Three Teachers, Three Outcomes: Alternatively Certified Literacy Teachers and Their Use of Mentoring and Support

Karen Cole Toralba
Mississippi State University
kcbestill@yahoo.com

Kathleen M. Alley
Mississippi State University

Devon Brenner
Mississippi State University

Abstract

There is a teacher shortage throughout the US that has reached critical capacity in rural areas. To exacerbate this, new teachers often face difficulties their first year teaching, causing them to leave the profession. One means to combat this growing shortage is to recruit alternatively certified teachers. This study examined the lived experiences of three first-year teachers enrolled in a Master of Arts in Teaching (MAT) program, examining: (1) similarities and differences in their experiences; (2) how they viewed and used resources, support and mentoring; and (3) what influenced their self-efficacy and improvement. Findings indicated one teacher felt better prepared to teach, the second used supports when faced with challenges, and the third lacked efficacy and had a negative disposition.

Keywords: alternative certification, teacher retention, teacher shortage, self-efficacy

Please contact the first author for all correspondence regarding the content of this article.

New educators experience several challenges during their first years of teaching, which often cause them to leave the profession prematurely (Darling-Hammond, 2010; Hogan & Rabinowitz, 2009; Kee, 2012; Sutcher, Darling-Hammond, & Carver-Thomas, 2016). Novice teachers are 2.5 times more likely to leave the profession than their more experienced colleagues (Johnson, Berg, & Donaldson, 2005). Roughly 25% of first year teachers leave the profession within the first 12 months they enter the classroom, and nearly 50% of teachers leave after five years in the classroom (Fantilli & McDougall, 2009; Fry, 2009). In response, school districts across the United States face multiple challenges to recruit and retain teachers, particularly in rural areas where recruitment is even more difficult (Anthony, Franz, & Brenner, 2017; Berry, 2008; Carver-Thomas, & Darling-Hammond, 2017; Gagnon & Mattingly, 2015; Hogan & Rabinowitz, 2009).

A possible solution some states have determined may help them to overcome this difficulty is alternative certification (AC) programs. AC programs emerged in the 1980s as a means to combat teacher shortages occurring due to retirement, as well as new teacher recruitment and retention issues (Berry, 2008; Holmes & Herrera, 2009). In the United States, approximately 30% of all new teachers are now certified through AC programs (Kee, 2012; National Research Council, 2010; Sutcher et al., 2016). In some states, including Mississippi, the setting for this study, the majority of new teachers are alternatively certified (Boggan & Jayroe, 2012). In 2010, the National Center for Education Information (NCEI) reported over 600 sites offered AC programs in approximately 150 different routes, across 48 states and the District of Columbia. These programs attract people from diverse professional backgrounds, with a focus on increasing the gender, racial, and ethnic diversity of America's teachers (Grossman & Loeb, 2008).

Review of Literature

Alternative Certification (AC) programs include the rigor needed to develop effective teachers; however, they vary considerably both by intent and format (Chait & McLaughlin, 2009; NCEI, 2010). Findings from research indicate the amount of pre-classroom training and the type and amount of continued training and supervision, as well as length of internship, vary widely (Chait & McLaughlin, 2009; Johnson, Birkeland, & Peske, 2005). Regardless of the type of AC program, a clear and necessary component across those studied is a well-designed and supervised field experience. According to Grossman and Loeb (2008), the lack of field experiences provided in an AC route limited teachers' ability to deliver the required teaching and learning in low income schools. In general, AC programs studied consisted of the following requirements: (1) a degree with significant coursework in the content area subject to be taught, as well as a passing score on a certification exam; (2) a supervised internship that coincides with [or is followed by] full time teaching responsibilities as a teacher of record, in addition to hours of training and site-based supervision; and, (3) recommendation by the employing district (Baines, 2010; Chappelle & Eubanks, 2001).

Multiple research studies have been conducted across states to examine the effectiveness of AC programs (Boggan, Jayroe, & Alexander, 2016; Humphrey, Wechsler, & Hough, 2008; Hung & Smith, 2012; Sass, 2011). Studies of teachers' impact on student achievement are inconclusive, with findings that students in classrooms of AC teachers scored worse, equal to, and better than students in classrooms of traditionally certified (TC) teachers on measures of academic outcomes

(Feistritzer & Harr, 2008; Grossman & Loeb, 2008; Sass, 2011). Suell and Piotrowski (2007) surveyed new teachers to determine confidence in teaching ability using the Florida Educator Accomplished Practices (Florida Education Standards Commission, 1996). Findings indicated graduates from an AC program were as confident about their practice (e.g., communication, critical thinking, diversity, ethics, human development, knowledge of subject, learning environment, planning, and role of the teacher) as TC teachers.

Unruh and Holt (2010) also shared findings that indicated there were more similarities than differences in the experiences reported by first year AC and TC teachers. For example, both groups of teachers spent similar amounts of time with mentors, and had overall positive reactions to the support provided to them, indicating it enhanced their teaching practice and increased the likelihood of their continued teaching. However, AC teachers stated they had some unique support needs, including support to better understand how to assess students, manage job stress and professional time, develop classroom discipline, and collaborate with school and district staff. There were no differences in the sense of efficacy AC and TC teachers reported.

Nonetheless, many AC teachers do not remain in the classroom beyond the first years of teaching and AC programs may not provide a true solution for the larger issue of teacher recruitment and retention (Heiling & Jez, 2010; Redding & Smith, 2016; Zhang & Zeller, 2016). There is concern, for example, that AC programs may be perceived as short-term solutions to a long-term problem (Heiling & Jez, 2010; Johnson, Kraft, & Papay, 2012). Additionally, opponents of AC programs have stated AC teachers may lack sufficient levels of pedagogical knowledge and skills required to be successful in the classroom, which could lead to ineffective teaching, impacting student growth and achievement and leading to teacher turnover (Kane, Rockoff, & Staiger, 2008; Zhang & Zeller, 2016).

