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The Impact of Induction on First Year Lateral Entry Teacher Efficacy

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The Impact of Induction on First Year Lateral Entry Teacher Efficacy

By
Matthew Tipton

A Dissertation Submitted to the
Gardner-Webb University School of Education
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

Gardner-Webb University
2018

Approval Page

This dissertation was submitted by Matthew Tipton under the direction of the persons listed below. It was submitted to the Gardner-Webb University School of Education and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Gardner-Webb University.

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Acknowledgements

I would like to thank my wife Julia and daughter Ava for their support during this process and time I spent working on this research. The time I spent throughout the evenings and weekends took away from spending time and being with you. I could not have completed this endeavor without both of you supporting me along the way.

Various educators influenced me as a student, educator, and now as a school leader. These influences from them have allowed me to continue to grow as a professional leader, and I would not be the educator I am today without them. I would also like to thank Dr. Boyles, Dr. Fisher, and Dr. Laws for their faith in me as I completed this study. Their feedback and guidance allowed me to grow professionally; and from our conversations, they inspired me to work hard and lead by example.

Last, as I progressed through this program, I would like to thank my colleague and friend, Dustin Morehead. Our conversations sparked ideas and generated support for each other ensuring each of us would attain this goal, and I am grateful for our experiences we shared along the way.

Abstract

The Impact of Induction on First Year Lateral Entry Teacher Efficacy. Tipton, Matthew, 2018: Dissertation, Gardner-Webb University, Self-Efficacy/Teacher Induction/Lateral Entry/Collegial Support

Many states throughout our country are faced with hiring teachers who are not certified and do not have any prior teaching experience. There are various factors contributing to states hiring alternatively licensed teachers: low teacher pay, demands of teaching, and a decline in individuals entering traditional teacher training programs at colleges and universities. From this, induction programs have become more comprehensive over the last decade to improve self-efficacy of new teachers in areas of classroom practices. Teachers who display confidence in classroom practices have a stronger impact on student achievement and eventually become leaders within their school. Improving teacher efficacy early on is essential, but induction programs have to support new teachers through proper training and support from leadership.

The intent of this research was to analyze first year lateral entry teacher experiences throughout their first year participating in the district's induction program. The study determined if teacher efficacy improves in classroom management, instructional practices, and empowerment to seek collegial support for guidance. The district in this study is a largely rural district and requires all beginning teachers to complete the required induction program.

Data were collected during the late spring of the first year of teaching for selected participants. The researcher collected qualitative data through a two-part survey and a focus group. Data analyzed which practices from the district's induction program improved self-efficacy the most. The data collected determined if the district is implementing best practices to improve teacher efficacy.

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Chapter 1: Introduction

Introduction

Strong organizational capacity is dependent upon the quality of teachers and their confidence to do the job. A teacher's level of confidence or self-efficacy has been related to planning, organization, motivation, student efficacy, student behavior, and student achievement (Tschannen-Moran & Woolfolk Hoy, 2001). The ability to teach with confidence influences student achievement through a positive learning culture as well as a teacher's attitude towards teaching (Shepherd, 2009; Stanley, 2017). Teachers can influence their school beyond the classroom, because as self-efficacy increases, teachers will take ownership in various leadership roles (York-Barr & Duke, 2004). Teachers develop individual efficacy early on within the first years of teaching and during the induction process (Protheroe, 2009). According to Protheroe (2009), there are two types of beliefs influencing the construct of efficacy: "The first, personal efficacy, relates to a teacher's own feeling of confidence in regards to teaching abilities" (p. 43). The second, general teaching efficacy, reflects on the overall belief about the impact to teach difficult students (Protheroe, 2009).

Bandura (1977) also referred to teacher efficacy as teacher beliefs about their ability to influence outcomes in student engagement and learning. A teacher's belief to execute tasks successfully is positively correlated to both teacher effectiveness and student achievement (Bandura, 1997a). These beliefs influence effort teachers put forth and how long they will continue to work, coping with failures and levels of stress or depression they experience due to the demand of teaching (Bandura, 1997a). Bandura's (1977) studies identified experiences contributing to self-efficacy of teachers. A teacher's confidence will vary according to past mastery experiences, vicarious

experiences, social persuasion, and emotional/physiological impacts (Bandura, 1977). Teacher confidence can be linked to each of these four sources of efficacy contributing to motivation and learning. The first sources, mastery experiences, are shaped by a teacher's perception of past teaching experiences. Mastery experiences (Tschannen-Moran, Woolfolk Hoy, & Hoy, 1998), or tasks easily mastered, strengthened self-efficacy because of successes or failures in actual teaching experiences. Bandura (1986, 1997b) predicted mastery experiences or "performance attainments" provide the strongest source of confidence. Teachers who master experiences will develop a higher level of confidence, which is important early on in their careers (Stanley, 2017). The ability to impact teacher confidence early on is derived from various teaching opportunities (Rivers, 2014). Examples are team teaching and implementing a successful teacher's model of planning, assessing, and managing tactics (Anderson, 2008; Rivers, 2014; Stanley, 2017). Teachers who embrace these experiences can reflect on them and self-assess their abilities as to how effective they felt before and after (Rivers, 2014; Shepherd, 2009; Stanley, 2017). Protheroe (2009) and Tschannen-Moran and Hoy (2007) analyzed inexperienced teachers should experience mastery experiences that are powerful influences increasing efficacy during the first years of teaching.

The second source impacting self-efficacy, vicarious experiences, results from observing teachers displaying effective leadership traits, which can influence confidence of new teachers (Bandura, 1997b). It is valuable for individuals to have opportunities to observe successful leadership while understanding and assessing their individual behaviors. "People must evaluate their performances in relation to successes of others" (Bandura, 1991, p. 250). As new teachers move forward within the first few years, it is vital for them to reflect on effective teaching behaviors they are modeling. Vicarious

experiences influencing teacher confidence are obtained through opportunities such as professional development, department meetings, and observation of school and district leaders (Anderson, 2008; Simpson, 2016; Stanley, 2017).

The third source, social/verbal persuasion, is a form of interpersonal support through various discussions and professional development opportunities (Bandura, 1997b; Simpson, 2016). Personal feedback can strengthen or weaken efficacy beliefs (Bandura, 1997b). A teacher can strengthen self-efficacy by collaborating with colleagues, attending workshops, and attending events led by motivational speakers; but also, mastery experiences and leadership collaboration are vital components of social persuasion (Simpson, 2016). School leaders and mentors should collaborate and give critical feedback influencing teacher efficacy early on within the first year (Simpson, 2016).

The final source, emotional impacts or physiological states, provides cues affecting self-efficacy and the human body (Bandura, 1997b). Stress, anxiety, fear, and ability to tolerate change can influence teacher confidence (Bandura, 1997b). Past experiences also play an important role influencing teachers emotionally and physiologically (Bandura, 1997b). Bandura's (1997b) work emphasized individual skills, along with the belief in one's ability to use those skills well, are needed for competency and motivation. Teacher confidence is valuable because it provides a structure for understanding motivation of teachers and ability to influence student learning. The purpose of this study was to examine resources impacting self-efficacy during the induction process for first year lateral entry teachers. Traditionally, lateral entry teachers have a higher turnover rate than certified teachers (North Carolina Department of Public Instruction [NCDPI], 2008). The network support provided during the induction program

will focus to improve self-efficacy in classroom practices (Hunter, 2016; Martinez, 2007; Stanley, 2017).

Statement of the Problem

One of the most powerful influences on teacher efficacy comes from the induction year for all new teachers (Protheroe, 2009). Teacher induction programs provide new teachers resources and strategies to increase self-efficacy. Teachers with strong self-efficacy tend to portray higher levels of planning, organization, and knowledge of their subject matter (Ford, 2012). Teachers with low self-efficacy are more likely to depend on ineffective discipline measures and treat students differently (Ford, 2012). If a teacher lacks confidence, they tend to classify students by ability levels and give them fewer opportunities to participate in classroom activities, decreasing student motivation (Ford, 2012). Therefore, new teachers must experience key strategies and support early on from an induction program focused on improving teacher efficacy. The value of teacher confidence is important for various reasons. A teacher's confidence can impact collective teacher efficacy, individual leadership, student achievement, management skills, and dispositions toward teaching.

Collective teacher efficacy. Similar to individual efficacy, collective efficacy also has its basis in Bandura's (1977) social cognitive theory. Brinson and Steiner (2007) pointed out strong collective efficacy improves student performance and builds effective parent/teacher relationships. Collective efficacy influences decisions, thoughts, actions, and feelings; but collective efficacy measures these factors for an entire group (Bandura, 1997a). Bandura (1997a) stated, "Collective efficacy can be defined as a group's shared belief in its conjoint capabilities to organize and execute the courses of action required to produce given levels of attainment" (p. 477). Bandura (1997a) argued individuals of the

group make judgments on their abilities based on the group's skills, interactions, and individual confidence.

Burcham (2009) used the Collective Teacher Efficacy instrument designed by Goddard, Hoy, and Hoy (2000) to determine if collective teacher efficacy within a school has a direct correlation on student achievement. The study took place in a rural school system in northwestern North Carolina where Burcham measured collective teacher efficacy of high school science teachers. "Evidence indicated, it was very clear collective teacher efficacy, along with its two constructs (group competence and group task analysis) had a positive impact on student achievement in high school science" (Burcham, 2009, p. 77).

Angelle and Teague (2014) analyzed teacher perceptions of teacher leadership and collective efficacy. According to their research, they found a strong correlation between collective efficacy and teacher leadership. They determined teachers who feel they have leadership roles in their school have stronger levels of collective efficacy (Angelle & Teague, 2014). England (2006) contended these dynamics also influence a group's commitment to tasks, planning, goal setting, and level of effort put forth by the group. Strong teacher confidence can lead to improved team teaching, strengthen department collaboration, and create a sense of school-wide unity (Angelle & Teague, 2014; England, 2006).

At the same time, teachers will feel more open to sharing ideas, reviewing lessons, and accepting feedback from their colleagues. Goddard et al. (2000) believed collective efficacy of teachers in a school shapes the cultural environment of a school, making collective teacher efficacy an integral part of student achievement. The sense of collective efficacy can have a positive or negative impact on a school, but confidence of

individual teachers plays an important role for collective efficacy to exist.

Teacher leadership. Teachers who display a strong sense of confidence will feel empowered to take on various leadership roles. The impact of teacher efficacy contributes to more teachers working together, but individual efficacy brings out leadership traits, which continues to increase teacher confidence. Teacher confidence is essential for teachers to grow in areas of leadership such as serving on school committees, leading professional development, and mentoring colleagues. Schools in the 21st century depend on teacher leaders and not simply school administration for a school to be successful. If teachers lack self-efficacy, most teachers will not feel committed to their schools nor contribute to school-level decisions. Williams (2015) completed a case study to understand dynamics of self-efficacy as it pertains to teacher leaders in a school system located in Oak Ridge, Tennessee. Interviews and detailed observations focused on sources of efficacy for teacher leaders (Williams, 2015). The study determined school districts can purposefully design teacher leadership opportunities with a clearly defined vision for all stakeholders (Williams, 2015). Williams's (2015) study supported Bandura's (1977) ideas on sources influencing self-efficacy, while mastery experiences can lead to teachers who are not only motivated to share leadership responsibilities but who also believe in their ability to lead successfully. Data extend research on teacher leadership and provide support for continued development of formalized teacher leadership positions (Williams, 2015). According to Williams (2015), "self-efficacy of teacher leaders can be nurtured through various structures, climates, and learning opportunities" (p. 107).

Student achievement. Bandura (1997a) indicated the importance of self-efficacy and collective efficacy in relation to student achievement. Teachers with strong self-

efficacy traits are aware of their ability to teach, increase student achievement, and motivate (Bandura, 1997a). In the 21st century, teachers who believe in their ability to teach usually develop a strong mindset and create high-quality lessons. Goddard, Logerfo, and Hoy (2004) wrote, “Teachers’ sense of efficacy is a significant predictor of productive teaching practices” (p. 4). Compared to teachers with lower self-efficacy, teachers with a stronger belief in their instructional skills utilize strategies that are more organized and well planned (Allinder, 1994; Czerniak & Shriver, 1994; Enochs, Scharmann, & Riggs, 1995).

Holzberger, Philipp, and Kunter (2013) investigated teacher confidence on instructional quality. In this study, not only did teachers rate their own performance, but students also rated the quality of their teachers’ instructional methods. They found a positive relationship between teacher efficacy and their instructional quality (Holzberger et al., 2013). Data indicated the more confident teachers are, the higher student perceptions of the quality of instruction are (Holzberger et al., 2013). Students learn new information in different ways, process information differently, and are motivated differently (Jeck, 2010). Effective instructional strategies will keep students engaged and, in return, contribute to a positive learning culture, maximizing student achievement. Students are more likely to retain and comprehend information taught at higher levels, such as synthesis, evaluation, analysis, and application (Garavalia, Hummel, Wiley, & Huitt, 1999). A positive learning culture is created by a teacher’s confidence in planning effectively, managing students, and overcoming adversity in difficult situations.

Research about multiple intelligences describes the importance of teacher use of multiple teaching strategies. Gardner studied various styles in which individual learners learn best (Jeck, 2010). Gardner referred to individual learning styles (interpersonal,

intrapersonal, verbal-linguistic, logical-mathematical, naturalistic, visual-spatial, and musical) and emphasized identifying various learning styles and providing differentiated instruction based on student needs enhance student learning (Jeck, 2010). In 1996, Cunningham and Nogle examined specific classroom instructional strategies and found employing a variety of strategies significantly increased student achievement (Jeck, 2010). Khan (2011) investigated the correlation between teacher efficacy and secondary student achievement. Khan examined the impact of high/low teacher efficacy on student performance and teacher abilities to reach unmotivated and low-achieving students. After collecting and analyzing data, Khan found a positive relationship between teacher sense of efficacy and student performance. Teacher sense of efficacy affects their expectations of student achievement, which affects teacher efforts in the classroom to reach and motivate their students (Khan, 2011).

“Teachers who do not believe they possess the ability to facilitate high levels of learning in all students may fail to utilize a variety of instructional strategies due to their perceptions about themselves and their students” (Stanley, 2017, pp. 55-56). Lack of confidence from teachers can influence student motivation because they are the models students observe when attaining knowledge (Ford, 2012).

For example, if a math teacher does not exhibit confidence in his/her ability to teach the subject of math because of low self-efficacy and lack motivation to teach the subject, actions of teachers with low efficacy will be modeled, observed, and reflected to students who are being taught. (Ford, 2012, p. 5)

Teacher impact on student achievement will depend on the value of teacher beliefs in their own abilities to influence student learning (Protheroe, 2009).

Classroom climate. Teachers must display confidence in classroom

management.

When a teacher loses power to control his/her students enough to make the classroom conducive to proper instruction and they are unable to implement peer or administrative suggestions, their efficacy declines and causes an emotional and physical withdrawal from their perceived failure. (Ford, 2102, p. 103).

Ford (2012) determined a decline in a teacher's ability to make decisions in the classroom and a subsequent increase in absences from work contribute to the inability to maintain student discipline in the classroom. If students disrupt the classroom, student achievement and the learning environment will not be conducive for learning (Ford, 2012). Rothchild, Morris, and Brassard (2006) also determined teachers with high self-efficacy are more likely to obtain positive classroom results. Dibapile (2012) reviewed literature on teacher efficacy and concluded classroom management is not an easy task and can influence teacher confidence. Teachers who lead with confidence manage their classrooms effectively and establish organized classrooms, positively influencing student learning and behaviors. Teachers with high efficacy levels can manage conflicts with their students and are more likely to use various management styles in their classroom (Morris-Rothschild & Brassard, 2006). "Classroom management is so impactful on student success, new teachers need to develop efficacy in this domain to be an effective teacher" (Stanley, 2017, p. 67).

Dispositions toward teaching. "Dispositions could be the answer to the difference we see from classroom to classroom" (Zehner, 2016, p. 3). High levels of teacher confidence are positively correlated with teaching satisfaction, taking risks or trying new roles in teaching, and a stronger commitment to teaching (Goddard, Hoy, and Woolfolk Hoy, 2004; Henson, 2001; Ross, 1998). Klassen and Chiu (2010) determined,

“Teachers with greater classroom management and greater instructional strategies had strong levels of self-efficacy and greater job satisfaction” (p. 741). Brinson and Steiner (2007) pointed out strong collective efficacy improves student performance, builds stronger parent/teacher relationships, and helps to create a work environment where teachers are more committed. Teachers who are satisfied with their job are typically motivated to work harder, leading to an increase in student learning and achievement (Reeder, 2013). Highly efficacious teachers also promote a greater advocacy among colleagues for student learning (Lesnick, Jiang, Sporte, Sartain, & Hart, 2010; Zehner, 2016). In the 21st century, increasing accountability through federal and state testing and the stress and demands of meeting certain test data can all impact teacher efficacy. Research shows teaching is a stressful career often leading teachers to suffer from burnout (McCarthy, Lambert, O’Donnell, & Melendres, 2009). If burnout occurs, teacher motivation and level of confidence will decline leading to some new teachers leaving the profession (McCarthy et al., 2009).

Wang, Hall, and Rahimi (2015) reviewed teacher self-efficacy and their attributions to stress and job satisfaction in order to predict burnout. They sampled 523 teachers from Canada using an online self-reporting questionnaire. They discovered teacher self-efficacy for student engagement and their ability to control attributions were the strongest predictors in determining a teacher’s level of burnout (Wang et al., 2015). It is not uncommon for beginning teachers to be expected to perform the same duties as their veteran colleagues while also learning to teach (Lesnick et al., 2010). These expectations result in new teachers feeling overwhelmed and less confident in their ability to cope with the demands of a stressful career. Teachers with confidence exhibit improved commitment to the profession and therefore remain in education (Grant, 2006).

“It is imperative teachers are aware of their dispositions to encourage, empower, and teach to all students, including those at-risk” (Zehner, 2016, p. 17).

Purpose of the Study

Education in the 21st century is one of the most demanding professions in society (Kaur, 2011). New teachers are faced with different challenges based on their strengths and weaknesses, which all influence their confidence to teach. Since the 1980s, the need and use of the Alternative Certification Program for teachers have increased (Park, 2015). Currently, North Carolina is the only state that uses the term “lateral entry” to describe alternatively licensed teachers (Douglas, 2011). Data from Teach4NC (2017) indicates all 50 states and the District of Columbia have implemented some form of alternative teacher certification. Statistically, the attrition rate of new teachers in their first 3-5 years has reached 30% nationwide (Gonzalez, Brown, & Slate, 2008). Along with the attrition rate, there are other reasons impacting teacher shortages including retirement of teachers, increased school enrollment, and legislated class size limits (Ingersoll, 2012).

