teach and working with the kids, I think the kids loved [BT], and [BT] loved the
kids, and it definitely worked.... [BT] worked very hard.

Again, the researcher coded this comment as Knowledge of Subject and Knowing How to
Teach and categorized it as Teaching Practice.

Suburban School Site (B) Responses to Question 2

The Suburban School Principal. The suburban school principal expressed
enthusiasm for the “exceptional” qualities of the beginning teacher and had much to say
about the teacher’s contribution to the school and community.

She's a team player, she is...she came very prepared; she is a person who's got a
strong work ethic (MTB). She's got a lot of the things that...she comes with a skill
set that's really a reflection of the preparation that Cardinal Stritch has done, but
she also comes as a professional qualities person with great qualities that are
necessary for the professional to be successful with students. [BT] did whatever it
took. [BT] put in the hours, put in the time, willing and eager to learn new subject
matter (KS), knowing that there's an implementation dip. [BT] obviously has the
teaching practice and the school culture down. [BT] is also very clear about the
expectations in the classroom (KT). In my daily walk-through and also in my
formal observations (PB), I've never once been concerned about the classroom
management. [BT] describes and outlines the expectations for the day, the
expectations for the class, and the expectations for the students. Manage
Classrooms (MC) [BT] works with students with special needs and is very good with them, making modifications Students Learn Differently (SLD) because failure’s not an option here. And our test scores prove that, we are the highest-achieving. So, [BT] understands that to be able to teach well she cannot have interruptions by discipline (MC), which she has to be involved with. So, when [BT] does use classroom management, it's always the nonverbal or the private one-on-one, a whisper in the ear, the proximity. It may be, you know, behavior modification charts worked out in advance, it may be communication home with parent. We implemented our new writing program for the district, and she just grabbed onto it and ran because [BT] does whatever it takes to make sure the kids are served well in the classroom.

Connecting with Teachers and Community (CTC)

The researcher coded these comments as Mentor Teacher Behaviors, Knowledge of Subject, Knowing how to Teach, Principal Behaviors, Managing the Classroom, Connecting with Teachers and Community. The themes were categorized as Teaching Practice, School Culture, Professional Development and Teacher Disposition.

Interview Protocol Question 3

The third question asked of the principals and mentor teachers at the three school sites was, “When you completed the survey, you also identified an area in which you felt the beginning teacher was not prepared. Could you describe this area of concern?

The Urban School Site Response to Question 3

Urban School Principal. The urban school principal used the term “treading water” to describe the beginning teacher’s first year in the classroom.
[The beginning teacher] has grown in handling of children with special needs. In the beginning of the first year it was really like “treading water” because [BT] did have some students that not only did they have academic struggles, exceptional needs, but they had some behavioral challenges and some medication issues (SLD). [BT] really needed to learn how to carry a bag of tricks, how to modify curriculum and instruction. In the area of school culture, the struggle was in classroom management (MC); specifically handling misconduct, the whole workload, balancing (BW), grading and all of that. Student Assessment (SA) And then just the physical environment and how to work through all of that and still keep up with all the students (MC). And so it's finding that balance, and initially...as a first-year teacher, a lot of teachers are just treading water. [BT] did a good job, but still had to learn how to make that balance. And so now I think it's not treading water in the second year of teaching. [BT] is going with flow of life, while finishing the day and cleaning the room. [BT] is not overwhelmed as much as initially as a first-year teacher because of finding that balance (BW). [BT] has learned to manage his workload. When the lesson plans are turned in [BT] is able to tell me what he's done. What is the benchmark...to be able to say, “the reason why the kids, 65% of them, missed this question is because they went over V and they didn't go over X, Y, and Z.” (SA) So…it's good teaching practice; it's just finding that balance as to how to meet those needs without killing yourself. That's a challenge.
The researcher coded these sections as *Students Learn Differently, Classroom Management, Balancing Workload, Student Assessment, and Knowing how to Teach*. The themes were categorized as *Teaching Practice, Diversity and School Culture*.

_Urban School Mentor Teacher_. The urban school mentor teacher clearly articulated areas the beginning teacher was “not prepared” for.

[BT] classroom was in disarray (*MC*) because of not having the management aspect under way in regards to what to do in the morning, how to get the kids focused and concentrate on the subject at hand (*KT*). You know, when you would walk past the classroom, it would be loud. There were no consequences or rules set up in regards to their behavior or defiant behavior. [BT] had the philosophy of first being their friend and trying to have them trust and relate. I said that's the wrong aspect to come from. [BT] needed to understand the African American children in this school (*SLD*), in regards to how you need to cultivate relationships, talk to them and direct them. It's not about being a person's friend; it's about them really seeing that role model and having structure, that figure in front of them and letting them know there's no nonsense here. As far as diversity, he didn't know how African American children learn in this community. (*SLD*) They need that strict guidance because they're not getting it at home. And so being able to relate and being able to know the little idioms that they say and the little slang that they say is important. I would tell him, you have to watch BET [Black Entertainment Television]. You need to know what they're saying and educate yourself in what they listen to and what's going on …That's what I tell all the teachers that come here. We should have a course in regards to diversity,
working with students from minority cultures and then you have subcultures of the minority cultures.

[BT] didn't really have rules and procedures in order for students to follow. *(MC)* [BT] didn't have any consequences for a student that would cuss him out. There were no repercussions for their actions and they walked all over [BT].

The workload … at first [BT] wasn't giving out homework. I said, “Well, how are you teaching the kids to be responsible in fourth grade?” [BT] stated, “They don't do it and return it back.” I said, “Well, you have to make them do it and return it back. Use little trinkets, give treats out, that's what they like in fourth grade. Do special things like go to lunch and bring another student back McDonald’s food for bringing all the homework in. But you have to make them responsible for their workload.”…

Physical environment was okay. [BT] had everything up in his classroom like he should have, but at the end of the day, it was very catastrophic. When you come to work at this school, there is so much for you to do, there are so many assessments, there's so much of this, there's so much of that, and if you don't have anybody really walking it through with you, it would overwhelm you. And that was one of the reasons that [BT] was going to quit, it was too much *(BW)*. “I can't do it. I mean, how can I teach and then assess? How can I do that?”

The researcher coded these sections as *Knowing how to Teach, Student Learns Differently, Managing Classroom, and Balancing Workload*. The themes were later categorized as *Teaching Practice, Diversity and School Culture*. 
The Suburban School Site (A) Response to Question 3

Suburban School Principal. The suburban school principal acknowledged dissatisfaction with the beginning teacher’s inability to “connect” with the school staff.

[BT] was very much alone, and worked within the four walls (B TB). And I’m very, very collaborative, especially with the student demographics that I described to you. No one can be an island unto themselves…I really agree with researchers that talk about a “collective wisdom” and how we come together to improve learning for students.

So I could really see that [BT] was very much disengaged from the staff, from the very start. (CTC) With the students it was fabulous. And it was wonderful with parents…

Whenever we had our district staff development day, [BT] would be sick. And then we had one where [BT] did come, and it was all the kindergarten teachers, and it took [BT] probably until about halfway into the day, to start sharing ideas. And I was really excited to see that, but I had already made my decision about the upcoming year by the time I saw [BT] do that, because it took [BT] that long to get there.

I would basically say [BT] struggled with school culture, from my point of view, and basically collaboration with colleagues (CTC) and with me. [BT] just wasn't engaged with us. [BT] did some things that I just didn't necessarily understand. The school culture piece of it was just large for me. [BT] seemed to manage things okay in the classroom, but just the collaboration with others was missing… When I say you don't teach the letter of the week, that's not part of our
curriculum, and I see it on a lesson plan the following week (BTB), then I say, okay, well maybe [BT] just had this one done already so I'll wait. Then I see it the following week, then the following week, so then I ask her to let me see the evaluations for your kids for reading groups. [BT] replied well, I haven't started that yet. Well, it's November, and I need you to get that going, can you bring that back to me?

And I think that [BT] was struggling as a new teacher, but I really was trying to put in place, as a matter of fact I know that I had the mechanisms in place, so that it didn't have to be as hard as [BT] was making it to be. (PB) But refusing to collaborate made it a lot harder. (CTC) [BT] had a hard time with the workload. (BW) I noticed that by about the third or fourth semester, [BT] finally started taking work samples from the other teachers… I felt [BT] had the capacity to be a very good teacher. There was something else going on that was impacting [BT’s] ability to come in and be a professional.

The researcher coded these comments as Beginning Teacher Behaviors, Connecting with Teachers and Community and Balancing Workload. The themes were categorized as Teacher Disposition and School Culture.

Suburban School Mentor Teacher. The suburban school mentor teacher shared the same concerns as the principal. The beginning teacher refused to collaborate with the mentor teacher and others in the building, even with multiple attempts of support.

I didn't feel that [BT] came to me much. I did feel like [BT] was maybe struggling a bit and I tried different ways to communicate, like a little journal kind of thing, but she didn't really have anything to say or anything she needed to say. We do
have monthly guidelines that suggest some things we should definitely go over each month with your mentee, and so we would go over those things as they applied to us (MTB), but it wasn't very often I felt like she needed something. We got along great and we talked about things in a very casual manner and in a friendly manner but not so much about teaching and learning in the classroom. [BT] did occasionally come to me with struggles, it's not like I never heard from the person. [BT] was hired right before school started, it was a late hire because all of a sudden we had a third section of kindergarten, which we originally had two. I felt like [BT] came across as very confident in knowledge of curriculum and children and learning and didn't really seem to need all too much at the beginning of the year, as far as help from me. (BTB) You know, I helped with some things, setting up things in the room and digging through storage to find things to set the room up and those kinds of things. I think the biggest issue that I felt was a concern was that [BT] did not make any effort outside of the four walls to communicate with staff. There was no attempt to connect with other teachers and collaborate (CTC). It really just did not come across well to the staff that [BT] never ever ate lunch in the staff lunchroom. Which seems like something really minor, but nobody knew who [BT] was. To some people it looked a little “standoffish”, and I know [BT] was in the room working and things, but we made specific requests to come at least two times a week to the staff lounge, and still...not one time did [BT] come … (BTB) When we did little staff outings [BT] was never available.
I think finding that balance \((BW)\) was probably very hard in the first-year, but then again a mentor relationship was established for \([BT]\) as help with that kind of thing… \([BT]\) did a couple times say something to me like, “I don't have to do it the way you do it kind of a thing,” and I had to clarify that saying, “No, you absolutely do not, I'm just trying to offer you some help.”\((MTB)\)

The researcher coded these comments as Connecting with Teachers and Community, Balancing Workload, and Beginning Teacher Behaviors and Mentor Teacher Behaviors. The themes were categorized as School Culture, Teacher Disposition and School Leadership.

*The Suburban School Site (B) Response to Question 3*

*Suburban School Principal.* The suburban school principal spoke briefly about the beginning teacher needing more preparation in the area of assessing student achievement.

An area that needs more preparation in college would be the assessment portion of teaching. \((SA)\) Knowing the NWEA [Northwest Evaluation Association], and that's different for every school, in what they're using as benchmarks and assessments. However, I think that NWEA and WKCE [Wisconsin Knowledge and Comprehension Exam] would be important to know. \([BT]\) didn't have any major issues, but if I were to say something, maybe a blanket statement about assessment, is that the teachers need to know how to read them, how it looks at the site, what you would have to teach to make sure that you're not teaching to the test but that you're giving the students the skills that they need. And \([BT]\) does that, I'm not saying that's an area of weakness, but it's definitely something that I
think that they should be more prepared in knowing…I mean, in a global sense

[BT] is not only teaching first grade, but preparing them for second grade.

The researcher coded this comment as Student Assessment, which was later categorized as Teaching Practice.

**Suburban School Mentor Teacher.** The suburban school mentor teacher did not observe any areas the beginning teacher was not prepared for. However, the beginning teacher’s professional disposition and openness to learn was the tone of the conversation.

Obviously new teachers are learning the curriculum, so that's something that [BT] was working on. However, [BT] was always continuing to learn, and really was very active in seeking things out and being well prepared and wanting to know how to do things ahead of time (MTB). So I really can't state an area of weakness. [BT] was outstanding and I was very lucky to connect with her.

The researcher coded this comment as Beginning Teacher Behaviors and categorized as Teacher Dispositions.

*Interview Protocol Question 4*

The final question asked of the principals and mentor teachers at the three school sites was, “What impact, if any, do you believe the beginning teacher had on his/her students’ achievement in the classroom? What evidence/observation is the basis of your belief?
The Urban School Site Response to Question 4

Urban School Principal. The urban school principal observed a remarkable difference in the beginning teacher’s knowledge of assessment practices during the second year of teaching, as opposed to the first year.

[BT] couldn’t correlate the data to what was actually going on in the classroom, and so I think his buy-in wasn't necessarily there because [BT’s] like, “this doesn't tell me what my kids know or don't know.” But now as we do the achievement meetings, [BT] like, “I have really appreciated this year [second year] that it's not about me being harassed about what's going on in the classroom, it's like you're trying to develop plans with me to help me meet my kids' needs.” (SA) In [BT’s] first year it was definitely poor classroom management that interfered with assessment. [BT] didn't have enough grasp on what was actually going on and if the kids are chaotic, you can’t do the assessments anyway. So you're not going to get accurate information. At the end of this second year, [BT] has grown as a teacher; and was able to say, “Oh, this information is really to inform my instruction and to know what my kids don't know.” (SR) But, because it was the second year, [BT] was familiar with the curriculum, and it had a really positive impact on them. Some of our students, as evidence in our assessments, showed at least one year of growth. Some of the kids started out reading on a third grade level, but were able to progress to almost a fifth grade level. The success came because [BT] knows the curriculum and was able to use the assessment information to adapt instruction (KT).
The researcher coded these comments as, *Self Reflection, Student Assessment, and Knowing how to Teach*. The themes were categorized as *Professional Development* and *Teaching Practice*.

*Urban School Mentor Teacher.* The urban school mentor teacher observed the impact the beginning teacher had on student achievement. Many of the beginning teacher’s students were placed in the mentor teacher’s classroom the following year.