These concerns involve the many challenges new teachers face when they transition from college to the classroom, regardless of the teaching program they complete. Teacher turnover is a well-documented concern (Gonzalez, Brown, & Slate, 2008; Sutcher et al., 2016) and exacerbates increasing teacher shortages, particularly in poor and rural school districts (Gagnon & Mattingly, 2015; Hanson & Yoon, 2018). Turnover can inhibit students' learning and academic growth by restricting a school's ability to sustain a coherent curriculum (Ronfeldt & McQueen, 2017). Research studies focused specifically on alternative certification teachers' attrition and retention have produced conflicting results (Suell & Piotrowski, 2007; Zhang & Zeller, 2016). Early studies on AC indicated traditionally trained teachers had a higher retention rate overall (Andrew & Schwab, 1995; Lutz & Hutton, 1989). Ingersoll, Merrill, and May (2012; 2014) conducted a national study where they compared the retention rates of traditional versus alternative certification programs. Their findings indicated the "preparation route had little bearing on teachers' likelihood of leaving" (Ingersoll et al., 2012, p. 32). Rather, these findings showed that pedagogical preparation (e.g., practice teaching, feedback, and observation of teachers) affected attrition. These findings extended previous research (Gerson, 2002; Redding & Smith, 2016) that indicated little difference in retention rates based on the quality of mentoring received.

Little research focuses specifically on retention activities to support AC teachers. Research on retention in schools has focused on several factors that may influence new teachers' decision-making, including age of candidate, if they teach in their field of certification, ethnicity of

teachers/students, and on-the-job support. Allen (2005) investigated predictors for teacher attrition and retention, sharing approximately 50% of teachers leave their initial assignment in the first years of teaching; however, this does not mean they leave the profession altogether, or for the same reasons. Allen found there was limited evidence younger beginning teachers were more likely to leave than those who were slightly older, that teachers who were teaching in a field they had subject expertise or certification in were less likely to leave than teachers placed outside their field of expertise, and minority teachers were more likely than white teachers to remain in schools with higher proportions of minority students. Allen found moderate evidence that White teachers had greater rates of attrition than either African American or Hispanic teachers.

There is some evidence about the characteristics of schools that support teachers in staying in the profession. Johnson (2006) identified supports that influence teacher retention including: (1) an assignment that matches their field of expertise; (2) colleagues with multiple levels of experience; (3) support from multiple stakeholders, including parents, experts, and other providers when working with students; (4) a comprehensive, flexible curriculum with provisions for meaningful accountability; (5) job-embedded professional development; (6) career opportunities for growth and influence beyond their classroom; and, (7) facilities that were safe and well equipped. These teacher supports provide a level playing field for new teachers, giving them the means to be successful like their more experienced counterparts. New teachers who are able to teach within their field of expertise possess content and pedagogical knowledge, even if they lack experience. This coupled with support from more experienced colleagues and multiple school community stakeholders mediates new teachers' lack of experience by providing them with guidance, informal, ongoing professional development, and resource support (Carver-Thomas & Darling-Hammond, 2017).

Mentoring by experienced colleagues is an important source of support AC teachers may benefit from; particularly those who have not had extensive field or student teaching experiences. Mentoring is defined as pairing an experienced teacher (the mentor) with an inexperienced teacher (the mentee) with the final goal of an increase in the mentee's skills and knowledge. Mentoring has been linked to new teacher success and high teaching efficacy (Callahan, 2016; Orland-Barak, 2014; Ingersoll & Strong, 2011; Ross, 1995). Research indicates new teachers who participate in a mentor program are nearly twice as likely to remain in the teaching profession as those who do not (National Education Association, 2005). Sustained mentoring through the first three years in an induction program was suggested for continued teacher effectiveness (Holloway, 2003).

Mentoring may be more likely to support teachers' success and retention if it is thoughtfully designed and implemented, including careful matching of mentor and new teacher in the same grade level or content area (Boggan et al., 2016). Mentors must also be knowledgeable of stages and needs of new teachers and be effective communicators. While other factors will inevitably affect the success of a new teacher (Carver-Thomas & Darling-Hammond, 2017), mentoring can be an important component of AC programs that support teacher retention; however, it is important to understand AC teachers' perspectives about the relative support provided by mentors during the first year of teaching.

Theoretical Framework

We used teacher efficacy, part of social cognitive theory (Bandura, 1997), to frame this research. Teacher efficacy is the "extent to which teachers believe their efforts will have a positive effect on student achievement" (Ross, 1995, p. 228). Research on teacher efficacy indicates teachers who believe they will be successful set higher goals for themselves and their students, trying harder to achieve those goals and persisting through obstacles (Bandura, 1997; Zee & Koomen, 2016). A teacher's efficacy is also an important factor for teacher effectiveness because efficacy is linked to student achievement, a teacher's commitment to teaching, and teacher retention (Chesnut & Burley, 2015; Knoblauch & Chase, 2015; Smith, 1996; Wheatley, 2002). Teachers' levels of efficacy are related to the required teaching curriculum, teachers' beliefs about their students' abilities, and their mentoring experiences (Gordon, 2001).

Methods

The primary impetus for the present study was to investigate the lived experiences of three alternatively certified (AC) teachers enrolled in an online Masters in Teaching (MAT) middle-level program at a rural, southeastern university. We used a descriptive case study to investigate the lived experiences of these three teachers during their first year of teaching, exploring how their use of resources, including mentor support from both in- and outside of their school setting, influenced their feelings of competence and the conviction they did their job well—two factors that impact new teachers' decision-making regarding remaining in the field. Research questions guiding this study included: (1) In what ways were three AC teachers first year teaching experiences similar and different? (2) How did these teachers view and use resources, support, and mentoring from inside and outside the school? And, (3) What influenced the teachers' self-efficacy and improvement or lack of improvement? Information gleaned from this study may lend empirical support to suggest ways that AC programs can be designed to support teachers' transition to the profession.

Participants

We used a convenience sampling (Patton, 2002) of 4th grade teachers in our MAT middle-level program who were in their first year of teaching to select our three participants, Lisa, Alice, and Cara (pseudonyms). These three teachers found themselves in similar circumstances in both district and school/classroom settings. They were similar in age (Lisa, 32 years; Alice, 28 years; Cara, 25 years), all three were white and from rural towns in Mississippi, and they were all hired to teach fourth grade in the same high-needs district serving students in a small town in an otherwise rural county. Prior to enrollment in the MAT program, the three participants had completed bachelor's degrees outside of education. Alice held a BA in Educational Psychology and had taught five years in a daycare, working with 2-3 year olds. Cara held a BA in Psychology and Lisa held a BS in Family and Consumer Science; however, neither had prior teaching experience or had worked in schools and daycare prior to their first year of teaching. All three teachers were hired just before the beginning of the school year and taught in self-

contained classrooms that included a literacy block for reading, writing, and language arts. However, their lived experiences as first year teachers varied greatly.