Need for Lateral Entry

The shortage of certified teachers is not the only factor leading to school systems hiring lateral entry teachers. Throughout the United States, several larger states are seeing a decline in enrollment in teacher training programs (Westervelt, 2015). In California, enrollment is down 53% over the past 5 years, while New York and Texas continue to see a sharp decline (Westervelt, 2015). Specifically in North Carolina, enrollment has decreased 20% over the last 3 years (Westervelt, 2015). North Carolina ranks 35th in the nation for average teacher pay; and financially, teaching does not meet the demand of high-stakes testing and ongoing issues viewed by society (Hinchliffe & Mims, 2017; Westervelt, 2015). In 2016, college freshmen completed a national survey,

and just 4.2% indicated they planned to major in education (Flannery, 2016). UCLA's Cooperative Institutional Research Program gathered data and determined students declaring education as their major has reached its lowest point in 45 years (Flannery, 2016).

Appalachian State, UNC Asheville, and Western Carolina University all had fewer students enrolled in education programs in 2014 compared to 2010 (Ball, 2015). School districts throughout North Carolina have recruited teachers from outside states that produce more teachers than they need, like New York, Pennsylvania, and Ohio (Ball, 2015). This strategy has helped; but just as the need for those out-of-state teachers has increased, North Carolina has become less attractive to those potential teachers for various reasons (Ball, 2015). State lawmakers have taken away incentives such as career status or tenure for teachers, and school systems have been dealing with less money for teacher assistants and textbooks (Ball, 2015).

Currently, school systems in North Carolina are looking beyond "teaching" professionals without education degrees, teacher training, and experience (Teach4NC, 2017). Over the next decade, North Carolina's school systems and charter schools will hire over 100,000 new teachers, with more than 12,500 employed annually (Teach4NC, 2017). About half of all new teachers leave the profession rather quickly due to poor working conditions, low salaries, lack of administrative support, and increasing amounts of paperwork (Ingersoll, 2012). The demand for certified teachers has exceeded the supply of them for decades, requiring educational leaders to reevaluate how prospective teachers may enter the profession (Feistritzer & Haar, 2008). In an effort to combat this growing challenge, school systems must seek ways to retain teachers through effective induction programs. In order to address increased challenges, every school system must

continuously be creative in supporting new lateral entry hires. New teachers should feel supported and receive appropriate feedback from colleagues early on to improve individual efficacy.

Improving lateral entry practices. Newblom (2013) conducted a study to obtain school leadership's perception of teacher effectiveness based on teacher certification. Results from open-ended questions were analyzed along with individual comments from secondary school administrators in the state of Indiana (Newblom, 2013). The data compared alternatively certified teachers to traditionally certified teachers in various areas of teacher effectiveness (Newblom, 2013). Newblom indicated administrators perceived a significant positive difference of traditionally certified teachers when compared to alternatively certified teachers. From the study, alternatively certified teachers were rated significantly weaker by school leaders in the following key areas:

- Implementation of InTASC Core Teaching Standards;
- Content knowledge; and
- Diverse lessons (Newblom, 2013).

Additionally, Newblom (2013) analyzed more in-depth data to look at other areas in which alternative teachers are less effective than traditional teachers:

In the area of Content, administrators again ranked traditionally certified teachers higher by “agreeing” there is evidence these teachers have sufficient content area knowledge and consistently incorporate content applications in the planning and delivery of instruction while providing relevant and authentic learning opportunities. (p. 10)

For instructional practice, administrators indicated a positive perceived difference for traditionally certified teachers in comparison to alternatively certified teachers (Newblom, 2013). Last, for peer relationships and professional disposition, administrators perceive a significant positive difference for traditionally certified teachers when compared to alternatively certified teachers (Newblom, 2013).

“Support to improve alternative teacher self-efficacy and effectiveness can be impacted by induction programs, administrator support, peer support, professional development, and teacher mentoring” (Stanton, 2017, p. 29). Stanton (2017) completed a study on one urban district in the mid-Atlantic region of the United States to gain more insight into stressors and coping strategies for alternatively licensed teachers. During the 2011-2012 school year, more than 50% of the district’s teaching force was from three alternative teacher certification programs (Stanton, 2017). From the data, participants reported managing student behaviors and motivation as major stressors influencing their ability to teach (Stanton, 2017). Examples of student behaviors included violence, excessive talking, and cheating (Stanton, 2017). Other factors influencing stress included duties such as planning activities, grading papers, planning for extracurricular activities, lack of administrative support, professional development, and unclear expectations (Stanton, 2017). The findings from Stanton’s study indicated a variety of coping strategies to assist in developing and promoting proactive approaches to teacher persistence. Stanton recommended types of support to improve professional growth and retention of alternatively licensed teachers:

- Mentoring and coaching relationships;
- Monthly check-ins with mentors;

- Mentoring needs (classroom management, content support);
- Building collegial relationships and peer support;
- Increase professional development;
- Administrative support;
- Social activities including social gatherings beyond the school day, wellness activities, and recreation;
- Communication to barriers; and
- Formal and informal relationships helped manage stress.

Adams (2014) completed a case study on six teachers who completed an alternative teaching certification program in 2013. The study took place in the southern United States and five of the six participants described both their school district and school as urban (Adams, 2014). Interviews gave Adams insight on alternative teacher perceptions of their experience completing the program. Adams focused on their perceptions of preparation in terms of content knowledge, pedagogical knowledge, curricular knowledge, pedagogical content knowledge, and personal practical knowledge.

Adams (2014) discovered trends in which teachers felt their alternative certification program did not successfully prepare them. “The study indicated they lacked sufficient pedagogical knowledge and classroom management skills” (Adams, 2014, p. 62). Additional data showed a lack of adequate knowledge in curriculum and a lack of self-efficacy to differentiate instruction to students (Adams, 2014). Adams recommended alternative certification teachers need more preparation through professional development or within their alternative certification program regarding pedagogical and curricular knowledge.

Success of lateral entry. Arrington (2010) completed a study on alternatively certified teachers in the Georgia Teacher Academy for Preparation and Pedagogy (GaTAPP). The study examined beliefs of school administrators regarding how effective alternatively certified teachers in their school were in specific areas (Arrington, 2010). Arrington conducted face-to-face interviews with eight public school administrators, four from the middle school and four from the high school level. Interview questions used were derived from categories of the evaluation outlined in the Georgia Teacher Observation Instrument (Arrington, 2010). The study proves lateral entry teachers can be effective and successful (Arrington, 2010). Administrators felt many lateral entry teachers are able to be more successful, because they have a background allowing them to show how knowledge can be applied and bring real world experiences to education (Arrington, 2010; Kee, 2012). Additionally, results indicated administrators believed alternatively certified teachers were strong in content knowledge, student engagement, and use of time; and all eight administrators said they felt confident in current alternatively certified teachers employed at their respective schools (Arrington, 2010). “Policymakers also strive to attract content area experts in the career world into the classroom setting” (Newblom, 2013, p. 14).

School leaders can link the success of lateral entry teachers to the interview process (Newblom, 2013). “Recruitment teams should be able to determine from lateral entry interview information about candidates that will insure and assure everyone they have hired the best teacher for the children, school, and the community” (Newblom, 2013, p. 122). Most aspiring lateral entry teachers always dreamed of being a teacher, and they want to be an influence in the lives of children (Rochkind, Ott, Immerwahr, Doble, & Johnson, 2008). Lateral entry teachers believe teaching is a practical choice

based on their subject area, interests, current careers, and education (Rochkind et al., 2008). Research indicates the need for lateral entry teachers; but when school leaders conduct interviews, the hiring of the right candidate or fit for the position tends to play a role leading to the success of lateral entry teachers (Newblom, 2013).

Many individuals enter the profession for a career change, or they are hired to teach based on their previous work experiences. Jeff Vamvakias, a former U.S. Marine and member of Troops to Teachers (TTT), was hired lateral entry to teach at a Title 1 high-needs school in Cullowhee, North Carolina (Vamvakias, 2015). Vamvakias taught eighth grade middle school science, and his principal was impressed at how well his students did on the end-of-grade tests (EOG). After his first year of teaching, his principal expressed how they have not experienced a first-year teacher getting results he did (Vamvakias, 2015). Vamvakias (2015) attributed his teaching success early on to his personal experiences. Research indicates lateral entry teachers utilize their experiences and backgrounds allowing them to enter the profession more prepared (Arrington, 2010; Douglas, 2011; Vamvakias, 2015).

Karyn Dickerson, an English teacher at Grimsley Senior High School in North Carolina, began her teaching career lateral entry (Wagner, 2013). Initially, Dickerson did not plan on entering the profession. Instead, she wanted to be an environmental lawyer; but due to timing, she could not start a doctoral program (Wagner, 2013). Dickerson immediately experienced a passion to teach, today still teaches, and serves as a teacher leader for others (Wagner, 2013). In 2013, 7 years after entering the teaching profession, Dickerson won teacher of the year (Wagner, 2013). The success of lateral entry teachers is important because they can serve as mentors, role models, and teacher leaders for new teachers entering the profession.

The National Center for Education Evaluation published a report comparing performance of students between alternatively certified and traditionally certified teachers (Constantine et al., 2009). “There was no statistically significant difference in performance between students of alternative certified teachers and those of traditional certified teachers. Average differences in reading and math achievement in all instances were not statistically significant” (Constantine et al., 2009, p. 18). Other findings within the report determined no evidence that teacher training coursework and content area coursework affect and correlate to student achievement (Constantine et al., 2009).

To address increasing teacher efficacy, a literature review assessed key components of induction programs. The study of self-efficacy development in inexperienced teachers is critical because Bandura (1997a) felt strongly that efficacy beliefs develop in the early years of teaching and, once established, are unlikely to change. The research highlights the purpose of induction programs and levels of success these programs have on teacher efficacy. Research addresses the importance for school districts to embrace new strategies and continuously refine their own induction programs to strengthen teacher confidence. There must be a purpose and outcome from induction programs for teachers to feel more prepared when entering the classroom. Wong (2001) defined induction as systematically training and supporting new teachers, beginning before the first day of school and continuing through the first 2-3 years of teaching. Future induction programs must value teacher efficacy and the impact it can have on student learning. If not, a teacher’s lack of confidence will lead to minimal student outcomes and, in some cases, teachers leaving the profession.

The purpose of this study was to analyze teacher efficacy after experiencing a lateral entry induction program. New teachers who have not experienced the classroom,

if they are under effective leadership, will embrace a vision, thus minimizing challenges (Protheroe, 2009). Lateral entry teachers enter the profession through either a mid-career change or an alternative degree (Douglas, 2011). New teachers must embrace essential strategies of planning, assessing, managing students, and gradually building upon each within the first few years. The first few years of teaching are critical; but to continuously promote student learning, teachers should be confident in key areas of teaching. Lateral entry teachers are not trained formally as teachers prior to entering the classroom setting (Douglas, 2011). Douglas (2011) analyzed perspectives of lateral entry teachers before, during, and after beginning teaching. Douglas determined, from the study of 12 lateral entry teachers, factors such as motivating students, paperwork, and time demands influenced their perception of teaching. Most lateral entry teachers have limited experiences, such as being college teaching assistants or volunteers in various educational programs (Douglas, 2011).

Some educators believe the need for lateral entry teachers is due to the attrition rate of new certified teachers (Park, 2015). Park (2015) completed a case study in a school district located in the southeastern part of North Carolina. The study determined school districts must devise lateral entry training programs addressing specific needs of new teachers to increase teacher retention (Park, 2015). Along with the shortage of certified teachers, the attrition rate of alternatively certified teachers over the past few years continues to increase (Park, 2015); however, both traditionally and alternatively certified teachers experience similar factors causing them to leave the profession (Park, 2015). Lateral entry programs should include only relevant professional training and coursework specific to the needs of teachers (Chaudhuri, 2008).

A survey of teachers who completed their first year of teaching in Boston Public

Schools revealed the most difficult teaching challenges included student behavior, classroom management, and discipline issues (McCarthy & Guiney, 2004). Research indicates beginning teachers who experienced some type of induction had higher job satisfaction and commitment to their school. Teacher collaboration and principal support are influential factors for new teachers embracing concepts experienced from induction programs (Ingersoll & Strong, 2011). Research shows the impact induction programs have; but also, during the first few years, it is instrumental for key support to be in place (Douglas, 2011). As teachers develop in their years of experience, their concerns distinguish themselves around their confidence, influencing student learning. The purpose of teacher induction programs is to provide support to newcomers, allowing them to develop into educators who can meet today's high standards (Shepherd, 2009). Shepherd (2009) evaluated the impact of a beginning teacher induction program on new teacher retention in a school district in North Carolina. The study analyzed data from focus groups and surveys (Shepherd, 2009). Data indicated mentors were the primary component of support for instructional practices and collegial support (Shepherd, 2009). "The needs to specifically prepare teachers for the geographical location in which they will teach and the effectiveness of a streamlined approach are vital during the induction process" (Park, 2015, p. 14). For student achievement, almost all studies show students of beginning teachers who participated in some kind of an induction program had higher scores or gains on academic achievement tests (Ingersoll & Strong, 2011).

Overview of Study Design and Procedures

One North Carolina study examined a teacher induction program specifically for first year lateral entry teachers located in the southwestern portion of North Carolina. The school district serves roughly 15,000 students at 29 schools with 1,395 licensed

employees. The New Teacher Support Specialist, along with various district leaders, trains newly hired lateral entry teachers. New lateral entry hires attend new teacher orientation before the start of the school year. As the school year progresses they attend required professional development sessions aligned to the district's induction process for first year lateral entry teachers. The goal was to build a sense of self-efficacy and a positive attitude, allowing for a smooth transition during the first year and after.

Research Questions

Throughout the study, the researcher sought to determine which components of the district's lateral entry induction program impacted individual efficacy the most.

Research questions included

1. What practices from the induction program improved self-efficacy?
2. What role did collegial support play in supporting key classroom practices of lateral entry teachers?
3. What role did school-based leadership play in supporting key classroom practices of lateral entry teachers?
4. Were strategies addressed to increase individual efficacy of lateral entry teachers in the areas of classroom management, creating lesson plans, and developing assessments?

Limitations and Delimitations

A limitation may be the research conducted by other researchers. The researcher depended on respondent participation completing the two-part survey and volunteering in a focus group. Participating in the focus group was optional, limiting feedback experienced by first year lateral entry teachers. The scope of the proposed study focused on a specific area of the teaching population, first year lateral entry teachers only. Other

factors may have impacted response rates to the survey instrument distributed through SurveyMonkey. Research was conducted in the late spring semester; and during this time of the school year, teachers may feel overwhelmed with upcoming required state exams. The results may not be generalizable to districts of a significantly different size. A final limitation could be participant confidence to use technology.

A delimitation of this study included a focus on one school system in the southwestern piedmont region of North Carolina. At the same time, new teachers may simply need more one-on-one assistance during the first year of induction, ensuring they stay encouraged and motivated throughout the school year. Sampling first year lateral entry teachers only is not a fair representation of the overall population of current lateral entry teachers participating in the district's induction program. Due to the time of this study to gather data, additional data from other lateral entry teachers may not have allowed the researcher to get a true sampling of second and third year lateral entry teachers. Additionally, some of these teachers may have left the profession, accepted another position elsewhere, or left teaching because they were dissatisfied.

Definition of Terms

Alternative certification program. Licensure program offered to potential teacher candidates to earn teaching certification based on the individual's level of education.

BTSP. Beginning Teacher Support Program.

Classroom management. Teacher efforts to manage, organize, and arrange resources. Teachers establish and enforce rules, routines, expectations, and procedures; and create interventions to restore order if student behavior interrupts the learning environment.

Induction programs. System-wide training and support program to ensure new teachers are improving their effectiveness.

Instructional strategies. Strategies to increase student achievement and use a variety of available instructional resources and methods to impact different cognitive levels.

Lateral entry. Alternative pathway for candidates pursuing a teaching position in North Carolina.

Mastery experiences. One of four sources of teacher self-efficacy. Repeated successes in a specific interaction producing desired outcomes impacting self-efficacy for that situation. Repeated failures result in lowering teacher self-efficacy.

Physiological states. One of Bandura's (1997b) four sources of self-efficacy. Refers to the physical reaction a person experiences while completing a task such as increased heart rate or sweating. Self-efficacy is developed through these types of experiences.

Self-efficacy. A cognitive process in which people construct beliefs about individual capacity to perform a specific task.

Teacher efficacy. Judgment and belief of a teacher's effectiveness on a student's ability to learn. Regardless of a student's background, motivation, or academic strengths, a teacher's personal belief on whether or not they impact the outcomes of student engagement.

Verbal persuasion. One of four sources of self-efficacy. Verbal/social persuasion refers to verbal interactions a person has about his or her capacity to successfully complete a task. Positive verbal comments encourage individuals to work harder and adjust strategies for success when problems occur.

Vicarious experiences. One of four sources of self-efficacy. These experiences occur when someone observes a model engaging in the behavior to be learned by the observer.

Summary/Overview of Chapter 2

Teacher induction programs provide support and guidance necessary for success of a beginning teacher. School districts must continuously refine lateral entry induction programs in order for teachers to have confidence to teach within the demands of the profession. The upcoming chapter addresses the importance, purpose, and impact induction programs have on teacher efficacy. Induction programs must address critical areas, ensuring a smooth transition during the first year of teaching. It is essential for school districts nationwide to value the impact induction programs can have on teacher confidence.

Chapter 2: Literature Review

Overview

Gaither (2013), Henry (2016), Hunter (2016), and Stanley (2017) indicated the outcome of teacher induction programs should improve performance, self-efficacy, and retention of new teachers. “Teacher retention has the potential for saving schools and districts funds needed for resources, aids, professional development, and other support to improve teachers’ working conditions and job satisfaction” (Bliss, 2011, p. 109). School districts throughout the United States continue employing teachers from two areas of certification: traditional teacher certification programs and alternative certification programs (Rivers, 2014; Shepherd, 2009). Lateral entry or “alternatively licensed” teachers, by the mid-1990s, were the fastest growing group in induction programs (Reiter, 2008). Considering current trends in teacher shortage and attrition rates, school leaders must be aware of different strategies to increase teacher efficacy (Mueller, 2012). “It may be difficult for nation’s colleges of education to fill vacancies existing in many urban and rural schools today through traditional certification routes” (Mueller, 2012, p. 114).

This study examined and evaluated a lateral entry induction program for a school district located in the piedmont region of North Carolina. The content of induction programs should vary depending on needs of teachers, schools, and diversity of students (Brewster & Railsback, 2001; Henry, 2016; Rivers, 2014; Shepherd 2009). New lateral entry teacher induction in this study determined if the district’s induction process increases self-efficacy. The program evaluation required collecting data from newly hired lateral entry teachers through a survey and focus group discussion. Induction programs are vital to producing high-quality teachers with high self-efficacy (Pendergast,

Garvis, & Keogh, 2011). Certain themes impacting teacher efficacy included techniques/strategies addressing classroom management, planning, assessments, and building effective student relationships. Other areas impacting teacher confidence from the induction program included communication, self-reflection, and collaboration with assigned teacher mentors.

