

A Comparison of Beginning and Experienced Teachers' Concerns

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Over the past thirty years, numerous studies confirmed that new teachers do not have the requisite knowledge to understand the complex interrelationships among management, behavior, and academic tasks. An important missing piece in the literature is how the concerns of experienced teachers differ from those cited by beginning teachers.

Based on previous research, this study compares beginning and experienced teachers' concerns with respect to managing classroom behavior, dealing with time constraints and work load, parent interactions, and academic preparation. This paper examines these complex relationships by comparing a national sample of beginning teachers to a national cross-section of experienced teachers to ascertain if beginning teachers' concerns diminish with experience.

Significant differences were found on the Classroom Management and Parent Interaction scales while no differences were found on the Academic Preparation and Time Management scales.

This study points to a number of issues important to teacher educators responsible for preparing candidates for initial certification as well as to school district personnel responsible for mentoring new teachers and strengthening professional development for in-service teachers.

Theoretical Framework

Three in-depth reviews of the literature offer a comprehensive examination of preservice to inservice teacher transition over the past thirty years. Veenman (1984) analyzed eighty-three international empirical studies to identify the most serious problems of beginning teachers. A problem was defined as a difficulty that beginning teachers encounter in the performance of their work,

which hinders the achievement of intended goals. Beginning teachers were defined as teachers who had not yet completed three years of teaching after receiving initial teacher certification. Veenman culled fifteen of the most serious problems and classified and rank ordered them according to their importance. The eight most serious problems that new teachers reported in order of importance were as follows: classroom discipline, motivating pupils, dealing with individual differences, assessing pupils' work, relations with parents, organization of class work, insufficient materials and supplies, and dealing with problems of individual pupils. The next seven in rank order were as follows: heavy teaching load resulting in insufficient preparation time; relations with colleagues; planning of lessons and schooldays; effective use of different teaching methods; awareness of school policies and rules; determining learning level of students; and tied for fifteenth, knowledge of subject matter, burden of clerical work, and relations with principals/administrators. Veenman's (1987) continued work added several more studies to the data base, bringing the total number of studies to one hundred. The eight most serious problems remained the same, although the rank order changed slightly. Insufficient materials and supplies traded rank order with organization of classwork in this second group of studies.

Kagan (1992) examined forty "learning to teach" studies published or presented between 1987 and 1991. Twenty-seven of the studies dealt with preservice teachers; thirteen, with first-year or beginning teachers. All forty studies were naturalistic and qualitative in methodology. This group of studies confirmed that preservice teachers enter teacher education programs with personal beliefs about images of good teachers, images of themselves as teachers, and memories of themselves as students. These personal beliefs and images of preservice teachers remain unchanged by their teacher certification programs and follow them into classroom practica, student teaching, and inservice teaching. Thus, new teachers approach the classroom with pre-conceived personal beliefs about teaching and students. This lack of change in attitudes and beliefs translates to a classroom reality that does not meet their expectations.

The second important finding from these forty studies was that new teachers do not have the requisite knowledge of classroom procedures to understand the complex interrelationship among management, behavior, and academic tasks. This lack of knowledge prevents new teachers from focusing on student learning; instead, they are preoccupied with their own behavior as they try different workable procedures.

Research conducted after 1992 shows a similar pattern in the concerns that new teachers have expressed when they become inservice teachers. For example, Britt (1997) found the greatest concern to be these four: time management, discipline, parent involvement, and preparation. Walker (1993) reports these areas of greatest concern: classroom management interactions, utilization of audio-visual equipment, identification and planning for exceptional learners, effective teaching of reading/language arts, ability to work with groups of varying sizes, maintaining pupil records, and using acceptable written and oral communication skills.

The third in-depth review of the literature was conducted by Wideen, Mayer-Smith, and Moon (1998). Examining 97 studies conducted after 1990, they found three thematic groups of studies emerged: studies focusing on (a) prior beliefs of beginning teachers, (b) program interventions occurring during teacher education, and (c) the first year of teaching. The reviews of the research on the first year of teaching pointed to a common theme of incongruity between preservice and the first year of teaching. The researchers concluded that a need for a stronger nexus between preservice teachers' beliefs and the reality of teaching was concluded as a requisite component in teacher certification preparation.