In their first two semesters in the MAT program they completed licensure coursework (e.g., assessment and instructional planning, adolescent development, and classroom management), as well as a course focusing on the teaching of literacy. All three were enrolled in the second and third semesters of an online MAT program at the time of this study, completing the same coursework during the same semesters as part of a cohort. All three were in the process of earning licensure for elementary education grades 4-6 and social studies grades 7-12, and were supervised by the same university supervisor for their internship class (first semester). All three received a scholarship funded by a US Department of Education Transition to Teaching grant. The grant also provided each teacher with mentoring from a university-provided mentor who is also one of the co-authors of this paper.

The mentor, who is the first author of this article, was responsible for supporting classroom practice but did not grade students or evaluate their practice in any way. The mentor offered non-evaluative feedback to the teachers and sought to support them with guidance for instructional practices, classroom management, and other issues they had with their school or coursework. The three teachers had multiple resources intended to provide support during their first year of teaching and increase the likelihood that they would have a successful first year and remain in the profession.

Data Collection and Analysis

Each teacher was interviewed one time, in a semi-structured, face to face interview in a casual setting. The interview took place immediately after the end of the teachers' first school year—in late May or early June – and was conducted in each participant's classroom. The mentor observed Cara and Lisa four times each, and Alice seven times while teaching their students. Alice struggled more as will become apparent, and subsequently asked for additional meetings, while Cara and Lisa felt meeting four times was sufficient. During these observations, the mentor recorded field notes, focusing on instruction and management. These notes included descriptions of the school environment, the students and the activities. Comments were also documented as observation notes and integrated into the data set. The mentor also recorded notes after informal conversations and mentoring conversations, which became data for the study. Data also include relevant documents from MAT coursework, including lesson plans, teachers' reflections on their instructional strategies, classroom management, planning, collaboration, and professional development required for the internship coursework that provided additional perspective.

Case study methodology is a qualitative approach in which the investigator explores a real-life, contemporary bounded system (a case) over time, through detailed, in-depth data collection involving multiple sources of information (e.g., observations, interviews, audiovisual material, documents, and reports), and reports a case description and case themes (Creswell, 2013, p. 97). A case study provides an opportunity to get an in-depth, real-life understanding of a case or cases within specific contexts. When considering data analysis for case study, Yin (2011) recommended progressing through a nonlinear process with use of a framework as a guide involving multiple phases. For this study, the initial phase, *compiling*, consisted mainly of

organizing the data. This phase was essential to minimize chaos and allowed the authors to become comfortable with the collected data. Once data had been compiled, analysis proceeded to the second phase, *disassembling*. At this point the collected data was broken down into more manageable pieces. The disassembling phase was recursive, prompting the authors to record notes within various levels of analysis. At level one, or open coding, the goal was to closely read through the data to identify illustrative examples from data. At this level, each participant was described as a separate entity to note any possible patterns for future labeling (Creswell, 2013). Analysis then proceeded to level two, in which relationships were determined between codes. Level two, also known as axial coding (Berg & Lune, 2012), led to category construction by grouping similar notes recorded at level one. Illustrative examples from the data aided in identifying generalized statements to serve as labels or categories. At the third phase, *reassembling*, the data were reviewed for emerging patterns to reconstruct after being coded and categorized. At this point the reassembling process was viewed as an opportunity to "inform the original study questions or reveal some important new insights into the original study topic (Yin, 2011, p.191)."

A variety of strategies were used strengthen reliability and validity. To support the reliability of this study, participants' responses were inspected and regularity was noted with regard to clear, concise documentation of procedures and research design (Merriam, 2009). To increase validity, thick descriptions were included (Creswell, 2013). In addition, triangulation was employed, utilizing multiple techniques, or methods for data collection (Berg & Lune, 2012). Finally, the three teachers were provided information regarding data interpretations and conclusions to assess accuracy as a form of member checking (Creswell, 2013; Stake, 2010).

Results and Discussion

The lived experiences of these three teachers give insight in answer to the research questions: (1) In what ways were three AC teachers first year teaching experiences similar and different? (2) How did these teachers view and use resources, support, and mentoring from inside and outside the school? And, (3) What influenced the teachers' self-efficacy and improvement or lack of improvement? Below we first share similarities across the teachers' stories, followed by each teacher's individual story describing their varied experiences as first year teachers, including how they viewed and used resources, support and mentoring, and the influences they shared that affected their feelings of efficacy and improvement.

Similarities Across Stories

Lisa, Alice, and Cara became teachers after two semesters of alternate route coursework (spring/summer). None of the teachers had prior experience in middle grades classrooms, either on their own or as part of their coursework, and none of them felt prepared to begin teaching at the start of the school year, and they lamented their lack of experience in classrooms. One of their courses required them to observe a child aged 10-14, but did not require time in a classroom. Cara shared, "If I had known then what I know now, I definitely would have gone into a classroom observing a teacher and students in live time." Alice compared her alternate route education with traditional education, "The teachers who had gone through regular teaching,

not alternate route, the teachers made things. One teacher had activities, games, file folder stuff, they made at school. And I didn't experience that; I saw pictures."

As they started their first year of teaching, all three were provided with a wide variety of support resources provided by the university and the school district. The university provided a university supervisor, who was responsible for observing and evaluating classroom practice for a grade for their internship course. As described above, the university also provided a mentor through the Transition to Teaching grant program. In addition to the internship, all three teachers were enrolled in graduate courses each semester, and completed reflections and assignments based on their classrooms. The district provided professional development (PD) before and during the school year, made time for grade level meetings and professional learning community (PLC) meetings, and assigned each teacher an academic coach—a district employee who could provide teaching ideas and feedback on practice. The district also provided for the teachers to have access to a for-profit consulting company that provided PD, pre-written lesson plans, and additional academic coaching. All three teachers also had access to district-wide lesson plans based on the same novels that all grade four students read but were not assigned a specific literacy basal or curriculum program to implement.

The three teachers found that several of these available resources were less than helpful. None of the three teachers thought the before-the-school-year PLC and teachers-train-teachers sessions were useful, calling them "shallow" (Cara) and "surface information" (Lisa). All three teachers found it difficult to use the district's novel-based lesson plans for instruction. In her reflection, Alice stated, "Teachers are required to follow by adding to, but not taking away from the plans"; however, "… they [the plans] didn't meet the standards…." The teachers also did not use, or did not like using, the lesson plans provided by the consulting group. They called them "difficult to figure out" (Lisa) and not aligned with standards and state tests (Cara). All of the teachers used online resources to help them plan lessons, and named specific websites such as readworks.com, teacherspayteachers.com, and newsela.com. They reported that these online resources were more aligned to standards and helped them differentiate instruction.