Feedback from new lateral entry teachers indicated if strategies implemented within the induction program increased teacher confidence. New teachers enter the profession with enthusiasm for advice, ideas, and support from colleagues (Stanley, 2017). If strategies identified do not increase teacher confidence early on, collegial support will allow new teachers to confide in and seek other possible solutions (Rivers, 2014). Experience gained from the induction program will provide a sense of value for new lateral entry teachers to seek guidance from colleagues, to continue improving skills, and increase self-efficacy (Rivers, 2014).

Introduction

In recent decades, numerous states have implemented required induction programs for all beginning teachers. The term “induction” varies depending on an individual’s perception of what it means to him or her. Ingersoll (2012) summarized induction programs as opportunities to collaborate with colleagues, observe seasoned teacher classrooms, and have an assigned mentor with whom to reflect on teaching practices. Teachers need the network support from induction programs during their first year and after (Ingersoll, 2012). Today, school districts across the nation are continuing to hire teachers without teaching experience (Rivers, 2014). Over the last 10 years, lateral entry teachers have made up roughly 33% of the estimated 10,000 new teachers hired in North Carolina each school year (NCDPI, 2008). Induction programs in school

systems across the nation continue increasing, which attests to the value placed on programs by school leaders and staff development facilitators (Shepherd, 2009). School leaders must be diligent in instructing beginning teachers in procedures, policies, and general aspects of a particular school culture (Martinez, 2007). School districts across the nation align core values, missions, and beliefs to the makeup of their local economy, demographics, and surrounding communities (Martinez, 2007).

“The implementation of an induction program could improve the retention rate of all highly effective novice teachers regardless of certification route” (Washington, 2016, p. 120). School leaders from the district and school level must utilize their induction program to cover specific values to their advantage (Rivers, 2014; Stanley 2017). This process will allow new lateral entry hires to embrace core beliefs and represent the district beyond the induction program and classroom setting. It is vital for new hires to experience key values in order for them to understand the mission and vision of the school district. The development and implementation of a BTSP must be comprehensive and systematic (Rivers, 2014; Stanley, 2017). “Comprehensive induction programs cut attrition rates in half and even more importantly, help to develop novice teachers into high-quality professionals who really impact student achievement” (Education Northwest, 2014, p. 27).

This chapter provides a review of teacher induction, including induction components, impact on self-efficacy, lateral entry needs, and policy. Research indicates induction programs should be linked to a vision, guided by understanding of teacher learning. This process is supported by a professional culture, encouraging collaboration, and including strong administrative and mentor support. The creativity and support of beginning lateral entry induction must accommodate and support a diverse range of

inexperienced teachers. “New teachers bring to the classroom some differences in average age, prior work experiences, and reasons for wanting to teach” (Chesley, Wood, & Zepeda, 1997, p. 28).

Background and Significance

The importance of induction, and quality induction programs, is highlighted by the understanding if induction programs are able to deliver in areas of support, self-efficacy, and satisfaction then teachers will be more effective and more likely to stay at their jobs. (Hunter, 2014, p. 47)

Alternatively certified teachers need more and different types of assistance than teachers who complete a traditional education program in order to develop confidence early on (Rivers, 2014).

Beginning teachers are faced with many challenges such as writing and developing lesson plans; adhering to district policies and procedures; transitioning from a pre-service teacher to a teacher of record; and figuring out how to communicate effectively with students and parents; and ensuring student success effectively with students and parents; and ensuring student success. (Henry, 2016, pp. 64-65)

With these challenges, induction programs must keep pace to prevent negative self-efficacy and decrease retention rates (Rivers, 2014; Stanley, 2017). As new strategies from district leaders are taught, they must be aware that over the course of time, new strategies may become less effective. “The self-identified needs of teachers can contribute positively to the development of a teacher induction program, which in turn increases teacher effectiveness” (Moyer, 2015, p. 69). The support offered to beginning teachers may be the sole reason one chooses to stay or leave; if not after the

first year, within the first few years. “Regardless of the pathway to certification, all beginning teachers have to face the same situations in their daily venture into the classroom” (Gaither, 2013, p. 109).

Origins of Induction

In recent decades, numerous states have implemented induction programs for all beginning teachers. There is no official or definitive date when induction models started, but various data indicate an increase of new teachers participating in some form of induction since the 1980s (Goldrick, 2016). Ingersoll (2012) analyzed data and determined factors leading to the rise of induction models. Since the mid-1980s, student enrollments began to grow, requiring districts to experience for the first time hiring of new teachers more rapidly (Ingersoll, 2012). In 1990, about 50% of beginning teachers reported they participated in some kind of induction program; but in 2008, the number of teachers who participated in the induction process increased to 91% (Ingersoll, 2012).

Longevity of teachers entering the profession as a career also started to decline during the 1980s and early 1990s (Ingersoll, 2012). Along with this factor, districts also experienced a surplus of teachers retiring during the 1980s (Ingersoll, 2012). Various research indicates the attrition rate is especially high for new teachers during the first years on the job (Ingersoll, 2012; Martin, 2012). Several studies estimate between 40-50% of new teachers leave within the first 5 years of entering the profession (Goldrick, 2016; Ingersoll, 2012; Martin, 2012).

Additionally, attrition rates of first-year teachers have increased by about one-third in the past 2 decades (Ingersoll, 2012). New teachers who left indicated the lack of professional development and administrative support influenced their decision to leave the profession (Education Northwest, 2014). “Underpaid teachers are typically

underprepared and not supported as they confront lower levels of resources, poorer working conditions, and stresses of working with students and families who have a wide range of needs” (Education Northwest, 2014, p. 23). Today, there are federal and state mandates requiring some form of induction, but school districts throughout the nation have the flexibility to implement their induction programs based on allocated funding and specific needs of new hires (Goldrick, Osta, Barlin, & Burn, 2012).

History of induction. Historically, the process of supporting and training teachers early on began to formulate during the 1980s. Initially, there was very little federal and state regulation requiring districts to implement an induction program for newly hired teachers (Goldrick, 2016; Ingersoll, 2012). In the early 1990s, teacher induction models were on the rise, but only 50% of new teachers participated. By the 1999-2000 school year, almost 80% participated in some form of an induction program (Ingersoll & Smith, 2004). In 2002, the No Child Left Behind Act (NCLB) had an impact on teacher induction throughout the nation. Funding from Title II was used to implement induction as part of the initiative to meet NCLB requirements (McMurrer, 2007). The NCLB initiative for induction programs was to help recruit and retain quality teachers to improve student learning (McMurrer, 2007). In 2008, 91% of new teachers took part in an induction program; and 13 states required at least 1 year of induction, while 11 states required either 2 or 3 years of induction (Goldrick et al., 2012; Ingersoll, 2012). “Effective induction programs help new teachers become acclimated to the profession and set the course for fulfilling careers as educators” (Mingo, 2012, p. 136).

Progression. “Teacher induction models come in all shapes and sizes. Some programs are a very important part of a school community and others are only executed because they are required by law” (Hunter, 2014, p. 41). From a policy standpoint, 27

states in 2012 required induction programs for newly hired teachers (Goldrick et al., 2012). These states' induction programs vary in length of requirements, such as required time to complete the induction program (Goldrick et al., 2012; Ingersoll, 2012). For example, some states require new teachers to complete a certain number of hours or days prior to entering the classroom setting (Goldrick et al., 2012). Research indicates only three of 27 states had no required length of time for induction programs (Goldrick et al., 2012). Specifically, North Carolina requires all districts to train and support beginning teachers during the first 3 years (North Carolina State Board of Education [NCSBOE] Policy Manual, 2016).

Over the last 20 years, progression of teacher induction has improved but possibly not fast enough due to the attrition rate of new teachers. It does appear induction models have been in existence for a longer period of time; however, realistically since the turn of the 20th century, more states are requiring a more comprehensive form of induction to be implemented (Goldrick, 2016; Goldrick et al., 2012; Martin, 2012). School districts must value the induction process and continue to make necessary reforms to decrease teacher attrition, improve teacher efficacy, and allow new teachers to feel valued and supported (Goldrick, 2016; Goldrick et al., 2012; Martin, 2012).

Currently, teacher shortages, attrition rates, adequate funding, and demands of teaching continue to impact the quality of induction (Goldrick, 2016). "Induction programs were created to support, prepare, and retain beginning teachers as they transition into their professional career as a teacher" (Henry, 2016, p. 65). Today, school districts can use Title II, Part A funds to address challenges of teacher quality, including preparation of new teachers, induction, professional development, and retention (Education Northwest, 2014).

Effective Induction Components

“The implementation of effective induction practices can diminish the problem of high teacher turnover” (Anthony, 2009, p. 128). Induction programs vary, but school districts should value specific components and guidelines in order for an induction program to be effective. Bliss (2011) completed a study on first-year teacher induction assessing which types of components were most effective lessening teacher intentions of leaving the profession. A sample population drawn from first-year teachers across Texas school districts and the selection process was based on teachers coming into the public school with no practical skills other than college or alternative certification classes (Bliss, 2011). The population selected completed an online survey to outline which components were most effective in supporting, training, and influencing teachers to remain in the profession (Bliss, 2011). Bliss noted the most frequently offered components were being assigned a mentor, participating in a district-wide orientation session, school site sessions, and feedback and observations by principals. “Pinpointing how effective these induction components were perceived by first-year teachers may help Texas school districts to better assist beginning teachers” (Bliss, 2011, pp. 54-55).

Anderson (2008) conducted a similar study to Bliss (2011) and found similar findings on key components that had a positive impact on teacher effectiveness and satisfaction within the first year of teaching. The study took place in a small suburban school district located in the middle Georgia region and examined key components from the district’s induction program (Anderson, 2008). A qualitative approach was used conducting interviews of 15 participants: five beginning teachers, five mentors, and five principals (Anderson, 2008). Interview responses provided a detailed description of induction services provided during beginning teacher induction. The majority of

beginning teachers felt support provided through mentors, principals, administrative teams, and grade-level teams contributed to them to having a successful first year (Anderson, 2008). Additional data reinforced the importance of principal and mentor support during the induction process for teachers who struggled identifying where they belong and how they would be perceived (Anderson, 2008, p. 175).

However, they tended to overcome these challenges when administrators and other teachers including their mentors adequately supported them. A sense of belonging and developing collegial relationships helped new teachers to be acclimated into the culture of the school as well as the teaching profession. (Anderson, 2008, p. 175)

Rivers (2014) indicated there must be effective mentors, school leaders, and professional development in place, supporting teachers after completing the initial induction training. Rivers studied the preparation and retention of certified career and technical education (CTE) teachers in South Carolina. Interviews conducted and analyzed by Rivers determined the mentor/master teacher was not truly a master teacher for the mentee. A common theme showed the level of support from the district's induction program had some positive results, but the lack of an assigned mentor/master teacher left new teachers dissatisfied (Rivers, 2014). Teachers indicated they were assigned a mentor who did not teach the same classes and, in some cases, taught a completely different subject matter (Rivers, 2014).

This negatively influenced their level of confidence to plan and assess students due to the mentor's lack of experience and knowledge in the new teacher's field (Rivers, 2014). If this is a common issue for induction programs across the nation, it could have a negative impact on alternatively licensed teacher confidence and retention (Rivers, 2014).

Several studies determined mentoring is a key component of induction programs for all new teachers, regardless of how they entered the profession (Rivers, 2014; Shepherd, 2009; Stanley, 2017). School districts must utilize available teacher mentors to tailor to the needs of new teachers hired annually. Education Northwest (2014), Feiman-Nemser and Carver (2012), Henry (2016), Reeder (2013), Rivers (2014), Simpson (2016), and Wood and Stanulis (2009) identified components that led to successful induction programs:

- Orientation period and immediate feedback from new teachers;
- All new teachers were included;
- The induction program continued at least one year; effective professional development;
- All new teachers were paired with qualified mentors;
- New teachers had lighter teaching loads; and
- A summative review was conducted at the end of the program.

The elements of quality teacher induction are comprehensive and flexible and emphasize collaboration (Hunter, 2014). “They also include teacher participation and make teachers feel supported by administrators” (Hunter, 2014, p. 42). When school districts plan for future induction programs, they should prioritize using the following guidelines. Henry (2016), McBride (2012), Rivers (2014), Shepherd (2009), and Stanley (2017) indicated basic guidelines induction programs have in common:

- Programs should be well planned;
- There must be a purpose and goals aligned to a school/district’s core values;
- Time for reflective practice;

- School leaders and mentors should be trained prior to leading a session within an induction program;
- Programs should go beyond the first year of teaching to provide support;
- Programs should include strong administrative support; and
- Programs should include strong mentors and communication.

Job Satisfaction

“Retention of teachers has become a concern for many in the field of education in recent years” (Anthony, 2009, p. 128). Reeder (2013) conducted a study to examine beginning teacher induction programs in North Carolina. Surveys were distributed to beginning teachers in three North Carolina school districts who were in their first, second, or third year of teaching during the 2011-2012 school year (Reeder, 2013). The study suggested comprehensive induction programs positively impact job satisfaction and attrition rate of beginning teachers (Reeder, 2013). Overall, teachers who had a positive experience during the induction process indicated they planned to continue teaching (Reeder, 2013).

Anthony (2009) evaluated a beginning teacher induction and mentor program in western North Carolina. Data gathered from open-ended questionnaires, focus group interviews, and surveys providing insight on the effectiveness of induction practices experienced by new teachers (Anthony, 2009). Results indicated the induction program had a positive impact on new teacher retention, and specific induction components were found to be a vital part of the entire program (Anthony, 2009). The study supports the benefits of teacher induction, mentors for beginning teachers, and principal support (Anthony, 2009).

Williams (2012) examined the relationship of induction/mentoring programs on new teacher job satisfaction and retention. Data came from the National Center for Educational Studies Schools Staffing Survey 2007-2008 analyzing the impact of induction and mentoring programs (Williams, 2012). Williams determined teachers who experienced the induction/mentoring program indicated they enjoyed their job and had plans to continue teaching. The study supports that induction and mentoring improves job satisfaction and teacher retention (Williams, 2012). “Educational leaders also must work to provide administrators with professional development opportunities to support new teachers and should consider funding initiatives that will link teacher certification and tenure to the novice teacher’s successful completion of an induction/mentoring program” (Williams, 2012, p. 91).

Lateral Entry Induction Needs

“Alternatively certified teachers need knowledgeable school administrators, mentors, and a supportive network of district and school level educators to be successful” (Washington, 2016, p. 120). Induction programs for alternatively certified teachers should go beyond the basics, including unique strategies addressing needs of teachers, supporting their effectiveness and commitment to teaching (Rivers, 2014; Stanley, 2017). Lateral entry teachers need even more assistance than teachers who complete a traditional teacher preparation program, because many move from other professions (Rivers, 2014). Rivers (2014) interviewed eight CTE teachers who completed South Carolina’s work-based certification program since 2002. From interviews, River’s indicated a major challenge for alternatively licensed teachers is that they learn how to teach while “on the job” (p. 7). A content analysis determined how South Carolina’s work-based certification program compared to best practices found in current literature on effective induction

programs (Rivers, 2014). Rivers indicated a major change that should take place in future work-based certification programs is regular communication with the mentor. Rivers emphasized specific areas of need alternatively certified teachers have prior to the start of their first year of teaching. Lateral entry induction programs should include an orientation period, mentor assignments, and training on individual content areas (Rivers, 2014; Simpson, 2016).

Washington (2016) conducted a study on alternatively certified teachers in a small rural school system with middle and high school teachers in Alabama. Washington indicated Alabama does not require a formal induction program for new teachers. Interview data showed teachers experienced feelings of isolation and frustration due to being overwhelmed by the job (Washington, 2016). These teachers contributed these feelings to lack of communication, support from administration, and professional development (Washington, 2016). Additional findings indicated there was no formal induction or mentoring program provided to these teachers by the school system (Washington, 2016). Washington's study serves as evidence that states should allocate funds to support a mandated teacher induction and mentoring program. "District and school administrators must assume responsibility of a high quality induction program that will last the duration of the alternative certification program" (Washington, 2016, p. 117).

Mueller (2012) completed a study comparing responses of traditionally and alternatively certified teachers regarding teacher efficacy, job satisfaction, and job performance. The study focused on 32 school districts in south central and western Kentucky. Mueller used the Teacher Efficacy Scale developed by Hoy and Woolfolk (1993) to compare efficacy between the two teacher groups. Results indicated no difference in levels of efficacy, but additional data provided more insight on similarities

and differences between the two teacher groups (Mueller, 2012). “More than 50% of teachers participating in this study indicated they had more than 10 years’ experience in the classroom” (Mueller, 2012, p. 112). This may have influenced levels of efficacy within the sample population (Mueller, 2012).

Additional data from surveys indicated no difference in job performance and satisfaction (Mueller, 2012); however, survey data from principals noted significant differences between traditionally and alternatively certified teachers in classroom practices (Mueller, 2012). Principals emphasized alternative teachers were not as strong in classroom management and instructional planning (Mueller, 2012). From the study, principals recommended alternative teachers should be effective in classroom management and planning before completing an alternative certification program (Mueller, 2012).

Schonfeld and Feinman (2012) completed a study to estimate frequencies with which alternatively certified teachers and their traditionally certified colleagues encounter job-related difficulties. The study followed 252 beginning teachers in a New York City public school. Data from interviews provided descriptions of stressful incidents both types of teachers experienced (Schonfeld & Feinman, 2012). The study indicated alternatively certified teachers tend to experience classroom management problems at significantly higher daily rates than traditional teachers (Schonfeld & Feinman, 2012). Additionally, alternatively certified teachers experienced more difficulties with older students from the high school setting (Schonfeld & Feinman, 2012).

Impact on Self-Efficacy

Educational researchers Ingersoll and Strong (2011) published data of 15 empirical studies examining teacher induction programs over the previous 25 years.

They determined induction programs have a positive impact on teacher efficacy, teacher retention, classroom instructional practices, and student achievement (Ingersoll & Strong, 2011). Teachers who demonstrate positive self-efficacy have been found to have a positive correlation with student achievement and teacher retention (Hunter, 2014). Induction programs are designed to empower and build self-efficacy for new teachers, while providing the tools to succeed in schools where they teach (Lowrey, 2012). Quality induction programs impact beginning teachers' sense of self-efficacy, which in turn influences student achievement and attrition (Stanley, 2017).

Stanley (2017) evaluated the impact of induction support on fourth-year teachers through multiple data analyses. The study addressed self-efficacy in a large, urban school district in North Carolina (Stanley, 2017). Stanley used quantitative efficacy data collected from teachers to determine their level of self-efficacy (Stanley, 2017). Stanley looked at how efficacious teachers perceived themselves across domains of instructional practices, student engagement, and classroom management. Perceptions of fourth-year teacher self-efficacy in specific areas were traced back to their development of each construct through experiences built into the district's induction program (Stanley, 2017). Teachers reported their experience from the induction program influenced their confidence to employ classroom management techniques (Stanley, 2017).