I was able to really see the “fruit of his labor,” even though the beginning of the year was chaotic (MC). In the middle of the year he finally found his niche and the end of the year was good. [BT] was one of the teachers that I didn't have to go back and reteach the students from his class about certain information because they knew it. And to come back the next year and tell [BT], Wow! Look at your students. You have really taught them something, because when they do an assessment I can see that they have really progressed *(SA)*. It's not because of me; it's because of what you instilled in them too. Whatever you taught them, they bring it up in my class. *(MTB)* That was very exciting for him to know that he was successful in teaching. And I think that really helped [BT] the second year. It really made an impact on [BT] by giving him confidence, which was needed going into the next year. I think that helped [BT] decision to stay.

The researcher coded these comments as, *Managing the classroom, Student Assessment, and Mentor Teacher Behaviors*. The themes were categorized as *Teaching Practice, Professional Development* and *School Leadership*. 
The Suburban School Site (A) Response to Question 4

The Suburban School Principal. The suburban school principal viewed student achievement from the perspective of the required district benchmark assessment. This was a different perspective than the mentor teacher, who commented on the beginning teacher’s ability to use classroom assessments that were developed from lessons or units.

When I look at the first grade test results, I felt that the students that I had concerns about their learning in kindergarten, there were still the same concerns about their learning that were just really not addressed at the end of kindergarten (SA.) And I don't know that [BT] didn't try to address them, but because of, again, the lack of collaboration with her mentor and other teachers (CTC) it was much harder for [BT] to do. So, as far as how the kids were achieving overall, I can't say that they were much further behind or much more ahead. I really can't say.

Eventually [BT] started doing the benchmark assessments (BTB), but was not on schedule with the other kindergarten teachers by that time.

The researcher coded these comments as, Student Assessment, Connecting with Teachers and Community and Beginning Teacher behaviors. The themes were categorized as Teaching Practice, School Culture, and Teacher Disposition.

The Suburban School Mentor Teacher. The suburban school mentor commented on the beginning teacher’s ability to develop assessments for lesson plans and unit plans.

I think [BT] was very much into assessment (SA), I mean that was strength, which is something that, as kindergarten teachers we're doing more and more of. [BT] came out of school really having a good grasp on assessing students' needs and was really organized with assessments. [BT] even created forms that we could use
to track data and could then compare things. And so [BT] was really into kind of looking at the data. I am not sure if [BT] took it to that next step to make changes to instruction or curriculum, but even just having that first piece coming out of school is huge.

The researcher coded these comments as, *Student Assessment*. It was categorized as *Teaching Practice*.

*The Suburban School Site (B) Response to Question 4*

*The Suburban School Principal*. The suburban school principal did not directly respond to whether or not the beginning teacher impacted student teaching but inferred that it is expected and monitored.

[BT] needs to be able to analyze data a great deal by looking at informal and formal assessments, which is the expectation from me (*SA*). We are constantly looking at data to make informed decisions about student growth and student needs and interventions. (*CTC*) [BT] needs to know in order to best figure out, okay, what is it...what is it that my students are expected to learn, how will I know when they've learned it, how am I going to respond if they haven't learned it, and how will I respond if they have learned it. And those are the four essential questions I have said to every staff member every day (*PB*), and it's been a part of our culture. We ask these four essential questions to make sure what we are doing is what we set out to do.

The researcher coded these comments as, *Student Assessment and Principal Behaviors*.

The themes were categorized as *Teaching practice, School Culture and School leadership*.
The Suburban School Mentor Teacher. The suburban school mentor teacher again inferred that the students were achieving in the beginning teachers classroom. She mainly discussed the process, guidelines, and expectations for assessing students.

As far as achievement, [BT] was very good about clearly stating the objective, checking for understanding during lessons (KT), and then assessing as well (SA). So, I think that all led toward her student achievement. [BT] would re-teach differently if needing to adjust the lesson if the learning wasn't there … If she wasn't seeing the learning she wanted to see. We talk to our teachers all the time about how to know that your students are achieving day-to-day, month-to-month, year-to-year, by the time you get to the end of the year (MTL). And besides the standardized tests, how do you know that they've learned and what are you doing about it? There was something that [BT] did that was really innovative for a brand new teacher. We have what we call now “intervention time” where we are focusing on a basic skill level and then taking some of those struggling learners and then really working on catching up those skills, and we were doing it in the area of math and we did some regrouping with our students. [BT] helped plan a pre-assessment and a post-assessment for one or two of those small units that we did (CTC), and that was really good how she did that.

The researcher coded these comments as, Knowing how to Teach, Student Assessment, Mentor Teacher Behaviors, and Connecting with Teachers in the Community. The themes were categorized as School Culture, Teaching Practice and School Leadership.
Summative Evaluation of Qualitative Data from Quantitative Model

A summative evaluation matrix was created to describe the overall responses from beginning teachers, principals and mentor teachers in each subtheme and theme.

Table 21

Summative Matrix of Themes, Using Text Data to Describe Strengths

<table>
<thead>
<tr>
<th>Respondents</th>
<th>N</th>
<th>Qualitative Themes and Sub Themes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Professional Development</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Self -Reflect</td>
</tr>
<tr>
<td>Beginning Teacher</td>
<td>21</td>
<td>Reflection and continual growth as an educator was important</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Exceptionally prepared in self reflection</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Worked with peers on projects</td>
</tr>
<tr>
<td>Principal</td>
<td>3</td>
<td>Taking the feedback</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Observing other teachers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Participated in unit and lesson planning</td>
</tr>
<tr>
<td>Mentor Teacher</td>
<td>3</td>
<td>Able to say what went wrong</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Wanted to make the adjustments</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Good with making modifications</td>
</tr>
</tbody>
</table>

The top three areas of beginning teacher strengths (Table 21) and top three areas of beginning teacher struggles (Table 22), that align with the researchers four themes were
presented. Also included it the table of beginning teacher strengths was the additional category of school leadership.

The top three beginning teacher strengths included self reflection, knowing how to teach, and beginning teacher behaviors. *Self reflection* is explained in the Teacher Standards as having the ability to continually evaluate the effects of the choices and actions on others (students, parents and other professionals). The reflective teacher also takes the initiative in pursuing opportunities to grow professionally. *Knowing How to Teach* is explained in the Teacher Standards as the teacher’s ability to understand cognitive process associated with learning, and therefore, utilizes multiple teaching and learning strategies to engage students in active learning opportunities. The beginning teacher also understands how to monitor or assess student learning and adjust instruction based on learner feedback. *Beginning Teacher Behaviors* or “dispositions” are described by the Teacher Standards as valuing the flexibility and reciprocity in the teaching process, appreciating the importance of collegiality in supporting professional practices, having enthusiasm for the discipline he/she teachers, and being committed to the continuous development of students’ abilities.
Table 22

**Summative Matrix of Themes, Using Text Data to Describe Struggles**

<table>
<thead>
<tr>
<th>Respondents</th>
<th>N</th>
<th>Qualitative Themes and Sub Themes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>School Culture</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Classroom Management</td>
</tr>
<tr>
<td>Beginning Teacher</td>
<td>21</td>
<td>More specific strategies and scenarios would have helped my management style.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Needed more discussion about preparation time and &quot;nuts and bolts&quot; of teaching</td>
</tr>
<tr>
<td></td>
<td></td>
<td>I was very overwhelmed during year teaching my own classroom</td>
</tr>
<tr>
<td>Principal</td>
<td>3</td>
<td>&quot;Treading water&quot; described the beginning teacher’s first year in the classroom.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No consequences for student misconduct</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The struggle was in handling misconduct</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Classroom was in disarray</td>
</tr>
<tr>
<td>Mentor Teacher</td>
<td>3</td>
<td>Didn't really have rules and procedures in order for students to follow</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assessments interrupted by chaotic classroom</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>School Culture</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Balance Work Load</td>
</tr>
<tr>
<td></td>
<td></td>
<td>I was not prepared for all the behind the scenes paper work</td>
</tr>
<tr>
<td></td>
<td></td>
<td>I find it difficult to create a schedule or organize time throughout the day to fit everything in</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Day to day activities - organization, meetings</td>
</tr>
<tr>
<td></td>
<td></td>
<td>This is tougher than I expected, I’m just keeping my head above water</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>School Culture</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Connect with Teachers and Community</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Varieties of education environments, administrators, teachers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>How do I teach in a &quot;Direct Instruction&quot; school?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>How to handle parent/teacher conferences</td>
</tr>
<tr>
<td></td>
<td></td>
<td>How to handle students in urban environments</td>
</tr>
</tbody>
</table>

The top three beginning teacher struggles were all in the category of **School Culture**. School Culture is defined as a group’s shared beliefs, values, traditions, and ways of interacting with one another that give the school a “climate” or feel. It is the “way they work” that is known to its members and may be hidden to new members. The
beginning teachers struggled in the areas of classroom management, balancing workload, and connecting with teachers and the community. *Classroom management* is explained in the Teacher Standards as understanding how to organize, allocate and manage time, resources, spaces, activities and attention in order to engage students in productive tasks. The teacher creates a smoothly functioning learning community by creating expectations and processes for communication and behavior, along with the physical setting that supports the learning outcomes. *Balancing Workload* is described by the researcher as beginning teachers’ expressed feelings of hopelessness because their teaching workload was overwhelming, with having to cope with multiple preparations and classroom moves as well as attending to the management of routine task. Encounters and difficulties with misbehaving students, angry parents, unruly co-workers, unfair evaluations, and complicated curriculums also contributed to the “treading water” feeling. *Connecting with Teachers and the Community* is described by the Teacher Standard as establishing respectful and productive relationships with school colleagues, parents, and agencies in the school community to support all aspects of a child’s experience. The involvement also includes participating in school and community activities in order to understand how the environment may influence students’ lives and learning.
Phase 3: Document Analysis

The purpose of phase three was to use documents that describe the Undergraduate Teacher Education Program in a clear and accurate manner, so that the program can be identified and assessed. The researcher gathered data from documents of students (N=50) that entered the Undergraduate Teacher Education Program in the fall semester of the year 2001, the spring semester of the year 2002, and completed the program by the end of the spring semester of 2006. The total student population (N=50) included the 2005 and 2006 graduates (N=21), who were participants in the study, as beginning teachers. The documents presented profiles of the students upon admission, and as they progressed through the program. Documents were also gathered that described the components of the program.

High School Attended

The Undergraduate Teacher Education Program within the School of Education at Cardinal Stritch University is a program of professional preparation and field experiences in grades kindergarten through twelve (k-12), leading to a Bachelor of Science (elementary teachers) or Bachelor of Arts (secondary teachers) in Education.
Figure 8. Sequence of elementary education courses from year one through year four.

Figure 8 presents the recommended education course sequence for teacher candidates who want to be elementary teachers. The total credits for the degree range from 135-141, depending on the credits needed for a minor. In addition to the education course credits, other course credits include core requirements in Religious Studies, Ethics and Foreign Language, and general requirements in the content areas of English, Science, Fine Arts, Mathematics, Social Studies and Psychology.
Figure 9. Sequence of secondary education courses from year one through year four.

Figure 9 presents the recommended education course sequence for teacher candidates who want to be middle and high school teachers. The total credits for the degree is 158. In addition to the education course credits, other course credits include core requirements in Religious Studies, Philosophy, Ethics, Foreign Language, and general requirements in the content areas of English, Science, Fine Arts, Mathematics, Social Studies and Psychology. This group of teacher candidates is required to major in a specific content area in order to be certified to teach high school. Cardinal Stritch University is approved by the Department of Public Instruction to provide the following majors for licensing: (1) Biology, (2) Broad Field Social Studies, (3) Chemistry, (4) English, (5) Mathematics, (6)
Political Science, (7) Sociology, (8) Art, (9) Foreign Language- Spanish or French, and (10) Theater.

Students are first admitted to the University prior to their admission to the teacher education program. Table 23 presents a profile of the school locations where the undergraduate teacher education students attended high school. According to Achinstein, Ogawa, & Speiglman (2004), research has identified three main areas that shape the socialization of new teachers: teachers' backgrounds, local contexts, and state policy environments. In regards to teachers' personal and professional backgrounds, the cultural, racial, class backgrounds, and personal histories of teachers: (a) shape their worldviews, which in turn color their socialization experiences; (b) affect their selection of the schools they choose to work and their connections with students; and (c) serve an "apprenticeship of observation" where they gain an understanding of the multiple facets of teaching by observing their own teachers (p. 557). Other research suggests that some teacher education programs have an impact on graduates’ instructional practices, cultural proficiency, and development of pedagogical content knowledge (Achinstein, et al., 2004).

Over 60% of the teacher candidates graduated from high schools in suburban communities. Twenty-two percent of the teacher candidates graduated from urban high schools.
Table 23

Students High School Location Prior to Admission to the University

Table 24

Teacher Candidates ACT Scores Upon Admission to the University

ACT Scores

The American College Test (ACT) composite scores are part of the admission criteria to Cardinal Stritch University. The ACT is a curriculum-based assessment that evaluates what students have learned in high school courses in the areas of English, mathematics, reading, and science. The composite score, as reported by ACT, is the average of the four test scores earned during a single test administration, rounded to the nearest whole number. The highest possible ACT score is 36.0. The state of Wisconsin’s average ACT composite scores between the years of 1999 and 2001 were 22.2. The national average score was 21.0 (American College Test [ACT], 2009). Table 24 presents students entering Cardinal Stritch’s Undergraduate Teacher Education Program as having mean scores that are slightly higher than the state and national average.
Praxis Exams Series

The Praxis Exam Series provides educational tests to states as part of their teacher licensure and certification process. All teacher candidates admitted to year two of the elementary or secondary education sequences of courses are expected to have a GPA of at least 2.75 in all course work and passing scores on at least two of the three Praxis I subtest.