Lisa's First Year Experience

Lisa had a very successful first year. She was consistently enthusiastic, positive, and knowledgeable about the content areas, and she displayed an outstanding, positive rapport with students. Lisa believed that her role as teacher went beyond academics and test scores. She said, "I want my students to know that I am here for them no matter what, and that I care about their other needs as well." She had breakfast food and snacks on hand and stated repeatedly that she understood she might be the only person that believed in her students or showed interest in their achievement. Lisa said, "I think my biggest strength is my ability to connect with my students. I truly enjoy each and every one of them, and I love getting to know them."

Lisa reported that she had grown as an educator over the course of the school year, in both designing and implementing instruction, as well as providing a safe classroom environment and support for her students socially and emotionally. Lisa said, "One of my major strengths now is actually differentiation." She described the moment after the winter break when she started really teaching. She was not pleased with her students' "babystepping" growth on universal screeners,

"… and that's when I stopped just teaching, when I really started integrating and focusing on literacy in everything I did and not just teaching reading." By the end of the year, Lisa had built a respectful, engaging classroom community. She also identified areas where she needed growth in sophisticated ways that demonstrate a focus on student learning. For example, she talked specifically about writing. She said,

> I feel like I needed more help with writing instruction and also, just give me more than just a novel. I need more support with how do I effectively have them read this text and connect with this text. I was new, I knew I needed to do it, and I wanted to do it well, with multiple texts and tying them all together, so I thought I needed more help with that.

Lisa identified support systems within her building and made use of them. At school, she observed other teachers to gain insight on instructional strategies and classroom management techniques. In her interview, Lisa indicated that her lead teacher served as her first point of contact, "If I needed help, I discussed issues with lead teachers." Lisa closely collaborated with her lead teacher in creating high-impact literacy centers and lesson plans. In her reflection, she said, "My lead teacher and I are a great team, and I think it is because we plan our lessons and assessments together." She also learned from and benefitted from collaboration with her team of teachers. She mentioned that at first her grade level planned separately and delegated each person a subject area to plan; this was more time efficient, but when they started collaborating together, "I felt like I was a better teacher of all subjects when I had my hands in actually planning it." Lisa, also mentioned the librarian and media specialist who helped her students with typing, a core requirement for research and writing. Lisa attributed a lot of her success to her relationships both within the school and through the university. In her reflection, she wrote, "I could not have made it this far without seeking help from my mentors, supervisors, administration, and especially my colleagues." She further commented that "I know the reason I have been so successful this year is because of my willingness to collaborate with others."

The consulting group supplied an academic coach for literacy and math, and Lisa found her supportive. Lisa mentioned that the coach would provide professional development sessions for teachers every couple of months. The coach also "… would come observe and she would give us feedback. Sometimes she would come just to say 'Hey, I want to share this strategy with you.'" Lisa also noted that the coach worked with her on writing strategies and effective ways to teach through questioning instead of only telling students what she wanted them to know.

Lisa found some of the available support in her building to be less useful than others. She reported that the district-provided academic coach offered strong support and guidance; however, she was not usually available. Lisa mentioned that her academic coach advised her at the beginning of the school year with literacy centers and how to differentiate. Afterwards, though, "She was more like the assistant principal…and I would often feel like I was bothering her."

Lisa reported that she did not get a lot of support from her administration. In her interview, Lisa said, "The compliment at school was 'If I leave you alone, you're doing your job,' but sometimes I just needed to hear, 'Hey, you're doing well.'" She further noted that, "The only time I saw the principal was when she was walking in for an evaluation. There was no support there." She wanted more of a conversation instead of an evaluation and "just more presence." She also expressed negative feelings about her principal, "I feel like I might even get in trouble,

like if I did something like that [alternative seating]. We are very, very micromanaged, like every detail." The lack of support from her absent academic coach and aloof principal incited a "self-motivated" attitude.

Lisa felt supported by her university supervisor and grant mentor. She wrote, "I always enjoyed when my internship supervisor would observe me and offer advice and feedback about my lessons. I am always open to constructive criticism and implemented many of the strategies that were suggested." Lisa also relied on her university mentor and felt that she was a positive support. Lisa reflected that "I seek assistance from my mentor whenever I am struggling with something or need advice about something." In the absence of feedback from her principal, Lisa felt that feedback from both the university supervisor and the mentor were powerful in framing her understanding of her practice. They helped her know that, in spite of occasional feelings of insecurity and a lack of confidence, she was on the right track as a teacher. She received accolades from her supervisor and mentor, which indicated that she was creating her own mastery experiences.

Lisa also very much valued her university coursework in the MAT program. She valued the course on adolescent development, stating that without it, "I think I would have been extremely unprepared to teach young adolescents…. For instance, I now know that if I do not meet the needs of the whole child, then their academic growth will suffer." However, the few courses that she was able to complete prior to entering the classroom did not fully prepare her, particularly for the teaching of literacy. She did not have a literacy pedagogy course before becoming a fourth grade teacher. Lisa reported, "Right now I'm taking the literacy class [in university], and I think that's something that should definitely happen before teaching."

Alice's First Year Experience

Alice taught the same grade in the same school as Lisa. Her first year was a whirlwind. She found some success in teaching strategies but felt overwhelmingly underprepared and largely unsupported. When asked about her strengths, Alice stated, "Being able to tie stories to prior knowledge to understand the story. I related stories to movies to keep their interest." However, when asked if she felt prepared to teach literacy, Alice commented, "Not at all…I can't just go in there with nothing, stay up all night and all weekend. Content-wise, yes, but I can't just sit up there and talk about what I know." Alice needed more pedagogical content knowledge to fill in the holes of the provided lesson plans. She struggled with feeling adequate as a teacher and in reflection stated, "I let my emotions take over. My greatest weakness has been allowing things outside my control bother me…., I was clueless and did not know where to turn."

In classroom observations, we noted that Alice focused on negative behavior, and offered negative consequences and little positive reinforcement. In one observation, her mentor wrote, "Talk more positively; it'll make you and the kids feel better." Instructional activities did not engage student interest and left Alice with management problems and she did not feel a sense of efficacy.

Alice did find some sources of support, however, she felt that most of the support available to her was inconsistent or unhelpful. She worked with two other teachers in the fourth grade,

including the colleague named lead teacher for the grade, a teacher in her second year of teaching. The lead teacher provided leadership and guidance in lesson planning, assessment and classroom management for all content areas of the fourth grade. In her reflection, Alice commented, "My lead teacher took me under her wing, guiding me through the new curriculum and teaching me her strategies." Alice also sought support for literacy instruction and differentiating from her lead teacher. However, in planning to teach the same lessons at the same time, as per directions from the principal, Alice found that her lead teacher sometimes taught something else, which made her "wary" of the teacher's guidance in planning.