Gaither (2013) conducted a study focusing on the impact of induction on high school science teachers in Missouri. The study compared relationships between certification pathway (traditional or alternative) and personal teaching efficacy (Gaither, 2013). Data were collected using an online survey containing questions regarding self-efficacy, along with face-to-face and phone interviews (Gaither, 2013). Research indicates there is no significant relationship between pathway to certification and

personal teaching efficacy, but there is a relationship between years of experience and personal teaching efficacy (Gaither, 2013). The more years of teaching experience, a higher level of personal teaching efficacy was found (Gaither, 2013). Gaither recommended mentoring experiences during the induction process should be improved to provide more opportunities to observe master teachers and time to reflect on what they observe. Gaither's study aligns with Bandura's (1997a) social learning theory and sources influencing teacher efficacy. "It was found that mastery experiences, vicarious experiences, verbal persuasions, and the physiological and emotional state of participants do have an effect on perceptions of self-efficacy and once these perceptions form they are hard to alter" (Gaither, 2013, p. 113).

Henry (2016) completed a program evaluation on a teacher induction program determining its effectiveness as it related to the mentor-mentee relationship, self-efficacy, and beginning teacher retention. The study took place in an urban school district in a large metropolitan city (Henry, 2016). Henry collected data from 124 beginning teachers currently in their first, second, or third year of the induction program. Focus groups allowed Henry to determine the interaction of key concepts (mentor-mentee relationship, self-efficacy, and retention) experienced during the induction process. Findings determined induction programs should implement goals and support for new teachers (Henry, 2016). "The study validated that the mentor-mentee relationship are effective in beginning teachers having self-efficacy in classroom management, instructional strategies, and student engagement" (Henry, 2016, p. 65).

Renzulli (2016) completed a study to explore the influence of an induction program on new-teacher self-efficacy in a suburban school district in southeastern Pennsylvania. The Teacher Sense of Efficacy Scale (TSES) was administered to all new

teachers hired in the district in the previous 5 years (Renzulli, 2016). Renzulli also conducted personal interviews with random sampling from each induction year. Areas of focus within the induction program included student engagement, instructional practices, classroom management, mentorship, collaboration, and administrative support (Renzulli, 2016). The study determined the district's induction program had a positive impact on teacher self-efficacy in classroom practices (Renzulli, 2016).

A high-quality induction program may alleviate frustration and disillusionment perceived by beginning teachers, combating threats to positive teacher self-efficacy (Education Northwest, 2014; Stanley, 2017). Wechsler, Caspary, Humphrey, and Matsko (2010) examined effects of induction programs in several areas, one of which was teacher self-efficacy. Surveys of all 1,940 teachers and 1,300 mentors were compared based on the quality of induction they received. The study looked at only teachers who had been through induction programs but compared teachers based on the quality of induction experienced (Wechsler et al., 2010). Results emphasize the significance of quality induction as it relates to increasing teacher self-efficacy (Wechsler et al., 2010).

Wechsler et al. and other researchers identified three components aligned with already identified induction components and support for lateral entry teachers. Feiman-Nemser and Carver (2012), Henry (2016), Ingersoll and Strong (2011), Mingo (2012), Moyer (2015), Reeder (2013), Simpson (2016), and Steele (2013) indicated components most beneficial in increasing teacher self-efficacy throughout an induction program:

- mentoring;
- rigorous and sustained professional development;
- multi-day orientation; and

- program evaluation to inform program leaders about strengths and weaknesses of the program.

Mentoring

Mingo (2012) conducted a study on a beginning teacher induction program in a rural school system in northwestern North Carolina. Data from surveys, interviews, and focus groups indicated the importance of new teachers experiencing support during the induction process (Mingo, 2012). The study used feedback from teachers completing their second, third, and fourth years in education (Mingo, 2012). One key finding indicated several beginning teachers commented how valuable their mentors were (Mingo, 2012). Teachers felt their mentors supported them in areas of curriculum, student assessment, classroom management, and listening to their concerns (Mingo, 2012). “Focus group data from mentors indicated beginning teachers need a place to vent. Oftentimes venting sessions leads to great brainstorming sessions” (Mingo, 2012, p. 89).

Simpson (2016) examined perceptions of eight novice teachers at an urban high school in the southeastern part of the United States. Data from interviews and surveys determined, “All novice teachers indicated having a mentor was the most beneficial support provided during their first year of teaching” (Simpson, 2016, p. 51). According to Simpson, teachers spoke positively about their mentor teachers and the importance of having someone to encourage them, keep them focused, and offer feedback to them. Teachers also expressed how mentor teachers shared instructional strategies and helped with classroom management (Simpson, 2016). Furthermore, teachers received emotional support as well as pedagogical guidance from their mentor teachers, improving individual efficacy (Simpson, 2016). Effective mentoring programs are linked to more positive and

richer experiences for novice teachers (Martinez, 2007; Mingo, 2012). Martinez (2007) studied high school teachers with 1-5 years of teaching experience employed by the Socorro Independent School District during the spring of 2007. Martinez developed questionnaires and surveys to determine the impact of the district's induction program. The study evaluated teacher perceived self-efficacy in relation to teacher satisfaction with the induction/mentoring program (Martinez, 2007).

The study indicated alternatively certified teachers were significantly more satisfied with the mentoring program provided by the district than beginning certified teachers (Martinez, 2007). Martinez (2007) indicated a teacher levels of satisfaction with the induction program were related to their teaching field. The value of Martinez's study proves effective mentors contribute to self-efficacy of both veteran and novice teachers. McBride (2012) completed a study using a mixed-method design to assess the most important components of an induction program. Data collected came primarily from mail-based questionnaires with telephone and field follow-ups (McBride, 2012). Of the nine components, every source agreed an experienced mentor was vital and the mentor needed to teach in the same subject area as their mentees (McBride, 2012). "Utilizing the right mentor is paramount to the success of almost any induction program" (McBride, 2012, p. 128). Research indicates mentoring is a common component shared by induction programs (Education Northwest, 2014). "But while mentoring is an important component of an induction program, comprehensive induction is much more than pairing a new teacher with a veteran one for a specified period of time" (Sun, 2012, p. 5). All beginning teachers, regardless of prior teaching experience, rely heavily on the expertise of mentors who experienced the same path and found success in the classroom (McBride, 2012; Shepherd, 2009). For lateral entry teachers, it is even more important that mentors

are experienced and assigned according to any similarities they may have.

Practices/reflection. “Opportunities for collegial collaboration to develop lessons, assessments, and reflecting on teaching practices will increase student success during the induction process” (Murakami-Ramalho & Pankake, 2012, p. 107). Induction programs can increase collaboration, allowing teachers to team teach classes or allow for shared planning time with teachers who teach the same subjects (Education Northwest, 2014; Hunter, 2014). Brannon, Fiene, Burke, and Wehman (2009) surveyed 35 school districts in Illinois to gather information about their induction and mentoring programs. They surveyed by email first- and second-year teachers who graduated from a teacher training program (Brannon et al., 2009). Their findings for Illinois reflect the majority of teacher induction models across the United States (Brannon et al., 2009). They also determined, along with mentoring, other aspects within induction models impact new teachers positively (Brannon et al., 2009). From their findings most districts utilize observations and constructive feedback for teachers to experience during the induction process (Brannon et al., 2009). Additional support within induction models allows for new teachers to reflect, collaborate, and value meetings with colleagues to improve upon their teaching practices (Brannon et al., 2009).

New teachers need time to collaborate with fellow colleagues on issues such as curriculum design and lesson planning (McBride, 2012). New teacher induction models that allow or require collaboration can influence teacher self-efficacy (Hunter, 2016). Hunter (2016) looked at an induction program at one independent school in the mid-Atlantic region. Hunter (2016) conducted interviews with eight teachers who had just completed the 2-year new teacher induction program. The evaluation focused on three keys areas to determine the effectiveness of the induction program: support, satisfaction,

and self-efficacy (Hunter, 2016). Findings determined new teachers were impacted positively by activities related to induction that gave them a sense of value (Hunter, 2016).

For example, the night meetings brought new teachers together to get to know each other and learn about their school district.

Each new teacher attends a night meeting each trimester of the school year with all other new teachers from each school level for their first year. The topics of these night meetings involve going into detail about a particular school related topic. (Hunter, 2016, p. 11)

The purpose of night meetings was to help teachers gain a better understanding of the school's mission, vision, and purpose and allowed them to meet other new teachers, forming relationships (Hunter, 2016). The meetings contributed to teachers exchanging strategies/ideas on planning and assessing and personal testimonies of overcoming adverse situations (Hunter, 2016). Teachers valued the night program because it gave them the ability to collaborate and reflect with other new teachers while building relationships (Hunter, 2016). "Three elements of induction stand out when looking at the relationship between new teacher induction and increased teacher self-efficacy: collaboration, relationship building, and instructional focus" (Hunter, 2014, p. 45). New teachers should have opportunities to observe experienced teachers during classroom instruction as well as time to collaborate with experienced teachers (Hunter, 2014; Rivers, 2014).

Steele (2013) indicated feedback is a desired strategy new alternatively certified teachers need to support them. Induction programs can require teachers to observe classes inside and outside of their own discipline and grade level as well (Hunter, 2014;

Rivers, 2014). This could lead to more interactions with more people, increasing chances for relationship building. “New teacher induction models that allow for, or even require collaboration can impact teacher self-efficacy” (Hunter, 2014, p. 45). Without instructional support in place for new teachers, they can lack confidence in their ability, especially early on when paired with other challenges new teachers face (Haigh & Anthony, 2012). “Principals need to consider implementing a well-developed coaching program because first year teachers need instructional coaching allowing them to study, reflect, and to learn their own preferences for teaching” (Steele, 2013, p. 23).

Instructional practice. “As the growing number of alternatively certified teachers increase, failure to meet their needs will have a lasting impact on the student achievement” (Washington, 2016, p. 118). New teachers must be trained to identify sources in order to increase student engagement (Douglas, 2011; Education Northwest, 2014; Mingo, 2012; Stanley, 2017). Induction models that focus on instruction and provide instructional support will increase self-efficacy (Hunter, 2014). Induction programs must support inexperienced teachers to build efficacy in engaging students in active learning (Education Northwest, 2014; Stanley, 2017). “Training and enhancement opportunities in the area of using student assessment data for planning and differentiating instruction would benefit novice teachers during their induction to teaching” (Nelson, 2010, p. 122).

Lopez (2015) conducted a study within the Greenfield Union School district in California. The study focused on second-year teacher implementation of curriculum planning and assigned workload during the first 2 years. The studies identified areas to better support teachers and improve the district’s induction program (Lopez, 2015).

There were a total of four teachers participating, two from the elementary and two from

the middle school level (Lopez, 2015). Lopez determined the inquiry process helped teachers increase their pedagogical skills because they had to challenge themselves to try a new strategy within their classroom. Participants indicated completing Lopez's inquiry helped build upon instructional practices learned from the district's induction program.

The implementation of a new strategy to increase student learning was considered effective because it allowed participants to research and gain new knowledge developing effective lesson plans (Lopez, 2015). According to participants, mentors assigned from the district's induction program also helped increase their pedagogical knowledge (Lopez, 2015). Participants felt strongly that it is necessary for mentors to have prior teaching experience within the same subject as the mentee because of the many questions beginning teachers have about curriculum (Lopez, 2015). Steele (2013) determined new teachers need support in helping improve their instruction to aid their students: "Teachers indicated strategies improving their instruction included modeling, monitoring, observation, feedback, professional development, and resources" (p. 55).

Nelson (2010) used a mixed-method method approach examining mentor teacher perceptions of both first year traditionally and alternatively certified teachers. The study assessed teachers during the 2008-2009 school year in a large school system in central Georgia (Nelson, 2010). Teacher mentors indicated traditionally certified teachers were perceived to be more confident demonstrating knowledge and skills in the classroom during their first year of teaching (Nelson, 2010). "A specific area of knowledge of appropriate lesson and unit structure was the area with the greatest difference" (Nelson, 2010, p. 120). Nelson recommended administrators should value common planning time and align common subject areas when pairing teacher mentors with first-year teachers. Nelson indicated this strategy would allow new teachers to improve their planning and

assessing techniques, being able to collaborate effectively with their mentor.

Principal support. “Principals can aid first year teachers by developing cohesive and consistent induction support and mentoring components” (Steele, 2013, p. 9). The principal’s role in the induction of beginning teachers contributes to teachers feeling confident and supported. “Principals need to utilize various support strategies such as induction and mentoring to support beginning alternatively certified teachers” (Steele, 2013, p. 14). “The principal can ease the process of acculturation by holding regular sessions specifically designed to assist new teachers” (Smith, 2009, p. 120). These sessions could be monthly but should focus on areas of concern new teachers have (Smith, 2009). Principals should lead meetings on various topics such as classroom management, instructional practices, communication, time management, professionalism, and working with special needs students (Smith, 2009, pp. 120-121). “Effective principals are actively involved in teacher induction, providing ‘professional socialization’ in the form of frequent discussion, monitoring, and feedback” (Education Northwest, 2014, p. 26).

Research suggests principals who were effective in supporting beginning teachers displayed instructional leadership, provided reflective feedback, assigned proper mentors, and encouraged a positive school climate (Mingo, 2012; Washington, 2016). They also addressed collaboration with other teachers who helped them with school rules, routines, and procedures; lesson planning; instructional strategies; and classroom management (Anthony, 2009; Mingo, 2012; Simpson, 2016). According to the teachers, being able to work with experienced colleagues helped shape their teaching perspective (Anthony, 2009; Simpson, 2016).

Steele (2013) conducted a study to identify and assess support given to

alternatively certified teachers from their principals. The study took place in a large urban school district in the southeast United States during the 2011-2012 school year (Steele, 2013). A qualitative approach identified and assessed types of support alternatively certified teachers experienced from their principals. Steele conducted face-to-face interviews involving semi-structured and open-ended questions. Data indicated various perceptions of first year alternatively certified teachers in terms of support they received (Steele, 2013). “A common theme noted an infrequent amount of support from the principals themselves” (Steele, 2013, p. 73).

Teachers indicated their principals were approachable and comfortable in talking with them, but they felt they did not obtain support necessary for teacher success (Steele, 2013). School leaders noted time as a barrier for them to collaborate and support alternative teachers effectively (Steele, 2013). Steele (2013) indicated principals should provide the following types of support for first year alternatively certified teachers during the induction process:

- Offer support to the teachers’ individual, content, and specific challenges;
- Understand need of support varies with each individual teacher;
- Principals should clearly communicate which types of support are available;
- Reserve regularly scheduled times specifically for collaborating with new teachers; and
- Assign mentors who are content or grade-level specific (Steele, 2013).

North Carolina Teacher Induction Policy

Currently in North Carolina, all school districts are required to implement a BTSP (NCSBOE Policy Manual, 2016). North Carolina’s induction policy extends to 115

districts, but each district can determine how their support program operates within the minimum state requirements (NCSBOE Policy Manual, 2016). The BTSP offers a variety of resources to new teachers (Croffut, 2015). North Carolina requires three support components: (a) formal orientation; (b) mentor support program; and (c) evaluation process (NCSBOE Policy Manual, 2016). Orientation for all beginning teachers takes place before the school year begins.

Areas addressed during orientation include school and district goals, policies, procedures, the North Carolina Teacher Evaluation Process, curriculum, seclusion and restraint training, and the state's mission and goals (NCSBOE Policy Manual, 2016). All beginning teachers with 1-3 years of experience participate in a mentor program. Administrators are required to observe all new teachers in the classroom at least three times per year. An additional observation by a peer teacher must occur at least once a year, normally halfway through the school year (NCSBOE Policy Manual, 2016). North Carolina Board of Education established a timeline for minimum requirements for all teacher induction programs. LEAs throughout North Carolina have authority to adjust their induction program as long as it includes the following minimum requirements.

Table 1

BTSP Timetable

Year	The beginning teacher:
Year 1	<ul style="list-style-type: none"> ● assigned a mentor ● provided an orientation ● completed professional development required by the LEA ● observed at least four times with a summative evaluation
Year 2	<ul style="list-style-type: none"> ● continues to have a mentor ● updates Professional Development Plan ● completes required professional development by LEA ● observed at least four times per year with a summative evaluation
Year 3	<ul style="list-style-type: none"> ● continues to have a mentor ● updates Professional Development Plan ● complete any professional development required by LEA ● observed at least four times per year with a summative evaluation

NCSBOE Policy Manual (2016).

State standards. Within the BTSP, there are five standards districts must ensure are meeting policy. These standards address development of high quality induction programs, appropriate mentor selection, and effective professional development assessing individual efficacy (Croffut, 2015). Standard 1 addresses the institutional plan, institutional commitment, and support as well as principal engagement. Standard 2 guides mentors through a formal training to the induction program before working with beginning teachers. Following formal training, mentors will participate in sustained professional development and in facilitated professional learning communities to refine mentoring skills and induction practices.

The focus of Standard 3 is to provide mentors with protected time to spend with their mentee to develop positive and respectful environments in order to support learning

for a diverse student population. Standard 4 addresses professional development that is tailored to meet the needs of beginning teachers and scheduled before the start of school or shortly after. Finally, Standard 5 focuses on district mentor program leader and stakeholder joint efforts to design a reliable infrastructure to support the collection, analysis, and use of standards-based data to promote continuous high-quality program improvement (NCSBOE Policy Manual, 2016). North Carolina requires successful completion of an induction program before a beginning teacher may earn a continuing license in their fourth year. Each LEA must develop an annual plan and provide a comprehensive program for beginning teachers (NCSBOE Policy Manual, 2016).

North Carolina Lateral Entry Induction Policy

Many districts throughout North Carolina are faced with hiring lateral entry teachers who have not completed an approved teacher education program. Before entering the classroom, they will need to complete an induction program (NCSBOE Policy Manual, 2016). NCSBOE (2016) stated,

The employing school system shall formally commit to supporting the lateral entry teacher by: Providing a two-week orientation that includes: a. lesson planning, b. classroom organization, c. classroom management, including positive management of student behavior, effective communication for defusing and deescalating disruptive or dangerous behavior, and safe and appropriate use of seclusion and restraint, d. an overview of the ABCs Program including the standard course of study and end-of-grade and end-of-course testing, and e. the identification and education of children with disabilities. (p. 14)

LEAs may elect to distribute training days across the lateral entry teacher's first year of service, provided that at least 5 days of training are conducted prior to beginning

the work assignment (NCSBOE Policy Manual, 2016).