The Praxis I: Pre Professional Skills Test (PPST) in Reading, Writing, and Mathematics measures basic academic skills. The tests are typically taken during the first or second year of undergraduate work. Required Praxis I pass scores for the State of Wisconsin includes:

Reading 175
Writing 174
Math 173

The Praxis II tests measures general and content-specific knowledge and teaching skills. All students who completed a professional education program after August 31, 2004 took the Praxis II: Subject Assessments, which was required by Wisconsin for their license area in order to qualify for teacher certification (Wisconsin Praxis Test Requirements, 2008-2009). The tests are usually taken prior to the student teaching semester. Required Praxis II scores in the licensed areas for the state of Wisconsin are presented in table 25. Some students will take the test multiple times prior to attaining a passing score. Data showing multiple attempts were not available. Table 26 shows the majority of the teacher candidates in this study as seeking the Early Childhood-Middle Childhood (PreK-12) Education License and therefore took the Elementary Education
Content Knowledge Test. The table also presents scores and counts of students who did not pass the Elementary Ed Content, English, Art, and Middle School Content tests at first attempt.

Table 25

*State of Wisconsin’s Passing Scores for Praxis II Content Test*

<table>
<thead>
<tr>
<th>Test Name</th>
<th>Passing Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary Education Content Knowledge</td>
<td>147</td>
</tr>
<tr>
<td>English Language, Literature, Composition</td>
<td>160</td>
</tr>
<tr>
<td>Math Content Knowledge</td>
<td>135</td>
</tr>
<tr>
<td>Social Studies Content Knowledge</td>
<td>153</td>
</tr>
<tr>
<td>Art</td>
<td>155</td>
</tr>
<tr>
<td>Middle School Content Knowledge</td>
<td>146</td>
</tr>
<tr>
<td>Theatre</td>
<td>600</td>
</tr>
</tbody>
</table>

Table 26

*Scores and Counts for Students Who Took the Praxis II Content Test for the First Time*

<table>
<thead>
<tr>
<th>Score</th>
<th>Count</th>
<th>Score</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>138</td>
<td>1</td>
<td>154</td>
<td>1</td>
</tr>
<tr>
<td>144</td>
<td>1</td>
<td>171</td>
<td>1</td>
</tr>
<tr>
<td>145</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>149</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>150</td>
<td>1</td>
<td>153</td>
<td>1</td>
</tr>
<tr>
<td>151</td>
<td>1</td>
<td>157</td>
<td>1</td>
</tr>
<tr>
<td>152</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>154</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>155</td>
<td>1</td>
<td>154</td>
<td>1</td>
</tr>
<tr>
<td>159</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>162</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>163</td>
<td>2</td>
<td>130</td>
<td>1</td>
</tr>
<tr>
<td>166</td>
<td>1</td>
<td>141</td>
<td>1</td>
</tr>
<tr>
<td>167</td>
<td>1</td>
<td>149</td>
<td>1</td>
</tr>
<tr>
<td>172</td>
<td>1</td>
<td>150</td>
<td>1</td>
</tr>
<tr>
<td>173</td>
<td>2</td>
<td>157</td>
<td>1</td>
</tr>
<tr>
<td>177</td>
<td>1</td>
<td>169</td>
<td>1</td>
</tr>
</tbody>
</table>

Table continued
Table continued

<table>
<thead>
<tr>
<th>Score</th>
<th>Count</th>
<th>Score</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>157</td>
<td>1</td>
<td>750</td>
<td>1</td>
</tr>
<tr>
<td>165</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>186</td>
<td>1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

All students entering the sequence of courses for year three are expected to maintain an overall GPA of at least 3.0 in all course work and field experiences and have passed all three subtests of the *Praxis I*. Figure 10 presents the Praxis I test scores of the teacher candidates who took the computer version of the exam. The majority of the scores in all three subtests fell between 174 and 185. All teacher candidates in this study, who took the computer version, passed all three subtests with the first attempt.

*Figure 10.* Results of Praxis I subtest scores in Reading, Writing and Math for the first attempt.
Education GPA

Throughout year two and three, teacher candidates are placed in elementary school, middle school and high school classrooms. In these field experiences, they are coached, mentored and evaluated by classroom teachers and college instructors, as they teach for portions of the school day. Students entering year four of the program are fully immersed in k-12 classrooms as student teachers. Table 27 presents the calculated GPA of the teacher candidates as they enter the student teaching semester, which is traditionally the final semester of the Undergraduate Teacher Education Program. All teacher candidates have met the required GPA of 3.0 as they enter student teaching.

Table 27

<table>
<thead>
<tr>
<th>GPA</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>mean score</td>
<td>3.6</td>
</tr>
<tr>
<td>min</td>
<td>3.0</td>
</tr>
<tr>
<td>max</td>
<td>4.0</td>
</tr>
<tr>
<td>std dev</td>
<td>0.3</td>
</tr>
<tr>
<td>mode</td>
<td>4.0</td>
</tr>
</tbody>
</table>

Student Teaching Evaluation

The “student teaching experience” is a full semester of teacher training in a school classroom, where candidates are expected to show increased proficiency in the knowledge, skills, and dispositions of professional practice, and the capacity to reflect on, and evaluate, their learning, as stated in the Wisconsin Standards for Teacher Development and Licensure. The teacher candidates’ level of competence is assessed using the Ten Teacher Standards as the framework. The levels of performance for initial certification candidates are recorded as: (1) Beginning: Teacher Candidate demonstrates innovative ideas, indicating ability to apply expected knowledge and skills with great
impact on student learning; (2) Developing: Teacher Candidate applies expected knowledge and skills with some impact on student learning; (3) Proficient: Teacher Candidate demonstrates consistent application of expected knowledge and skills with impact on student learning and, (4) Exemplary: Teacher Candidate demonstrates innovative ideas, indicating ability to apply expected knowledge and skills with great impact on student learning.

The student teaching experience includes a full semester of teaching in a classroom within the grade levels of the teaching license. The teaching experience includes a minimal period of observing the cooperating teacher for the first week, with increased classroom teaching responsibilities each week, until the student is teaching independently, at least four weeks within the semester. Teacher candidates are strongly encouraged to “lead” teach for the majority of the semester, with approval from the cooperating teacher. The student teacher is also expected to participate in non-instructional duties, such as playground monitoring, attending faculty meetings, extra curricular events, and other activities that are required by the teachers in the building.

The University Supervisor and Cooperating Teacher each complete a minimum of four formal observations and two informal observations of the student teacher during the semester. Each formal observation is at least one hour in length. Both the university supervisor and the cooperating teacher will provide written evaluations as well as confer with the student teacher on a regular basis. The cooperating teacher provides input to the university supervisor regarding the students overall growth during the placement. However, final responsibility for assigning a grade rests with the University Supervisor.
Table 28 presents the grades submitted for student teachers who graduated in the school year of 2005 and 2006.

Table 28

*The performance level of the teacher candidates after completing a semester of student teaching*

<table>
<thead>
<tr>
<th>ST Grade</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Exemplary</td>
<td>21</td>
</tr>
<tr>
<td>Proficient</td>
<td>29</td>
</tr>
</tbody>
</table>

Forty-two percent of the graduates received an overall rating of “Exemplary” for student teaching.

*End of Program Evaluation (EOP)*

An *End of Program Evaluation* is completed during the final semester of the teacher education program. The purpose of the evaluation is to obtain student feedback on specific program objectives and outcomes. Table 29 presents student concerns from the EOP evaluations, completed by teacher education graduates from the 2005 and 2006 school year. As a result of being in the teacher education program at Cardinal Stritch University, the students who graduated at the end of the spring semester of 2005, and at the end of the fall semester of 2006, did not feel competent in using technology to support student interest and to communicate with others in the school, state and nation. Less than 80% of the respondents for spring 2005 and fall 2005 semester “Strongly Agreed” and “Agreed” to feeling competent in their ability to integrate existing and emerging technology into the classroom. Also, less than 73% of the respondents from the fall semester of 2005 and the spring semester of 2006, “Strongly Agreed” and “Agreed” to feeling competent in identifying the special learning needs of students and modifying instruction to meet those needs.
Table 29

Counts and Percents of End of Program Evaluation Concerns

<table>
<thead>
<tr>
<th>Spring 2005</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Count</td>
<td>Percent</td>
<td>Count</td>
<td>Percent</td>
<td>Count</td>
</tr>
<tr>
<td>4. Use technology to support student interest and student learning.</td>
<td>26</td>
<td>54.2%</td>
<td>12</td>
<td>25.0%</td>
<td>4</td>
</tr>
<tr>
<td>Fall 2005</td>
<td>Strongly Agree</td>
<td>Agree</td>
<td>Neutral</td>
<td>Disagree</td>
<td>Strongly Disagree</td>
</tr>
<tr>
<td></td>
<td>Count</td>
<td>Percent</td>
<td>Count</td>
<td>Percent</td>
<td>Count</td>
</tr>
<tr>
<td>4. Use technology to support student interest and student learning.</td>
<td>2</td>
<td>18.2%</td>
<td>3</td>
<td>27.3%</td>
<td>4</td>
</tr>
<tr>
<td>5. Identify the special learning needs of students and choose instructional techniques and strategies to meet these needs.</td>
<td>5</td>
<td>45.5%</td>
<td>3</td>
<td>27.3%</td>
<td>1</td>
</tr>
<tr>
<td>6. Evaluate, implement and/or adapt curriculum based upon the needs of the students and the standards of the school or district.</td>
<td>7</td>
<td>63.6%</td>
<td>2</td>
<td>18.2%</td>
<td>2</td>
</tr>
<tr>
<td>11. Help students to become self-motivated and self-directed.</td>
<td>6</td>
<td>54.5%</td>
<td>3</td>
<td>27.3%</td>
<td>1</td>
</tr>
<tr>
<td>16. Resolve conflict in classroom.</td>
<td>4</td>
<td>36.4%</td>
<td>4</td>
<td>36.4%</td>
<td>3</td>
</tr>
<tr>
<td>20. Use technology to communicate with others in school, city, state, and country.</td>
<td>3</td>
<td>27.3%</td>
<td>4</td>
<td>36.4%</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring 2006</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Count</td>
<td>Percent</td>
<td>Count</td>
<td>Percent</td>
<td>Count</td>
</tr>
<tr>
<td>5. Identify the special learning needs of students and choose instructional techniques and strategies to meet these needs.</td>
<td>3</td>
<td>42.9%</td>
<td>2</td>
<td>28.6%</td>
<td>2</td>
</tr>
</tbody>
</table>

Note: N=48 for the Spring 2005 EOP evaluations; N=11 for Fall 2005; N= 7 for Spring 2006

The category of NA was utilized by one student in item 11.
Findings Related to Research Question(s)/Hypotheses

Chapter 2 presented a review of related research and theory in assessing the effectiveness of teacher education programs, in preparing beginning teachers for the classroom. Four recurring themes suggested beginning teachers’ common concerns and struggles as they transitioned from teacher preparation to the teaching profession: (1) teaching practice; (2) diverse learners; (3) school culture; and (4) professional development. The researcher initially developed a model of a simple column of four bars that depicted the four common areas of beginning teacher concern and struggles (See Figure 1). The researcher’s model evolved to showing the four common areas of struggle as being placed on a balance scale. The balance scale was used as a visual to represent an equivalent relationship. It depicted the balance of support needed as the beginning teacher moved from preparation to profession (See Figure 2). Beginning teacher knowledge and skills in the four areas are key components, or qualities, for development as the new teacher enters the profession.

Teaching Practice is defined as an understanding of the curricular goals and how they correlate with district, state and national standards. Teachers must also understand how to teach subject matter using effective instructional models and strategies, while appropriately assessing student learning. Findings from interviews with the principals and mentor teachers suggested that the beginning teachers from the Undergraduate Teacher Education Program need more preparation in the use of standardized assessments; specifically, how they contribute to the process of analyzing student learning, and what impact the results should have on curriculum and classroom instruction. According to principals and mentor teachers, the graduates, as beginning teachers, know what to teach
and how to teach, but need to be able to discern the degree in which their students have learned, through an understanding and ability to employ both classroom based assessments and standardized assessment, which are required by school districts in the current era of accountability.

*Diversity* is an understanding of how to teach students whose gender, culture, ethnic, learning styles, and abilities are different from their own. This includes a capacity to examine one’s own biases and cultivate the tools needed to learn about students, their families and communities as they build professional knowledge. Graduates commented on End of Program document, as well as open-end survey responses, of not feeling competent in teaching students with learning disabilities. This was also confirmed by the urban school principal and mentor teacher. The sequence of courses for elementary and secondary teacher candidates in the Undergraduate Teacher Education Program (Figure 7 and 8) does not include a course or courses that prepare teachers to work effectively with students of various disabilities, ranging from mild to moderate. However, courses that prepare teachers to work with special needs students are only available for teacher candidates who declare Special Education as a minor.

*School Culture* is defined as a group’s shared beliefs, values, traditions, and ways of interacting with one another, that gives the school a “climate” or feel. It is the “way they work” that is known to its members and may be hidden to new members. Findings from the survey results and interviews suggested that beginning teachers are least prepared in the area of school culture. Table 21 presented struggles in the area of classroom management, balancing workload and connecting with other teacher and the community. Beginning teachers, principals and mentor teachers described the struggle as
“treading water” and feeling overwhelmed with all the responsibilities of the classroom and students.

*Professional Development* is defined as the transformation of teachers’ knowledge, skills, understandings and commitments in their practice, based on the pursuit of on-going learning and problem solving. This was not an area of concern for the beginning teachers. The principals and mentor teachers provided and guided much of the beginning teacher’s professional development for the first year.

Two additional elements that emerged from the qualitative data were *School Leadership* and *Teacher Dispositions*.

*School Leadership* is a natural outgrowth of a community of educators, who have shared beliefs that guide how the team develops and moves forward. This was a factor that appeared to contribute to the support of the beginning teacher in the first year. The principal and mentor teachers from all three sites received formal mentor training and provided a systematic process of coaching and mentoring for the beginning teacher. Also, the principals at the three school sites described their role in “handpicking” the mentor teacher and organizing a schedule for both the mentor and mentee to meet daily and weekly for planning and observing good practices.

*Teacher Dispositions*: Dispositions are defined as the habits, tendencies, inclinations, attitudes, personality or temperament that the brain judges to be of survival value. Dispositions are rooted in the genetic blueprint, yet malleable by experience. Principal and mentor teachers described beginning teachers as dedicated, compassionate, hard-working, and reflective. The principal and mentor teacher at the urban school site, described the difficulty of the beginning teachers first year, suggested the teacher’s
positive disposition played a role in the principal wanting to renew the beginning teacher’s contract for year two. On the other hand, the principal of one of the suburban schools suggested the teacher’s negative disposition played a role in the contract not being renewed for the second year.