In addition to the support of a lead teacher, Alice also relied on the support of her grade level team. She explained her school's situation in her reflection: "Teachers plan by grade levels so all classes will be on the same page." She further mentioned that she "…has grown stronger by working side by side through lesson plans and implementation" and that teachers also collaborate about formal observations by helping each other with resources and guidance. She also found a teacher who had previously taught her students and trusted her to "…enlighten me on what worked with those students and what did not work." However, Alice also felt uncomfortable at times relying on her team. Alice mentioned that she "…felt more like a burden to my coworkers and have become hesitant to ask questions. I have slowly overcome this feeling realizing that I am not beneficial to my students unless I am prepared and if that involves asking for help, then I need to ask for help."

Another on-site support person was the school's academic coach, but Alice found little help from this person, "We were told to go to her [the academic coach], but she was always so busy." The school's academic coach observed Alice often but did not offer much in terms of feedback. Alice longed for more resources for teaching. She wanted to be told what to do. Even though she thought that the lesson plans she was provided by the district and the consulting group were not very helpful, she wanted more of these resources. She said, "As a first year teacher, I don't need to be making up what I'm doing. I need something already done or some guidelines on what I'm supposed to be doing." Alice was provided with academic coaching from the consulting group, but Alice felt the coach's suggestions did not match the state test questions.

Principals usually serve as a point of crucial support for new teachers. However, Alice felt personally attacked by the principal, which she summed up in her interview,

> The principal made me want to quit since day one. I've had constructive criticism. I've failed at my job before, but I've never had anyone talk to me the way she does.…They all thought she had a personal vendetta against me.

This also affected Alice's success in her classroom, "She [the principal] would come in my classroom and take over, and they [the students] would see her disrespect me, and the kids thought they could run all over me too because that's what was done to me." In her interview, Alice discussed her principal's influence on her teacher efficacy: "To walk in and know I'm not wanted affected how effective I thought I was.…"

Alice had two internship supervisors—one for each semester—due to personal conflicts with the first one. Her difficulties with her first supervisor culminated in a "yelling match" at the end of the semester. She felt conflicted since her principal or academic coach consistently visited her

room, and her supervisor needed to follow a rubric for grading and to see something specific. These authority figures were not looking for the same process or outcome. Regarding her supervisor, she said, "She [university supervisor] just told me, 'You have to do what you have to do to get this grade,' and I would just say, 'I can't because my boss is in here every time you come to observe me.'"

Alice's second semester supervisor provided more stability, support, and understanding, and she cited her second supervisor as being one of the most beneficial supports she had. The university program also offered a teacher mentor to visit her classroom. Alice took advantage of this free support and felt that the university provided mentor was a positive support and offered feedback that she did not get from district supplied academic coaches or her principal; she listed the mentor as an outside support that was "most beneficial." However, she generally failed to incorporate the advice she received from the mentor.

Many individuals gave Alice feedback on her teaching practice and suggestions to improve. She struggled to reconcile different views of her teaching. Although she cited support from a number of sources, she failed to modify her teaching practice across the year and ultimately did not feel like a successful teacher. She found the steady stream of observers as detrimental, stating "I feel that this [visitor interruptions] is disrupting my class time and I am getting tired of "putting on a show" for others. I would like to shut my door and teach my students."

Cara's First Year Experience

Cara's is a story of change. She did not feel very prepared at the start of the school year. She described herself as "sinking" but she was able to improve her practice. "In the beginning" became a theme in her data set, and she desired more support when it was needed most—in the beginning. Successes and support throughout the year added to her sense of self-efficacy, and from her interview, she clearly saw and felt her own improvement. Asking for help was her first step, and in her interview, she stated, "Once everybody saw that I was willing to have help, they started really offering." Cara was able to change her practice based on advice. Cara's university mentor noticed severe negativity on her first observation, but after talking with Cara about this and creating an action plan, she improved. Cara implemented positive behavior management instead of negative and roused students' social interests in doing good for others.

She did not know how to help students engage with the text or to build a classroom environment, but this changed as she learned more about her students and gained experience with fourth graders. Cara reported that, "Something I struggled with was making it relevant to them, to find connections for them to be engaged…because I didn't understand, really, the mind of a fourth grader, until [I was] really there." Cara reflected on and learned from her experience in the classroom to become more proficient. She said, "I didn't understand the importance of preplanning lessons." By the end of the year planning became one of Cara's strengths, which supported her students' increased understanding. She no longer utilized prepared lessons provided by others without first adjusting them to serve her unique students' needs. She became adept at planning her own lessons ahead of time using assessment to guide instructional design for her students.

Cara also worked on creating a positive classroom environment, which led to her success. In her reflection, she wrote, "I am constantly looking for new techniques I can use to facilitate kindness and positive behavior in my classroom." This came in the form of "Fill Your Bucket Fridays" where students learned how to encourage others through words and deeds. Cara described her changes during the year, stating,

> I have been working closely with my team as well as my academic coach to improve on instruction. Though I have been put in several situations where I wanted to just give up, I have persevered and have become thankful for those tough times.

She attributed this change to some, but not all, of her colleagues within the school and her university supports and also to her own persistence. Cara was willing to work hard, for example, she spent a great deal of time finding engaging materials and classroom management strategies.

Although, like her peers, Cara did not find the beginning-of-the-year PD sessions to be helpful, she made connections at those sessions that supported her growth over the year. She participated in learning walks and shadowing in order to observe other teachers, and she observed teachers to gain insight on instructional strategies and classroom management techniques. Cara appreciated being part of a team of teachers. With so many subjects to prepare, she found lesson planning difficult. Cara's team of fourth grade teachers each took certain subjects to create lesson plans they shared with the group. In her reflection, Cara said, "Even though I work with my team to develop plans for all subjects, I am less prepared for the subjects that I do not develop the plans."

Cara found much success with her academic coach who helped her with understanding the reading and writing standards, which she cited as one of her weaknesses. Cara's academic coach helped her specifically to "improve scaffolding and better question students through reading, writing, and math." She found her coach to be, above all, the most useful resource and supportive and said, "One-on-one meetings with my academic coach were the most beneficial to me because it gave me the opportunity to talk to her one-on-one to get live feedback without worrying about being judged because I came in without knowing anything."