Summary and Conclusions

Research indicates key components school districts should include in their induction program to impact teacher efficacy positively. “There is limited knowledge of how school administrators and mentor teachers support the needs of alternatively certified teachers when a pre-service training program does not exist” (Washington, 2016, p. 3). A variety of researchers found several aspects beneficial to the induction process, such as program guidelines, providing a mentor, time to reflect and collaborate, and going beyond the first year of induction to support new teachers. Specifically, North Carolina requires all districts to train and support beginning teachers during the first 3 years. The literature review also determines effective induction programs rely on more than one component to impact teacher efficacy. At the same time, if programs tailor to the needs of new hires, research determines self-efficacy of teachers will increase in classroom practices. Regardless of how teachers enter the profession, literature indicates all new teachers must complete a teacher induction program. Another important factor to consider from induction programs is the value of a teacher mentor. A variety of research proves mentors are important to success of both first year traditionally and alternatively certified teachers. Research determines lateral entry hires should be assigned a mentor within the same teaching field to help them feel more comfortable in instructional practices and assessing students.

Overall, research indicates that of all components of an induction program, the most important one impacting teacher confidence is being assigned an effective mentor. The literature stresses the importance of mentors and assigning them according to the needs of new teachers. Historically, induction programs have impacted newly hired

teachers early on, improving retention rates and self-efficacy. North Carolina's induction policy requires lateral entry hires to complete more training initially than traditionally certified teachers.

Policies begin at the top, so there must be a strong sense of support for both new teachers and the induction process itself from administrators. If those at the top do not buy in to the principle of the induction process initiated in their schools or districts, then the program is destined to fail. (McBride, 2012, p. 129)

The literature supports lateral entry teachers enter the field with different needs than traditionally certified teachers; therefore, districts must plan effectively and use available resources to enhance their lateral entry induction program. This research study evaluated teacher efficacy after new teachers experienced the district's lateral entry induction program.

Chapter 3: Research Methodology

Introduction

One of the most powerful influences on teacher efficacy comes from new teachers completing an induction program (Protheroe, 2009). Ultimately, teacher efficacy has an impact on collective efficacy, student achievement, teacher leadership, disposition towards teaching, and managing a classroom effectively. Teacher induction programs must implement current best practices researched to have a positive impact on self-efficacy of new teachers. Teachers with strong self-efficacy tend to portray higher levels of planning, organization, and knowledge of their subject matter (Ford, 2012).

Bandura (1977) indicated four sources contribute to self-efficacy of teachers. Teacher confidence will vary due to past mastery experiences, vicarious experiences, social persuasion, and emotional/physiological impacts (Bandura, 1977). This study analyzed the confidence of lateral entry teachers throughout their first year and after they began teaching. This determined if the district in this study is implementing practices identified from research that can have a positive impact on teacher efficacy during the induction process. Qualitative data collected determined if teachers experience any or all of the four sources identified from Bandura (1997a). The researcher also utilized a focus group to determine which components of the induction program impacted teacher efficacy the most.

Context

In North Carolina, all districts are required to implement an induction program for all beginning teachers. Regardless if teachers enter the profession certified or lateral entry, they are required by state law to complete a 3-year induction process. School districts throughout North Carolina can adjust and plan their lateral entry induction

program as long as they meet minimum state requirements. NCSBOE (2016) stated,

The employing school system shall formally commit to supporting the lateral entry teacher by: Providing a two-week orientation that includes: a. lesson planning, b. classroom organization, c. classroom management, including positive management of student behavior, effective communication for defusing and deescalating disruptive or dangerous behavior, and safe and appropriate use of seclusion and restraint, d. an overview of the ABCs Program including the standard course of study and end of-grade and end-of-course testing, and e. the identification and education of children with disabilities. (p. 14)

LEAs may elect to distribute training days across a lateral entry teacher's first year of service, provided at least 5 days of training are conducted prior to beginning the work assignment (NCSBOE Policy Manual, 2016). Lateral entry teachers in this study are required to complete 5 more training days than new certified teachers prior to the start of the school year. Initial orientation and training for new lateral entry teachers start during the second week in August. For any teachers hired during the school year, they have to complete the training with the New Teacher Support Specialist before they can begin their teaching assignment.

The orientation period for the district in this study provides beginning teachers with an overview of the school system's goals, policies, and procedures. Additional areas covered during orientation include a description of available services, training opportunities, and assigning a mentor. This district's induction program aligns to the North Carolina Professional Teaching Standards, North Carolina Teacher Evaluation System for growth, North Carolina Mentor and BTSP Standards, and state and local school board policies. Each year this district modifies its induction program targeting

needs of beginning teachers while striving to implement best practices to increase teacher confidence.

The New Teacher Support Specialist, along with various district office leaders, is responsible for leading and planning induction for newly hired lateral entry teachers. As the school year progresses, first year lateral entry teachers are required to attend professional development sessions that are scheduled in advance. Teachers are made aware of the sessions at the start of the school year, so they know to plan ahead to attend. Prior to each session, the New Teacher Support Specialist sends out a reminder of the upcoming session along with the central theme or topic to be covered. During September, October, December, February, March, and May, sessions are held to target critical developmental areas. The session topics focus on curriculum planning, assessments, building effective relationships, classroom management, collaboration with colleagues, and teacher leadership. The sessions take place after school in the staff development building located at the district office. Sessions vary depending on if the teachers are in their first, second, or third year of teaching.

Research Questions

The purpose of this research was to determine if first year lateral entry teacher self-efficacy improved after participating in the district's induction program. Qualitative data were collected through a survey teachers completed about their experiences from the induction program. Teachers were also asked to volunteer in a focus group to provide more insight on key areas of the district's induction that improved self-efficacy the most. The primary research question throughout the study was, "what is the impact of the lateral entry induction program on teacher efficacy?" Throughout the study, there were specific research questions to provide insight on which components of the induction

program impacted self-efficacy the most.

1. What practices from the induction program improved self-efficacy?
2. What role did collegial support play in supporting key classroom practices of lateral entry teachers?
3. What role did school-based leadership play in supporting key classroom practices of lateral entry teachers?
4. Were strategies addressed to increase individual efficacy of lateral entry teachers in the areas of classroom management, creating lesson plans, and developing assessments?

Research Design

Bandura (1977) referred to teacher efficacy as teacher beliefs about their ability to influence outcomes in student engagement and learning. A teacher's belief to execute tasks successfully is positively correlated to both teacher effectiveness and student achievement (Bandura, 1997a). Bandura (1977) determined teacher confidence can be linked to four sources experienced early on during the first year of teaching. For teachers in this study, experiences gained from participating in the district's induction program had an impact on self-efficacy. This qualitative study used a survey instrument designed by a researcher who used the instrument to conduct a similar study on improving teacher efficacy (Appendix A). The developer of the instrument granted approval for the use of the survey in this study, and documentation of that approval can be found in Appendix B.

The researcher used SurveyMonkey to distribute a two-part survey to participants via email. Prior to completing the survey, participants received a letter inviting them to participate in the study and explaining how their input can help the district better plan for

future induction programs. The letter indicated to all eligible participants that personal information would remain anonymous and their participation would help the district better understand areas in which first year lateral entry teachers may lack self-efficacy. The letter was emailed along with the survey link informing participants of the time frame to complete the survey and thanking them for their participation.

Survey responses reported first year lateral entry teacher experiences from the district's induction program. A link to a google form at the end of the survey encouraged willing participants to take part in a focus group that met 2 weeks after the survey closed (see Appendix C). The link allowed participants to sign up and complete the consent form (see Appendix D) volunteering to be part of the focus group. Once the 2-week time frame to complete the survey expired, the researcher reviewed participants who signed up to participate in the focus group meeting. Focus groups reduced any potential bias within this study, allowing the researcher to gain a better understanding of key induction components that were most influential on teacher efficacy.

Section 2 of the two-part survey was to collect data on basic demographics of participants. In this section, participants selected their gender, age group, level of education, subject area, and in which level (elementary, intermediate, middle, high) they were teaching. The only personal information submitted was for volunteers who wished to participate in the focus group after the survey closed. The focus group size was made up of six teachers. Participants had 2 weeks to complete the survey, and an email was sent out reminding participants of the timeline to complete the survey.

Questions 1, 2, and 3 in Section 1 of the survey were to determine if mastery experiences, vicarious experiences, and social persuasion were experienced during the induction process and had an impact on teacher efficacy. Along with social persuasion,

Bandura (1997a) indicated mastery experiences are the strongest sources impacting self-efficacy. Questions 1, 3, and 4 were to determine if mastery experiences allowed for teachers to reflect on any failures and utilize the district's induction components to improve on teaching practices. Questions 1, 4, and 5 aligned to emotional/physiological impacts because of personal experiences teachers faced throughout the school year. For some participants, support from induction could impact a teacher's feelings of isolation, frustrations, and lack of confidence to teach. Emotionally, some participants may transition into teaching easier than others. Table 2 identifies the relationship between Survey Questions 1-5 and the research questions.

Table 2

Relationship between Survey Questions and Research Questions

Survey Question	Research Question
1	1,2,3
2	1,2,3,4
3	1,3,4
4	1,2,4
5	2,3,4

The researcher obtained data from the Director of Personnel Services verifying new lateral entry hires for the 2017-2018 school year. For the 2017-2018 school year, a total of 22 lateral entry teachers were hired. Of these 22 teachers, two taught prekindergarten, seven taught elementary, three taught CTE, six taught special education, two taught fine arts, one taught health/PE, and one taught science. For the 2017-2018 school year, two of the three CTE teachers hired had a relevant degree to their teaching area. The third CTE teacher had relevant work experience aligned to their teaching position. The Director of Personnel Services indicated a majority of current CTE

teachers started their career in the public sector working in the fields of nursing, carpentry, welding, business, and other fields aligned to CTE. Their backgrounds allowed them to use real world experiences, applying them to their teaching area. Of the 22 lateral entry teachers hired, over half had a 4-year degree relevant to the position for which they were hired.

The Director of Personnel Services indicated eight were hired with enough course work hours and all had a 4-year degree, but their degree was not specialized to the applied teaching position. For elementary, five of the seven had a degree qualifying them to be eligible to teach at the elementary level. The remaining two had enough coursework to be eligible to teach elementary education. In special education, only one teacher had a relevant degree, while the remaining five had enough coursework hours to qualify. The Director of Personnel Services emphasized this district along with other districts throughout North Carolina are experiencing a shortage of hiring certified EC teachers. Both the Director of Personnel Services and New Teacher Support Specialist indicated the amount of paperwork and documentation EC teachers are required to complete may contribute to a shortage of hiring already certified EC teachers.

Setting

The district in this study is a multi-faceted organization consisting of 23 departments with approximately 2,300 employees. At the district office level, various departments oversee operations to provide support to newly hired teachers. The New Teacher Support Specialist and Director of Personnel Services provided data on 2017-2018 first year lateral entry teachers. The New Teacher Support Specialist plans professional development for all teachers participating in the district's induction program. The Director of Personnel Services is in charge of working closely with

NCDPI ensuring hired teachers meet lateral entry requirements to teach.

The district is located in the piedmont region of North Carolina and is largely rural. The school district in this study serves roughly 15,000 students with 1,395 licensed employees. The system is comprised of 18 elementary schools, four middle schools, four traditional high schools, one early college high school, one alternative school, and one special needs school. There are 97,178 residents of the district, with a median household income at \$39,453, ranking below state and national averages. Of the population, 20.1% of the residents live below the poverty line, which is higher than the national average of 14.7%. Figure 1 shows how many lateral entry teachers were hired each year since the 2014-2015 school year for the district in this study.

<u>School Year</u>	<u># of hires</u>
2014-2015	28
2015-2016	27
2016-2017	34
2017-2018 (As of August only)	22

Figure 1. Lateral Entry Data.

Some teachers qualified with their degree earned, while some had enough coursework hours within their degree to be eligible to teach lateral entry. According to the Director of Personnel Services, this district has been fortunate to hire teachers already certified to fill most teaching vacancies.

Description of Procedures

A mass email was sent to first year lateral entry teachers (Appendix E) who

participated in the district's induction program during the 2017-2018 school year. There was a letter within the email describing the significance of the study; teachers also received a consent form (Appendix F) to submit electronically. The email explained the purpose of the study and that information submitted was to remain anonymous. Within the email, teachers were notified they had 2 weeks to complete the survey. The first five questions in Section 1 of the survey were to determine the impact induction had on self-efficacy. Question 6 asked for volunteers to participate in a focus group. The directions within Question 6 clearly invited teachers to click on a link to participate in the focus group if they desired.

Teachers who chose to participate submitted personal information, so the researcher could notify them of the date and time of the meeting in late April. Six first year lateral entry teachers submitted personal information to volunteer to be part of the focus group that met the following week after the two-part survey closed. The group was comprised of three males and three females; all were Caucasian. One of the teachers previously worked in the field of nursing for 20 years and decided to enter education as a second career. This teacher currently serves as an Allied Nurse Teacher. Four of the six teachers previously worked in the private sector in areas of corporate retail, personal finance, and playwriting. Only one of the six teachers had prior experience in education serving as a teacher assistant prior to this year. Three of the six participants fell into the 26- to 34-year-old age bracket. The remaining three fell within three different age brackets: 18-25 years old, 35-40 years old, and 41-50 years old. Questions used for the focus group meeting helped the researcher better understand specific constructs of induction that had an impact on teacher efficacy. These questions were developed specifically from trends and common responses in the survey data.

The focus group questions explored how teacher experiences in the induction program impacted their confidence in instructional practices, classroom management, leadership, and ability to seek support from colleagues. All teachers were identified as “Respondent 1, Respondent 2, ... and Respondent 5” to maintain anonymity. No individual participant was identified in the transcription or data analysis of focus group findings. At the end of the meeting, the researcher thanked participants for devoting their time to giving insight on how their experiences from the induction program improved their confidence to teach. A handheld digital voice recorder was used to record audio of the conversation guaranteeing accuracy of the transcription. Once the transcription was completed, the researcher deleted the digital recording.

Simpson (2016) completed a study examining novice teacher perceptions of support received during their first few years of teaching. Simpson’s study was approved and completed through Walden University. Simpson emphasized the theoretical framework of Bandura’s (1977) theory of self-efficacy and concept of teacher efficacy espoused by Tschannen-Moran et al. (1998). The qualitative case study involved a two-part survey, interviews, and a focus group (Simpson, 2016). Simpson selected eight participants who met the criteria of being in their first to fifth year of teaching for the study. Four themes emerged supporting and impacting self-efficacy of teachers selected:

- Mentor support;
- Guidance and support;
- Professional development; and
- Opportunities for collaboration.

Permission was sought from the author of the survey; and on October 31, 2017, Dr. Simpson approved the use of her two-part survey and for any adjustments to be made

if desired by the researcher. The first section of the survey asked for basic demographic information of participants to determine if there were any trends or notable differences of teacher demographics. Section 2 of the survey consisted of five questions on teacher experience from the induction program that impacted their motivation and confidence to teach. This study employed two sources to gather qualitative data: a two-part survey evaluating the impact of induction on teacher efficacy; and a focus group examining classroom management, instructional practices, collegial support, and leadership growth experienced during the induction process.

Data Analysis

Research Question 1: How does the induction program align with best practices in building self-efficacy in instruction, engagement, and management for lateral entry teachers? To address this question completely, the researcher used qualitative data from Section 1 of the survey and focus group findings. This allowed the researcher to determine if participants experienced key induction practices. The literature reviewed in Chapter 2 indicates successful induction programs have a positive impact on self-efficacy when various supports are in place. Research on teacher induction determined an orientation period, professional development, and collegial support impacted teacher confidence positively. Teachers should experience professional development during the first year of induction focused on lesson planning, assessing, and classroom management improving teacher efficacy in these areas.

The researcher aligned experiences from participants as they pertain to Bandura's (1997a) sources impacting self-efficacy. Mastery experiences, vicarious experiences, social persuasion, and emotional impacts may alter various responses depending on individual teachers. Responses from surveys described the impact mentors and

administrators have on new teachers and align to research on the role mentors and administrators have during the induction process. The researcher compiled survey findings and trends showing how the district is implementing key practices to increase self-efficacy. Some trend data may allow the researcher to make recommendations to improve induction for future first year lateral entry teachers. The researcher conducted a focus group discussion to seek a richer understanding of personal experiences. Questions developed for the focus group allowed participants to emphasize which key induction practices specifically increased their confidence to teach. Specific responses from participants assessed the degree to which the induction program focused on instructional strategies, student engagement, and classroom management techniques.

Research Question 2: What role did collegial support play in supporting key classroom practices of lateral entry teachers? This research question was answered through a question within Section 1 of the survey and focus group findings. Survey responses determined if participants utilized support from administration, mentors, and teachers during the induction process. Question 2 from Section 1 of the survey specifically asked participants what type of supports impacted their ability to deploy classroom practices. Responses collected from the survey allowed the researcher to gain more insight on specific collegial supports that can have an impact on individual efficacy when implementing new classroom practices.

The researcher may be able to validate research conducted by others that mentors and administrators are vital components of teacher induction. Through the use of a focus group, the researcher was able to determine if feedback, support, and guidance from various leaders improved teacher efficacy. Additionally, the development of focus group questions sought to determine if teachers experienced collegial support from the

induction program impacting efficacy. Participants were able to share their experiences on collaborating with collegial support to determine which supports were most influential. The researcher included specific quotes in Chapter 4 from experiences impacting self-efficacy to the extent those may be found. Additionally, qualitative data from the focus group meeting reinforced induction components that are instrumental in increasing self-efficacy of teachers.

Research Question 3: What role did school-based leadership play in supporting key classroom practices of lateral entry teachers? Questions 1, 2, 3, and 5 from Section 1 of the survey determined the school leadership role in supporting teachers at their assigned school. Question 2 aligned to social/verbal persuasion and how school leadership interaction impacted self-efficacy of teachers. Question 3 further evaluated research that school leadership plays an important role during the induction process.

Research Question 4: Were strategies addressed to increase individual efficacy of lateral entry teachers in the areas of classroom management, creating lesson plans, and developing assessments? Question 3 in Section 1 of the survey required participants to elaborate on specific areas the district addressed in afternoon sessions throughout the year. The researcher aligned focus group questions based on trends found from survey responses submitted to Question 3 in Section 1.

Recommendations are made in Chapter 5, because prior research indicates the importance for induction programs to implement best practices impacting teacher efficacy positively.

Limitations and Delimitations

Limitations. A limitation may be the research conducted by other researchers. The researcher depended on respondent participation completing the two-part survey and

volunteering in a focus group. Participating in the focus group was optional, limiting feedback experienced by first year lateral entry teachers. The scope of the study focused on a specific area of the teaching population, first year lateral entry teachers only. Other factors may impact response rates to the survey instrument distributed through SurveyMonkey. Research was conducted in the late spring semester. During this time of the school year, teachers may feel overwhelmed with upcoming required state exams. The results may not be generalizable to districts of a significantly different size.