The presentation and summary of data was organized according to the phases of data collection and in reference to the research questions. The results of the quantitative data were analyzed in response to the first and second research question. The qualitative data were analyzed to further explain the first research question and in response to the second and third research question. The document analysis was reported and analyzed in response to the fourth research question.

The first research question examined the overall effectiveness of Cardinal Stritch University's Undergraduate Teacher Education Program in preparing its graduates, who were beginning teachers, to teach all children? Findings from the study suggested that beginning teacher strengths included self reflection, knowing how to teach, and beginning teacher behaviors. Self reflection is explained in the Teacher Standards as having the ability to continually evaluate the effects of the choices and actions on others (students, parents and other professionals). The reflective teacher also takes the initiative in pursuing opportunities to grow professionally. Beginning teachers commented on the researcher's survey as feeling "exceptionally prepared" in the area of self reflection. Knowing How to Teach is explained in the Teacher Standards as the teacher’s ability to understand cognitive processes associated with learning, and therefore, utilizes multiple teaching and learning strategies to engage students in active learning opportunities. The beginning teacher also understands how to monitor or assess student learning and adjust
instruction based on learner feedback. Beginning teachers commented on the researcher's survey as feeling "confident" in lesson planning and the use of multiple instructional strategies to engage all learners. *Beginning Teacher Behaviors* or “dispositions” are described by the Teacher Standards as valuing the flexibility and reciprocity in the teaching process, appreciating the importance of collegiality in supporting professional practices, having enthusiasm for the discipline he/she teaches, and being committed to the continuous development of students’ abilities. Transcripts from the researcher's interview with principals and mentor teachers described the beginning teachers as passionate and committed to teaching and learning.

The second research question asked how did the responses of the beginning teachers compare or contrast to that of the employers’ and mentor teachers’ responses?

The first phase of the research yielded survey results that were consistent with findings from other national research data on beginning teacher concerns. The first finding showed that Cardinal Stritch University beginning teachers struggled in the area of being able to differentiate instruction for students with learning disabilities, urban cultures or where English was not the student's primary language. Another area of struggle was in the management of the classroom environment. Beginning teachers and principals used the statement of “treading water” to describe the first year of teaching. Beginning teachers felt overwhelmed with trying to balance the workload, which included the non- instructional work as well as the preparation and classroom instruction. In regards to instruction, some beginning teachers struggled with the teaching of the subjects of Math and Science. This was not true of the subject English Language Arts or Reading. Many students spoke of feeling prepared to teach reading and specifically
mentioned a professor as being an “exceptional” teacher in this area. Another area of concern for beginning teachers was collaborating with peers and engaging families in the instructional program.

The interviews and results of open-ended survey responses confirmed the results of the quantitative data findings. Principals and mentor teachers described beginning teacher struggles, mainly in the area of classroom management. They described teachers as feeling overwhelmed with managing misbehaving students, especially in urban settings. Another finding that emerged from the interviews was the role teacher dispositions played in the ability of the beginning teacher to “survive” the first year. Although beginning teachers struggle to adjust to the “reality” of the classroom, collaboration with the principal, mentor teacher and other teachers in the school community had an impact on the success of the first year.

The second research question ask what role, if any, did teacher mentoring play in the graduates’, as beginning teachers, being prepared to teach all children?

School leadership played a significant role in the success of the beginning teacher success in the first and second year of teaching. The three mentor teachers received formal training from organizations or institutions that trained teachers to be mentors and coaches. The training incorporated strategies and techniques that help support the beginning teacher. Mentor teachers were also trained on how to model instruction and assessment practices to beginning teachers and were expected to meet on a weekly basis to discuss curriculum. Besides the mentor teachers knowledge and skills regarding the mentoring process, their dispositions were important in beginning teacher preparedness. These mentors modeled effective instructional strategies, assessments, encouraged
collaboration with other teachers, and encouraged involvement in school and community initiatives. One mentor demonstrated how to talk to parents about student concerns. They also self-disclosed their own struggles as teachers and believed that they can learn from the beginning teacher.

Another area of school leadership that emerged from the interview data was the impact of the principal on the success of the beginning teachers’ first year. The three principals had philosophies that believed that a formal mentoring and coaching of beginning teachers had an impact on student achievement in the classroom. They proactively supported the new teacher by organizing out-of-classroom observations with other teachers in the building, allowing formal time for the mentor teacher to meet with the beginning teacher, including the new teacher in conversations regarding school and community initiatives, and meeting with the beginning teacher privately to discuss concerns.

The final research question asked, in the schools where the formal mentoring process was evident, what other factors contributed to beginning teacher proficiency.

The researcher gathered documents that presented profiles of the students upon admission, and as they progressed through the program. Documents were also gathered that described the components of the program. The students entering Cardinal Stritch University’s Teacher Education Program mainly come from suburban communities. This may have an impact on the school environment or culture that the beginning teacher is most comfortable with, which may suggest why some teachers struggle when working in urban school environments. The student scores on the ACT, and Praxis Series exams verify the content knowledge needed to teach in the state of Wisconsin. The student
teaching evaluation confirms that more than 50% of the beginning teachers received “exemplary” as their final student teaching grade. The End of Program (EOP) evaluation summary suggested concerns in the area of identifying special learning needs of students and adapting instruction, and using technology to support student learning. The results of the EOP summary were also identified as concerns in the results of the quantitative and qualitative data from the study.

Conclusion

According to (Shoemaker, Tankard, & Lasorsa, 2004), a model does not explain or predict anything but rather describes and imagines. It not only suggests relationships but implies relationships. Figure 11 describes the circle of support needed as beginning teachers’ transition from preparation to practice.

Summary of Results

Based on the preceding presentation and summary of data generated by the study, a summary of findings/conclusions is as follows:

1. Finding/Conclusion One: The struggles of the beginning teachers are mainly in the area of school culture, where they need to gain an understanding of the “nuances” of the school. This includes being able to balance instructional and non-instructional tasks by understanding what qualities of the teaching profession the school defines as important.

2. Finding/Conclusion Two: School leadership, which includes the formal training of faculty as coaches and mentors, possibly contributed to the success of the beginning teacher.
3. Finding/Conclusion Three: Teachers with professional dispositions that include, the ability to collaborate with staff and the community, and the ability to self-reflect and adjust curriculum and instruction based on what is best for student learning, minimize the beginning teacher struggles as they enter their second year of teaching.

4. Finding/Conclusion Four: Teacher preparation programs in colleges and universities must be able to better prepare teachers to work with students of diverse languages, cultures, and learning needs.

In the final chapter, the researcher presents a summary of the study, a summary of the findings, and discussion of the findings, including insights and implications for beginning teacher development. The chapter concludes with recommendations for further research.
CHAPTER FIVE: DISCUSSION

Review of Study

The purpose of this study was to evaluate the effectiveness of Cardinal Stritch University’s Undergraduate Teacher Education Program in preparing beginning teachers to teach all children. The researcher conducted a program evaluation of Cardinal Stritch University’s Undergraduate Teacher Education Program to determine the impact of the program on beginning teacher proficiency, based on the Wisconsin Teacher Standards. The following research questions guided the study:

1. Are the graduates performing at the expected level of proficiency for beginning teachers, based on the Wisconsin Teacher Standards?
2. How did the responses of the graduates compare or contrast to that of the principals and mentors responses?
3. What role, if any, did teacher mentoring play in the graduates' preparation to teach all children?
4. In the schools where the formal mentoring process was evident, what other factors contributed to beginning teacher proficiency?

The program evaluation process utilized both a quantitative and qualitative research approach. This mixed methods approach in the collection of data enabled the researcher to compare and confirm findings from different data sources. A sequential data collection was carried out in three phases. The first phase employed surveys, collecting data from the three sample populations of Cardinal Stritch University graduates, employers and mentor teachers from school districts throughout Southeastern Wisconsin. The second phase involved the collection of information through interviews with
principals and mentor teachers from urban and suburban school districts within the
greater Milwaukee area. The third phase included the collection of teacher candidate
assessments as they were admitted to the University, then admitted to the Undergraduate
Teacher Education Program, and progressed through the program.

The significance of the study lies within the fact that although much research has
confirmed common struggles of beginning teachers, the process of collaboration and
transformation within the larger learning community, in order to design effective teacher
preparation programs, poses many challenges (Darling-Hammond et al., 2005). The
second source of significance of this study lies in the increased demand by national and
state legislators, foundations, organizations and other funding agencies to implement
comprehensive program evaluations that measure and monitor performance and report
findings on program effectiveness (Newcomer, Hatry, & Wholey, 2004, xxxvii).

Chapter One introduced the research through descriptions of the background,
purpose, approach, significance, limitations, and vocabulary of the study. Chapter Two
reviewed literature about theory and research related to the study of concerns and
struggles of beginning teachers. It further aligned with current research and literature on
common struggles in the area of teaching practice, diversity, school culture, and
professional development. Chapter Three detailed the program evaluation design as the
research approach, which allowed for a systematic process of assessing the quality of the
Undergraduate Teacher Education Program at Cardinal Stritch University. Chapter Four
presented and summarized data generated by the study design in alignment to the study
research questions/hypotheses.
This final chapter will discuss study findings/conclusions related to the research purpose and reviewed literature. Chapter content will also discuss implications of the study for practice, leadership for the advancement of learning and service, and future research.

**Discussion of Findings/Conclusions**

*Findings/Conclusions Related to Research Purpose*

Debates about the effectiveness of teacher education programs continue to mandate the need for colleges and schools of education to legitimize their existence by providing evidence about whether, and how teacher preparation influences teacher’s effectiveness, which includes the ability to impact K-12 student academic achievement. Instruments have been developed by researchers to assist in the measurement of program outcomes. Although each has its limitations, collectively many have contributed to the development of professional performance and gave some insight into the characteristics of teacher education that make the most difference in preparing teachers to teach all children.

The researcher extended the research on the graduate follow-up studies through the implementation of a comprehensive program evaluation. This comprehensive approach was used to: (1) examine key structures of the Undergraduate Teacher Education Program in enough detail so that its likely influences on the program outcomes would be identified and assessed; (2) improve the quality of teacher preparation within the traditional four-year, undergraduate program and;(3) provide the basis for program reform. Overall, the findings were consistent with research that identified common struggles of beginning teachers, and characteristics of teacher effectiveness.
Research Question 1

Are the Graduates Performing at the Expected Level of Proficiency for Beginning Teachers, Based on the Wisconsin Teacher Standards?

Findings from the researcher's study suggested that Cardinal Stritch University graduates, as beginning teachers, were prepared in the areas of self reflection (Teacher Standard 9), knowing how to teach (Teacher Standard 4), and professional dispositions or behaviors. Darling- Hammond (1999) stated that teachers need to be reflective practitioners who evaluate the effects of their teaching and seek to improve their knowledge of the learner through professional development. To be effective, teachers also need to use a variety of methods to assess students’ knowledge and identify strengths and weaknesses of individual learners for the purpose of using multiple pathways of instruction. The Elementary Education Sequence of Courses (Figure 7) and the Secondary Education Sequence of Courses (Figure 8) presents a general framework of the teacher preparation program curriculum. One of the major components of the curriculum is development in the skill of "self reflection", and an understanding of the impact it has on instruction. Another major component of the curriculum, which matriculates throughout the program, is the knowledge and skill of creating lesson plans or learning experiences that make the teaching of subject matter meaningful for all children.

The Portfolio Benchmark Process, which is embedded throughout the teacher preparation program, assesses the teacher candidates' knowledge, skill, and disposition, based on the Teacher Standards. A comprehensive review of the Portfolio Benchmark Process is described in Chapter One. The Portfolio Benchmark Process allows the teacher
candidates to evaluate and reflect on their knowledge, skills, and dispositions in the areas of (a) classroom culture and communication; (b) instruction and assessment; and (c) planning and preparation for teaching. Teacher candidates meet with faculty to discuss their strengths, opportunities for improvement, and to set goals as they advance through the program. This systematic process of teacher candidates and faculty developing a professional knowledge base that continually informs, guides, and reflects upon practices may have contributed to the beginning teacher's preparedness in the areas of self reflection, knowing how to teach, and professional dispositions.

Research Question 2

How Did the Response of the Graduates of the Undergraduate Teacher Education Program Compare to that of the Principals and Mentor Teachers?

The second finding from the researcher's survey responses and from interviews showed that Cardinal Stritch University beginning teachers struggled in their ability to differentiate instruction for students with learning disabilities. This area of concern was cited by graduates, principals, and mentor teachers. Less than 75% of the graduates completing the End of Program Evaluation (EOP) in the spring semester of 2005 and the fall semester of 2006 felt prepared to work with students with special learning needs.

The findings indicate that the beginning teachers expressed beliefs and practices related to teaching students with learning disabilities were consistent with similar areas identified in the research (Burstein, Sears, Wilcoxon, Cabello, & Spagna, 2004; Meister and Melnick, 2003; Charnock and Kiley, 1995; Veenman, 1984). Figures 7 and 8 presented the undergraduate elementary sequence and secondary sequence of courses for the Undergraduate Teacher Education Program at Cardinal Stritch University. Research
indicates that it is important for the teacher education faculty to include special education content throughout the curriculum of the teacher education program. This interdisciplinary approach would allow faculty to develop a vision of inclusive practices, which enables them to examine current practices, establish new goals and develop a strategic plan for program reform.

Another area of concern for beginning teachers was working with students in urban environments or where English was not the student’s primary language. This was cited by beginning teachers in the open-ended survey responses and by the principal and mentor teacher from the urban school site during the interviews. The mentor teacher at the urban school site stated, “you have to learn your environment … Stritch didn't prepare [beginning teacher] for that at all.” Another area of struggle was in the management of the classroom environment. Beginning teachers and principals used the statement of “treading water” to describe the first year of teaching. Beginning teachers felt overwhelmed with trying to balance the workload, which included the non-instructional work, as well as the preparation and classroom instruction. Principals and mentors described beginning teachers as feeling overwhelmed with managing misbehaving students, especially in urban settings. Statements from beginning teachers in the open-ended survey responses included, “More specific strategies and scenarios would have helped my management style.”

Over 60% of the teacher candidates from the Undergraduate Teacher Education Program graduated from high schools in suburban communities and twenty-two percent of the teacher candidates graduated from urban high schools (Table 23). Tyler, Uqdah, Dillihunt, Beaty-Hazelbaker, Conner, & Gadson, et al., (2008) defined cultural
discontinuity as a “school-based behavioral process where the cultural value-based learning preferences and practices of many ethnic minority students - those typically originating from home or parental socialization activities - are discontinued at school” (p. 280). Therefore, the Western cultural heritage is the norm throughout most mainstream institutions, programs, policies, and structures, which includes the public school system. Many ethnic minority students cease their cultural value-based behaviors in most schools in order to “fit” into the overall schooling experiences.

Faculty from the Undergraduate Teacher Education Program must be able to educate teacher candidates on how to cultivate the resources needed to understand, value, and utilize the nuances of each culture in the context of teaching. Program curriculum must include the preparation of teachers in cross-cultural situations. Teacher candidates must be able to recognize one’s own assumptions in order to retain those that facilitate culturally proficient actions and to change those that impede such actions, which are fundamental to addressing the achievement gap issues (Lindsey, Graham, Westphal Jr., & Jew, 2008).

In regards to instruction, 22% of the beginning teachers struggled with the teaching of the subjects of Math and Science. This was not true of the subject English Language Arts or Reading, where many students spoke of feeling prepared to teach reading and specifically mentioned a professor as being an “exceptional” teacher in this area.

The Elementary Education Sequence of Courses (Figure 7) lists the Reading or Literacy courses as including field experiences, where students combined theory with application in “real” school classrooms. For the literacy courses in year three, education
students were taught in the K-12 schools by their university professor, who also observed and advised them as they worked with students in the elementary grades. This is not true of the math and science courses, where the subject matter was taught by professors from the Arts and Science departments, and the pedagogy or methods on how to teach math and science was taught by faculty from the Education departments. Consequently, all math and science classes were taught in isolation from K-12 classroom practice. This traditional model of teacher education may have contributed to the teacher candidate’s inability to make sense of the ideas that were addressed in their academic work.

According to Darling-Hammond (2006), cognitive science confirmed that people learn more effectively when there is a connection between theory and practice. Developing school sites where teacher candidates will have extensive, supervised field experiences that allow them to consistently integrate course work into practice must be included in the transformation of the undergraduate program.

Another area of concern for beginning teachers was the skill of collaboration with peers and engagement of families in the instructional program. The interviews and results of open-ended survey responses confirmed the results of the quantitative data findings from the survey responses. Principals and mentor teachers described the beginning teacher’s tendency to “withdraw” from others in order to escape the overwhelming feeling of stress. One beginning teacher commented on the open-ended survey, about the stress of attempting to collaborate with others:

[With the] variety of education environments, administrators, teachers, “nuts & bolts” of teaching (physical realities)...Overall, I feel "exceptionally prepared" to teach the way you hoped I would teach but "poorly prepared" to teach the way I
am going to HAVE to teach, using the curriculum binders and manuals you are
given and starting the first week of school.

Mandel's (2006), study on beginning teachers concluded that dealing with the
daily stress of the job was a major concern for new teachers.

New teachers need to learn how to deal with their stress as much as they need to
learn how to teach. Otherwise, they burn out and leave the profession….Instead of
taking breaks; new teachers often are in their rooms, trying to keep their heads
above water with grading, planning, and paperwork. Working in the classroom
without a break ultimately leads to physical and mental exhaustion. (p. 68)

A concern of principals and mentor teachers was in the area of assessment of
student learning. The federal law No Child Left Behind (NCLB,2001), defined a highly
qualified teacher as one having a bachelor’s degree, a state teaching certificate, and
passing score on state teacher license examination and subject matter content. Proponents
for the reauthorization of NCLB, defines the effective teacher as having the ability to
foster student achievement. With a national and state shift from a focus on teacher
qualifications to K-12 student achievement, states and school districts are required to
make annual Adequate Yearly Progress (AYP) in the areas of reading and mathematics
for students in elementary, middle and high schools. Principals and mentor teachers in the
interviews stressed that beginning teachers needed more preparation in the use of
standardized assessments; specifically, an understanding of how they contribute to the
process of analyzing student learning, and what impact the results should have on
curriculum and classroom instruction.
Revising the model of the Undergraduate Teacher Education Program that require teacher candidates to spend extensive time teaching in K-12 schools as they matriculate through the program can help candidates understand the complexity of school culture, and gain specific knowledge and skills in regards to instruction and assessment. Professional Development Schools (PDS) are clinical field sites in which the teacher candidates spend four semesters of field experiences with concurrent course work, followed by a full-year internship. Research on the effectiveness of PDS models concluded the year-long internship may have provided more opportunities for teacher candidates to practice managing multiple activities simultaneously, handling classroom disruptions and using a variety of assessment skills that are critical to addressing the learning needs of every student (Castle, Fox, & OHanian-Souder, 2006).

**Research Question 3**

*What Role, if Any, Did Mentoring Play in the Beginning Teacher’s Ability to Teach All Children?*

According to Marzano, Waters, & McNulty, (2005) every school has a culture, which is a natural by-product of people working together. School culture can have a negative or positive influence of school effectiveness and is based on the leadership’s ability to foster shared beliefs and a sense of community. Behaviors that were identified in leaders with positive school cultures were; (a) promoting unity among the staff; (b) promoting a sense a well-being among the staff; and (c) developing a shared vision and purpose.

School leadership, which included formal mentoring, may have contributed to beginning teacher success in the first and second year of teaching. The principals and
mentor teachers that responded to the researcher's survey and participated in the interviews appeared to have helped create a school culture that supported beginning teachers. The three mentor teachers received formal training from organizations or institutions that trained teachers to be mentors and coaches. The training incorporated strategies and techniques that help support the beginning teacher. The mentor teachers were also trained on how to model instruction and assessment practices for beginning teachers and were expected to meet on a weekly basis to discuss curriculum.

One mentor teacher explained during the interview a demonstration of modeling to the beginning teacher how to talk to parents about student concerns:

And so I called [the parent] and, in my strict way, I said, “this will not be tolerated, I'm [beginning teacher’s mentor] and you have to do something about your child in regards to his meds”… The next day she had meds. [Beginning teacher] was able to see me talk to the parent and was able to evaluate that. So, everything I did, [beginning teacher] was pretty much able to evaluate and assess to say, okay, I didn't do it that way, maybe I should have really done it that way to get results.

Another area of school leadership that emerged from the researcher's interview data was the impact the principal had on the success of the beginning teachers’ first year. During the interviews the principals acknowledged a belief that a formal mentoring and coaching of beginning teachers had an impact on student achievement in the classroom. They described their support as organizing out-of-classroom observations with other teachers in the building, allowing formal time for the mentor teacher to meet with the beginning teacher, including the new teacher in conversations regarding school and
community initiatives, and meeting with the beginning teacher privately to discuss concerns. A principal at one of the suburban school sites described expectations for a cohesive staff:

I really tried to make myself available to [beginning teacher] and [appointed] a really good mentor because I understand that with me being the boss that can be a little bit tentative, so I really tried ... I really gave [beginning teacher] a lady who I just knew was dynamic, and, you know, made that relationship possible, even prior to the start of the school year.

McCann et al. (2005) suggested that a meaningful mentoring program should include the following: (a) careful selection and training of mentors, including training in communication and peer coaching techniques; (b) attention to the expressed concerns of beginning teachers; (c) special consideration for the inevitable exhaustion and decline that teachers experience after the first 9-10 weeks of school; (d) a program of regularly scheduled contacts between the new teacher and the mentor; and (e) assistance in acclimating the new teacher to the school community.

Revision of the Undergraduate Teacher Education Program at Cardinal Stritch University should include teacher leadership as a major component of the program. Teacher leadership has a dimension of moral leadership and refers to the skills and dispositions demonstrated by teachers who continue to teach children, yet are influential in mobilizing and energizing others with the common goal of improving school performance (Danielson, 2006). This skill is important to develop in beginning teachers, who may work in negative school cultures or environments. The Undergraduate Teacher Education Program should also support teacher candidates as they progress from teacher
preparation into the profession. Faculty for the teacher education program should be encouraged by the university to coach and mentor their graduates through their first year of teaching. This mentorship can be accomplished through formats such as; on-line group support, face to face meetings or classroom observations.

Research Question 4

In the Schools Where the Formal Mentoring Process was Evident, What Other Factors Contributed to Beginning Teacher Proficiency?

The researcher analyzed documents that presented profiles of the students upon admission, and as they progressed through the program. Documents were also gathered that described the components of the program. Many of the students entering Cardinal Stritch University’s Teacher Education Program mainly come from suburban communities. This may have an impact on the school environment or culture that the beginning teacher is most comfortable with, which may suggest why some teachers struggle when working in urban school environments.

These findings are consistent with the research by Achinstein, Ogawa, & Speiglman (2004), which identified three main areas that shape the socialization of new teachers: teachers' backgrounds, local contexts, and state policy environments. In regards to teachers' personal and professional backgrounds, the cultural, racial, class backgrounds, and personal histories of teachers: (a) shape their worldviews, which in turn color their socialization experiences, (b) affect their selection of the schools they choose to work and their connections with students, and (c) serve an "apprenticeship of observation" where they gain an understanding of the multiple facets of teaching by observing their own teachers (p. 557).
Another factor that appeared to contribute to beginning teacher proficiency was the role teacher dispositions played in the ability of the beginning teacher to “survive” the first year. Although beginning teachers described their struggle to adjust to the “reality” of the classroom in the open-ended survey responses, principals and mentor teachers described the beginning teachers' belief that all children can learn, and their ability to collaborate with the mentor teacher and other teachers in the school community. NCATE (2008) defined professional dispositions as:

Professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities. These positive behaviors support student learning and development. NCATE expects institutions to assess professional dispositions based on observable behaviors in educational settings. The two professional dispositions that NCATE expects institutions to assess are fairness and the belief that all students can learn. Based on their mission and conceptual framework, professional education units can identify, define, and operationalize additional professional dispositions. (p. 48)

Current research on teacher effectiveness reported findings that suggested beginning teacher dispositions, such as, reflectiveness, identity, personal history, and self-efficacy-had a positive impact on teacher development (Davis, Petish, and Smithey, 2006; Deal and White, 2006).

**Findings/Conclusions Compared to Related Literature**

The major findings/themes that emerged from the Chapter Two literature review of research and theory related to the study were as follows:
1. *Teaching Practice*- Researchers characterize the first years of teaching as a time of fantasy, survival, realization and finally transformation, where beginning teachers move from knowing about teaching through formal study to knowing how to teach by developing a vision of good teaching. Confronting the day-to-day challenges, teachers develop curriculum that aligns with the school or district and is responsive to the developmental level of the students. Teachers also use a variety of instructional strategies that are based on the knowledge of the subject and can be adapted to student learning as the lesson unfolds. Teachers also use multiple methods of informal and formal assessments that are infused throughout the instructional process to help students monitor their own learning and to guide teaching that is responsive to student needs (Feiman-Nemser, 2001).

Table 15 presents the total counts and percents of beginning teacher responses to the teaching practice section of the researcher's survey. Eighty-six percent of the respondents felt “exceptionally prepared” and "prepared” in the area of *Teaching Practice*.

2. *Teaching Diverse Learners*- Teachers must be prepared to educate children who have a wide range of cultural backgrounds, languages, abilities and learning styles that may be different from their own. They must recognize the need to cultivate the resources needed to understand value and utilize the nuances of each culture in the context of teaching. Research on “cultural discontinuity" were studies compared and contrasted the differences between mainstream cultural values and the culture-based values and belief systems of many ethnic minority groups suggested that the academic
challenges faced by many ethnic minority students are linked to perceived cultural discontinuity between students' home- and school-based experiences (Tyler et al., 2008).

Table 16 presents the total counts and percents of beginning teacher responses to Diversity. Eighty-four percent of the respondents felt “exceptionally prepared” and "prepared” in the area of diversity. Beginning teachers commented on open ended survey items confirmed this.

3. School Culture-Despite the range of curricular, pedagogical, and organizational reforms codified in the standards of practice by INTASC and other state departments of public instruction, many beginning teachers have found inconsistencies between what they have been taught in teacher preparation programs with the traditional practices that continue to dominate most schools. State policies that specify instructional practices, and are tied to assessments of outcomes, have a strong impact on the socialization of new teachers. Critics contend that accountability and prescriptive instructional policies can narrow teachers' professional discretion, discourage effective instruction, and compromise opportunities for students from low-income and minority backgrounds to pursue higher order knowledge and skills, which consequently increases inequities (Achinstein, et al., 2004).

Table 17 presents the total counts and percents of beginning teacher responses to School Culture. Twenty-one percent of the respondents felt “somewhat prepared” and “poorly prepared” in understanding school culture. Many of the beginning teacher comments on the open-ended survey items confirmed this.

4. Professional Development- Over the past decade, more complex and broad-based views on how to conceptualize teachers' professional development have
materialized which is consistent with the belief that learning communities, whether formal or informal, contribute to teachers’ growth and development. Research synthesis identified key characteristics about the kind of professional development opportunities that are effective in improving sustained teacher learning, which was observed in National Board Certified teachers. To achieve National Board Certification, teachers must complete a rigorous two-part assessment, which includes a portfolio incorporating student work samples, videotapes of classroom practice, and written reflections on the work. The assessment also includes the completion of a practicum at a local assessment center, where the teacher must demonstrate both content knowledge and pedagogical content knowledge through the performance of such tasks as responding to content matter prompts, evaluating curriculum materials, or designing lesson plans (Sato, Chung Wei, & Darling-Hammond, 2008).

Table 18 presents the total counts and percentages of beginning teacher responses to Professional Development. Eighty-nine percent of the respondents felt “exceptionally prepared” and “prepared” in the area of professional development. Beginning teacher comments on open-ended survey items confirmed this.
Beginning Teacher – Circle of Support

Teacher
Teaching Preparation
Diversity
School
Profession

Teacher
Teaching
Diversity
School
Profession

Stakeholder:
- Professor
- Mentor
- Beginning Teacher
- Principal

Skills
Knowledge
Disposition

Teacher Standards S1 – S10
The researcher’s model evolves into a description of the need for beginning teachers to be supported in the areas of teaching practice, diversity, school culture and professional development. The column on the left define the themes as they relate to the teacher standards, which the undergraduate students are immersed in during their teacher preparation years. The column on the right defines the themes as they relate to the teacher standards, which the beginning teachers are expected to be proficient in as they transition into the profession. The people that have the most impact on beginning teacher development are stakeholders. They include the university professor, the school mentor teacher and the school principal. The arrow that surrounds the teacher preparation column symbolizes the movement of the beginning teacher from preparation to profession, with the support of the stakeholders. Both columns are being supported on a balance in which knowledge, skills and dispositions are the elements of teacher development that are the foundation to success.

Finding/Conclusion about School Culture

The top three struggles of beginning teachers (classroom management, balancing workload, and connecting with teachers and the community) were all in the category of School Culture. School Culture is defined as a group’s shared beliefs, values, traditions, and ways of interacting with one another that give the school a “climate” or feel. It is the “way they work” that is known to its members and may be hidden to new members. Classroom management is defined in the Teacher Standards as understanding how to organize, allocate, and manage time, resources, spaces, activities and attention in order to
engage students in productive tasks. The teacher creates a smoothly functioning learning community by creating expectations and processes for communication and behavior, along with the physical setting that supports the learning outcomes. *Balancing Workload* is described by the researcher as beginning teachers’ expressed feelings of hopelessness because their teaching workload was overwhelming, with having to cope with multiple preparations and classroom moves, as well as, attending to the management of routine task. Encounters and difficulties with misbehaving students, angry parents, unruly co-workers, unfair evaluations, and complicated curriculums also contributed to the “treading water” feeling. *Connecting with Teachers and the Community* is defined by the Teacher Standard as establishing respectful and productive relationships with school colleagues, parents, and agencies in the school community to support all aspects of a child’s experience. The involvement also includes participating in school and community activities in order to understand how the environment may influence students’ lives and learning.

Two additional elements that emerged from the qualitative data were *School Leadership* and *Teacher Dispositions*.

**Finding/Conclusion about School Leadership**

School Leadership is a natural outgrowth of a community of educators, who have shared beliefs that guide how the team develops and moves forward. This was a factor that appeared to contribute to the support of the beginning teacher in the first year. The principal and mentor teachers from all three sites received formal mentor training and provided a systematic process of coaching and mentoring for the beginning teacher. Also, the principals at the three school sites described their role in “handpicking” the mentor
teacher and organizing a schedule for both the mentor and mentee to meet daily and weekly for planning and observing good practices.

Finding/Conclusion about Professional Dispositions

Dispositions are defined as the habits, tendencies, inclinations, attitudes, personality or temperament that the brain judges to be of survival value. Dispositions are rooted in the genetic blueprint, yet malleable by experience. Principal and mentor teachers described beginning teachers as dedicated, compassionate, hard-working, and reflective. The principal and mentor teacher at the urban school site, described the difficulty of the beginning teachers first year, suggested the teacher’s positive disposition played a role in the principal wanting to renew the beginning teacher’s contract for year two. On the other hand, the principal of one of the suburban schools suggested the teacher’s negative disposition played a role in the contract not be renewed for the second year.

General Comparison of Study Findings to Reviewed Literature

Discussion of Implications

The findings of this study further inform fields of study and behavior associated with designing effective models of teacher preparation. Study findings have particular implications for practice and research, as well as related leadership, learning and service.

Implications for Practice

Implication One: Clearly-Defined Standards of Practice and Performance Should Drive All Teaching and Learning

The Undergraduate Teacher Education Program should establish clearly-defined standards of practice and performance in the areas of knowledge, skills, and professional
dispositions that are used to guide all course curriculum, instruction, assessment, field experiences, and clinical practice. Higher education faculty from various disciplines and departments should create interdisciplinary courses with a strong coherence and integration of theory that is directly tied to classroom practices. Core elements of successful teaching in the areas of teaching practice, diversity, school culture and professional development should be consistent across all courses in the program. This is in-line with the literature on beginning teacher struggles in teaching diverse learners, and with the researcher's findings on the importance of interdisciplinary instructional models for teacher education (Burstein, Sears, Wilcoxen, Cabello, & Spagna, 2004; Meister and Melnick, 2003; Charnock and Kiley, 1995; Veenman, 1984).

Implication Two: Create a New Model for All Field Experiences and Clinical Practice

All University Supervisors and Cooperating Teachers should receive formal training in mentoring and coaching teacher candidates. Teacher education students should spend extensive time in the field integrating theory and practice, where many of the courses throughout the program involve classroom applications. Higher education faculty should also spend an extensive amount of time in the schools, supporting teacher candidate learning, as they are immersed in the school culture. Finally, faculty trained in coaching and mentoring should support beginning teachers in their first year of the teaching profession, through on-line group support or face-to-face interaction. This is consistent with the literature on the importance of connecting theory to practice in field experiences and clinical settings, and with the researcher's findings on the beginning teacher's lack of preparedness in teaching math and science (Darling-Hammond, 2006; Castle, Fox, & OHanian-Souder, K., 2006).
Figure 12 presents a proposed model of the revised Undergraduate Teacher Education Program: Elementary Sequence of Courses. Findings from the researcher's study was used to encourage an interdisciplinary team of faculty and staff to collaborate on the creation of a model that will have a positive impact on teaching practice, and ultimately K-12 student learning. The revised model begins year one with an introduction to the learner and the diversity of their development. It includes field experiences where teacher candidates spend time working with small groups of children and observing behaviors. Year two will focus on understanding the school culture. Teacher candidates will implement case studies on student progress and reflect on the impact school culture has on classroom management and instruction. In year three, teacher candidates will look at K-12 school district data in order to understand how it drives annual goals, objectives, and directives. Teacher candidates will also be expected to adjust instruction in alignment with district goals. Year four presents a complete immersion of the teacher candidate into the school culture, where content and methods courses are directly connected to classroom practice.
Implication Three: Build University and School Partnerships to Create a Continuum of Professional Development for Educators

The beginning teacher’s first year on the job was characterized in the study as “treading water,” where for the first time they are expected to blend the insights of their own educational background, the theory and practice from their teacher preparation, with the reality and responsibilities of the classroom and students. The design of a university-school partnership would strategically link initial teacher preparation, new teacher induction, and professional development that support teachers throughout their career. This is consistent with the literature on the importance of school leadership, which include the principal, mentor teacher, and university professor, and with the researcher's
findings on the importance of formal mentoring for the beginning teacher (Marzano, Waters, & McNulty, 2005; McCann et al., 2005).
Stakeholders:

- Professor
- Mentor Teacher
- Beginning Teacher
- Principal

Professional Educator Continuum of Development

Skills
Knowledge
Disposition

Teacher Standards S1 – S10
The development of the model depicting the concerns and struggles of beginning teachers began with a simple column of four bars or weights that depicted the four common areas of beginning teacher concern and struggles (See Figure 1). The evolution of the model (See Figure 2) continued to expand as the researcher developed a theory that not only described beginning teacher concerns but also presented the support mechanisms needed for professional growth. The model displayed the four common areas of struggle as being placed on a balance scale. The researcher used a balance scale to represent an equivalent relationship. It depicted the balance of support needed as the beginning teacher moved from preparation to profession. The knowledge and skills of the beginning teacher in the four areas are key components or qualities for development throughout the profession, which is the base of the model.

The final evolution (Figure 11) of the researcher’s model encompasses a continuum of teacher support that begins at the early stages of teacher preparation and continues throughout a teacher's career. The early stages of support fulfills the need for beginning teachers to be introduced to the standards and practices of “good teaching”, which include the areas of teaching practice, diversity, school culture, and professional development. The column on the left defines the teacher standards, which the undergraduate students are immersed in during their teacher preparation years. The column on the right defines the elements of effective teaching, as they relate to the teacher standards, which the beginning teachers are expected to be proficient in as they transition into the profession (INTASC Standards). The people that have the most impact on beginning teacher development are called stakeholders. They include the university professor (faculty), the school mentor teacher and the school principal. The arrow that
surrounds the teacher preparation column symbolizes the movement of the beginning teachers in the area of knowledge, skills, and disposition as they develop from preparation, through the induction years, and into the profession. Both columns are being supported on a balance in which knowledge, skills and dispositions are the elements of teacher development that are the foundation to success. The addition of the arrow that surrounds the teacher profession column symbolizes the movement of the teacher through developmental stages as a professional educator.

The stake holders remain the same, as they are leaders in the learning community. The cycle of teacher development is continuous as school districts collaborate with higher education regarding teacher preparation curriculum, field experiences and clinical practices. And higher education faculty support teachers through research and development of best practices.

**Implications for Leadership, Learning, and Service**

**Insight About Leadership**

Building effective models for teacher education is on the agenda of researchers and faculty who design teacher preparation programs within schools, departments and/or colleges of education. Specific discussions are needed in regards to what should be included in the conceptual framework of these revised programs that will introduce and build on the qualities of teacher leadership within teacher education. Teacher leadership has a dimension of moral leadership and refers to the skills and dispositions demonstrated by teachers who continue to teach children, yet are influential in mobilizing and energizing others with the common goal of improving school performance (Danielson, 2006). One of the most serious problems affecting the educational system is not the lack
of funding but the lack of moral leadership on behalf of teachers, administrators and adult citizens of our society (Danielson, 2006).

Traditionally, principals are the formal leaders of schools and are generally overwhelmed with the demands of being expected to have all the traits and skills needed to remedy the internal and external dysfunctions of the institution. Furthermore, as the “shepherds” of their flock, principals are under tremendous pressure from national, state, and local governments to close the achievement gap between students of varied ethnicities, class, culture, language, academic and social backgrounds (Danielson, 2006). Recognizing that they cannot improve schools by themselves, principals must rely on teachers to assist in the leadership role of school reform by unleashing the gifts and talents of many teachers who have the knowledge, skills and disposition that influence their colleagues to work toward the common goal of improving student learning. According to Danielson (2006) the characteristics of teacher leaders have two main categories: (1) leadership skills and (2) dispositions. Leadership skills comprise the following:

- Using evidence and data in decision making
- Recognizing an opportunity and taking initiative
- Mobilizing people around a common purpose
- Marshaling resources and taking action
- Monitoring progress and adjusting approach as conditions change
- Sustaining the commitment of others and anticipating negativity
- Contributing to a learning organization

Dispositions that tend to define teacher leaders are the following:
• Deep Commitment to Student Learning
• Optimism and Enthusiasm
• Open-mindedness and Humility
• Courage and Willingness to Take Risks
• Confidence and Decisiveness
• Tolerance for Ambiguity
• Creativity and Flexibility
• Perseverance
• Willingness to Work Hard (p. 28).

The school culture determines the extent in which a teacher will be able to utilize his/her leadership skills and the importance of knowing which dispositional attributes are more beneficial to accentuate in the current environment. Monitoring interactions between and among students, teachers, administrators, non-instructional staff, and parents can determine whether the tone of the organization is primarily positive or negative (Danielson, 2006).

*Insight About Learning*

Learning is the process of using intelligence to gain knowledge and skills. Intelligence is the ability to solve problems, organize information and react to it, reason, think, respond to novel situations, imagine and create, make judgments and decisions (Dickmann & Stanford-Blair, 2002, p. 18). According to Kofman & Senge, (1994) learning organizations, which include schools, should be grounded in: (1) a culture based on human values of love, wonder, humility and compassion; (2) practices that contribute
to generative conversation and coordinated action; and (3) a capacity to see and work
with the flow of life as a system.

Learning organizations are a space for generative conversations and concerted
action. In them, language functions as a device for connection, invention, and
coordination. People can talk from their hearts and connect with one another in
the spirit of dialogue…they create a field of alignment that produces tremendous
power to invent new realities in conversation, and to bring about these new
realities in action. (Kofman & Senge, 1994, p. 33)

The culture of a learning organization is based on an understanding that life is not
condensable and, therefore, is accepting of behaviors that arise from viewpoints and
forces that are foreign to one another and in some sense, influence individual behaviors
(Kofman & Senge, 1994). Within learning organizations people are given the freedom to
connect with one another through dialogue that leads to some sort of action. When people
talk and listen to each other, this spirit of dialogue helps create an alignment around
common goals that produces new realities in conversation and in return new realities in
action. Inquiring into the systematic consequences of their actions, rather than focusing
on local consequences is another attribute of a learning organization. People practice
being patient when seeking understanding of underlying complex issues, knowing that
most quick fixes are temporary and often result in future problems. As a result of this
attributes Kofman & Senge (1994), stated, “People find security not in stability but in the
dynamic equilibrium between holding on and letting go of beliefs, assumptions and
certainties” (p. 33).
Insight About Service

Service is the process of providing for the needs of those being served. The work involved in service is not based upon the needs of the one serving but the needs of the one being served. Service means giving of your whole being in an “attached” way. Your mind, body and spirit moves in a direction that calls you to action. Service is your life speaking, your vocation. Palmer (2000) wrote:

Today I understand vocation quite differently—not as a goal to be achieved but as a gift to be received. Discovering vocation does not mean scrambling toward some prize just beyond my reach but accepting the reassure of true self I already possess. Vocation does not come from a voice “out there” calling me to become something I am not. It comes from a voice “in here” calling me to be the person I was born to be, to fulfill the original self-hood given me at birth by God.” (p. 10)

The researcher's findings suggested that the beginning teachers saw themselves as servants to their students, and were, therefore, serving families and the local community. Their content expertise, understanding of human development, and pedagogical knowledge, balanced with their desire to serve, appeared to drive the quality of their classroom instruction, which eventually created a culture of learning.

Insight About the Relationship Between Leadership, Learning, and Service

Knowing yourself means separating who you are and who you want to be from where people think you are and should be (Bennis, 1994). The relationship between leadership, learning, and service is self-development. It is one’s ability to understand who you are and what gifts and talents you bring that contributes to the health of a society and organizations. Loeb (1999) stated, “We never know how the impact of our actions may
ripple out. We never know who may be touched, that’s one more reason why, although
the fruits of our labors can’t always be seen, they matter immensely” (p. 110).

The final evolution of the researcher’s model (Figure 11) encompasses a
continuum of teacher support that begins at the early stages of teacher preparation and
continues throughout a teacher's career. It also demonstrates the importance of "self-
development," as it relates to leadership, learning, and service. Self development is a
process of understanding how the use of your gifts and talents can contribute to success
(leadership), creating a plan that utilizes the correct resources to support the plan
(learning), and putting the plan into action (service). The arrow, in the researcher's model,
symbolizes the continuous movement of the teacher through developmental stages as a
professional educator. Much of the success of the professional educator is dependent on
the ability to continually develop one's self.

**Implications for Research**

*Implication One: Include the Measure of Teacher Dispositions as a Component of the
Program Evaluation Process*

The language of the INTASC standards suggested accountability challenges for
schools, departments and colleges of education in that they contain both cognitive and
performance expectations. Many state departments of education, including Wisconsin,
adopted these performance standards for teachers and are currently using them for
approval of teacher preparation programs and for granting teaching licenses. The
Undergraduate Teacher Education Program utilizes the Ten Teacher Standards to
evaluate program outcomes. These standards describe the knowledge, skill, and
dispositions expected of all educators. However, assessing teacher dispositions is not as
explicit as assessing teacher knowledge and skills. Course syllabi throughout the program define the expected knowledge and skill outcomes of each course. Teacher education faculty at Cardinal Stritch University do not consistently teach students the expected dispositional outcomes as the teacher candidates matriculate through the program. Dispositions are assessed in the Portfolio Benchmark I, II and III, without a discussion among the faculty about validity and reliability of the instrument. Consequently, the following factors must preclude the addition of assessing professional dispositions as part of the program evaluation process:

1. Clearly defined standards of professional teacher dispositions
2. The creation of a valid and reliable instrument to assess teacher candidate dispositions as they progress through the teacher preparation program
3. Explicit teaching of expected professional dispositions that is interwoven through all coursework, field experiences, and clinical practices

Implication Two: Determine the Impact that School–University Partnerships have on Teacher Development

Teacher education institutions have always had relationships with K-12 schools. However, the relationships are limited to prospective teachers completing a series of field experiences, where students spent a few weeks in a semester practicing his or her teaching skills and a semester of student teaching. In this traditional model, there is a general disconnect between the collaboration of the university faculty with the K-12 faculty. The cooperating teachers are expected to supervise and mentor teacher candidates with very little information or input about the teacher education curriculum and program outcomes. Since the mid-1980’s, some teacher education institutions have
developed new models for school-university partnerships, where there is an appreciation and an expectation of shared expertise within the university, school and professional community members in order to impact the development of the initial and continuing education of teachers. Professional Development Schools (PDS), a model of school-university partnership, is a collaborative partnership that includes the academic and clinical preparation of beginning teachers and the continuous professional development of university and K-12 faculty is a collaboratively planned and implemented partnership for the academic and clinical preparation of interns and the continuous professional development of both the school and IHE faculty (Teitel, 2003).

Implication Three: What Characteristics of Teacher Preparation Impact the Graduate’s Ability to Increase K-12 Student Academic Learning?

In the past decade, national educational organizations interested in the reform of teacher education have fought to create professional teacher standards and models that parallel those of other professions, mainly medicine and law. At the same time states, including Wisconsin, have partnered with national organizations such as The American Association of Colleges for Teacher Education (AACTE), National Council for Accreditation of Teacher Education (NCATE), Council of Chief State School Officers (CCSSO) and the National Association of State Boards of Education (NASBE) to adopt guidelines that govern the quality of teacher education programs and its effectiveness in preparing teachers who can teach all children. When beginning teachers enter the classroom, it is important to know what happens when they come face-to-face with students, families, and other members of the school community. It is also important to know how they utilize the knowledge and skills that they learned in the teacher education
program and determine what impact it has on student achievement. Yet, despite continual efforts at reforming teacher preparation programs, there is a lack of empirical evidence that informs us how to best prepare teachers, who will have a positive impact on student achievement.

Concluding Remarks

Teacher education programs in many colleges and universities have undergone reform after landmark research and reports were issued in the late 1980’s from the Holmes Group and Carnegie foundation (Darling-Hammond, 2006). However, under pressure from fierce opponents of teacher education, alternative programs were developed that under prepare teachers for the complexity of many classrooms, especially in the urban environments. Unfortunately, rather than placing our most vulnerable K-12 students with highly qualified teachers, they are placed with teachers who have the least experience or training in the knowledge and skills needed to impact student learning (Peske & Haycock, 2006).

What about the lives of our children? Currently, most beginning teachers will enter classrooms where about 25% of the students live in poverty, 10% to 20 % are identified as having learning disabilities, 15% speak a primary language other than English and about 40% of the children are from racial/ethnic groups of diverse cultural traditions, including immigrants from dissimilar educational systems (Darling-Hammond, 2006). The implications are that schools of education must partner with the professional community to strengthen teacher preparation, induction, and professional development for all educators. Designing effective models that support a continuum of development for the teacher candidate, beginning teacher, and veteran teacher must begin with a
perspective that all professional educators are teacher leaders, then the design of our education programs will have at its foundation a set of core values pertaining to teacher leadership and professional dispositions that permeate the content, learning process, and learning context.
Bibliography


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Wisconsin Department of Public Instruction. (2000). *Chapter PI 34: Teacher education program approval and licenses*. Madison, Wisconsin: Author.


Appendix A

Graduate Follow-Up Postcard (Graduate)

This is our business.
The community
is our classroom.

The Programs
Bachelor of Science - Elementary Education
Bachelor of Arts - Secondary Education
Bachelor of Arts - Special Education
Master of Arts - Teaching
Master of Education
Master of Arts - Literacy, Leadership and Instruction
Master of Arts - Reading Learning Disability
Master of Arts - Literacy/ESL
Master of Arts - Urban Education
Master of Arts - Special Education
Master of Science - Instructional Technology
Master of Science - Educational Leadership
Doctorate in Leadership for the Advancement of Learning and Service Ph.D. /Ed.D.
District Administrator Licensure Program
Certificates in Coaching or Mentoring
Library Media Specialist Certifications
Integrated Leadership Minor Certificate
Instructional Technology Coordinator

6831 N. Yates Road, Milwaukee, WI 53207
WWW.STRITCH.EDU

Transform lives and communities by preparing leaders for learning and service.
DEAR CARDINAL STRITCH UNIVERSITY GRADUATES:

The College of Education and Leadership reviews the progress of its graduates after year one and three of employment in the field of education. Please reflect on the preparation you received by completing our 10-minute survey.

Don’t forget to take advantage of our offer to provide you the services of an Institution of Higher Education (IHE) representative on your PDP team free of charge.

All individual information remains absolutely confidential, and only summarized aggregate information will be published.

To easily and quickly complete your survey online, go to: www.stritch.edu/coe/grad

Your personal survey entry code is the nine-digit/letter code above your name in the address to the right on this card. Please try to complete the survey within the next 30 days.

Please call Joy Vodnik at (414) 410-4337 if you prefer to fill out a printed copy of the survey.
Appendix B

Graduate Follow-Up Postcard (Employer)
Dear employers of Cardinal Stritch University Graduates:

The College of Education and Leadership reviews the progress of its graduates after one and three of employment in the field of education. Please reflect on the preparedness of our graduate by completing our 10-minute survey.

All individual information remains absolutely confidential, and only summarized aggregate information will be published.

To easily and quickly complete your survey online, go to: www.stritch.edu/coeemployer

Please try to complete the survey within the next 30 days.

Please call Joy Vodnik at (414) 410-4337 if you prefer to fill out a printed copy of the survey.

Thank you for your cooperation.
Appendix C

IRB Proposal

COLLEGE OF EDUCATION ADVISORY COMMITTEE
IRB PROPOSAL
COVER PAGE

Date of IRB Submission to Committee: 10/29/07
Student Researcher: Freda Russell
Advisor: Dr. Peter Jonas
Department: Doctoral Studies
Title of Project: Program Evaluation: Undergraduate Teacher Education

DO NOT WRITE BELOW THIS LINE

Exempt _____ Expedited _____

ACTIONS: Approved _____
Request Additional Information _____
Approved Conditionally with Recommended Changes __
Send to Full IRB _____

RECOMMENDATIONS:

Signed ______________________ Assistant Professor _____________ Date _____________
Chair, College of Education Advisory Committee

Institutional Review Board approval is for a period of **18 months**. In the event that the research is not completed within the 18-month period, the proposal must be resubmitted to the IRB. Significant changes or additions must also be submitted.
Human Participants Review Protocol (HPRP) Part 1
Cardinal Stritch University

1. Principal Investigator (researcher):

Freda Russell
6801 N. Yates Rd.
414.410.4735
frrussell@stritch.edu
School of Education

Major Advisor:

Peter Jonas
6801 N. Yates Rd.
414.410.4327
pmjonas@stritch.edu
Doctoral Studies

2. Project Title: Evaluation of Cardinal Stritch University’s (CSU) Undergraduate Teacher Education Program

Application Date: 10/25/07

3. Participants:

a. Pool of participants:

1) **Students** who graduated in 2005-2006 from CSU’s undergraduate teacher education program at Cardinal Stritch University- Milwaukee, and have been working as educators for at least one year. Total population approximately 75 graduates

2) **Principals** who employed CSU’s graduates and evaluated them throughout the beginning teacher’s first year of professional practice. Total population approximately 30 principals

3) **Mentor Teachers** who mentored CSU’s graduates throughout the beginning teacher’s first year of professional practice. Total population approximately 20 mentor teachers
1. How participants will be determined:

1) The researcher will obtain the list of graduates from the class of 2005 from the institution’s database.

2) A list of schools where the graduates were employed for 2005 will be obtained from a database released to each institution of higher education by the Wisconsin Department of Public Instruction. The researcher will match the principal name with the name of one CSU graduate/beginning teacher per school.

3) A list of mentor teachers, along with the building principals, who were trained for mentoring and coaching by the South Eastern Wisconsin New Teacher Project (SEWNTP) will be obtained from the database located in CSU’s Leadership Center. This database includes the school district of each mentor teacher and principal. The principal will be contacted first to verify the name of the teacher who mentored CSU’s beginning teacher, and then the mentor teacher will be contacted.

4. Brief description of project (See attachment)

5. Risk: No

6. Participant Information Statement, Informed Consent Form, and Informed Consent in Survey Research:

a. Participant Information Statement is located at the start of each electronic survey, which includes information to mentors regarding a possible follow-up interview.
Appendix D

Electronic Graduate Follow-Up Survey

Cardinal Stritch University College of Education and Leadership
Graduate Follow Up Survey

The College of Education and Leadership (COEL) reviews the progress of their graduates after year 1 and year 3 of employment in the field of education. Please reflect on the preparation you received by completing this 10-15 minute survey, which is aligned to the Wisconsin Ten Teacher Standards for professional practice. Your building principal/district administrator and/or mentor teacher may complete a similar survey regarding the COEL’s ability to prepare its graduates.

Don’t forget to take advantage of our offer to provide you the services of an Institution of Higher Education (IHE) representative on your PDP team free of charge.

We greatly appreciate your participation in this survey. Thank you in advance for your support.

Freda Russell
Director of Teacher Education
Cardinal Stritch University

The Office of Institutional Research and Assessment at Cardinal Stritch University guarantees confidentiality to all respondents. All individual information remains absolutely confidential. The survey data are reported only in aggregate form or in a manner that does not identify information about an individual.

If you have any questions about this policy or this survey, please contact us at cira@stritch.edu or 414-416-4337.
Please enter your personal survey entry code (the bold 9-digit/letter code above your name in your address) from the invitation postcard you received in the mail.

Please indicate your program of study in the College of Education:

- B.A. in Education (Secondary)
- B.S. in Education
- Master of Arts in Reading/ESL
- Master of Arts in Reading/Language Arts
- Master of Arts in Reading/Learning Disabilities
- Master of Arts in Special Education
- Master of Arts in Teaching
- Master of Arts in Urban Education
- Master of Education (ME or MEPO)
- Master of Education in Instructional Technology
- Master of Education in Ministry
- Master of Science in Instructional Technology

Year Graduated from MEIT program (if applicable)

- 2006 - 2007
- 2005 - 2006
- 2004 - 2005
- Other

Please specify year graduated from MEIT program

Do you have a library certification (902 Initial Certification)?

- Yes
- No

Do you hold a Wisconsin Teaching License?

- Yes
- No

Do you have an IT Coordinator Certificate?

- Yes
- No

From where did you earn your Undergraduate Degree?

- Click Here
- Cardinal Stritch University
- Other
Please indicate the Teaching Level(s) of the Licensure you received from Stritch:

- Early Childhood / Middle Childhood (PreK - 6)
- Middle Childhood / Early Adolescent (1 - 8)
- Early Adolescent / Adolescent (6 - 12)
- Early Childhood / Adolescent (K - 12)

Please indicate the Teaching Category(ies) of the Licensure you received from Stritch - If applicable (If choosing more than one, hold down the control key, then click):

- Elementary Education (PreK - 6)
- Art
- Biology
- Broad Field Social Studies
- Chemistry
- Computer Science
- English
- ESL
- French
- History
- Library / Media
- Math
- Music Education
- Political Science
- Reading 316
- Reading 317
- Reading / Learning Disabilities
- Science
- Sociology
- Spanish
- Special Education - Cross Categorical
- Speech / Communications
- Theater Education

Other, please specify

Year Graduated (If applicable):

- ...Click Here...
- 2006 - 2007
- 2005 - 2006
- 2004 - 2005
- Other

Please specify year graduated:
Year received Certification from Stritch:
...Click Here...
2006 - 2007
2005 - 2006
2004 - 2005
Other

Please specify year received Certification from Stritch:

Year(s) of teaching experience since Certification (If applicable):
...Click Here...
2 years
3 years
4 - 5 years
more than 5 years

Year(s) of teaching experience since Certification (If applicable):
...Click Here...
less than 1
1 year
2 years
3 years
4 - 5 years
more than 5 years

Which of the following describes your school's location?:
primarily urban
primarily suburban
primarily rural
Please share your thoughts regarding how effectively Cardinal Stritch University prepared you to carry out the following concepts and practices.

For each item, you will be asked to answer using a 4 point scale of

'poorly prepared,'

to

'exceptionally prepared'
Teaching Practice

1. "Cardinal Stritch University graduates know the subjects they teach."

Have knowledge about the following content areas: (please respond to each row)

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Poorly Prepared</th>
<th>Exceptionally Prepared</th>
<th>Does Not Apply</th>
</tr>
</thead>
<tbody>
<tr>
<td>a). Mathematics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b). Social Studies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c). Natural Sciences</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d). English / Language Arts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e). Visual &amp; Performing Arts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f). Teach content in a way that enables students to learn</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Do you have any further comments?
Teaching Practice

2. "Cardinal Stritch University graduates know how to teach."

a). Utilize various teaching and learning strategies to engage students

b). Adjust instruction in response to learner feedback

c). Integrate existing and emerging technology into the learning environment

Do you have any further comments?
Teaching Practice

3. "Cardinal Stritch University graduates communicate effectively."

a). Model good communication strategies when sharing ideas and information

b). Understand how cultural and gender differences affect communication

Do you have any further comments?
Teaching Practice

4. "Cardinal Stritch University graduates are able to plan different kinds of lessons."

a). Engage in instructional planning with other teachers

b). Design instructional plans that support curricular goals

Do you have any further comments?
Teaching Practice

5. "Cardinal Stritch University graduates know how to test for student progress."

a). Use appropriate assessment techniques to measure student learning

b). Use data from a variety of sources to communicate student progress

c). Utilize an organized system to maintain records of student and/or class progress

Do you have any further comments?
Diversity

6. "Cardinal Stritch University graduates know how students learn and develop."

a). Demonstrate knowledge of how children’s developmental patterns influence learning

b). Provide learning opportunities appropriate for student’s developmental level

Do you have any further comments?
Diversity

7. "Cardinal Stritch University graduates understand that students learn differently."

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a). Teach students whose race, class, culture or language differs from your own</td>
<td>poorly</td>
<td>not at all</td>
</tr>
<tr>
<td>b). Appreciate the diverse talents of all learners</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c). Provide adaptations for students with exceptionalities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d). Teach students with disabilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e). Teach English Language learners</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Do you have any further comments?
8. "Cardinal Stritch University graduates know how to manage classrooms."

<table>
<thead>
<tr>
<th></th>
<th>poorly prepared</th>
<th>exceptionally prepared</th>
<th>does not apply</th>
</tr>
</thead>
<tbody>
<tr>
<td>a)</td>
<td>Provide opportunities for students to develop shared values and beliefs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b)</td>
<td>Handle student misconduct and interruptions in a way that promotes a positive learning environment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c)</td>
<td>Arrange and maintain the physical environment to facilitate instruction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d)</td>
<td>Arrange and manage your time and workload to create an effective learning environment</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Do you have any further comments?
9. "Cardinal Stritch University graduates are connected with other teachers and the community."

<table>
<thead>
<tr>
<th></th>
<th>poorly prepared</th>
<th>exceptionally prepared</th>
<th>does not apply</th>
</tr>
</thead>
<tbody>
<tr>
<td>a). Understand how social forces within the community influence student learning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b). Work collaboratively with a mentor in the sharing of professional issues</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c). Work collaboratively with peers in the sharing of professional issues</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d). Engage families in the instructional program</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e). Establish productive relationships with parents and/or guardians</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Professional Development

10. "Cardinal Stritch University graduates are able to evaluate themselves."

- a). Self-reflect on instructional practices for improvement
- b). Seek research to support your development as a learner
- c). Participate in professional development opportunities
- d). Design and implement a Professional Development Plan (PDP)

Do you have any further comments?
Please identify any areas in which you feel exceptionally prepared as you reflect on your current teaching practice:
Please identify any areas in which you feel poorly prepared as you reflect on your current teaching practice:

As a graduate of Cardinal Stritch University's Teacher Education program, please rate your overall level of preparedness for teaching?

- poorly prepared
- no opinion
- exceptionally prepared
- does not apply

Would you choose Cardinal Stritch University's teacher preparation program if you could do it over again?

- Yes
- No
Thank you again for participating in this survey!

Please give us your comments on this survey regarding ease of use, appropriateness of questions, and suggestions for improvement:

Please click on the 'submit' button now.
It may take a moment for your answers to be tabulated.

Your answers have been collected successfully when you arrive at the Cardinal Stritch College of Education and Leadership Web page.
Appendix E

Demographic Items from Employer Electronic Survey

Cardinal Stritch University College of Education and Leadership Graduate Follow Up Survey for the Employer

The College of Education and Leadership (COEL) reviews the progress of their graduates after year 1 and year 3 of employment in the field of education. Please reflect on the preparedness of our graduates by completing this 10-15 minute survey, which is aligned to the Wisconsin Ten Teacher Standards for professional practice.

We greatly appreciate your participation in this survey and are particularly interested in your comments related to ways that we can improve the programs of study we offer. Thank you in advance for your support.

Freda Russell
Director of Teacher Education
Cardinal Stritch University

The Office of Institutional Research and Assessment at Cardinal Stritch University guarantees confidentiality to all respondents. All individual information remains absolutely confidential. The survey data are reported only in aggregate form or in a manner that does not identify information about an individual.

If you have any questions about this policy or this survey, please contact us at cira@stritch.edu or 414-410-4337.
Please enter your personal survey entry code (the bold 9-digit/letter code above your name in your address) from the invitation postcard you received in the mail.

Administrator completing this survey:

First name:

Last name:

Title:

Name of School District:

Name of School:

Which of the following describes your school's location?
- Primarily urban
- Primarily suburban
- Primarily rural

Current school year:

Cardinal Stritch graduate:

First name:

Last name:

Please indicate in which capacity the Stritch graduate is currently working:
- Click Here -
  - New Administrator
  - Teacher with administrative licensure
  - Teacher
Please Indicate the Stritch graduate's Licensed Teaching Level(s):

- Early Childhood / Middle Childhood (PreK - 6)
- Middle Childhood / Early Adolescent (1 - 6)
- Early Adolescent / Adolescent (6 - 12)
- Early Childhood / Adolescent (K - 12)

Please Indicate the Stritch graduate's Teaching Category(ies) - If applicable
(If choosing more than one, hold down the control key, then click):

- Elementary Education (PreK - 6)
- Art
- Biology
- Broad Field Social Studies
- Chemistry
- Computer Science
- English
- E.S.L.
- French
- History
- Library / Media
- Math
- Music Education
- Political Science
- Reading 3-6
- Reading 3-7
- Reading / Learning Disabilities
- Science
- Sociology
- Spanish
- Special Education
- Speech / Communications
- Theater Education

Other, please specify

Please Indicate the length of time the Stritch graduate has been working since hired:

- Less than 1 year
- 1 year
- 2 years
- 3 years
- 4 - 5 years
Please share your thoughts regarding how effectively Cardinal Stritch University prepared the teacher/administrator to carry out the following concepts and practices.

For each item, you will be asked to answer using a 4 point scale of

'poorly prepared,'

to

'exceptionally prepared'
Please identify any areas in which you feel the new teacher was exceptionally prepared as you reflect on his or her current teaching practice:


Please identify any areas in which you feel the new teacher was poorly prepared as you reflect on his or her current teaching practice:


Please rate the graduate's overall level of preparedness for teaching:

- Poorly prepared
- Exceptionally prepared
- Does not apply

Would you recommend Cardinal Stritch University's teacher preparation program?

- Yes
- No
Thank you again for participating in this survey!

Please give us your comments on this survey regarding ease of use, appropriateness of questions, and suggestions for improvement.

Please click on the 'submit' button now.

It may take a moment for your answers to be tabulated.

Your answers have been collected successfully when you arrive at the Cardinal Stritch College of Education and Leadership Web page.
Appendix F

Demographic Items from Mentor Teacher Electronic Survey

Cardinal Stritch University College of Education and Leadership
Graduate Follow Up Survey for the Mentor Teacher

The College of Education and Leadership (COEL) reviews the progress of their graduates after year 1 and year 3 of employment in the field of education. Please reflect on the preparedness of our graduates by completing this 10-15 minute survey, which is aligned to the Wisconsin Ten Teacher Standards for professional practice.

We greatly appreciate your participation in this survey and are particularly interested in your comments related to ways that we can improve the programs of study we offer. You may be asked to participate in a follow up interview to obtain in-depth information regarding your responses. Thank you in advance for your support.

Freda Russell
Director of Teacher Education
Cardinal Stritch University

The Office of Institutional Research and Assessment at Cardinal Stritch University guarantees confidentiality to all respondents. All individual information remains absolutely confidential. The survey data are reported only in aggregate form or in a manner that does not identify information about an individual.

If you have any questions about this policy or this survey, please contact us at cira@stritch.edu or 414-410-4337.
Last name:

Please indicate the Stritch graduate's Licensed Teaching Level(s):

- Early Childhood / Middle Childhood (PreK - 6)
- Middle Childhood / Early Adolescent (1 - 8)
- Early Adolescent / Adolescent (6 - 12)
- Early Childhood / Adolescent (K - 12)

Please indicate the Stritch graduate's Teaching Category(ies) - If applicable (If choosing more than one, hold down the control key, then click):

- Elementary Education (PreK - 6)
- Art
- Biology
- Broad Field Social Studies
- Chemistry
- Computer Science
- English
- ESL
- French
- History
- Library / Media
- Math
- Music Education
- Political Science
- Reading 316
- Reading 317
- Reading / Learning Disabilities
- Science
- Sociology
- Spanish
- Special Education
- Speech / Communications
- Theater Education

Other, please specify:

Please indicate the length of time the Stritch graduate has been working with you:

- Less than 1 year
- 1 year
- 2 years
- 3 years
Please enter your personal survey entry code (the bold 9-digit/letter code above your name in your address) from the invitation postcard you received in the mail.

Mentor Teacher completing this survey:

First name:

Last name:

Title:

Name of School District:

Name of School:

Which of the following describes your school’s location?
- Primary urban
- Primary suburban
- Primary rural

Current school year:

Cardinal Stritch University Graduate:

First name:
Briefly explain the selection process for mentor teachers in your school or district.

Did you receive formal mentor training?
Yes
No

Briefly describe the training you received, including where and when:

Please share your thoughts regarding how effectively Cardinal Stritch University prepared the teacher to carry out the following concepts and practices.

For each item, you will be asked to answer using a 4 point scale of "poorly prepared," to "exceptionally prepared"
Please identify any areas in which you feel the new teacher was exceptionally prepared as you reflect on his or her current teaching practice:

Please identify any areas in which you feel the new teacher was poorly prepared as you reflect on his or her current teaching practice:

Please rate the graduate’s overall level of preparedness for teaching:

- Poorly prepared
- Average
- Exceptionally prepared
- Does not apply

Would you recommend Cardinal Stritch University’s teacher preparation program to others?

Yes

No
Thank you again for participating in this survey!

Please give us your comments on this survey regarding ease of use, appropriateness of questions, and suggestions for improvement:

Please click on the 'submit' button now.

It may take a moment for your answers to be tabulated.

Your answers have been collected successfully when you arrive at the Cardinal Stritch College of Education and Leadership Web page.
Appendix G
Informed Consent

Informed Consent Letter to Principals/Mentor Teachers

I agree to participate in the qualitative study entitled: “Preparing Beginning Teachers from Cardinal Stritch University’s Undergraduate Teacher Education Program.” The purpose of the research was to study the effectiveness of Cardinal Stritch University’s undergraduate teacher education program in preparing its graduates to teach all children. The study will employ the technique of interviewing to generate data relevant to the research question.

I grant permission for the data to be used in the process of Freda Russell’s completion of her Ph. D. degree at Cardinal Stritch University. I also agree that the data may be used in Freda Russell’s dissertation and any other future publication(s) she writes. I understand that Freda Russell will not discuss with her dissertation committee or anyone else (with the exception of her dissertation committee chairperson) the names, locations, or any other identifying factors of the interview participants.

I understand that I will participate in a 45 minute audio taped interview with Freda Russell and that the interview tape will be transcribed by Freda Russell. A transcription of the interview tape will be shared with the interviewee to insure accuracy. Interviews will be conducted between March and May, 2008. I understand that all transcribed tapes will remain in the physical possession of Freda Russell. When not in use, all audiotapes, transcriptions, and consent forms will be kept in a secure location.

I understand that participation is voluntary. If I wish to withdraw from the study at any time, I may do so without prejudice or penalty, and the information collected up to that point would be destroyed upon request.

I understand that should I have any questions regarding the study or my rights as they pertain to this study, I may contact the chairperson of Freda Russell’s dissertation, Dr. Peter Jonas, Professor at Cardinal Stritch University, at 414 410-4327 pmjonas@stritch.edu.

<table>
<thead>
<tr>
<th>Research Participant</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freda Russell</td>
<td></td>
</tr>
<tr>
<td>Contact: <a href="mailto:frrussell@stritch.edu">frrussell@stritch.edu</a></td>
<td></td>
</tr>
<tr>
<td>414.410.4735</td>
<td></td>
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</tbody>
</table>
Appendix H

Interview Protocol

1. Briefly tell me about (School Name), describing the demographics of your student and teacher population.

2. What is your role in the mentoring of new teachers?

3. When you completed the survey, you responded to beginning teacher preparedness in four main areas (teaching practice, diversity, school culture and professional development. What would you say is an area of exceptional preparedness in your beginning teacher? Could you describe how the teacher demonstrates this high level of preparedness?

4. When you completed the survey, you were also given the opportunity to identify areas which you felt the beginning teacher was not prepared. Could you describe an area in need of improvement?

5. What impact, if any, do you believe the beginning teacher had on his/her students’ achievement in the classroom? What evidence/observation is the basis of your belief?