Another support in Cara's school was her principal. She expressed that she felt she needed more support in the beginning of the year, but once Cara started asking for help, her principal gave more support. "I would have liked more support at the beginning just because I came in knowing nothing; I really would have benefitted from having someone say, 'You need to think about this or this or this.'" Cara further shared the importance of this early intervention when she said it would have been better and said,

> They were in my room all the time, but they weren't really giving me a lot of feedback or anything like that, but as I progressed, I got more feedback and more one-on-one time, and I understood what I was supposed to do.

Cara took advantage of the free support of her university mentor and felt that the mentor was a positive support. She also found her mentor helpful by "being able to talk to somebody… with someone else who's been there." After the first visit, her mentor created an action plan with six suggestions to improve disposition, teaching strategies, and classroom management. Cara improved after this and started asking people on-site to help with her immediate needs. She, along with her administration, teacher team and university team, saw a drastic improvement in

her attitude and teaching skills throughout the year. Cara said little about the university supervisor hired to evaluate her during the required internship. The university supervisor was changed in the middle of the year due to what she called "personal conflicts," however, she did not disclose the nature of the reason. She only stated that the second supervisor was "better for me."

Conclusion

This study reported that three AC teachers with striking similarities could have vastly different experiences as first year teachers. The three represent a spectrum of first year teachers: one who felt better prepared and ready to begin teaching, one who took advantage of supports and began to change her practice, and one who lacked efficacy and had a negative disposition all year long. They all started off afraid and lacking confidence, but Lisa felt more efficacious and prepared to do the job, and she had support from day one. It took Cara a little bit longer, but she was able to build those important relationships with her mentors to gain support and that changed things for her. Alice continued to have doubts about her efficacy throughout the school year.

All three teachers were at risk as they began their first weeks as teachers because they felt underprepared for the profession. However, Lisa and Cara were more resilient. They identified their weaknesses and sought out and valued support from the vast array of resources available. They were able to evaluate the quality of advice and feedback they received and sift through that feedback for support that would improve their practice. They focused on the impact of their actions on students, rather than on themselves, as they considered advice and feedback. Alice did not, and she was not able to sift through and evaluate the feedback she received, nor was she able to change and improve her practice in light of feedback.

Implications and Future Research

Teacher shortages are of great concern in Mississippi school districts, as in rural and other districts across the United States. Alternative certification (AC) teachers who are effective and remain in the profession could contribute to solving teacher shortages. However, it is essential that these teachers feel prepared to handle the challenges they might encounter as much, if not more so, in comparison to their traditional certification counterparts. This study lends empirical support to suggest ways that AC programs can be designed to support AC teachers' transition to the profession. The current study suggests that novice teachers need to feel validated on their strengths and weaknesses and need PD specific to their school contexts in the beginning of the school year. Administration will hire a variety of personalities, and some need more support than others. However, it is clear that even across positive, negative and changing mindsets, administrative support and adequate resources are imperative to the success of novice teachers.

One critical factor for novice teachers' success indicated in research findings, including the current study, is their willingness to ask for help and their ability to put suggestions into practice. Successful new teachers exhibited an openness to ask for, receive, and implement feedback and to accept suggestions from colleagues they trust and turn toward. This is at least partially based on novice teachers' comfort levels in the relationships they develop. For example, McCarra (2003) indicated novice teachers' ability to develop relationships with parents, administrators,

and colleagues in which they were empowered to ask for and implement suggestions, positively impacted their professional growth, and ultimately their own and their students' success. However, those teachers who were unable to develop these partnerships that supported adjustment were negatively impacted. Developing solid relationships within the school and wider community is an important means to face many challenges. Nonetheless, it is something novice teachers may not feel adequately prepared to do professionally or personally. Future research should explore this aspect of new teachers' retention.

When these relationships do exist, teachers can network with colleagues and coaches/mentors to identify and better use existing resources, and to select new resources and integrate new instructional strategies. They can be supported as they learn to select quality materials and design instruction that best supports teaching and learning. Novice teachers in particular need planning time with mentors to develop instruction that best meets the needs and interest of their students, and that aligns to district curriculum and state and national standards. As well, novice teachers need specific, timely feedback on their planning, instruction, and assessment, provided on an ongoing basis. They need targeted feedback that can meet identified needs at the time of need.

In particular, faculty who design and implement AC teacher preparation programs that require coursework and/or internships concurrent with AC teachers' first year in the classroom should take those contexts into consideration. Lisa, Cara, and Alice were observed, evaluated, and given feedback by as many as six different individuals who gave sometimes conflicting feedback based on different ideas about effective practice or the goals of instruction. This lack of coherence can cause problems for new teachers who have to reconcile the opinions of their employers, colleagues, and the individuals responsible for assigning grades. AC programs that work closely with partner districts to design internship and course experiences may provide stronger support for new teachers struggling to learn the profession and earn licensure simultaneously. Overwhelming, and sometimes conflicting, support received by new teachers may have a negative influence on feelings of support and should be further examined by researchers.

Teacher efficacy also played a large role in the teachers' experiences and reactions in our study. None of the teachers held strong efficacy at the beginning of the school year. However, both Lisa and Cara were able to develop efficacy as they taught through their positive experiences with mentors, colleagues and administrators, as well as the successes students were experiencing in the classroom. Alice was unfortunately not able to develop a stronger sense of efficacy, lacking the relationships Lisa and Cara forged to build a support network that was conducive to their needs. Lisa and Cara appeared more resilient in the face of challenge, learning to navigate difficulties by using human and material resources identified through the growing relationships and network they developed throughout the year. Alice, lacking these relationships, was unable to form a similar supportive network. Future research might investigate how teacher education programs and schools/districts can provide structures to support the role of deliberate practice (the ability to implement feedback) in increasing efficacy for novice teachers.

References

Allen, M. B., (2005). *Eight questions on teacher recruitment and retention: What does the research say?* Denver, CO: Education Commission of the States. Retrieved from http://files.eric.ed.gov/fulltext/ED489332.pdf

Andrew, M., & Schwab, R. L. (1995). Has reform in teacher education influenced teacher performance? An outcome assessment of graduates of eleven teacher education programs. *Action in Teacher Education, 17*(3), 43-53. Retrieved from https://doi.org/10.1080/01626620.1995.10463255

Anthony, K., Franz, D., & Brenner, D. (2017). Understanding the nature of the teacher shortage in Mississippi. *The Mississippi Economic Review, 1*, 24-31.

Baines, L. A. (2010). The disintegration of teacher preparation. *Educational Horizons, 88*(3), 152-163. Retrieved from https://files.eric.ed.gov/fulltext/EJ887226.pdf

Bandura, A. (1977). *Self-efficacy: The exercise of control*. New York, NY: Freeman.

Berg, B., & Lune, H. (2012). *Qualitative research methods for the social sciences*. Upper Saddle River, NJ: Pearson.

Berry, B. (2008). Staffing high-needs schools: Insights from the nation's best teachers. *Phi Delta Kappan, 89*(10), 766-771. Retrieved from http://www.pdkmembers.org/members_online/publications/Archive/pdf/k0806ber.pdf

Boggan, M. K., & Jayroe, T. (2012). Recruiting and retaining quality teachers in Mississippi through learning and education through alternative programs: LEAP. *Literacy Information and Computer Education Journal 3*(1), 568-573.

Boggan, M. K., Jayroe, T., & Alexander, B. (2016). Hitting the target with transition to teaching in Mississippi's poorest school districts: High retention rates through program support, resources, and strategic recruitment. *Journal of the National Association for Alterative Certification, 11*(1), 21-29. Retrieved from http://jnaac.net/index.php/JNAAC/article/viewFile/162/105

Callahan, J. (2016). Encouraging retention of new teachers through mentoring strategies. *Delta Kappa Gamma Bulletin, 83*(1), 6.

Carver-Thomas, D., & Darling-Hammond, L. (2017). *Teacher turnover: Why it matters and what we can do about it.* Palo Alto, CA: Learning Policy Institute.

Chait, R., & McLaughlin, M. (2009). *Realizing the promise: How state policy can support alternative certification programs.* Washington, DC: Center for American Progress.

Chappelle, N., & Eubanks, S. (2001). Defining alternative certification and nontraditional routes to teaching: Similarities, differences, and standards of quality. *Teaching and Change, 8,* 307-316. Retrieved from https://eric.ed.gov/?id=EJ640138

Chesnut, S. R., & Burley, H. (2015). Self-efficacy as a predictor of commitment to the teaching profession: A meta-analysis. *Educational Research Review, 15,* 1-16.

Creswell, J. W. (2013). *Research design: Qualitative, quantitative, and mixed methods approaches*. Thousand Oaks, CA: Sage publications.

Darling-Hammond, L. (2010). Teacher education and the American future. *Journal of Teacher Education, 61*(1-2), 35-47.

Fantilli, R. D., & McDougall, D. E. (2009). A study of novice teachers: Challenges and supports in the first years. *Teaching and Teacher Education: An International Journal of Research and Studies, 25*(6), 814-825. Retrieved from https://tspace.library.utoronto.ca/bitstream/1807/30065/1/FanMcDougallTTE2009.pdf

Feistritzer, C. E., & Harr, C. K. (2008). *Alternative routes to teaching.* Upper Saddle River, NJ: Pearson.

Florida Education Standards Commission. (1996). *Florida educator accomplished practices. Tallahassee,* FL: Florida Department of Education.

Fry, S. W. (2009). Characteristics and experiences that contribute to novice elementary teachers' success and efficacy. *Teacher Education Quarterly, 36*(2), 95-110. Retrieved from https://files.eric.ed.gov/fulltext/EJ857478.pdf

Gagnon, D. J., & Mattingly, M. J. (2015). Rates of beginning teachers: Examining one indicator of school quality in an equity context. *The Journal of Educational Research, 108*(3), 226-235.

Gerson, K. B. (2002). *Alternative certification in Georgia: Does it work?* Retrieved from https://ia600203.us.archive.org/3/items/ERIC_ED472159/ERIC_ED472159.pdf

Gonzalez, L., Brown, M. S., & Slate, J. R. (2008). Teachers who left the teaching profession: A qualitative understanding. *The Qualitative Report, 13*(1), 1-11. Retrieved from http://nsuworks.nova.edu/cgi/viewcontent.cgi?article=1601&context=tqr

Gordon, L. M. (2001, October). *High teacher efficacy as a marker of teacher effectiveness in the domain of classroom management.* Paper presented at the annual meeting of the California Council on Teacher Education, San Diego, CA. (ERIC Document 224 Reproduction Service No. ED465731). Retrieved from https://files.eric.ed.gov/fulltext/ED465731.pdf

Grossman, P., & Loeb, S. (Eds.). (2008). *Alternative routes to teaching: Mapping the new*

landscape of teacher education. Cambridge, MA: Harvard Education Press.

Hanson, H. J. & Yoon, S. Y. (2018). *Idaho's educator landscape: How is the state's teacher workforce responding to its students' needs?* Portland, OR: Education Northwest, Regional Educational Laboratory Northwest.

Heilig, J. V., & Jez, S. J. (2010). *Teach for America: A review of the evidence.* Lansing, MI: The Great Lakes Center for Education Research & Practice.

Hogan, T., & Rabinowitz, M. (2009). Teacher expertise and the development of a problem representation. *Educational Psychology, 29*(2), 153-169. Retrieved from https://s3.amazonaws.com/academia.edu.documents/109351/Teacher_Expertise_Article_1.pdf?AWSAccessKeyId=AKIAIWOWYYGZ2Y53UL3A&Expires=1517793142&Signature=mD7AakhZJTic9HOL6E%2B7LHrzFgA%3D&response-content-disposition=inline%3B%20filename%3DHogan_T._and_Rabinowitz_M._2009_._Teache.pdf

Holloway, J. H. (2003). Sustaining experienced teachers. *Educational Leadership, 60*(8), 87-89.

Holmes, M. A., & Herrera, S. G. (2009). Enhancing advocacy skills of teacher candidates. *Teaching Education, 20*(2), 203-213. Retrieved from https://doi.org/10.1080/10476210802538271

Humphrey, D. C., Wechsler, M. E., & Hough, H. J. (2008). Characteristics of effective alternative teacher certification programs. *Teachers College Record, 110*(1), 1-63. Retrieved from https://www.sri.com/sites/default/files/publications/effective-alt-cert-programs-characteristics.pdf

Hung, L. C., & Smith, C. S. (2012). Common problems experienced by first year alternatively certified teachers; A qualitative study. *Journal of the National Association for Alternative Certification, 7*(2), 3-17. Retrieved from http://www.jnaac.com/index.php/JNAAC/article/viewFile/89/63

Ingersoll, R., Merrill, L., & May, H. (2014). *What are the effects of teacher education and preparation on beginning teacher attrition?* Research Report (#RR-82). Philadelphia, PA: Consortium for Policy Research in Education, University of Pennsylvania.

Ingersoll, R., Merrill, L., & May, H. (2012). Retaining teachers: How preparation matters. *Educational Leadership, 69*(8), 30-34. Retrieved from https://eric.ed.gov/?id=EJ988729

Ingersoll, R., & Strong, M. (2011). The impact of induction and mentoring programs for beginning teachers: A critical review of the research. *Review of Educational Research, 81*(2), 201-233.

Johnson, S. M. (2006). *The workplace matters: Teacher quality, retention, and effectiveness.* Washington, DC: National Education Association.

Johnson, S. M., Berg, J. H., & Donaldson, M. L. (2005). Who stays in teaching and why: A review of the literature on teacher retention. Project on the Next Generation of Teachers. Cambridge, MA: Harvard Graduate School of Education. Retrieved from http://assets.aarp.org/www.aarp.org_/articles/NRTA/Harvard_report.pdf

Johnson, S. M., Birkeland, S. E., & Peske, H. G. (2005). A difficult balance: Incentives and quality control in alternative certification programs. Project on the Next Generation of Teachers. Cambridge, MA: Harvard Graduate School of Education. Retrieved from http://wwwgse.harvard.edu/~ngt/Balance.pdf

Johnson, S. M., Kraft, M. A., & Papay, J. P. (2012). How context matters in high-need schools: The effects of teachers' working conditions on their professional satisfaction and their students' achievement. *Teachers College Record, 114*(10), 1-39.

Kane, T. J., Rockoff, J. E., & Staiger, D. O. (2008). What does certification tell us about teacher effectiveness? Evidence from New York City. *Economics of Education Review*, *27*(6), 615-631. Retrieved from http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.378.1011&rep=rep1&type=pdf

Kee, A. N. (2012). Feelings of preparedness among alternatively certified teachers: What is the role of program features? *Journal of Teacher Education, 63*(1), 23-38. Retrieved from https://doi.org/10.1177/0022487111421933

Knoblauch, D., & Chase, M. A. (2015). Rural, suburban, and urban schools: The impact of school setting on the efficacy beliefs and attributions of student teachers. *Teaching and Teacher Education*, *45*, 104-114.

Lutz, F. W., & Hutton, J. B. (1989). Alternative teacher certification: Its policy implications for classroom and personnel practice. *Educational Evaluation and Policy Analysis, 11*(3), 237-254. Retrieved from https://doi.org/10.3102/01623737011003237

McCarra, J. (2003). *Perceived problems of beginning teachers and proposed solutions for success* (master's thesis). Mississippi State University, Starkville, MS.

Merriam, S. B. (2009). *Qualitative research: A guide to design and implementation*. San Francisco, CA: Jossey-Bass.

National Center for Education Information. (2010). *Alternative teacher certification: A state-by-state analysis.* Washington, DC: Author. Retrieved from http://www.teach-now.org/intro.cfm

National Education Association. (2005). A *better beginning: Helping new teachers survive and thrive.* Retrieved from http://www.nea.org/teachershortage/betterbeginnings.html

National Research Council. (2010). *Preparing teachers: Building evidence for sound policy.* Washington, DC: The National Academies Press.

Orland-Barak, L. (2014). Mediation in mentoring: A synthesis of studies in teaching and teacher education. *Teaching and Teacher Education, 44,* 180-188.

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

Redding, C., & Smith, T. M. (2016). Easy in, easy out: Are alternatively certified teachers turning over at increased rates? *American Educational Research Journal, 53*(4), 1086-1125. Retrieved from http://mediad.publicbroadcasting.net/p/wpln/files/201609/redding_and_smith__2016_alternative_certification.pdf

Ronfeldt, M., & McQueen, K. (2017). Does new teacher induction really improve retention? *Journal of Teacher Education, 68*(4), 394-410.

Ross, J. A. (1995). Strategies for enhancing teachers' beliefs in their effectiveness: Research on a school improvement hypothesis. *Teachers College Record, 97,* 227-244. Retrieved from https://eric.ed.gov/?id=EJ523876

Sass, T. (2011). *Certification requirements and teacher quality: A comparison of alternative routes to teaching.* Washington, DC: American Board for Certification of Teacher Excellence. Retrieved from http://www.abcte.org/files/alt.cert.study.2011

Smith, J. P. (1996). Efficacy and teaching mathematics by telling: A challenge for reform. *Journal for Research in Mathematics Education, 27,* 387-402. Retrieved from http://www.jstor.org/stable/749874

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

Suell, J. L., & Piotrowski, C. (2007). Alternative teacher education programs: A review of the literature and outcome studies. *Journal of Instructional Psychology, 34*(1), 54-58. Retrieved from https://s3.amazonaws.com/academia.edu.documents/46552387/Alternative_Teacher_Programs.pdf?AWSAccessKeyId=AKIAIWOWYYGZ2Y53UL3A&Expires=1517793531&Signature=%2FKm7KZ2M14IDN%2BMb%2FOJwWaKDQ9A%3D&response-content-disposition=inline%3B%20filename%3DAlternative_Teacher_Education_Programs_A.pdf

Sutcher, L., Darling-Hammond, L., & Carver-Thomas, D. (2016). A coming crisis in teaching. Teacher supply, demand, and shortages in the US. *Learning Policy Institute.* Retrieved from https://learningpolicyinstitute.org/product/coming-crisis-teaching.

Unruh, L., & Holt, J. (2010). First-year teaching experiences: Are they different for traditionally versus alternatively certified teachers? *Action in Teacher Education, 32*(3), 3-14. Retrieved from https://doi.org/10.1080/01626620.2010.10463555

Wheatley, K. F. (2002). The potential benefits of teacher efficacy doubts for educational reform. *Teaching and Teacher Education, 18,* 5-22. Retrieved from https://www.researchgate.net/profile/Karl_Wheatley/publication/248526652_The_potential_benefits_of_teacher_efficacy_doubts_for_educational_reform/links/59037048a6fdccd580cffa96/The-potential-benefits-of-teacher-efficacy-doubts-for-educational-reform

Yin, R. K. (2011). *Applications of case study research*. Thousand Oaks, CA: Sage.

Zee, M., & Koomen, H. M. (2016). Teacher self-efficacy and its effects on classroom processes, student academic adjustment, and teacher well-being: A synthesis of 40 years of research. *Review of Educational research, 86*(4), 981-1015.

Zhang, G., & Zeller, N. (2016). A longitudinal investigation of the relationship between teacher preparation and teacher retention. *Teacher Education Quarterly, 43*(2), 73-92.