Delimitations. A delimitation of this study included a focus on one school system in the southwestern piedmont region of North Carolina. At the same time, new teachers may simply need more one-on-one assistance during the first year of induction, ensuring they stay encouraged and motivated throughout the school year. Sampling first year lateral entry teachers only is not a fair representation of the overall population of current lateral entry teachers participating in the district's induction program. Due to the time of this study, to gather additional data from other lateral entry teachers may not have allowed the researcher to get a true sampling of second and third year lateral entry teachers. Additionally, some of these teachers may have left the profession, accepted another position elsewhere, or left teaching because they were dissatisfied.

Summary

The intent of this research was to determine if the district's induction program improved teacher efficacy for first year lateral entry teachers. The purpose of this study assessed how first year lateral entry teachers felt their experience from the induction program impacted their ability to teach and implement strategies they learned from the professional development sessions. Qualitative data were collected by the researcher through a survey and focus group to better assess if the district's induction program is

implementing current best practices identified. Specifically, research from the literature review addressed key components of induction and that collegial support must be present to have a positive impact on teacher efficacy. The first research question focused on identifying best practices participants experienced during the induction process. Qualitative data from Section 1 of the survey and focus group findings allowed the researcher to determine if participants experienced induction practices.

The second research question sought to determine the role colleagues played in supporting key classroom practices such as lesson planning, assessing, and classroom management. This research question was answered in Section 1 of the survey and focus group findings. Survey responses determined if participants utilized support from administrators, mentors, and teachers during the induction process. Question 2 in Section 1 of the survey determined what type of supports impacted teacher abilities to deploy classroom practices they learned from the induction program. Responses collected from the survey allowed the researcher to gain more insight on specific collegial supports that are vital to increase teacher efficacy.

The third research question focused on strategies addressed to increase individual efficacy of lateral entry teachers in areas of classroom management, lesson planning, and creating assessments. Responses from surveys required participants to elaborate on specific areas the district addressed in afternoon sessions throughout the year. The researcher examined induction components and practices from the literature review to determine if first year lateral entry teachers experienced them in this study. Results from survey responses and focus group findings are addressed in Chapter 4. The researcher assessed survey responses and focus group findings making recommendations and continuations in Chapter 5.

Chapter 4: Results

Restatement of the Problem

Factors such as teacher pay, demands of teaching, and a decline in enrollment in teacher training programs contribute to districts hiring lateral entry teachers (Hinchcliffe & Mims, 2017; Westervelt, 2015). Specifically in North Carolina, enrollment has decreased 20% over the last 3 years in teacher training programs (Westervelt, 2015). It is imperative that districts provide and train lateral entry teachers improving self-efficacy in classroom practices early on. This study examined a teacher induction program in a largely rural school district to assess if best practices utilized were identified in the literature. The intent of this research was to determine if self-efficacy of first year lateral entry teachers improved due to their participation in the district's induction program.

A strong induction program can improve self-efficacy of new teachers, which can have a positive impact on teacher leadership (Simpson, 2016; Stanley, 2017). Qualitative data collected from teachers about their experiences from the induction program served as one source of data. The researcher utilized a focus group discussion with first year lateral entry teachers to learn more about specific components from the induction program that improved self-efficacy the most. Research questions are aligned to research identified from the literature review to determine if the district is using key induction components that can improve self-efficacy.

Research Questions

Throughout the study, the researcher sought to determine which components of the district's lateral entry induction program impacted individual efficacy the most.

Research questions included

1. What practices from the induction program improved self-efficacy?

2. What role did collegial support play in supporting key classroom practices of lateral entry teachers?
3. What role did school-based leadership play in supporting key classroom practices of lateral entry teachers?
4. Were strategies addressed to increase individual efficacy of lateral entry teachers in the areas of classroom management, creating lesson plans, and developing assessments?

Teacher Demographics

Prior to completing Section 2 of the survey, the researcher included specific instructions for submitting demographical information that was optional for Section 2 of the survey. Instructions clearly stated that teacher responses to Section 1 of the survey would not be linked to Section 2 demographics, and all information would remain anonymous. The instructions asked respondents to submit demographic information of gender, age range, and subject area lateral entry teachers taught. The researcher addressed in the instructions that submitting their demographics would help determine any possible trends of first year lateral entry teachers. Teachers who participated in Section 2 could decide to withdraw or even skip a demographic question at any time.

From 22 eligible participants, only 17 submitted the age range that identified them. Two skipped Question 2, and 35% of these first year teachers were within the age range of 26-34 years old. The 18- to 25-year-old age range made up the second largest group at 24%, and the researcher noticed hiring lateral entry teachers who are 40 years or older decreases drastically. Figure 2 shows the difference of age ranges of first year lateral entry teachers for this district. From the data, it is more likely the district in this study tends to hire eligible individuals in the age range of 26-34 years old.

Question 2 Age Range of First Year Lateral Entry Teachers

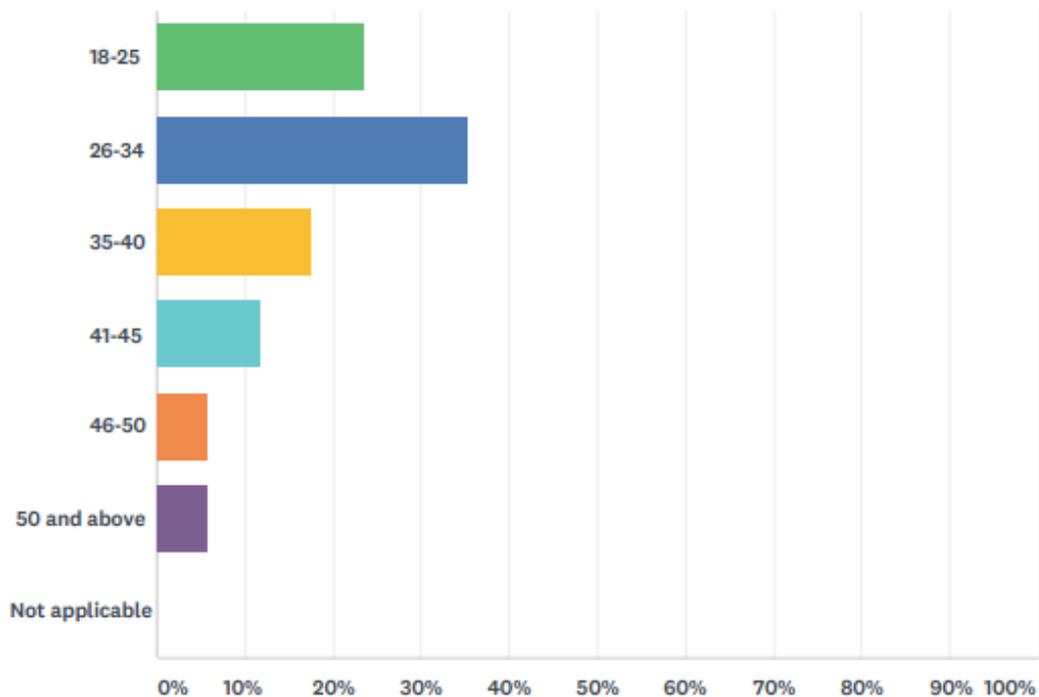


Figure 2. Age Group Trends.

Responses from Question 3 revealed that the majority of first year lateral entry teachers teach at the elementary level. Question 4 supports this because of the 14 who answered, 64% chose not applicable to their subject area. From Figure 3, language arts, arts, and CTE represent 30% of first year lateral entry teachers at the high school level.

Question 3 Subject Areas (High School Teachers Only)

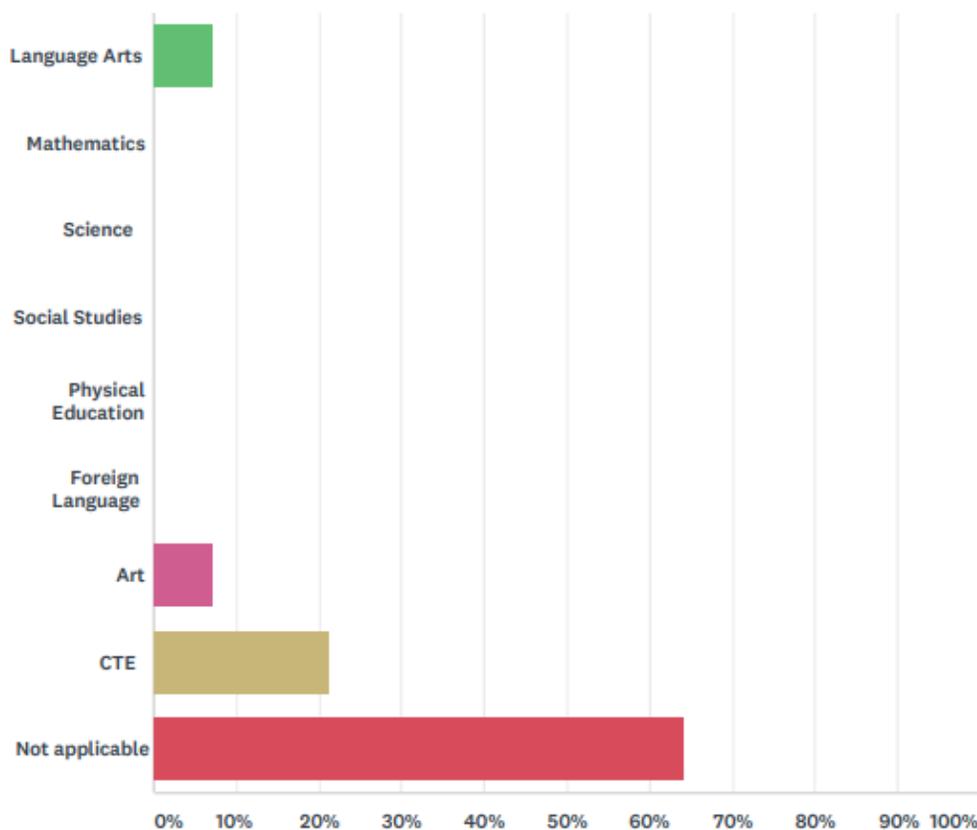


Figure 3. Teacher Subject Area Trends.

Question 4 data helped the researcher understand which levels have more first year lateral entry teachers. There were 17 responses to Question 3, and two participants skipped it. All respondents in the focus group reported the majority of sessions were geared more to the elementary level. Figure 4 shows the breakdown by percentages of first year lateral entry teachers who teach at each level within the district. Figure 4 shows that the majority of teachers in this study were hired to teach at the elementary level.

Question 4 School Level of Teachers

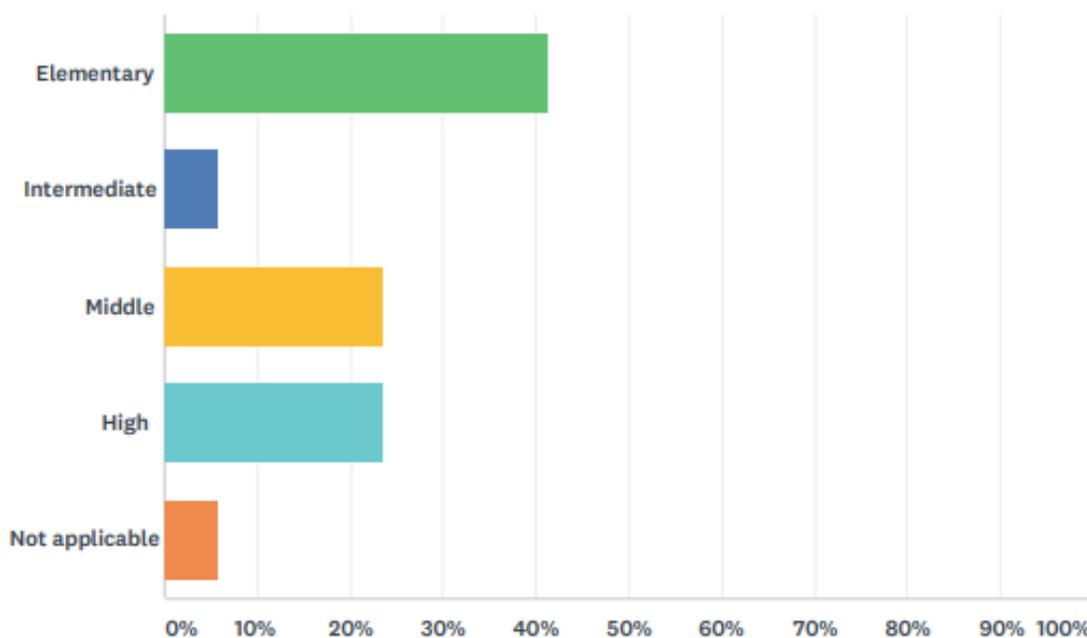


Figure 4. School Level Teachers.

Research Question 1

What practices from the induction program improved self-efficacy?

Professional development. The researcher determined a trend from Question 1 responses of the survey. Professional development throughout the year allowed teachers to embrace techniques to use in their classrooms. One survey response addressed how the required training for lateral entry teachers in early August prior to school starting helped them utilize tools to assist their teaching and create lessons more engaging for students. Responses to Question 2 of the survey indicated how the monthly professional development sessions with fellow first year lateral entry teachers helped them share concerns, seek help, and discuss teaching experiences. Respondents 5 and 6 reiterated in the focus group the importance of monthly sessions. Respondent 5 said,

Probably one of the best meetings that we had, and it wasn't even, like, a formal meeting, it was more of like, "Let's just chat." That session allowed us talk amongst ourselves and we shared how we handled classroom management.

Respondent 6 stated to Respondent 5,

I agree with you. The one other small thing that is hinted at in some meetings, is hearing other teachers talk and how they handle classroom management, because for me, I'm in the turn table at the high school, like an auditorium, so I don't have an actual classroom. So it's just learning classroom management that has been beneficial for others.

The district's monthly professional development sessions, held for the purpose of supporting lateral entry teachers, were instrumental during the induction process.

Teachers were able to collaborate, but teachers responded how each would incorporate a session on a specific classroom practice. Responses from Question 2 allowed the researcher to assess which sessions were the most important and beneficial to first year lateral entry teachers. Classroom management and developing activities to enhance student learning were the most influential sessions based on responses from Question 2.

The researcher asked focus group participants to share a specific session that had a significant impact on them. Respondent 3 shared their personal experience from a session titled "Backpack Training":

So we did this backpack training. All these kids have all these items in their backpacks that they had to carry around along with their homework, and I really loved that training. The items were to show us what students bring to school that may impact their ability to learn and behave. For example, the clothes and food represented students who may not have these resources at home. It really, made

you think. Yes, these kids they do have so much stuff going on at home. Did they bring their homework? Did they bring their backpack to school? Where is their backpack? It was really a good training and near the end of the training we went on the bus, to see where our kids lived, and it was just really eye-opening.

As Respondent 3 shared this experience, focus group participants reflected on this specific session. Each respondent began to express how this session gave each of them a better understanding of circumstances students face outside of school. The importance of building relationships early with students was emphasized from this particular session, and focus group participants felt this helped them understand the importance of building relationships with students. Respondent 5 stated, “If you don’t have a relationship your kids will learn that real quick. If you can’t associate with them, or have some kind of common ground to communicate with them, they’re going to blow you off completely.” The researcher asked focus group participants if there are possible areas the district’s induction program should address more in depth. All respondents agreed they are currently in different stages of meeting required coursework based on the subject they teach. Respondent 4 stated, “All I knew we were told in the orientation, was you were supposed to take, pass or attempt your Praxis by June, and then, that was lifted. I felt a little bit of a relief but still unsure.” From this, each respondent felt the district should make it mandatory for the district’s licensure specialist to meet with them at the start of the school year face to face. They each shared how they have contacted the licensure specialist through phone calls and emails; but due to the demands of teaching, they felt meeting face to face would help ease the stress of meeting the required coursework to keep their license. Respondents discussed with the researcher that the district should implement a monthly session on the purpose, goals, and expectations of a student’s IEP.

They all felt that on top of teaching, when they were handed IEPs of students, they did not know how to follow specific accommodations of an IEP. Additionally, respondents were aware they must follow an IEP due to federal and state mandates. Respondent 2 shared their personal experience when they were given IEPs:

Being handed an IEP, and it's like, "Here's your IEP. Sign here." And you're like, "Okay. I've signed that." They're like, "Great. Have a good day." And you're like what is an IEP? What is this packet? And then you go to your mentor and other teachers, and they highlight like five words on page 12, and they're like, "This is what pertains to you."

Respondent 3 followed up about their inexperience and lack of knowledge adhering to a student's IEP:

I asked my mentor about a student I have who reads, I think, on a 5th grade level, according to her EC paperwork, and I thought, "Oh, my. How am I going to do this? This is a new situation. How am I going to handle this? Modify grading. Modify testing. What do I do?"

From the responses of focus group participants about implementing a student's IEP, the researcher determined teachers need more preparation in this classroom practice during the induction process. When the researcher asked the focus group if they felt this is an area the district should focus more on due personal experiences shared, each respondent acknowledged to the researcher having a better understanding of how IEPs work would have helped them early on in the school year planning for students who have IEPs.

Collegial support. The researcher was able to assess the importance of a mentor from responses to Survey Question 3. Essentially, teachers felt their confidence improved as the school year progressed due to their relationship with their mentor. Some

teachers indicated they could call on their mentor or a co-teacher at any time for support, feedback, and understanding of issues they were frustrated with the most. Respondent 1 shared how their mentor and co-teacher was instrumental at the start of the school year:

I had so much stuff to go through in my classroom. I didn't even know where to start. I just had to start over, because I couldn't follow the mental path. I just had to make everything in my classroom my own and I was so overwhelmed, but my mentor and my co-teacher was like, "It's okay. We'll help you we'll get through this, whatever you need." So I survived, and I plan on coming back to teach again next school year.

The results from Question 4 helped the researcher better understand that as the school year progressed, teacher individual efficacy improved after participating in the monthly sessions. Of the 18 responses from Question 4, 16 teachers reported that participating in the district's induction program improved self-efficacy. One teacher skipped Question 4, the other two reported they were undecided if participating improved self-efficacy. Teachers indicated collaboration with colleagues, mentors, instructional coaches, and professional development from the induction program contributed to an increase in self-efficacy. Focus group findings aligned to survey responses about collaboration with various types of collegial support. Respondent 2 said, "I think the relationships we developed from the monthly sessions with each other helped my confidence throughout the school year."

Responses to Survey Question 4 indicated collaborating, attending monthly meetings, and having mentor support improved self-efficacy. During the focus group discussion, the researcher presented these activities and asked which improved self-efficacy the most. Respondent 1 stated, "I think the relationships we developed with each

other due to participating in the district's induction program. We're all in this together. We're not the only ones and that gives me comfort to know I'm not alone." Respondent 3 commented to Respondent 1, saying, "Well, and you see each other." All respondents commented simultaneously: "I agree with that." The ability to share, vent, and understand what other first year lateral entry teachers are experiencing helped improved self-efficacy.