Based on focus group interviews with forty-two teachers from Pennsylvania, South Carolina, North Carolina, and Georgia, teachers' greatest concerns were their inability to deal with aberrant behavior and diverse needs of some students, feeling overwhelmed by time constraints and work load, and their lack of communication skills when dealing with parents and other adults when conflict arose (See Pilot Study) (Author, 2000). A follow-up study of 273 beginning teachers (Authors, 2003) revealed such concerns as

managing the workload (e.g., paperwork, time constraints); dealing with special needs students; handling relationships with parents, administrators, and other teachers; communicating with and involving parents; and inadequate preparation in the areas of reading and language arts.

The literature that examines experienced teachers' practice focuses on early attrition (see Tye & O'Brien, 2002); teacher memory (see Ben-Peretz, 2002); changes in teacher perceptions as they gain experience (Adams, 1982); and specific curricular concerns (see Thibodeau & Hillman, 2003, and Winkler, 2002). An important missing piece in the literature is examining experienced teachers' concerns to ascertain to determine if they are different from the specific concerns cited by beginning teachers over the last 40 years. Thus, to gain a sense of how new teachers' concerns may diminish over time, this paper compares the results of the previous national study of beginning teachers (Authors, 2003) with data from more experienced teachers regarding their academic preparation, classroom management, parental involvement, and time management. The results of this study will assist teacher educators in preparing teacher candidates, as well as school district personnel in mentoring new teachers and strengthening professional development for in-service teachers.

Pilot Study

Author (2000) interviewed forty-two teachers from the states of Pennsylvania, South Carolina, North Carolina, and Georgia. They conducted eleven focus group interviews in groups ranging from two to six participants. In addition to the eleven group interviews, one set of interviews was conducted by e-mail. Five teachers who wanted to participate in the study but were unable to attend in person answered the questions via email. All subject areas and grade levels were represented. All teachers in the study were beginning teachers and their reflections were based on their first teaching experience.

The greatest concern of all the new teachers was their inability to deal with the aberrant behavior and diverse needs of some students. Almost none of the concerns dealt with low-level

discipline issues. The issues these teachers talked about were complicated and sometimes volatile. The teachers felt they learned about classroom management in the confines of a college setting where emphasis was placed on normal management issues. The teachers cited examples of teaching lessons to their fellow classmates who obediently followed their instructions. In addition, the inclusion of special education students into the regular education classrooms added a new dimension to classroom management.

The second theme that emerged was the feeling of being overwhelmed by time constraints and workload. The teachers talked about time constraints in terms of the amount of time required to plan and implement a lesson, as well as deal with all the paper work. They realized that these time requirements precluded their ability to reflect meaningfully on their teaching. They all said they didn't realize these complexities as pre-service teachers and were confronted with them as soon as they became in-service teachers.

The third common perception that emerged was a lack of communication skills when dealing with parents and other adults when conflict arose. The teachers in this study articulated how it was difficult to enter the professional world with all its responsibilities juxtaposed with their new personal lives. Trying to redefine themselves as they transitioned from student to teacher was stressful, especially for those who did not feel they had acquired the communication skills to deal with parents and to negotiate the different communication styles and personalities of all the other adults in the school.

New Teacher Study

After analyzing the data from the qualitative study (Authors, 2000), Authors (2003) received funding from Pi Lambda Theta and resource assistance from the National Association of Elementary School Principals and the National Association of Secondary School Principals to conduct a national new teacher survey. Our purpose was to validate the results of Author's (2000) focus group interviews. This was accomplished through the use of an Internet

survey completed by beginning teachers. The survey focused attention on four broad issues: (1) academic preparation, (2) classroom management, (3) parent interaction and (4) time management.

Instrument Development.

In order to assess the four dimensions stated above, a survey instrument was developed following the instrument development guidelines described by Gable and Wolf (1993) for the creation of affective scales. A preliminary item pool of forty-five items was generated by a panel of experts in teacher education and reviewed by a pilot sample of approximately 30 graduate students who are practicing classroom teachers. In support of judgmental content validity, graduate students were asked to match pilot items against the constructs thought to be related to beginning teacher competencies and concerns (i.e., academic preparation, classroom management, parent interaction, and time management). To complete the content review, the graduate students rated the extent to which each item belonged in the respective category .

After these data were analyzed for fit with the proper category (90% agreement or better), items were revised or discarded accordingly. Next, the resulting scale was administered to public school classroom teachers in a pilot sample using a 5-point Likert scale (1=Strongly Disagree, 2=Disagree, 3=Undecided, 4=Agree, and 5=Strongly Agree). Three open-ended questions were added to the survey asking respondents to discuss (1) the most challenging part of their first teaching experience, (2) the most rewarding part of their first teaching experience, and (3) their resilience throughout the year when situations and times were difficult. The resultant scale, including appropriate demographic questions and the open-ended questions, was prepared for Internet data collection via a web page on the university's server.

Administration to Beginning Teachers.

To specifically target beginning teachers, we mailed letters to principals across all 50 states. These principals were requested to distribute ten enclosed copies of a letter asking first- and second-

year teachers in their buildings to access a web site and respond to the survey. In order to obtain a larger sample, we sent a second mailing via e-mail to 500 additional principals, asking them to forward the e-mail message to any first- or second-year teachers in their buildings or elsewhere. Teacher responses were immediately recorded in a database as they answered the items on the web site. A total of 273 beginning teachers responded.

Experienced Teachers

After analyzing the data and reporting the findings of the national beginning teacher study (Authors, 2003), we wanted to determine the extent to which experienced teachers concerns were different from the concerns of beginning teachers. In addition, the lack of literature that addresses experienced teachers' ability to overcome these specific concerns fueled our desire to use the same instrument with experienced teachers.

To assure the widest participation by teachers across the country, approximately 1,240 randomly selected public school teachers' email addresses were selected from school district directories available online. Using a carefully designed sampling plan based upon the total number of practicing teachers in each state, a team of four undergraduate education students proportionately selected teacher emails from each state's school district directories. The email asked a respondent to go to the URL provided and respond to the survey. A total of 218 teachers responded to the emailed request yielding a return rate of approximately 18%--most of these were experienced teachers. The previously described administration of the survey instrument focusing on beginning teachers adds an additional 276 cases for a total database of 494 respondents (61% beginning teachers; 39% experienced). Using three years (the typical tenure point) as the cut point to distinguish between beginning and experienced teachers, 301 teachers were beginners and 193 were experienced. Although 35% of the respondents were from Pennsylvania (n=171), 65% of the respondents participated from 45 other states. Respondents were 26% male and 74% female with a fairly even distribution across all grades levels K-12. Rural, suburban, and urban districts

represented 33%, 49%, and 18% respectively. Elementary teachers represented 50% of the overall sample; middle/junior high school teachers were 18% of the sample and high school teachers were 32%. Experienced teachers reported 4 to 37 years of experience with a mean of 15.8 years.

Results

As can be seen in Table 1, the results of the one way analysis of variance indicate significant differences between beginning teachers and experienced teachers in the areas of Classroom Management and Parent Interaction ($F=45.76$ and 7.20 respectively; $p \geq .05$). No significant differences were found on the Academic Preparation or Time Management scales ($F=1.38$ and 1.37 respectively) between beginning and experienced teachers.

Table 1

	Sum of Squares	df	Mean Square	F	Sig.
ACADPREP	.493	1	.493	1.78	.241
Main Effects					
Years	.493	1	.493	1.78	.241
Model	176.111	492	.358		
Residual	176.604	493	.358		
Total					
PARENTS	2.888	1	2.888	7.197	.008
Main Effects					
Years	2.888	1	2.888	7.197	.008
Model	197.456	492	.401		
Residual	200.344	493	.406		
Total					
CLASMNGE	13.247	1	13.247	45.758	.000
Main Effects					
Years	13.247	1	13.247	45.758	.000
Model	142.432	492	.289		
Residual	155.679	493	.316		
Total					
TIME	.578	1	.578	1,369	.243
Main Effects					
Years	.578	1	.578	1,369	.243
Model	207.766	492	.422		
Residual	208.344	493	.423		
Total					

a. ACADPREP, PARENTS, CLASMNGE, TIME by Years

b. All effects entered simultaneously

Table 2: Academic Preparation: Counts and Percents by Item

		Strongly Disagree/Disagree		Undecided		Agree/Strongly Agree	
		Count	Percent	Count	Percent	Count	Percent
1. My student teaching placement prepared me well to be an effective teacher.	Beg.	31	10%	40	13%	230	76%
	Exp.	38	20%	16	8%	139	72%
5. My reading and language arts methods courses adequately covered what I need to know.	Beg.	84	28%	95	32%	122	41%
	Exp.	75	39%	32	17%	86	45%
7. I feel comfortable using audio-visual equipment to support my instruction.	Beg.	17	6%	22	7%	262	87%
	Exp.	13	7%	10	5%	170	88%
8. My student teaching experience gave me confidence to succeed in my first teaching job.	Beg.	30	10%	41	14%	230	76%
	Exp.	33	17%	23	12%	137	71%
14. I feel well prepared to teach reading.	Beg.	69	23%	84	28%	148	49%
	Exp.	51	26%	30	16%	112	58%
16. My undergraduate program contained sufficient course work in the content areas.	Beg.	54	18%	41	14%	206	68%
	Exp.	38	20%	26	13%	129	67%
17. I feel well prepared to work with groups of varying sizes and abilities.	Beg.	23	8%	33	11%	245	81%
	Exp.	3	2%	8	4%	182	94%
23. My teacher preparation courses prepared me well to use multiple methods for assessing student work.	Beg.	43	14%	61	20%	197	65%
	Exp.	73	38%	29	15%	91	47%

Note: The 5-point Likert scale was collapsed into three categories for ease of interpretation.

Beg = Beginning Teachers (n=301); Exp=Experienced Teachers (n=193)

Table 3: Communication and Conflict: Counts and Percents by Item

		Strongly Disagree/Disagree		Undecided		Agree/Strongly Agree	
		Count	Percent	Count	Count	Percent	Count
3. I feel well prepared to communicate with parents when conflict arises.	Beg.	25	8%	21	7%	255	85%
	Exp.	6	3%	8	4%	179	93%
9. I send frequent messages home to parents.	Beg.	67	22%	31	10%	203	67%
	Exp.	39	20%	23	12%	131	68%
12. Parents are kept aware of their child's progress through frequent progress reports.	Beg.	38	13%	31	10%	232	77%
	Exp.	13	7%	17	9%	163	84%
15. I handle conflicts with other adults confidently.	Beg.	16	5%	28	9%	257	85%
	Exp.	10	5%	17	9%	166	86%
20. I involve parents regularly in my classroom activities.	Beg.	136	45%	64	21%	101	34%
	Exp.	94	49%	42	22%	57	30%
24. I utilize multiple methods of communication with parents (notes, email, etc.).	Beg.	48	16%	37	12%	216	72%
	Exp.	10	5%	18	9%	165	85%
28. If their child is doing something well, I make it a point to contact the parents.	Beg.	72	24%	56	19%	173	57%
	Exp.	26	13%	40	21%	127	66%

Note: The 5-point Likert scale was collapsed into three categories for ease of interpretation.

Beg = Beginning Teachers (n=301); Exp=Experienced Teachers (n=193)

Table 4: Classroom Management: Counts and Percents by Item

		Strongly Disagree/Disagree		Undecided		Agree/Strongly Agree	
		Count	Percent	Count	Count	Percent	Count
2. I am able to quickly deal with misbehaving students so they do not substantially disrupt other students.	Beg.	31	10%	26	%	244	81%
	Exp.	9	5%	4	2%	180	93%
6. I feel well prepared to maintain discipline in my classroom.	Beg.	33	11%	24	8%	244	81%
	Exp.	6	3%	9	5%	178	92%
11. I plan activities designed to involve all students while maintaining discipline.	Beg.	3	1%	13	4%	285	95%
	Exp.	2	1%	3	2%	188	97%
13. I am able to handle individual differences among students in my classroom.	Beg.	8	3%	26	9%	167	89%
	Exp.	5	3%	11	6%	177	92%
18. I know how to identify students with behavior problems before they are too disruptive.	Beg.	22	7%	43	14%	236	78%
	Exp.	7	4%	6	3%	180	93%
21. I am able to manage effectively the variety of tasks required in my position.	Beg.	12	4%	19	6%	270	90%
	Exp.	7	4%	8	4%	178	92%
22. Student behavior is not a problem for me.	Beg.	57	19%	46	15%	198	66%
	Exp.	14	7%	13	7%	166	86%
26. I am aware of several different strategies to maintain positive classroom behavior.	Beg.	14	5%	13	4%	274	91%
	Exp.	1	-	5	3%	188	97%
30. I am able to deal with the behavior of special needs children.	Beg.	40	13%	61	20%	200	66%
	Exp.	22	11%	26	13%	145	75%

Note: The 5-point Likert scale was collapsed into three categories for ease of interpretation.

Beg=Beginning Teachers (n=301); Exp=Experienced Teachers (n=193)

Table 5: Time Management: Frequencies by Item

		Strongly Disagree/Disagree		Undecided		Agree/Strongly Agree	
		Count	Percent	Count	Count	Percent	Count
10. I am well organized.	Beg.	17	6%	26	9%	258	86%
	Exp.	14	7%	12	6%	167	87%
25. I am able to easily maintain pupil records (e.g., report cards, progress reports, etc.).	Beg.	16	5%	19	6%	266	88%
	Exp.	8	4%	13	7%	172	89%
27. I manage my time efficiently.	Beg.	20	7%	28	9%	253	84%
	Exp.	9	5%	16	8%	168	87%
31. I was well prepared for the amount of organization, paperwork, etc. required to do my job effectively.	Beg.	86	29%	51	17%	164	54%
	Exp.	67	35%	33	17%	93	48%

Note: The 5-point Likert scale was collapsed into three categories for ease of interpretation.

Beg = Beginning Teachers (n=301); Exp=Experienced Teachers (n=193)

It may appear somewhat surprising that more experienced teachers do not feel better able to manage their time more effectively or see any difference in their academic preparation. Preparing for and administering standardized tests eliminate weeks of classroom instruction. Thus, time has become the teachers' nemesis as they add standards and test-taking strategies to an already packed curriculum.

In exploring where these differences are most prevalent, it is useful to examine the item level responses for each of the four scales. Tables 2 through 5 provide the beginning and experienced percent for each response option by item for each scale grouped by teachers. For the convenience of interpretation, the Strongly Disagree/Disagree responses were combined to form one response point (negative); similarly the Agree/Strongly Agree responses were combined (positive).

In examining Table 3 (Communication and Conflict), it is interesting to note that experienced teachers report higher levels of agreement on all items but one (Item 20). On this item, beginning teachers appear to involve more parents in their classroom activities (34% vs. 30%). Experienced teachers feel better prepared to communicate with parents when conflicts arise, send more frequent reports home to parents about their child's progress, and utilize multiple methods of communication with parents. Experienced teachers become more at ease and adept when they deal with parents. As teachers gain experience in the classrooms, they become more confident in their judgments and evaluations of their students. They also have the experience of knowing the community, the student population, and other characteristics and nuances that give them confidence when dealing with parents.

Table 4 indicates some interesting differences between the groups regarding Classroom Management. By comparing the Agree/Strongly Agree columns for both groups, it is apparent that beginning teachers do not feel more positively toward their classroom management abilities than their more experienced counterparts. Across all items, experienced teachers agreed with the items more frequently. The only area in which experienced teachers tended to feel less prepared was in dealing with special

needs students (Item 30, 75%). Beginning teachers felt even less able to deal with these students (66%). In the other areas on this scale, experienced teachers reported agreements ranging from 86% to 97%. Readers should note on Table 4 that most of the experienced teachers reported percents of 90% or higher for all but two items. However, beginning teachers' levels of agreement were considerably more dispersed, ranging from 66% on items related to student behavior and special needs (Items 22 and 30) to a high of 95% on planning (Item 11). Again, it seems logical that experience gives teachers the confidence to deal with different behavior issues that occur in the classroom. It is hoped that teachers will become more adept at dealing with special needs students as they gain experience in dealing with these children vis a vis the social, academic, and emotional make up of the regular education children they teach.

Table 2 yields some other interesting item-level differences even though no significant differences were found scale-wise. For example, Table 2 indicates some relatively low percents regarding Academic Preparation where the range is a low of 41% (Item 5—reading and language arts preparation) to a high of 88% (Item 7—audio visual preparation). Alarming, both groups reported dismal agreement regarding their preparation to teach reading and language arts (Items 5 and 14). Clearly there are implications for ongoing professional development. Beginning teachers feel less prepared to work with groups of varying sizes and abilities (Item 17—81% vs. 94%). In addition, student teaching experiences not only appear to be different, but the magnitude of the levels of agreement on both groups (beginning vs. experiences) is relatively low (Items 1 and 8; 76% vs. 72% and 76% vs. 71% respectively). One would hope that student teaching was a meaningful experience for a greater proportion of the undergraduates. Although only a slight difference exists in whether respondents thought their undergraduate program contained sufficient course work in the content areas when compared to the more experienced group (68% vs. 67%), a more pronounced difference on Item 23 indicates that beginning teachers felt more prepared to use multiple methods for assessing student work than experienced teachers (65% vs. 47%).

Table 5 indicates little difference between the two groups at the item level. While levels of agreement from 84% to 89% are found across most items, Item 31 indicates that teachers feel overwhelmed by the amount of organization, paperwork, etc., required to do their jobs effectively (54% vs. 48%). Perhaps this is less a function of preparation and is more indicative of the increased pressures on education from all sources as discussed earlier in this paper.

Conclusions

The leap from pre-service to in-service teaching is broad and often lonely (Lortie, 1976). An important outcome of teacher preparation programs is to adequately prepare pre-service teachers with the knowledge, skills, and dispositions requisite to make that leap from pre-service to in-service teaching. However, what pre-service teachers learn in the college classroom and practice among themselves with no children present or in a controlled environment is often substantially different from the reality of their first teaching assignments. Previous research indicates a clear disconnect between pre-service candidates' personal beliefs and attitudes about teaching and the realities of the classroom. Preservice teachers do not experience working with students in an ongoing, systematic fashion to examine their preconceived beliefs about themselves as teachers. Teacher education programs should assess candidates' preconceived beliefs about themselves and teaching and, where necessary, provide instruction and experiences that shape those beliefs and attitudes to be consistent with the reality of teaching. Additionally, this finding underscores the importance of early field experiences with substantive feedback during the time when pre-service teachers are developing their skills. It begs for field experiences that expose preservice teachers to different settings, different contexts and helps them to mold their own beliefs and attitudes. It endorses the need for host teachers who know how to deal with issues that confound beginning teachers. "Doing school" cannot be simulated in the university classroom, and one intensive field experience (e.g. student teaching) cannot equip preservice teachers with the essentials to

succeed in their own classroom. Finally, this finding makes a strong argument for the formation of professional development schools where preservice teachers spend an entire academic year with a cooperating teacher and together they examine and reflect on their practice.

Experienced teachers feel better prepared to communicate with parents when conflict arises, send more frequent reports home to parents about their child's progress, and utilize multiple methods of communication with parents. Clearly, pre-service candidates need better instruction and experiences in communicating with parents. Experienced teachers report greater comfort in communicating with parents in part because they know more about the community, the student population, and other characteristics and nuances that give them confidence when dealing with parents. Teacher education programs would be well advised to include activities in their programs that help candidates gather this kind of information and develop these skills.

School districts have to play a larger role in **mentoring their new teachers**. This assistance goes beyond the "nuts and bolts" of bureaucratic details to helping these neophytes understanding their teaching context--both in their individual classrooms and in the community. Just as important is the school district's responsibility to assist all teachers—new and experienced—in their ongoing professional growth. Districts need to develop ongoing systematic assessments of the professional development needs of teachers and provide appropriate ongoing training to in-service teachers.

The only area where experienced teachers felt less prepared than beginning teachers was dealing with special needs students. Clearly district level professional development should strand this through all its training sessions regardless of content.

But both groups reported alarmingly low agreement regarding their preparation to teach reading and language arts. Teacher education programs must examine the reading/language arts portions of their programs and school districts must make every effort to strengthen this important content area for experienced teachers. Given the importance of reading to a child's academic

development, improvements in these areas should not be left to chance.

Additionally, beginning teachers felt more prepared than experienced teachers in using multiple assessment methods. Only 47% of the experienced teachers felt comfortable in this area and school district professional development programs should examine teacher performance in this area carefully.

Finally, both groups reported significant struggles with time management. As myriad demands are placed on teachers, along with the increasing encroachment of testing on instructional time, they are simply overwhelmed. They need time—time to prepare, to teach, and to reflect—and teacher preparation programs and school districts must help them learn strategies to manage the precious time they have.

Thus, the results of this study can be useful to teacher educators and school administrators by helping them to understand the concerns of beginning teachers and experienced teachers alike. Such understanding should lead to changes in teacher preparation programs, better preparation of pre-service teachers, better assistance during their beginning years of teaching, and the improved professional development for teachers at all experience levels.

The collective teacher voice has articulated their concerns for decades. With the findings of this study as a springboard, it is time that both teacher educators and school district personnel work together to support educators, both new and experienced, as they strive to enhance student learning in a safe, caring classroom environment.

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