Summary of Results

What practices from the induction program improved self-efficacy? The researcher established that professional development sessions improved self-efficacy of teachers because of responses submitted in Section 1 of the survey. The majority of teachers felt sessions provided insight on strategies to implement in the classroom, but they also formed relationships from participating in sessions with fellow first year lateral entry teachers. Specific experiences reflected on from focus group participants validated key induction practices that the district utilized.

Research Question 2

What role did collegial support play in supporting key classroom practices of lateral entry teachers?

Mentor. The researcher noticed a trend with responses from Question 1 of the survey with regard to a mentor. The majority of teachers addressed how their mentor was the most influential type of collegial support. Teachers elaborated how they could vent, share experiences, and seek feedback from their mentors. Teachers expressed how conversing with their mentors helped them feel supported and that they could handle stresses of the job. During the focus group discussion, the researcher asked participants to elaborate on the support and relationship with their mentors. Respondent 1 stated,

My mentor has been my absolute, saving grace. All the day-to-day, just little questions that you don't think to ask in orientation, or that you might run into all of the sudden. There's things you might encounter just once a year, events that we have, and so being able to have easy access to her, and she is always willing and available.

It was obvious a mentor played a vital role ensuring lateral entry teachers felt supported implementing classroom practices. Respondent 2 reiterated this because he/she quickly commented after Respondent 1:

Yeah I was gonna actually say the same thing about my mentor. If I could not go to my mentor like I did, it would be a lot harder to try new strategies in the classroom, and I would lose confidence a lot quicker. Being able to go to my mentor and bouncing ideas off of her, and actually finding out that things that I've been through, she's been through it too.

Respondent 3 indicated how their mentor aided them in developing lesson plans:

I was taking over for another teacher, so her lesson plans hadn't been filled out in a really, really long time. It was a little bit of a nightmare, but my mentor helped me figure out where all the kids were, and if I had one student that wasn't making progress the way I thought, my mentor gave me tools to better help, and it's been really great having my mentor around.

Respondent 5 went into the most detail about how their mentor supported them throughout the school year:

My mentor has been my saving grace this year because I was nervous going in. I started September 5th, so we'd already been in school for about a week when I walked in the door, and my mentor is a math teacher. So she doesn't know a lot

at all about theater, which I was like, “Oh, this is going to be a challenge,” but it has turned out to be, like, the absolute best thing ever. Because I come in with an idea or with a problem that I’m having, trying to get the kids engaged. For example, with my theater kids, we do monologues. You get up in front of the class, and you recite a monologue to people. You have two kids that are like, “All right. I’m going to do this.” Everyone else is like, “Mmm, can I take a zero for that? Is that an option?” So that was a really big disappointment when students asked that. My first semester was like, “How do I get them to engage with me?” My mentor would listen to me, and then give me ideas and examples that I would have never thought of. My mentor was like, “Have you tried to give an example, or you know, have them face away from the class for the first time?” So instead of them seeing everyone staring at them while they give their monologue, they’re still getting up and doing the public speaking, but no one’s staring into their soul while they do it. This ended up being a really good utilization.

Instructional coach. Some teachers responded in Question 1 of the survey on how valuable their instructional coach was at their school. For one teacher, they indicated that their instructional coach helped them more than their mentor. The participant responded, “My instructional coach assisted me with navigating the rough waters of my first year of teaching. My instructional coach was more of a help than my mentor and my confidence to try different ideas in the classroom increased.” Another participant responded to Question 1, “Collaboration with colleagues, my mentor, instructional coach, and professional development motivated me to continue teaching this year.” This allowed the researcher to determine that additional support beyond a mentor and school leadership can contribute to a teacher’s motivation and self-efficacy.

Personal reflection. The open-ended responses from Question 1 emphasized collaboration with fellow first year lateral entry teachers. Teachers reported they felt monthly sessions provided good feedback on classroom management strategies and activities; but more importantly, teachers indicated they were not alone as they shared ideas, frustrations, and success stories. Respondent 3 commented, “I think that’s definitely been a benefit of this group, is to be able to share things.” The researcher asked for participants to elaborate on collaborating with fellow first year lateral entry teachers. Respondent 5 stated,

There was not one session that was most beneficial for me, but each session allowed for everyone to see each of us were in the same, like, a mid-year slump. Because I was at a place we had had a lot of stuff going on theater wise. Me and another first year lateral entry teacher would talk a lot, and I was at the point of like, I don’t know that I can do this. Teaching is hard and kids aren’t listening. Like, everything’s falling apart, and it’s just, I’m in a fire and it’s all burning, and I don’t know what to do. And I feel like I’m the only one in here. Then we had a monthly meeting, and it was like, “Oh, okay.” So we’re all in this fire.

The personal experiences provided by Respondent 5 created more conversation allowing focus group participants to give their input about collaborating with each other.

Respondent 6 remembered specifically sharing how they felt in this particular session as well. Respondent 6 stated to the focus group,

I remember saying in the session. How I feel is okay. This is common because, you know, people say, you’ll have your roller coaster. But it was definitely a nice realization that everyone was on the roller coaster, and that we would get back out of that. You know now, being on the other side of it, looking back, it’s like, I’m

really glad that we had that ability to talk.

Question 1 data provided the researcher with additional insight that motivation to continue teaching was attributed to student achievement and the impact of induction components. The researcher asked respondents to share personal experiences that impacted their motivation to teach. Respondent 2 stated,

The support of my administration, mentor, and peers has been crucial during the induction process and seeing my students grow in knowledge has been amazing. The teacher induction program motivated me to continue teaching this year because it allowed me to share my own experiences and recognize that I am not alone in my reservations or concerns. It also provides good feedback and ideas for classroom management and activities.

Collegial support. Teachers answered Question 4 and responded that self-efficacy improved because of support from co-workers within their school building. The responses did not indicate if co-workers were other first year lateral entry teachers or simply teachers who were in the same department. One teacher responded to Question 4, stating, “I feel like my confidence increased because of experiences and learning things that worked and didn’t. I feel like the personal growth I experienced came mostly from interactions with and from conversations with other experienced teachers at my school.” The researcher noticed several responses referenced how the monthly meetings made teachers feel like they had a support system of colleagues on which to rely. Responses to Question 4 addressed teacher self-efficacy improved because of learning from personal experiences and having conversations with experienced teachers. Respondent 4 shared how the encouragement and praise from district office leaders impacted self-efficacy:

Yeah. I think it is the little things. Like last night, we had our spring showcase

tonight for our students. The day before students had a dress rehearsal and district office leaders were there. We talked for a little while afterwards, and they said, “I hear you’re doing a great job.” When other teachers that have been doing it for 20 years, when they do comment and make positive comments, that’s better than any professional development.

Summary of Results

What role did collegial support play in supporting key classroom practices of lateral entry teachers? There were frequent responses by teachers about specific collegial support that aided them throughout the school year. Specifically, of the various types of collegial support, a mentor was the most common theme from survey responses. The researcher reflected over feedback from respondents in the focus group discussion reassuring the importance of a mentor and the role they played throughout the induction process. Many of these teachers reported that having the opportunity to share and get feedback from their mentors improved self-efficacy. Some responses reinforced to the researcher that new teachers would ask mentors to elaborate on strategies learned from the monthly sessions they still may have felt unsure about implementing in the classroom.

Research Question 3

What role did school-based leadership play in supporting key classroom practices of lateral entry teachers?

School administration. Responses from Survey Questions 1 and 2 allowed the researcher to evaluate the importance of school leadership during the induction process. Several responses from the focus group addressed how school administrators helped support them throughout the school year. Respondent 5 shared an experience about how their administration helped set up a classroom that would allow Respondent 5 to manage

the room more effectively:

I felt very unprepared, to say the least especially when the kids arrived day one. I walked into chaos because of how my classroom was set up, and the kids had decided this was the way it was going to be. I talked to my administrators about it, which led to getting rid of small tables in my classroom and getting individual student desks. The students would all sit around a table, facing each other with their back to me, and it was impossible to get students to actually pay attention and work. So we got rid of my tables, and we got desks, and we lined the desks up, and that helped tremendously. I was able to manage students easier, and it decreased the amount of talking and students getting distracted easier.

Respondent 1 indicated administration shared that the previous teacher's classroom management was inconsistent, and it led to several classroom disruptions. Respondent 1 felt having this prior knowledge and communication from administration about possible classroom management issues played a role during the first 6 weeks: "Those first six weeks were rough. My administrators were like, 'It's okay. It will be all right. It will get easier once students see you have expectations and you are going to hold them accountable.'" The administrative support and encouragement kept Respondent 1 motivated and not feeling overwhelmed by classroom management issues. From focus group responses, school-based leadership met with lateral entry teachers and reviewed their lesson plans and assessments. All respondents felt their administrators did not simply want to see lesson plans but wanted to help offer advice and strategies to enhance the lesson. Responses from Question 3 credit school-based leadership as a key support to help with classroom management. Teachers felt they could discuss with school-based leaders about their classroom management issues. Respondent 4 shared how

administration supported them throughout the year working with and managing teacher assistants in their classroom:

I am in a different situation than each of you, because I have two TAs in my room. So it's not only managing our students but managing the other adults in the classroom as well. One teacher assistant is awesome, and then the other position I have had five TAs this year, because we set high expectations. My administration team are observing and taking data for all of our students as well as on professionals. If you do not meet the expectations, or you violate policy, and repeated offenses, you have to go.

Respondent 4 indicated how this experience helped them with their classroom management:

Having teacher assistants who enforce structure while meeting the needs of students with severe disabilities is not an easy task, and this job is not for everyone. When classroom management or behavior issues occurred, it was because a teacher assistant was not doing their job.

The researcher asked focus group participants to elaborate on possible experiences in which their school-based leadership supported or gave insight on classroom management. Respondent 5 shared how their assistant principals made them understand if they sent a student out of their classroom to an alternative room for the remainder of the class period, it did not mean they failed as a teacher: "I felt like if I sent a kid out I failed. Right? That is not me being a good teacher or handling the situation correctly." The support from the assistant principals allowed Respondent 5 to feel like sending students to another classroom for misbehaving is an appropriate strategy to help with classroom management. Respondent 5 concluded, "Last semester I sent a couple of students out and

when they returned the next day to class they came in with no ill will, and the student was ready to learn.” Before the researcher could move forward with the focus group discussion, Respondents 1 and 5 shared a similar personal experience. Respondent 1 elaborated on how she currently has a student she sent out of the classroom last semester: “This student sits right in front and participates daily now.” Respondent 1 said after sending the student out last semester, it completely changed that student’s perception of classroom behavior expectations. The personal experiences shared from Respondents 1 and 5 allowed the researcher to value how important it is for school-based leadership to encourage teachers to embrace school-based procedures to help with classroom management. In both of these situations, the respondents trusted and valued school-based leadership’s insight and for teachers not to feel like they are failing because they sent a student out of their classroom for misbehavior.

Respondent 4 works at a school in the district for students who have severe disabilities. After being hired, Respondent 4 commented on how the new principal shared about last year’s data regarding physical restraints and classroom management issues. Respondent 4 emphasized to the focus group, saying,

We had over 100 physical restraints last year with a particular student because of their behavior, and so far we have had zero this year. So classroom management has been a big deal in keeping our students engaged. My administrator brought materials like tables and I got rid of desks, because we run three centers in my classroom. So just having a teacher’s assistant at each table, and we run our centers, and they know when the timer goes off they move, and they just rotate through. That 100% engagement is what I think has been our biggest success, and that was from our administration.

Respondent 6 shared how administration helped approach classroom management issues with specific students:

My school administrators are phenomenal at helping figure strategies out to help with classroom management. They deserve the biggest pay raise for being able to handle students and know exactly something about a specific student and to tell you right off the bat what will or will not work for a particular student.

This allowed Respondent 6 to approach and feel comfortable seeking guidance from site-based leaders. All focus group participants felt like being able to share frustrations and get feedback from school leaders helped them progress and not get frustrated if they did not handle a classroom management situation correctly.

The researcher allowed Respondent 5 to share a personal success story about how their site-based leader enhanced their ability to assess students:

So for example, when we did our study on Greek playwrights, my assistant principal sat down and talked with me about instead of giving the test, have them make a pamphlet, like what you would get at a rest stop.

Respondent 5 described how their assistant principal said, “Describe what’s in it, how it’s done, what shows are in there, and that’s something that they will still remember.”

Respondent 5 elaborated on how students were creative with the assessment, saying students made comments like, “Oh, wow,” as they presented the pamphlets in class.

Respondent 5 concluded saying, “So this one assessment makes me feel good, because I know they’re retaining the information.”

Summary of Results

What role did school-based leadership play in supporting key classroom practices of lateral entry teachers? Teachers addressed how conversations with fellow

school-based administrators helped them implement strategies learned from participating in the district's induction program. Focus group responses determined teachers felt school administrators simplified strategies and ensured they were supported, especially in the areas of classroom management and lesson planning.

Research Question 4

Were strategies addressed to increase individual efficacy of lateral entry teachers in the areas of classroom management, creating lesson plans, and developing assessments?

Induction practices. The researcher was able to determine from Survey Question 2 that several induction practices contributed to teachers learning strategies to utilize in the classroom. Several responses from teachers emphasized sessions on specific topics each month that helped spark ideas to aid them in the classroom. Respondent 4 shared a session that was most beneficial for them: "I think the biggest thing for me was the accurate progress monitoring session." The researcher asked Respondent 4 to elaborate more about this particular session. Respondent 4 said,

The initial assessments in the beginning allowed us to see where your students are and then accurately and consistently monitor progress throughout. With the help of my administration, he gave different ways to present information and modify information and then accurately progress monitor, so you can give genuine results at the end of the year, has been invaluable.

Respondents 1 and 2 discussed a session with a guest speaker who provided various websites and different strategies to incorporate into daily planning. Respondents 1 and 2 felt the speaker was energetic and created a positive atmosphere for them to feel comfortable to ask questions. Respondent 1 who teaches nursing classes at the high

school level stated,

The energetic woman that came had a lot of websites, but not everything related to high school, or relates to a nursing class, but I was still able to get a little bit of information, and different tips to use in my classroom.

Respondent 6 shared how the session on curriculum and planning was beneficial but still was unsure exactly of what a lesson plan looked like:

If we're talking about curriculum planning and developing lessons we talked about how we're supposed to use the North Carolina Standards, and you have to follow that. That was great, because I learned a whole lot about the standards and stuff, but I wasn't sure how to develop a lesson plan. I have never looked at a lesson plan, or had one, or done anything with it, so I was like, "Okay. It's great, but I don't even know what it looks like. How do I lay it out on paper? How do I do this and keep in consistent?" That was a bit of a struggle to figure out.

After Respondent 6 shared this, respondents began sharing ideas within the discussion on developing lessons. Respondent 2 commented, "I learned that there's a variety of them, and you just make it look the way that you want it to look." Respondent 4 responded to Respondent 2, saying, "Mine are in outline format." From the findings on developing lesson plans, respondents shared how they adjusted lesson plans based on individual choice of what worked for them.

Classroom management. The researcher noticed a trend that the classroom management session and support from colleagues (mentor, school-based leadership, teachers) were the most beneficial to teachers. A participant responded to Question 2: "I received a lot of support in classroom management and developing activities that enhanced learning but are also engaging and fun. The different ways to get students

involved were great assets that I could add to my classroom.” Respondent 6 reflected on how in the monthly sessions, fellow teachers would share personal classroom management strengths and weaknesses:

In some monthly meetings, just hearing other teachers talk and how they handled classroom management for me was beneficial. I don’t have an actual classroom and with 30 students in the auditorium conversations on classroom management helped me address students trying to sleep, stay off task, or on their cellphone.

Summary of Results

Were strategies addressed to increase individual efficacy of lateral entry teachers in the areas of classroom management, creating lesson plans, and developing assessments? Overall, specific induction practices contributed to teachers responding that self-efficacy improved as the school year progressed. The most common session teachers mentioned that improved self-efficacy was the classroom management session. For this district, the use of collegial support and requiring teachers to attend the monthly sessions increased individual efficacy of teachers. Focus group findings determined some possible topics or areas that could be beneficial to incorporate in monthly sessions.

Chapter Summary

Several positive trends emerged from participating in the district’s induction program, such as the impact of mentors, colleagues, personal reflection, and school-based leadership. From the survey responses and focus group discussion, collaboration from the monthly sessions improved self-efficacy the most. The researcher determined from specific responses that being able to meet monthly and express frustrations played a vital role impacting self-efficacy. Survey responses validate that the district is utilizing

research-based components to improve self-efficacy.

Findings from the focus group supported how vital classroom management and lesson planning sessions were. The researcher asked focus group participants what component of the district's induction program improved their confidence to teach and why. Respondents shared that their participation in the monthly meetings allowed them to collaborate and build relationships with each other. From the open-ended responses and focus group findings, the researcher noticed a trend with teachers being able to share ideas, collaborate, and vent. Data from Section 2 of the survey indicated two significant findings. The majority of first year lateral entry teachers taught at the elementary level, and 76% of gender submissions were female. From the data collected in Chapter 4, recommendations, continuations, and conclusions are addressed in Chapter 5. The importance of these findings can help the researcher better assess if the district utilized best practices and if self-efficacy of first year lateral entry teachers improved due to their participation.

Chapter 5: Conclusions

Summary

Educational researchers Ingersoll and Strong (2011) published data of 15 empirical studies examining teacher induction programs over the previous 25 years. They determined induction programs have a positive impact on teacher efficacy, teacher retention, classroom instructional practices, and student achievement (Ingersoll & Strong, 2011). Statistically, the attrition rate of new teachers in their first 3-5 years has reached 30% nationwide (Gonzalez et al., 2008). The shortage of certified teachers is not the only factor leading to school systems hiring lateral entry teachers. Throughout the United States, several larger states are seeing a decline in enrollment in teacher training programs (Westervelt, 2015). The largely rural district in this study has averaged hiring 28 lateral entry teachers annually over the last 4 years.

The researcher chose to focus only on first year lateral entry teachers who were hired for the 2017-2018 school year. Additionally, research indicated key components of induction programs that can impact teacher efficacy. The study answered the following research questions to inform best practices of induction programs that can improve self-efficacy the most.

1. What practices from the induction program improved self-efficacy?
2. What role did collegial support play in supporting key classroom practices of lateral entry teachers?
3. What role did school-based leadership play in supporting key classroom practices of lateral entry teachers?
4. Were strategies addressed to increase individual efficacy of lateral entry teachers in the areas of classroom management, creating lesson plans, and

developing assessments?

Findings

The researcher used qualitative data from a survey and focus group to determine if self-efficacy improved from participating in the district's induction program. Teachers were asked to complete a two-part survey through SurveyMonkey. Teachers responded to Section 1 of the survey through open-ended responses allowing the researcher to determine any trends of induction components that impacted self-efficacy the most. Section 2 of the survey was optional, and the researcher described in the instructions that demographic information would not be linked to Section 1 of the survey. One finding the researcher shared with respondents during the focus group discussion was that the majority of first year lateral entry teachers taught at the elementary level. Focus group participants indicated this might have contributed to how they felt about some of the professional development sessions.

Professional development. Professional development is a key component of induction programs and can improve teacher efficacy (Ingersoll & Strong, 2011; Mingo, 2012; Moyer, 2015; Reeder, 2013). Research cited in Chapter 2 addresses that induction programs should include an orientation period and rigorous and sustained professional development (Feiman-Nemser & Carver, 2012; Henry, 2016). One survey response commented about the significance of the orientation the district required first year lateral entry teachers to attend prior to school starting. Survey responses determined that the majority of the teachers felt that the classroom management and lesson planning sessions were the most beneficial. New teachers should be able to reflect, collaborate, and value meetings with colleagues improving teaching practices (Brannon et al., 2009). Focus group feedback supports identified research in Chapter 2 that teachers need to reflect,

collaborate, and value meetings with colleagues.

The researcher asked teachers in Section 1 of the survey about additional professional development sessions and support that would have been beneficial to them. Several survey responses addressed that learning more about IEPs and how to implement them in the classroom would have been beneficial. One survey response stated, “Being prepared more for the IEP program would be a good idea to go over with future lateral entry teachers.” Focus group responses supported that teachers needed extra support and guidance on implementing IEPs. During the focus group discussion, respondents shared ideas on how they organize and implement IEPs; but they still felt like they needed more guidance prior to implementing them in the classroom.

Teacher mentors. Mentoring is a common component shared by induction programs (Education Northwest, 2014). Research cited in Chapter 2 addresses that a mentor is a key component of induction programs supporting teachers in developing lessons, assessments, and classroom management techniques (Martinez, 2007; McBride, 2012). The researcher identified research in Chapter 2 indicating school leaders and mentors should collaborate and give critical feedback impacting teacher efficacy early on within the first year (Simpson, 2016). Mingo’s (2012) study indicated beginning teachers need a place to vent; and often, venting to mentors leads to great brainstorming sessions. Data the researcher obtained from the focus group in this study correlate with Mingo’s study. The researcher determined from the focus group discussion and survey responses that teachers relied on their mentors. The role a mentor played helped teachers in various situations but also played a role impacting self-efficacy due to teachers being able to vent and get feedback from mentors.

School-based leadership. Findings from survey responses and the focus group

discussion correlated with research identified in Chapter 2 on the role school leaders play during the induction process. Research cited in Chapter 2 emphasizes that school-based leaders are instrumental and a key component of induction programs. The principal's role in the induction of beginning teachers contributes to teachers feeling confident and supported. Principals should lead meetings on various topics such as classroom management, instructional practices, communication, time management, professionalism, and working with special needs students (Smith, 2009, pp. 120-121). Research suggests principals who were effective in supporting beginning teachers displayed instructional leadership, provided reflective feedback, and encouraged a positive school climate (Mingo, 2012; Washington, 2016).

Various research cited in Chapter 2 also addressed that collaboration with other teachers helped them with school rules, routines, and procedures; lesson planning; instructional strategies; and classroom management (Anthony, 2009; Mingo, 2012; Simpson, 2016). Steele (2013) conducted a study to identify and assess support given to alternatively certified teachers from their principals. Data collected by the researcher in this study align to Steele's study on the importance of school leadership during the induction process. Steele indicated principals should offer support to the teacher's individual content and specific challenges and understand that the need of support varies with each individual teacher. Survey responses and focus group feedback allowed the researcher to determine first year lateral entry teachers experienced site-based leadership support.

Responses addressed that site-based leadership gave feedback on classroom management techniques as well as supporting teachers allowing them to feel comfortable to approach their administrator about issues or suggestions to improve on classroom

practices. Focus group participants shared experiences about school-based leadership reinforcing how important it is for school-based leaders to collaborate, guide, and communicate with first year lateral entry teachers.

Collegial support. New teachers need time to collaborate with fellow colleagues on issues such as curriculum design and lesson planning (McBride, 2012). Survey responses indicated teachers were able to see they were not alone as they shared ideas, frustrations, and success stories at the monthly professional development sessions. Additional support within induction models allows for new teachers to reflect, collaborate, and value meetings with colleagues to improve upon their teaching practices (Brannon et al., 2009). Teachers in this study felt their confidence improved as the school year progressed due to their relationship with their mentor. Some teachers indicated they could call on their mentor or a co-teacher at any time for support, feedback, and understanding of issues with which they were frustrated with the most. Respondents shared how their mentor and co-teacher were instrumental at the start of the school year.

Specifically, of the various types of collegial support, a mentor was the most common trend from survey responses. According to teachers, being able to work with experienced colleagues helps shape their teaching perspective (Anthony, 2009; Simpson, 2016). Bandura (1977) indicated a teacher's confidence varies according to past mastery experiences, vicarious experiences, social persuasion, and emotional/physiological impacts. Focus group members described how their ability to plan and assess students as the school year progressed improved due to past teaching experiences.

Mastery experiences (Tschannen-Moran et al., 1998), or tasks that were more easily mastered, strengthened self-efficacy because of successes or failures in actual

teaching experiences. The personal experiences shared by respondents support that mastery experiences strengthen self-efficacy due to recognizing failures from past teaching experiences. This also supports research cited in Chapter 2 that when teachers embrace experiences, they can reflect on them and self-assess their abilities as to how effective they felt before and after (Rivers, 2014; Shepherd, 2009; Stanley, 2017).

Vicarious experiences impacting teacher confidence are obtained through opportunities such as professional development and observation of school and district leaders (Anderson, 2008; Simpson, 2016; Stanley, 2017). Survey and focus group responses allowed the researcher to determine that collaboration was instrumental at the monthly professional development sessions. Collaboration allowed first year lateral entry teachers the opportunity to share positive and negative experiences from the classroom.

New teacher induction models that allow or require collaboration can impact self-efficacy (Hunter, 2016). The ability for teachers to collaborate was a clear strength of the district's monthly professional development sessions. The focus group discussion reinforced to the researcher that collaboration would extend into each monthly session regardless of session topic. For the third source, social/verbal persuasion, Bandura (1997b) indicated personal feedback can strengthen or weaken efficacy beliefs. The collegial support from mentors, school-based leaders, instructional coaches, and co-teachers played an important role, providing discussion and feedback for first year lateral entry teachers.

Steele (2013) indicated feedback is a desired strategy new alternatively certified teachers need to support them. The researcher's findings in this study about collegial support and the impact it has on self-efficacy support research identified in the literature review. Respondents shared how they were glad they had the ability to talk with

mentors, other first year lateral entry teachers, and school administrators during the induction process. This supports the impact social/verbal persuasion had on first year lateral entry teachers as they participated in the district's induction program.

The final source, emotional impacts or physiological states, provides cues affecting self-efficacy and the human body (Bandura, 1997b). Stress, anxiety, fear, and ability to tolerate change can influence teacher confidence (Bandura, 1997b). The researcher asked participants to share in Section 1 of the survey experiences from the district's induction program that motivated them to continue teaching. One response addressed how their mentor helped create an environment where the first year lateral entry teacher felt they had tremendous support and could handle stresses of the job. Past experiences also play an important role influencing teachers emotionally and physiologically (Bandura, 1997b). Focus group responses emphasized how sessions helped each of them understand they were not alone as they shared ideas, frustrations, and success stories. The researcher determined from this study that new teachers need a support system in place during the induction process, as teachers experience sources Bandura (1977) indicated can impact self-efficacy.

Continuations

Based on the data, the district in this study is using current research-based induction components that can improve self-efficacy of new teachers. Research identified in Chapter 2 on effective induction components align to components experienced by first year lateral entry teachers in this study. Feiman-Nemser and Carver (2012), Henry (2016), Ingersoll and Strong (2011), Mingo (2012), Moyer (2015), Reeder (2013), Simpson (2016), and Steele (2013) indicated components most beneficial in increasing teacher self-efficacy throughout an induction program:

- Mentoring;
- Rigorous and sustained professional development;
- Multi-day orientation;
- Program evaluation to inform program leaders about strengths and weaknesses of the program; and
- Effective mentoring programs are linked to more positive and richer experiences for novice teachers (Martinez, 2007; Mingo, 2012).

Districts should continue utilizing research-based induction practices the researcher identified that impacted self-efficacy of first year lateral entry teachers. This research confirms that districts that use research-based practices can be successful in impacting self-efficacy. Teachers in this study addressed how each component influenced them and their ability to teach. For some teachers, specific induction components impacted them more than others. For example, survey responses and focus group findings determined a mentor was the most beneficial, while some first year lateral entry teachers felt the monthly professional development sessions targeted specific topics but allowed for colleagues to vent, share ideas, and see that everyone was experiencing similar issues.

Limitations

The researcher in this study is an administrator in the district, and this could have been a limiting factor to some teachers responding or participating. The researcher acknowledges a limited response rate and a small sampling size, relying on first year lateral teachers to complete a survey and sign up to volunteer to be part of a focus group discussion. The focus group discussion lasted for 40 minutes, and volunteers met with the researcher in mid-March at the district office. The researcher actively collected data

during mid-March, a time during the school year when teachers can get overwhelmed with upcoming state tests and overall stresses of the job. Of 22 first year lateral entry teachers who could complete the two-part survey, only 19 completed Section 1, and 17 submitted demographic information to Section 2. As a result, survey and focus group participation was limited. The researcher contacted the entire population of first year lateral entry teachers for the district through emails encouraging them to participate in the study. During the last week of the survey being open, the New Teacher Support Specialist assisted the researcher and emailed all first year lateral entry teachers reinforcing the importance of the study and encouraging teachers to participate.

Recommendations for Practice

Districts should make sure first year lateral entry teachers are updated on their coursework required to maintain their teaching license as the school year progresses. The uncertainty of knowing required coursework for some teachers based on survey responses and focus group feedback added to stresses of the job. Several respondents shared how they felt the district should make it mandatory for the district's licensure specialist to meet face to face to discuss required coursework. Respondents indicated the uncertainty of not knowing exactly what they are required to complete added to the stresses and demands of teaching.

The researcher also recommends that districts require first year lateral entry teachers to meet with the licensure specialist at the start of the year, half way through, and at the end of the school year. Data from the focus group addressed that a professional development session on using student information and management programs such as PowerSchool and Canvas would be beneficial. Focus group participants recommended to the researcher that the district should plan professional

development sessions according to the needs of teachers at each level. Teachers indicated that participating in orientation, having a mentor, attending professional development sessions, and collaboration with various types of collegial support improved self-efficacy.

The researcher determined the district in this study did not provide enough support for teachers to understand how an IEP worked for students based on their accommodations. It is important for the district in this study to implement a session for teachers to learn more in-depth about IEPs, because federal and state mandates require teachers to follow them for students. When preparing for this session, the district should have their district office leaders who are specialized in Exceptional Children lead this particular session. This can help minimize any issues for new teachers and help them be more confident implementing IEPs. For new teachers, this session could help them develop a relationship with Exceptional Children experts allowing them to feel comfortable calling on them if needed throughout the school year. This session, along with mentor and administrator collaboration, should be included in the preservice training.

The final recommendation is to add additional sessions during the school year just for lateral entry teachers. These sessions can help lateral entry teachers with specific needs beyond the required monthly professional development sessions.

Recommendations for Future Research

Based on the data collected and the findings of this study, the researcher has noted recommendations for future research. The researcher did not include second and third year lateral entry teachers from the district in this study. It would be beneficial to conduct a similar study including second and third year lateral entry teachers to

determine which key induction components impacted self-efficacy the most. This would allow the district to determine, as lateral entry teachers progress through the induction program, which key induction components continue to impact self-efficacy the most. Another recommendation would be to compare any similarities or differences of both first year certified and first year lateral entry teachers. This could help districts determine any similarities or differences to target critical areas of needs for each group.

Researching other induction programs may reinforce research-based induction components that correlate with the research conducted in this study that impacted self-efficacy. Findings from other induction programs will most likely support that having a mentor, collegial support, and providing professional development can impact self-efficacy of new teachers.

Conclusion

This study focused on first year lateral entry teacher experiences from participating in the district's induction program. The researcher determined that self-efficacy improved due to not only teachers participating in the district's induction program, but the district utilized research-based components that can impact self-efficacy. Recommendations made by the researcher for similar districts will help strengthen the induction program for first year lateral entry teachers. Districts can utilize the researcher's findings in this study to help improve induction programs for first year lateral entry teachers. Data collected and analyzed by the researcher support and reinforce the importance of high-quality induction.

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Appendix A

Survey

Purpose of the Survey

The 2-part survey will allow the researcher to determine trends or experiences from lateral entry teachers' participation in the district's induction program. To better understand your experiences from the district's induction program please answer the following questions from Section I of the survey. Your feedback will help the district better prepare for new teachers in the future who are required to complete the district's induction program. Your feedback is instrumental to determine if confidence of lateral entry teachers improved due to the induction program and collegial support. Your feedback will remain anonymous and the survey will not be linked to your identity.

Section II of the 2-part survey is optional allowing participants to select the demographics that best apply to them. Once again Section II is optional, but your demographic information will remain anonymous. The researcher will be able to identify if any trends or similar issues exist among teachers who have similar demographic characteristics.

Section I – Reflection of 1st Year of Teaching

Instructions: Please respond to the following questions with as much detail as possible.

1. What experiences from teacher induction motivated you to continue teaching this year?
2. What kind of support did you receive this school year from the induction program increased your confidence to teach?
3. What practices from the district's induction program were beneficial implementing in the classroom?
4. Do you feel your confidence to teach increased throughout the school year because of your participation in the induction program?
5. What additional support would have been beneficial to you?
6. Would you like to participate in a single focus group discussion? This is voluntary, but please consider because your personal experiences will allow for a better understanding the impact induction has on self-efficacy. Click on the link below to submit your name and contact information.

Survey Section II (Optional) – Demographics

If you choose to complete the optional section of the survey, please complete this survey regarding your first year of teaching. I will use the information you provide on this part of the survey for the purpose of this project study only. I will treat all information confidentially.

Instructions: Please select the letter that best answers the question.

1. What is your gender?
 - a. Male
 - b. Female

2. What is your age group?
 - a. 18–25
 - b. 26–34
 - c. 35–40
 - d. 41–45
 - e. 46–50
 - f. 50 and above

3. **(For High School Teachers Only)**

What subject(s) do you teach?

 - a. Language Arts
 - b. Mathematics
 - c. Science
 - d. Social Studies
 - e. Physical Education
 - f. Foreign Language
 - g. Art
 - h. Music
 - i. Vocational Education
 - j. Other (please specify) _____

4. What level do you teach?
 - k. Elementary
 - l. Intermediate
 - m. Middle
 - n. High

Thank you for your participation. Your feedback will help improve the induction program and the impact it has on teacher efficacy.

Appendix B

Permission to use Survey Instrument

Matt Tipton; Matt Tipton ✕

Inbox

You forwarded this message on 12/19/2017 2:48 PM

Good evening,

I want to again congratulate you on reaching such a milestone. Earning any degree is outstanding, but a doctorate makes you phenomenal.

As requested, you have my permission to use and adjust my survey for your study as needed. Please feel free to contact me if there is any additional information you need from me.

I look forward to reading your final study.

Sincerely,

Tonja D. Simpson, Ed.D.
Stephenson High School
Academic Coach
Textbook Coordinator
678-676-4202 main
678-676-4210 fax
678-676-4380 office

"It's how you deal with failure that determines how you achieve success" -David Feherty

Appendix C
Focus Group Link Form

Please understand that your privacy and anonymity is protected. This is a separate Google form so no identifying information is linked from your survey to this form. Participation in the focus group discussion helps understand beginning teachers' perceptions and experiences while in the program. Thanks for your participation!

Your name*

[Short answer text]

What is your email address? *

[Short answer text]

What is your telephone number? *

[Short answer text] *Required

Appendix D

Focus Group Meeting Consent Form

Appendix E

Electronic Letter Invitation to Participate

Letter Inviting to Participate in Research

Dear Colleague,

I am conducting a research study to evaluate first year lateral entry teachers self-efficacy after completing their first year in the district's induction program. In my leadership role I understand the demands you may be experiencing during this time of the school year. Therefore, this study is designed to require a minimal amount of your time and input. As a first year lateral entry teacher your feedback will help to better support to new lateral entry teachers in the future. From your feedback this district will be able to determine any continuations, recommendations, or changes to improve teacher confidence.

The title of this study is: The Impact of Induction on First Year Lateral Entry Self-Efficacy. The use of a survey will evaluate how confident teachers feel employing instructional strategies, classroom management, and relying on collegial support provided from the induction program. Your feedback will help strengthen lateral entry teacher support and determine if induction encourages teacher leadership through collaboration and collegial support.

I have created a two-part survey. The goal of the survey and focus group is to ensure lateral entry teachers felt more confident employing classroom practices due to their participation in the district's induction program. Feedback will indicate if the district is implementing key induction components for teachers to feel more confident and supported. All responses will remain anonymous and the survey will require no more than 15 minutes to complete.

Upon submission of survey responses, question 6 will ask you to consider participating in a single session focus group discussion about your induction experiences. This discussion will take place a week or two after the survey closes. The focus group meeting will last approximately 40 minutes. For willing participants a link will be provided with question 6. This separate link collects your name, telephone number, and email address. This will help to notify willing participants of the date, time, and location of the focus group meeting. I am committed to making this as convenient for teachers as possible. This separate link protects your confidentiality ensuring all contact information remains unlinked to survey responses.

Participation in this research study is completely voluntary and participants can withdraw any time. If you have any questions or concerns, please contact me directly at 777-777-7777 or xxxxxxxx@gardner-webb.edu.

If you would be willing to participate, please see the attached letter of consent.

1. You may download, sign, and email the attached consent form to me.

Appendix F
Letter of Informed Consent

Informed Consent Form Ed.D Dissertation Research Please complete this form after you have read the letter within the email about the study.

Project Title: The Impact of Induction on First Year Lateral Entry Self-Efficacy

Researcher: Matthew Tipton

Thank you for your interest in this research. If you have any questions after reading the emailed description, letter, and explanation of the research study, please ask the researcher before you to decide whether to join. A copy of this consent form is attached to your original email so that you may refer to it at any time.

Participant's Statement

I agree that:

- I have read the notes written above and the explanatory email and understand what the study involves and understand what the study involves.
- I understand that if I decide at any time that I no longer wish to take part in this project, I can notify the researcher involved and withdraw immediately.
- I agree that the research project named above has been explained to me to my satisfaction and I agree to take part in this study.

*Signature:

Date:

Email:
