SUMMATIVE EVALUATION OF AN ALTERNATIVE TEACHER LICENSURE

PROGRAM SPONSORED BY A LARGE SUBURBAN SCHOOL DIVISION

By

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(ABSTRACT)

The number of alternative licensure programs has increased significantly over the past decade. Faced with critical shortages of public school teachers in several subject areas, the Commonwealth of Virginia first approved an alternative route to licensure in 1998**.** In accordance with the No Child Left Behind Act of 2001, school divisions must ensure that teachers are highly qualified and prepared for classroom teaching. While the majority of alternative licensure programs are sponsored by colleges or universities, the Commonwealth of Virginia allows school divisions to create alternative licensure programs with the approval of the State Department of Education. The purpose of this qualitative study is to determine the effectiveness of a school division sponsored alternative licensure program, in conjunction with supporting induction and mentorship programs, in (1) meeting a large suburban school divisions need for highly qualified applicants and (2) preparing second-career teachers for the classroom. Data collection included (a) individual interviews with alternative program graduates (n = 8), (b) individual interviews with school administrators (n = 8), (c) individual interviews with new teacher induction program coordinators (n = 2), and (d) a review of program documents. Study results found that the program failed in meeting the need of the school division for highly

qualified teachers in critical shortage areas; but, succeeded in preparing program graduates for their first-year of classroom teaching.

Dedication

I dedicate this dissertation to my loving children Kaila and Langston and the rest of my family. My daughter Kaila was a little girl when I first enrolled in the doctoral program. I have managed to balance my responsibilities as a father and student for most of her life. My son Langston was an infant when I began my post-graduate program and has never known his father as just "dad". For the many times that I have dragged them to the library on weekends or sat at the kitchen table late in the evenings while they watched television or kept each other company playing video games, I am forever grateful. I hope that my example of dedication and work ethic has provided a positive model for them as they develop into adults.

I also would like to dedicate this dissertation to my loving mother Gladys and step-father John Washington. Their support through very difficult times has provided my family with the stability necessary to move forward in life. My mother has always valued education. She instilled the importance of literacy in her children at a very young age. As the first of her children to meet the goal of earning a doctorate, I thank her for the many sacrifices she has made as a single mother in raising her three children.

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CHAPTER I

INTRODUCTION

Alternative Teacher Certification in Virginia

Faced with critical shortages of public school teachers in several subject areas, the Commonwealth of Virginia approved an alternative route to licensure in 1998. The Virginia Licensure Regulations for School Personnel, 8 VAC 20-22-10 et. seq., provides two alternative routes for individuals to obtain teacher certification.   The first option provides a three-year nonrenewable provisional license to individuals employed by either a Virginia school division or non-public school. Individuals seeking provisional licensure must (a) hold a baccalaureate degree from a regionally accredited institution; and (b) qualify for endorsement in at least one area of teaching.

The second option enables a prospective teacher to obtain a five-year renewable teaching license. To qualify for this license an individual must be employed by a Virginia school division or non-public school, meet all professional teacher assessment and coursework requirements, and complete a one year full-time teaching experience in an accredited public or non-public school. Professional coursework may be completed at either a regionally accredited four-year college or in accordance with § 22.1-298 of the Code of Virginia with approval from the Superintendent of Public Instruction, Virginia Department of Education. As a response to the latter state provision, school divisions in the state of Virginia have established alternative licensure programs to recruit and train prospective second career teachers.

Statement of the Problem

The demand for teachers nationally has exceeded the number of graduates entering the teaching profession from traditional routes to licensure (National Center for Educational Information, 2005). Alternative licensure programs have provided school divisions with a means of maintaining their teacher workforce. The About Face Career Switcher Alternative Licensure Program (About Face) provides an alternative route to licensure for qualified applicants in hard to fill teaching positions. The program requires a commitment of school division resources to include individual teachers, administrators, the Department of Human Resources, and the Department of Organizational Development. It is not known however whether the About Face Program is effective in providing the school division with qualified teachers in critical shortage areas or adequately preparing first year teachers for the classroom. Additionally, it is not known whether programs such as the New Teacher Induction Program (NTIP), a four-day teacher induction program, and the New Teacher Mentor Program (NTMP), designed to support About Face participants and all other new school division teachers, provide the additional support necessary to ensure a successful second career transition for About Face participants.

Purpose of the Study

The purpose of this study is to determine the effectiveness of a school division sponsored alternative licensure program, in conjunction with supporting induction and mentorship programs, in meeting the division's need for highly qualified applicants and preparing second-career teachers for the classroom.

Research Question

The main research question guiding this study: Are the About Face Career Switcher Alternative Licensure Program, New Teacher Induction Program, and New Teacher Mentorship Program effective and efficient programs for producing teachers for a large suburban school division?

Sub-questions guiding this study include: (1) What characteristics of the About Face Career Switcher Alternative Licensure Program are effective in preparing first-year teachers for the classroom?, (2) Is About Face providing competent first-year teachers for the school division?, (3) What are the perceptions of About Face participants, school administrator, and central office staff, about the New Teacher Induction Program?, (4) What are the perceptions of About Face participants, school administrator, and central office staff, about the New Teacher Mentor Program?

Significance of the Study

This study investigates whether About Face is effective in providing a large suburban school division qualified applicants in identified shortage areas. Furthermore, the evaluation will provide data regarding what program characteristics of About Face, NTIP, and NTMP are beneficial to preparing career-switchers for their first year of teaching. Findings from this study will better prepare decision-makers in developing policy regarding school-division sponsored alternative licensure programs. Additionally, recommendations from the program evaluation will enable stakeholders to make formative changes based on empirical evidence to the existing new teacher induction programs.

Description of the About Face, NTIP and NTMP Programs

The About Face Career Switcher Alternative Route to Licensure Program (About Face), an alternative teacher certification program developed by a large suburban school division in the southern region of Virginia, was initiated in 2004 to meet teacher shortages in specific subject areas. The goal of the About Face Program is to place "highly qualified" teachers in critical shortage areas specific to the school division such as secondary mathematics, earth science, physics, Spanish, work and family studies, technology education, and library media specialist. About Face is a Title II grant funded program which has trained three cohorts of career teachers since its inception in 2005.

About Face provides training in pedagogy, instructional materials, and mentor support at no cost to program participants. The program consists of an enrollment phase from September to January, followed by two professional development levels beginning in January. Level I requirements include: (1) 182 clock hours of instruction, (2) 126 clock hours of classroom experience, and (3), a signed teaching contract with the school division prior to progressing to level II. The 182 clock hours of instruction during Level I training, are taught by school division personnel and consist of thirteen instructional modules. The modules consist of instructional strategies, classroom management, technology, special education, reading in the content area, human growth and development, content language acquisition, foundations of education, and teacher professionalism. Successful completion of Level I preparation qualifies the About Face candidate for a one-year Eligibility license in the Commonwealth of Virginia and the right to seek employment as a teacher.

About Face participants were required to obtain a teaching position within the school division in order to meet the requirements of level II professional development. In the event the number of applicants was greater than the available positions, participants could serve as substitutes for the school division while awaiting a teaching position. Applicants must remain on the waiting list a minimum of twelve months before seeking employment elsewhere. Level II training consisted of: (1) participation in the New Teacher Mentorship Program (NTMP), (2) two formal observations by the About Face Program Coordinator, (3) fulfillment of the school division's 14-hour professional development requirement, and (4), attendance at a minimum of three NTMP Special Interest Meetings.

At the conclusion of the first year of teaching, the building principal can recommend to the superintendent that the participant be placed on a five-year renewable license. The teacher evaluation instrument is used to determine whether the teacher receives a favorable recommendation. In the event the teacher is not recommended for a five-year renewable license at the conclusion of their first year of teaching, the teacher may return to teach a second year with an assigned trained mentor to address deficient areas.

About Face is a tuition free program which provides training and materials at no cost to program participants. Minimum professional requirements for selection include a Bachelor's degree, five or more years of employment history, verification from official college transcripts of teaching area requirements, successful completion of both Praxis I and II, and a completed application and essay. About Face participants qualify for a five-year renewal Virginia teaching license upon successful completion of all program requirements (See Appendix A for a About Face Program information).

In addition to the About Face program, prior to their first-year teaching experience, all teachers new to the school division are required to attend a four-day orientation program. The New Teacher Induction Program (NTIP) is scheduled in the month of August, prior to the return of all continuing contract teachers. The four-day orientation program provides networking and training in the following areas: classroom techniques, instructional strategies, division mission and core values, presentation skills, and school division policies. Additionally, new teachers have the opportunity to network with school division personnel as well as other new teachers. On the final day of the four-day NTIP orientation, new teachers are introduced to the New Teacher Mentor Program (NTMP). In addition to the four-day orientation, first year teachers are invited to attend fourteen optional training sessions which are scheduled throughout the school year (See Appendix B for the school division Induction Program Mission Statement and NTIP schedule).

The New Teacher Mentor Program (NTMP) is a year-long mentorship program which provides a trained teacher mentor to each new teacher. Throughout the school year the program provides new teachers the opportunity to meet regularly with a mentor teacher and attend special interest meetings that focus on issues related to new teachers. In addition to frequent contact with their new teachers, mentor teachers are required to attend three mentor activities annually and submit quarterly mentor checklists to the NTMP coordinator (See Appendix B for information related to the NTMP program.

<div align="center">Definitions</div>

A traditional licensure program in the context of this study is defined as any full-time, four or five year teacher preparation program which incorporates undergraduate level coursework. A graduate of such program is eligible for a traditional license. Alternative

licensure programs are defined as any teacher preparation program which does not require enrollment in a four-year or five-year full-time teacher preparation program. Alternative Certification Programs fall within this criteria and may include college or university career-switcher programs, school system sponsored programs or school system and college or university partnership teacher preparation programs.

A critical teacher shortage area will be defined in this study as any teacher licensure area where the demand exceeds the quantity of qualified teachers. Critical teacher shortages are identified nationally, state-by-state, or locally; however, for the purpose of this study, a critical teacher shortage area is defined by the needs of the sponsoring school division and includes the following subjects: secondary mathematics, earth science, physics, Spanish, work and family studies, technology education, and library media.

The components of an alternative licensure program which allow the researcher to compare individual traditional or alternative licensure programs are defined as program characteristics. Examples of program characteristics for alternative certification programs may include selection criteria, teacher induction activities, formal pedagogical training, student teaching, mentorship, online coursework and cohort grouping (Lutz & Hutton, 1989; Roach & Cohen, 2002; Ilmer, Elliott, Snyder, Nahan & Colombo, 2005).

Teacher efficacy is defined as a teacher's belief in their ability to educate and motivate students regardless of external factors such as parent or family background, resources, or academic background (Ashton, 1984).

<div align="center">Limitations of the Study</div>

The limitations of the study included both threats to internal and external validity. Concerns with internal validity were based on the reliability of the responses from school

division teachers, administrators and coordinators to interview questions. Although study participants were assured that their identity would be protected in the study, negative comments related to the sponsoring school division may have been avoided by school employees. Concerns with external validity involved limits to the generalization of the study. Since all program participants are employed by the same school division, results of this study may not be generalized to other alternative licensure programs or school divisions. Additionally, generalizations may not apply to populations of teachers receiving full licensure through traditional licensure programs.

Delimitations of the Study

Participants of the study were limited to graduates of the 2005 and 2006 About Face Program, their supervising school administrators, and the coordinators of the About Face Program, New Teacher Induction Program and New Teacher Mentorship Program. An analysis of the costs associated with operating any of the programs involved in this study was not included in this research.

CHAPTER II

LITERATURE REVIEW

Introduction

The primary focus of the review of literature is the evaluation of alternative teacher licensure programs. This literature review will include relevant research in the areas of program evaluation theory, characteristics of alternative licensure programs and highly qualified teachers. Additionally, the impact of teacher induction programs on teacher effectiveness will be examined.

There is an extensive body of research on alternative licensure programs. This literature review, however, has been limited to include information that educates the reader about characteristics of alternative licensure programs and theories associated with program evaluation. In addition, since some classroom teachers are the product of alternative licensure programs, research supporting effective alternative licensure program models will be included in this chapter.

Program Evaluation Theory

Evolution of Program Evaluation as a Discipline

According to Tyler (1980), systematic educational evaluation has been in existence for well over fifty years. During this span of time the process of evaluating educational programs has developed into a system to encompass the planning, development, implementation, and operation of educational programs. While earlier forms of program evaluation focused primarily on program outcomes, the importance of evaluating program planning and initiation before formative and summative assessments has gained in importance as evaluation strategies have developed.

In addition to changes in the focus of program evaluation, developments in evaluation strategies and procedures have significantly impacted the discipline of program evaluation since its beginnings in 1929. For instance, as early as 1929, evaluation data consisted primarily of achievement test results. In many cases the tests were administered using a pre-test and then a post-test upon completion of the program. As the scope of program evaluations expanded to include more than outcome results, a wider variety of data collection techniques such as observations, interviews, student work samples, questionnaires, and document reviews accompanied the developments in the field (Tyler, 1980).

Scriven (1994) described the development of program evaluation in terms of the purpose of evaluation, needs of the client, role of evaluator, role of evaluation participants, and method of data collection. Scriven indicated that earlier forms of evaluation primarily utilized a strong decision support view which involved evaluators serving as investigators for the purpose of developing conclusions regarding the program goals. The results of this form of evaluation primarily supported the needs of program decision makers. More recent program evaluators advocated a lesser, more collaborative role for the evaluator as well as more participation in the evaluation process by program participants. Additionally, as the need for more descriptive forms of data became evident, methods such as the rich description approach to evaluation became more popular. The rich description model required the evaluator to report what was seen in rich, descriptive writing without drawing evaluative conclusions. While similarities exist among theorists in the field of program evaluation, many have advocated very different views in terms of program evaluation theory. Below is a description of several current and emerging program evaluation theories.

Summative and Formative Evaluation Theory

There are many different perspectives in the area of evaluation theory. Throughout the maturation of evaluation research as a recognized discipline, several debates have impacted the growth and development of program evaluation. Two largely debatable issues which have impacted the field include summative or product evaluation versus formative or process evaluation (Chen, 1996; Patton, 1994).

Since the early stages of program evaluation emphasis has centered on program goals and objectives (Scriven, 1994; Stake, 1967). Tyler (1980) defined summative evaluation as, "the appraisal of the outcomes of the program in order to understand the extent of its educational contributions and to aid in making decisions about the program's future. This goal-oriented approach emphasized the collection and assessment of data by the evaluator for the purpose of determining whether the objectives of the program were met (Alba & Stake, 2001). Goal-oriented evaluation was later questioned by evaluation theorists such as Scriven (1991) who favored a goal-free approach to evaluation. While noting the existence of unanticipated results during a 1970-71 evaluation, Scriven (1991) indicated, "The less the external evaluator hears about the goals of the project, the less tunnel-vision will develop, the more attention will be paid to looking for actual effects" (p. 57).

While summative evaluation focused on outcomes, Tyler (1980) defined formative evaluation as, "the appraisal of a program as it is developing in order to improve it"(p.9). Formative evaluation allows for repeated monitoring of a program by the evaluator for the purpose of addressing necessary changes during developmental stages (Alba & Stake, 2001; Tyler, 1980). Theorists, such as Scriven, while recognizing the differences between summative and formative evaluation maintain that the value of formative assessment lies in preparing

programs for summative evaluation (Patton, 1994). Since formative evaluations are primarily process oriented, theorists such as Stufflebeam support the use of formative evaluation data in support of future judgment decisions regarding the value and effectiveness of programs (Stufflebeam, McKee, B. & McKee, H., 2003).

The concept of collecting formative data became popular by theorists such as Stake, who developed an evaluation data matrix consisting of three distinct forms of evaluation data. The thirteen cell matrix separated evaluation data into three types: antecedent, transaction, and outcome data (Stake, 1967).

Antecedent data included any relevant information or conditions which existed prior to implementing the program. Transaction data included the interactions and application of the program treatment. Outcome data involved abilities, achievement, or attitudes resulting from receiving the program treatment. While output data provided the means for outcome based decisions, antecedent and transaction data provided evaluators the means to make process judgments for the purpose of improvement (Stake, 1967). As evaluation theorists began to focus their attention on data other than intended goals and outcomes, new theories of evaluation began to emerge.

Alternatives to the Summative-Formative Dichotomy

As program evaluation developed as a discipline, theorists such as Patton began to question the summative-formative dichotomy. Opponents argued that the existence of evaluations with other than process and product objectives rendered the framework limited (Chen, 1996; Patton, 1996). Patton (1996) indicated that newer forms of program evaluation such as knowledge generating, developmental, intervention, and empowerment evaluations render the summative and formative dichotomy advocated by Scriven as obsolete. For instance,

Patton described Scriven's formative/summative distinction by using a soup tasting analogy. "When the cook tastes the soup, that's formative evaluation; when the guest tastes it, that's summative evaluation" (as cited in Chen, 1996, pg.19). While a rather simplistic way of defining the distinction, Chen found the analogy useful in describing the need to expand the conceptual framework for formative and summative evaluation. Chen argued the analogy, like the distinction, was limited in that the sampling of the soup by either the guests or chef could serve purposes other than summative or formative evaluation respectively. For example, according to Chen, the guests may be asked to taste the soup to provide input for future improvement. Chen argued that this request did not fit Patton's narrow analogy of the distinction.

Chen (1996), in response to the summative-formative debate, developed a comprehensive framework for general evaluation. This new framework expanded the types of evaluation from two to four types of program evaluation. Chen expanded the conceptual framework to include not only evaluations focused on process and outcome, but program improvement and assessment as shown in Figure 1 The four basic types of evaluation expanded the definitions of both formative and summative evaluation. The typology consists of 1) process-improvement evaluation, 2) process-assessment evaluation, 3) outcome-improvement evaluation, and 4) outcome-assessment evaluation.

Evaluation Functions
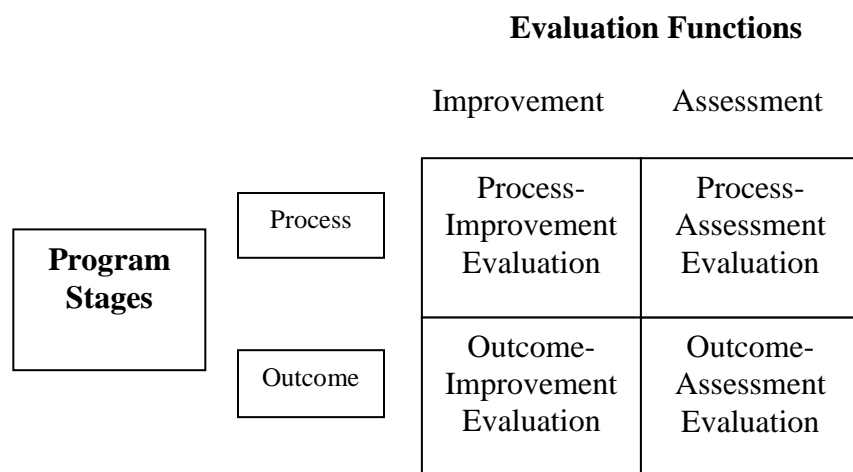
Figure 1. Representation of expanded evaluation function to include four types of program

evaluation (Chen, 1996).

Process-improvement evaluation provides information relating to program strengths and

weaknesses. This information may be used for program improvement. Chen identified two uses

of process-improvement evaluation, instrumental and conceptual. Instrumental use involves

determining ways to improve the program, while conceptual use involves informing and

educating program decision makers (Chen, 1996).

Process-assessment evaluation provides an assessment of the implementation stages of

program development. Process-assessment differs from summative evaluation in that,

assessments of program goals are not considered. Chen used an example of a production line

quality check to demonstrate a process-assessment. When the product is rejected for failing to

meet an established set of criteria, the implementation of the established criteria is assessed

(Chen, 1996).

Outcome-improvement evaluation provides information relative to increasing the

efficiency of the program for the purpose of achieving intended goals. This form of evaluation

assesses both the elements and implementation variables of the program for the purpose of

providing instrumental and conceptual data for improving program outcomes. Evaluations of this type, however, do not provide a summative assessment of the overall program. Chen provided an example of outcome-improvement evaluation using a service agency which employed two categories of social workers, high labor-intensive and low labor-intensive care managers. Chen indicated that an outcome-improvement evaluation would determine which position was more cost effective for the company (Chen, 1996) .

Outcome-assessment evaluation like Scriven's definition of summative evaluation provides a judgment of the attainment of goals and the worth of a program. Unlike outcome-improvement evaluation, the results of outcome-assessment evaluations provide decision makers with data required for future program growth, termination, or policy decisions (Chen, 1996).

Although Chen did not re-define the distinction between formative and summative evaluation, his framework acknowledged the existence of two functions, program improvement and program assessment, as contributing motivators in evaluation design. By crossing the two evaluation functions with two program functions, process and output, Chen created a comprehensive framework that consisted of four mixed-types of evaluations. Scriven (1996), disagreed with Chen's new framework, considering it no different than other dichotomous relationships such as instrumental vs. conceptual, qualitative vs. quantitative, and goal based vs. goal free. Scriven, however, agreed with Chen regarding the expanding role of formative and summative evaluation. According to Scriven (1996), "Formative evaluation represents one, but not the only practical role, and summative can be done for either research or practical reasons; either may focus on process or outcome" (p. 152). Evaluation theorist such as Stake (1976) abandoned the limitations of the formative and summative distinction, in favor of a responsive approach to evaluation.

Responsive Evaluation Theory

As evaluators began to recognize the importance of multiple sources of data, theories such as responsive evaluation emerged as an alternative to preordinate evaluation designs (Alba & Stake, 2001; Stake, 1976). Stake (1976) a leading supporter of responsive evaluation, indicated, "a responsive evaluation allows the ever-changing situation to determine what will be described and what values issues will be examined" (p. 19). Responsive evaluation according to Stake required the evaluator to objectively look at all relative data while allowing the program participants to guide the direction of data collection (Alba & Stake, 2001). While preordinate evaluations relied primarily on goal statements, tests, and standards, responsive evaluations emphasized observation and reaction to the dynamic program environment (Stake, 1976). Regarding program evaluation findings in a responsive evaluation, Stake (1976) stated,

> With the responsive approach there will be a smaller emphasis on standardized classroom observation schedules. This will mean that the measurements will be less accurate, the samples less representative, and the findings less generalizable, but hopefully more relevant. (p.20)

In terms of the role and responsibility of the responsive evaluator, Stake emphasized that the evaluator should maintain an objective approach to data collection and reporting. Additionally, responsive evaluators are inclined to report the vicarious experiences of program participants and stakeholders. In this role the evaluator performs the role of facilitator and teacher by allowing the reader to interpret and form individual conclusions from the evaluation results (Alba & Stake, 2001). Stake (1976) indicated that the responsive approach to evaluation is particularly effective in identifying and solving a problem in that the responsive evaluator relies on the input of people who are closest to the focus of study.

Participatory Evaluation Theory

While responsive evaluation minimized the role of the evaluator to facilitation and data collection, the evaluator remained in control of the development of the evaluation plan, analysis, interpretation, and reporting of findings (Alba & Stake, 2001). The participatory evaluation model expanded the roles and responsibilities of program stakeholders in the evaluation process while redefining the role of the evaluator to that of a collaborative evaluation expert. In the participatory model primary stakeholders share the responsibility with the professional evaluator in all aspects of the program evaluation. The evaluator serves as the coordinator of the evaluation, providing technical support, training, and quality control to primary stakeholders. The participatory model provides linkages between the researcher and organization personnel by increasing the level of communication and involvement in the evaluation process. The increased involvement of stakeholders leads to increased organizational learning and ownership of evaluation results and decisions (Cousins & Earl, 1992).

Participatory evaluation, when used as a learning system, improves the understanding and dissemination of local, organization specific applied research findings throughout the organizational structure (Cousins & Earl, 1992). Cousins & Earl (1992) stated, "the requirement of direct involvement in the research process and learning about technical research knowledge will heighten opportunities for staff to discuss process and outcome data, to rethink their conceptions and challenge basic assumptions in ways not previously available" (p. 401). While participatory evaluation methods sought to increase the level of ownership by stakeholders in action research, as a program evaluation theory, the process did not go further in terms of empowering organizations to self-evaluate or advocate for change in their environment or conditions (Patton, 1997).

Empowerment Evaluation Theory

Empowerment evaluation theory is in many ways an extension of the principles of participatory

evaluation (Patton, 1997). While participatory evaluation encourages organizational personnel to

receive training in order to participate in the evaluation design from the developmental to final

stages, empowerment evaluation goes beyond participation and seeks to foster self-determination

within the organization. Similar to other models, empowerment evaluation utilizes both

qualitative and quantitative methodologies. Empowerment evaluation transfers control of the

evaluation to the stakeholders while allowing the evaluation expert to assume the roles of trainer,

facilitator, coach, and eventually advocate (Fetterman, 1994).

Fetterman (1994) in referring to empowerment evaluation as a theoretical framework

stated, "self-determination, defined as the ability to chart one's own course in life, forms the

theoretical foundation of empowerment evaluation"(p.2). An empowered organization,

according to Fetterman, is capable of establishing goals, plan of actions, determining resources,

evaluating short and long-term results, and making necessary adjustments based on assessment

results.

The evaluator may empower an organization either as a teacher or coach (Fetterman,

1994). As a teacher the evaluator provides training to program staff to conduct evaluations

independent of outside assistance. Fetterman (1994) indicated that, "this approach desensitizes

and demystifies evaluation and ideally helps organizations internalize evaluation principles and

practices, making evaluation an integral part of program planning" (p.3). As a coach the

evaluator assumes a facilitative role while assisting with the evaluation process. In this role the

evaluator attends meetings while offering general guidance and direction. "I always emphasize

that they are in charge of this effort. This is critical because unit staff members might otherwise

look to me as the expert during the session, which would make them dependent on an outside agent" (Fetterman, 1994, p.5).

Unlike responsive or participatory evaluation theories, empowerment evaluators are encouraged to advocate for underrepresented groups for the purpose of social change (Fetterman, 1994; Patton, 1997). Where responsive and participatory theorists did not participate in actions beyond the scope of the evaluation, empowerment theorists, such as Fetterman (1994), expanded the role of the evaluator to that of an advocate by stating, "evaluators have a moral responsibility to serve as advocates—after the evaluation has been conducted and if the findings merit it" (p.6).

Context, Input, Process, Product (CIPP) Evaluation Theory

As responsive, participatory, and empowerment evaluation processes became more distinct in terms of evaluation theory, an established evaluation framework termed the Context, Input, Process, Product model (CIPP), remained popular in the field by continuing to evolve as emerging theories developed. The CIPP model of evaluation, developed by Stufflebeam and Guba in the late nineteen-sixties is a comprehensive framework of evaluation that incorporates both formative and summative evaluation procedures. Scriven (1994) in describing the CIPP model stated, "the CIPP model goes beyond the rhetoric of decision support into spelling out a useful systematic approach covering most of what is involved in program evaluation, and uses this to infer evaluative conclusions" (p.157). Stufflebeam, et al. (2003), further emphasized that CIPP supports both a formative as well as summative approach to program assessment. The CIPP framework defines evaluation from a summative perspective by defining evaluation as, "a systematic investigation of the value of a program or other evaluand" (p.9). In terms of supporting formative evaluation, however, Stufflebeam states, "evaluations most important purpose is not to prove, but to improve" (Stufflebeam, et al., 2003, p.5). Consequently, the four

components of the CIPP model allow the evaluator to address both formative and summative interests.

The Context component of the CIPP model involves the assessment of the overall purpose of the program. The evaluator in the context phase assists decision makers in determining goals or priorities by identifying and assessing program needs, problems, assets, and opportunities. As indicated in Table 1, an evaluator's primary question during this phase of an evaluation is dependent upon whether the evaluation has a formative or summative focus (Stufflebeam, et al., 2003).

Input evaluations assess the support structure of a program in areas such as action plans, staffing, and budget for the purpose of assisting decision makers in the development and alignment of program resources. In the initial or middle stages of a program, the evaluator's assessment of alternate program approaches or implementation plans would assist with the development of the program proposal and procedures (Stufflebeam, et al., 2003). A formative and summative distinction of the input evaluation phase is provided in Table 1.

Process evaluation involves the assessment of program transactions to include implementation. This assessment allows the evaluator to assess whether the program is operating as intended and for program stakeholders to determine program effectiveness. The evaluation of program procedures and actions according to Stufflebeam, enable the evaluator and program stakeholders to make necessary changes to procedure as well as judge or interpret program outcomes (Stufflebeam, et al., 2003).

Product evaluation provides a measure of intended or unintended outcomes. This allows program stakeholders such as decision makers and staff to determine whether goals or needs

have been satisfied. As indicated in Table 1, whether the evaluation is formative or summative

in design, the focus of product evaluation will be outcome based (Stufflebeam, et al., 2003).

Table 1

Formative and Summative Evaluation Questions for Components of CIPP Process

CIPP	Formative Evaluation	Summative Evaluation
Context	What needs to be done?	Were important needs addressed?
Input	How should it be done?	Was the effort guided by a defensible plan and budget?
Process	Is it being done correctly?	Was the design executed competently and modified as needed?
Product	Is it succeeding?	Did the effort succeed?

Note. Adapted from "The CIPP Model For Evaluation", by Stufflebeam, D. L., McKee, H., & McKee, B., Presented at the 2003 Annual Conference of the Oregon Program Evaluators Network, Portland OR, Oct. 2003. p.3.

Stufflebeam further described the components of the CIPP framework by using the terms

goals, plans, actions, and outcomes respectively (2003). Context and Product evaluations

theoretically relate to the summative evaluation of goals and outcomes. Consequently, the

remaining two forms of evaluation Input and Process are theoretically linked to the evaluation of

program plans and actions for the purpose of improving the decision making process and quality

assurance.

While the CIPP model provides a standard method for conducting program evaluations,

Stufflebeam et al. (2003) recognized the significance of reacting responsively throughout the

various phases of an evaluation. Additionally, he indicated that the CIPP evaluator was provided

the flexibility of choosing all four components of the CIPP model or only a part of the

comprehensive framework. For instance, a 1993 internal formative evaluation of a new teacher

education program at the University of Wyoming used primarily the input and process evaluation

procedures from the CIPP model in order to provide information to program stakeholders and

participants during the developmental stages of the program (Moore,1994).

The evaluation, a one year project, was conducted under the direction of the Dean of the

College of Education and the Associate Dean of Undergraduate Studies. The one year

evaluation project was conducted in accordance with the input and process components of the

CIPP model. The evaluation questions were developed by analysis of data from participant

interviews, focus groups, questionnaires, observations, and program documents. Data collection

involved university faculty, university administrators, mentor teachers, students, and school

administrators (Moore, 1994).

Findings in the area of the input evaluation identified concerns by students with program

costs for both in-state and out of state students, lack of four-year scholarship coverage, and

financial support for program transportation requirements. Among all Phase I, II, and III student

cohorts, the majority percentages of each group indicated that adding an additional year to the

baccalaureate program created additional costs which students did not have identified means to

cover (Moore, 1994).

Findings in the area of process evaluation indicated that faculty viewed student

involvement in classrooms, observations, and teaching in schools more valuable than the use of

portfolios and classroom instruction. Additionally, suggestions were provided for improving

student professional portfolios, projects, mentor involvement, and classroom activities (Moore,

1994).

While describing the evaluation, Moore (1994) indicated, "the primary emphasis for this

evaluation were on the input and process parts of the model. This evaluation should set the stage

for evaluation with more emphasis on products, which would involve outside evaluators as well as internal evaluators" (p. 4). In accordance with the CIPP model in order to determine whether the effort was a success, one must first determine the needs that alternative programs such as the University of Wyoming New Teacher Program were designed to address (Stufflebeam, et al., 2003).

<div align="center">Demand for Alternatively Licensed Teachers</div>

Projections by the National Center for Educational Statistics (NCEI) indicate that as many as two million new teachers will be needed for the teacher workforce between 1999 and the 2008-2009 school years (Hussar, 1999). Traditional college teacher training programs on average from 1995 to 2003 produced 147,027 new teachers annually. At that rate of increase, an additional 529,730 teachers would be needed in order to increase the national teacher workforce by two million teachers. Also, the total number of teachers receiving either emergency or temporary licenses, as reported by individual states, decreased from 64,286, in 1999 to 14,401 by 2004 (NCEI, 2005).

In addition to teacher shortages, teachers entering the field must meet the challenges of urban school settings, high stakes testing, and the professional requirements of the No Child Left Behind Act of 2001 (Roach & Cohen, 2002; U.S. Department of Education, n.d.). The demand for teachers is affected by student enrollment, teacher retirement, teacher attrition, and initiatives such as class size reduction (Feistritzer, 2004). Consequently, providing schools with competent new teachers has been a challenge. According to the American Federation of teachers, new teachers entering the teacher workforce through ACPs must possess adequate content knowledge, training in pedagogy, teaching strategies, and have supervised classroom support

during the initial teaching experience in order to be successful in the classroom (American

Federation of Teachers [AFT], 2000).

<div align="center">Teacher Quality and Alternatively Licensed Teachers</div>

According to the American Association of School Administrators (AASA), the need for

well prepared teachers should be a leading focus for developing alternative teacher licensure

programs (Lockwood, 2002). Opponents of alternative certification programs however, argue

that ACPs circumvent many professional requirements for teachers, thereby allowing states to

fill vacancies with unprepared candidates (Roach & Cohen, 2002). Ingersoll (2001), for

instance, discovered that a third of secondary mathematics and one quarter of secondary English

teachers possessed undergraduate degrees in other than content areas.

While critics of ACPs cite evidence such as Finn's as confirmation of reduced standards

for teacher licensure as a result of the increase in alternative programs, many states now offer

alternative routes to licensure that meet or exceed the highly qualified teacher requirements of

the No Child Left Behind Act of 2001 (Feistritzer, 2004). The highly qualified teacher

provisions of the Elementary and Secondary Education Act as amended by the No Child Left

Behind Act (NCLB) of 2001 requires that states provide highly qualified teachers in every

classroom. As a result of NCLB, states must ensure that highly qualified teachers are present in

all public schools for all core area subjects. Additionally, new teachers serving in Title I schools

must be highly qualified prior to entering the classroom.

In order to be considered highly qualified, a teacher must possess as a minimum a

baccalaureate degree, achieve full state certification, and demonstrate subject area knowledge in

the area of endorsement. Individual states however, are allowed limited flexibility under NCLB

to establish standards for determining highly qualified requirements for teachers in content areas.

Some states, for instance, may require subject specific tests while other states may accept a baccalaureate or advanced degree in the content area (U.S. Department of Education, n.d.). In addition to a broad range of standards for content knowledge, states also vary in the type of teaching license offered (Feistritzer, 2004).

The state of Virginia, for instance, offers five different teaching licenses. Of the five teaching licenses, two, the provisional teaching license and special education conditional license, provide opportunity to candidates entering the teaching profession through alternative routes by placing them into the classroom with a three year non-renewable teaching license. A teacher with a provisional license must be employed by an education agency during the provisional period. In order to qualify for a five-year renewable license, alternative program candidates teaching core area subjects in Virginia must hold a baccalaureate degree from a regionally accredited institution, satisfy the requirements of at least one teaching endorsement area, and demonstrate mastery of subject knowledge by passing the Virginia Communication and Literacy Assessment (VCLA) and the Praxis II content assessment (Virginia Department of Education [VDOE], 2007).

Alternative Licensure programs in the state of Virginia must provide teacher candidates with instruction in human growth and development, curriculum and instructional procedures, technology, foundations of education, and reading. Additionally, program candidates must complete a minimum one-year teaching experience in a public or non-public school setting. During the teaching experience a fully licensed in building teacher must be available to assist the teacher candidate (VDOE, 2007).

Teacher Education and Teacher Effectiveness

Many states including Virginia require training in pedagogy for alternatively licensed teachers (Feistritzer, 2004). Research has demonstrated that teachers who received training in pedagogy and content specific instructional strategies are more successful than teachers without such training (Darling-Hammond, 1990; Haberman, 1984). For instance, a case study conducted by Grossman (1989) studied the progress of three beginning English teachers, who entered the classroom without prior training in pedagogy. The study provided significant findings regarding the impact of education courses on teacher effectiveness.

Grossman (1989) examined the effectiveness of three novice English teachers over the span of a school year. He defined the alternative program that provided the new teachers access to the classroom as a quick entry alternative program. Two of the three teachers held a Bachelor of Arts degree (BA) in literature from reputable universities. The third teacher was in the process of completing his doctorate in literature at the time of the study. Data for the case studies included classroom observations as well as five structured interviews. A cross-case analysis of each teacher's responses was used to determine the findings of the study.

Findings from the study indicated that without education courses all three teachers relied heavily on their past personal experiences for instructional methods, material preferences, and activity planning. Each of the teachers credited their college professors for modeling instructional strategies he/she later utilized in the classroom. Each teacher struggled with lesson planning, assessment of learning, and finding ways to make the topic relevant to students. Additionally, each teacher appeared to experience a significant level of frustration with their students' ability to grasp literary concepts. At the conclusion of the school year, two of the three teachers left teaching for other opportunities. Grossman (1989) concluded, "while subject matter knowledge, good character, and the inclination to teach are important characteristics of

beginning teachers, they do not necessarily lead to a pedagogical understanding of subject matter nor to a theoretical understanding of how students learn a particular subject" (p.207).

The Impact of Program Design on Teacher Quality and Teacher Efficacy

While most states now offer alternative teacher certifications for teachers, programs differ in many ways (Roach & Cohen, 2002). Alternative programs vary from emergency licensing programs to programs that resemble graduate education programs (Zumwalt, 1996; Feistritzer, 2004). Additionally, programs developed to address teacher shortages and teacher quality may differ in policy and program characteristics (Ashton, 1991; Bliss, 1990). This variance in programs led Zumwalt (1996) to indicate:

> Although now widespread, alternative certification has not proven to be the panacea nor the disaster some predicted. Characteristics of particular programs and other contextual variables affecting alternative certification policy and practice have proven to be critically important in judging impact. (p.41)

The Teach for America Program is an example of an alternative licensure program which has seen consistent growth nationally. Tell (2001) indicated concerns with the Teach for America Program as an alternative route to licensure, in that the program places college graduates in the classrooms of schools in poverty areas. Critics of the program argued that the design of the program provided minimal training to new teachers in needed areas such as classroom management and teaching methods, while only requiring a two-year teaching commitment.

Research findings have linked the quality of teacher education programs with teacher effectiveness, classroom performance, teacher efficacy and teacher retention (Boser & Wiley, 1988; Darling-Hammond, Chung & Frelow, 2002; Lutz & Hutton, 1989). For instance, a study

conducted by Darling-Hammond, et al. (2002) using data from a 1998 survey of approximately 3,000 beginning teachers in New York, examined the perceptions of teachers regarding their perceived level of preparedness and intent to remain in the teaching profession. The sample for the study consisted of teachers with three or less years of teaching experience. The survey utilized a rating scale across 39 dimensions of teaching.

Participants were categorized according to their respective routes of entry into the teaching profession. Findings from the study indicated that the sample of new teachers consisted of teachers who participated in traditional four and five year university programs; alternative routes to teaching such as the Peace Corps and Teach for America; or individuals obtaining licensure after working in a school setting as a substitute prior to teaching. Additionally, 26.1% of the new teachers indicated either "no prior experience" or "other" as their route of entry to teaching (Darling-Hammond, et al., 2002, p.288).

Findings from the study indicated that teachers whose background included formal, structured training programs which consisted of support in subject matter knowledge, planning instruction, diverse learning styles, and classroom management, rated their level of preparedness higher than other programs or teaching routes. Additionally, all teachers indicated that their programs did not adequately prepare them for use of technology and teaching English language learners (Darling-Hammond, et al., 2002).

A study conducted by Guyton, Fox and Sisk (1991), examined the attitudes (teacher efficacy), performance, and experiences of graduates of the Alternative Preparation Institute, a State Department of Georgia supported alternative licensure program, with traditionally trained first year teachers. Candidates for the alternative program were required to (1) hold a bachelor's

degree in the critical shortage areas of mathematics, science, or foreign language, (2) pass the Teacher Certification Test (TCT), (3) have a 2.5 or higher grade point average, and (4) complete courses in human growth and development, identification and education of children with special learning needs, curriculum, and teaching methodology. After an eight-week resident summer program, candidates were required to complete a one-year supervised teacher internship with an assigned mentor teacher. Mentor teachers received one-week of training prior to being assigned to a first-year teacher. Program participants were eligible for a teaching certificate after meeting all program requirements.

Study participants included 23 alternative first year teachers and 26 first year traditionally trained teachers. All study participants received their degrees in math, science or a foreign language. The high percentage of African-American teachers in the alternative group, (39%) compared to (11%) traditional teachers, was the only significant difference noted amongst study participants.

Data collection included a survey, 14 open-ended questions, the Educational Attitudes Inventory (EAI), Teacher Efficacy Scale, Teacher Attitude Inventory (TAI), and principal, mentor, and peer teacher evaluations. Demographic information was collected on all study participants at the beginning of the school year. The EAI used a Likert type scale with a five-point continuum of options to measure the student-centered and teacher-centered views of study participants. Data from the EAI were collected at the start of the school year, after five-months of teaching, and at the end of the school year. The TAI consisted of 43 Likert-scale items which measured the efficacy of the teacher education programs, attitudes towards students, school environment, teaching, self-confidence, support, locus of control, and satisfaction with education in our society. The Teacher Efficacy Scale developed by Gibson and Dembo (1984) was used to

measure the personal teaching efficacy of each study participant at the middle and end of the school year. Two teacher evaluation forms were completed on each teacher after one month of teaching.

Results from the analysis of data yielded a minimal amount of statistically significant differences between the alternative program and traditional program teachers. Differences included a higher rating on the EAI, teacher-centered score, and three out of forty-three significant findings on the TAI. The researchers concluded that the higher traditional teacher-centered results on the EAI were the result of student teaching. Findings on the TAI indicated that alternative teachers were: (1) significantly more positive about the alternative program, (2) significantly more positive about their improvement as a teacher during the first month of teaching, and (3) less satisfied about the structure and organization of education in our society. An analysis of the Teacher Efficacy data indicated that both alternative and traditional teachers rated low in on the teacher efficacy scale during their first year of teaching. Both groups however, scored higher at the end of the school year, which suggests that teacher efficacy improves as teachers become more experienced. The analysis of teacher evaluation forms resulted in no significant differences between alternative and traditionally trained teachers. Therefore, the researcher concluded that alternative programs consisting of less pedagogical training, a supervised internship, and a subject specific degree requirement are capable of preparing teachers comparable to traditional program graduates (Guyton, et al., 1991).

A study conducted by Martin & Shoho (1999) investigated whether differences existed in the classroom management styles of teachers who were prepared through alternative or traditional programs. The researchers collected data from 228 teachers using the Attitudes & Beliefs on Classroom Control (ABCC) questionnaire. Subjects in the study were either prepared

through a regional alternative teacher certification (AC) program or university graduate level traditional program.

Data were analyzed using a series of t-tests. Findings from the study indentified one significant difference between the two groups of teachers on Instructional Management subscale of the ABCC. The researchers concluded that the age and maturity of the alternatively licensed teachers contributed to their ability to build relationships (People Management) and address classroom issues (Behavior Management). Regarding the Instructional Management subscale of the ABCC, the researchers concluded that the AC teachers were more interventionist or controlling than traditional teachers. The researchers concluded the due to the similarities in the program curriculum the difference may be attributed to the difference in teaching experience (Martin & Shoho, 1999).

<div align="center">Exemplary Alternative Licensure Programs</div>

Feistritzer (2004) identified eleven different classifications of alternative route programs. Of the eleven classifications, the National Center for Educational Information (NCEI), considers the first two classes (A) and (B) as the only true forms of alternative routes to teacher certification. According to NCEI, a Class A alternative route meets the following criteria: 1) the alternative program is designed specifically to attract talented individuals with a minimum of a bachelor's degree in a field other than elementary or secondary education; 2) the alternative program is not limited to teacher shortage, or grade levels; and 3) the program provides a trained mentor, formal instruction in theory and practice, and on the job training. Class B alternative routes are similar with the exception of limiting the program to shortage areas, grade, and subject specifications.

<div align="center">Alternative Licensure Program Characteristics</div>

Feistritzer (2004) indicated that over a five year period, many states have passed legislation creating alternative routes to licensure with similar characteristics. For instance, regarding the selection and training of program candidates, many states require 1) candidates have a minimum bachelor's degree, 2) rigorous screening criteria to include tests, interviews, or demonstrated mastery of content, 3) early introduction to teaching experience, 4) courses in pedagogy offered before and while teaching, 5) a teacher mentor provided during teaching experience, and 6) high performance standards. The following studies of alternative licensure programs provide evidence of the significance of specific program characteristics.

Dallas Independent School District

Lutz and Hutton (1989), conducted an extensive program evaluation of Dallas Independent School District's (DISD) alternative teacher certification program documenting the rigorous selection process which enabled the program to narrow the candidate pool from 1,300 applicants to 110 approved applicants. In the initial stages of the selection process, applicants were required to take a basic skills test. Of the 1300 completed applications, 691 applicants were selected to take the basic skills test. Additionally, applicants were required to have a degree from a four-year institution, and a 2.8 *GPA* in their subject area. The applicant pool was narrowed to 557 applicants, who participated in structured interviews, application reviews, criminal and reference verification, and a 150 word essay on a designated topic. Of the 557 applicants 110 were selected for training and 99 program interns completed the program.

The DISD alternative program provided pedagogical training during the month of August in the following subjects, English as a Second Language, reading strategies, instructional strategies, evaluation of student progress, and building vocabulary. Teachers spent one week in New Teacher Orientation sessions which included training in classroom management, lesson

planning and organization. School division teacher advisors provided training and assisted individual teachers throughout their September field experience. Teachers completed a one-month supervised field experience prior to becoming a full-time classroom teacher in October of the school year. Teachers received support through and assigned in-building supervising teacher, program teacher advisor, and building administrator throughout the first year of teaching. Formal and informal classroom observations were completed throughout the first year by teacher advisors and school administrators.

The study by Lutz and Hutton (1989), compared the effectiveness of the DISD alternative program candidates to traditionally prepared first-year teachers. The Texas Teacher Appraisal System (TTAS) was used to assess the classroom performance of the program interns. The results of the TTAS ratings, which were completed by building principals, indicated that all but one of the program interns received a performance rating of satisfactory or above. Sixty-two percent of the program interns were rated as exceptional or clearly outstanding.

A state mandated subject area exit examination (ExCET) was administered to 91 of the 99 DISD program interns who completed the internship program. Of the interns who took one or more of the ExCET exams, 92% passed at least one exam. A comparison of program intern and state-wide average pass rates indicated that the interns outperformed the state average in six of the seven subject areas compared. The pass percentage for program interns was lower (86%) compared to a state-wide average of (91%) in the subject of mathematics. Surveys were used to compare program interns to traditional first-year teachers in the DISD and were completed by teachers, advisors, and supervisors. The majority of program interns (91.8%) were rated as equal or superior to the average first-year traditionally certified teacher.

Implications from Lutz & Hutton (1989) support the use of specific alternative program characteristics by alternative licensure programs. The DISD program used a selective applicant screening process that enabled program staff to narrow the number of applicants from 1300 to 110 program participants. The identification of specific critical shortage areas was an important component of the selection process. Additionally, the researchers recommended that the alternative licensure program provide for teacher induction, field experience, training by master teachers, mentorship throughout the school year, classroom observations early in the training process, and pedagogy in teaching methods and discipline.

University of Tennessee Knoxville

A study by Boser and Wiley (1988), compared the performance of ACP participants in a one-year accelerated program at the University of Tennessee Knoxville (UTK) with participants of both a four-year undergraduate and post-graduate teacher certification program. Several significant differences existed between the ACP and the other programs. First, the ACP was a twelve month accelerated program which required the same number of educational course hours as the traditional programs. Second, students in the ACP were required to complete the program as a cohort. The undergraduate and post-baccalaureate programs were individually paced. Third, the length of the internship periods varied. The one-year ACP required that interns assume full responsibility for three classes the entire year of the program compared to a one semester of student teaching for the traditional programs.

The UTK alternative program was limited by funding to 20 participants during the first year of the program.   Teachers earned a $10,000 stipend during the teaching internship. A competitive selection process included a written application, review of transcripts,

recommendations and interviews with program staff. To qualify for the alternative program, applicants had to possess an undergraduate degree in English, foreign language, mathematics, science, or social studies. Coursework was provided to program participants over a ten-week summer session. Additional coursework and seminars was provided during the year-long school internship. A public school mentor teacher was provided to each program participant. Mentor teachers taught the same subjects and were employed at the same school as the program participant. Observations by program coordinators and university faculty were conducted throughout the teacher internship.

The sample for the study consisted of 79 participants who successfully completed a UTK certification program: nineteen first-year ACP participants, thirty students with undergraduate degrees and thirty post baccalaureates. Data were collected using surveys, student records, results from the National Teachers Examination (NTE), and interviews of school superintendents, mentor teachers, and principals. A review of the results from the NTE indicated that the ACP participants scored significantly higher on the professional knowledge test than the undergraduate program participants. While both the ACP and post baccalaureate participants were older than those in the undergraduate program, only the ACP participants outperformed the undergraduates on the NTE. Additionally, the median NTE scores for ACP participants were higher than the two comparison groups. Boser and Wiley noted that 89% of ACP participants reported working under a teaching contract after completing the program compared to 60% and 63% for under-graduate and post baccalaureate students respectively. Boser and Wiley (1988) commented, "according to the public school personnel directly involved in the program…the individuals completing the program were as well prepared as their colleagues who completed traditional teacher preparation programs" (p.141).

Lateral Entry Program at East Carolina University

A study by Hawk and Schmidt (1989), utilized the Teacher Performance Appraisal Instrument (TPAI), an evaluation instrument in addition to NTE results to compare teachers from the Lateral Entry Program (LEP), a twelve month ACP for math and science teachers, with traditionally licensed teachers. The LEP was developed as a means of providing mathematics and science teachers to rural school divisions in the eastern part of North Carolina. In order to qualify for LEP applicants had to have acceptable undergraduate credit hours in one or more of the basic sciences or mathematics, a 2.2 grade point average or higher, prior work experience and a positive recommendations from an interview panel consisting of East Carolina University faculty.

The 12-month LEP consisted of a six-week on campus pre-service training, a one-year teaching internship in rural schools, weekly seminars throughout the year of teaching internship, and one week of on campus synthesizing activities. The program curriculum included seven modules on the following topics: (1) the Nature of the Learner, (2) Management of Instructional Time, (3) Management of Student Behavior, (4) Instruction Planning and Presentation, (5) Instructional Monitoring and Feedback, (6) Students with Exceptionalities, and (7) Interactions in the Educational Environment. During the one-year teaching internship, program participants taught at least three classes a day. They remained at the school the entire school day and received additional support from a trained mentor. Mentor teachers received training in observation, conferencing and supervision and taught the same subjects as their assigned teacher. A teaching certificate was issued after completing (1) all three components of the LEP, (2) successfully passing the National Teachers examination Core Batter III (Professional

Knowledge) and the subject area exam; and (3) receiving satisfactory ratings from the teacher

mentor and university program supervisors (Hawk & Schmidt, 1989).

The study included 16 LEP candidates and a sample of first year school system teachers

from traditional licensure programs. Data from the National Teachers Examination (NTE)

Professional Knowledge and subject area tests (mathematics and/or Biology). The Teacher

Appraisal Performance Appraisal Instrument (TPAI) was used to evaluate each study participant.

School system personnel completed the TPAI throughout the school year. Additionally, two

questionnaires were completed by LEP participants that provided incite into their attitudes and

beliefs about the teaching profession.

Findings from the study indicated that the LEP participants narrowly outperformed the

university based program students in the core battery, math, biology, and general science NTE.

Results from t-tests conducted on the results, however, indicted no statistically significant

differences. Additionally, there were no significant differences on the NTE content knowledge

exam between non-math or science LEP participants and undergraduate math or science majors

(Hawk & Schmidt, 1989).

Ratings for the TPAI were separated into five major functions (1) management of time,

(2) management of behavior, (3) instructional presentation, (4) instructional monitoring, and (5)

instructional feedback. Significant differences existed between LEP and traditionally trained

teachers in the above standard rating on the TPAI in the areas of management of time,

management of students, instructional presentation, and instructional feedback. In each of the

four functions, traditionally trained teachers received higher ratings. Hawk and Schmidt (1989),

attributed the differences in performance ratings to the lack of prior teaching and classroom

observations by LEP teachers. Traditionally trained teachers were provided additional

opportunities for professional development during their student teaching. Since differences in

below standard ratings between the groups were minimal, it was concluded that additional

practical experience was necessary for LEP participants in order to receive greater than average

performance ratings.

<div align="center">Comparison of Alternative Licensure Programs</div>

Table 2 provides a comparison of program characteristics for the About Face Career

Switcher Program and the alternative licensure programs presented in Chapter II. While each

program shares many of the same program characteristics, differences in program requirements

have produced five unique alternative licensure programs. Feistritzer (2004), however, indicated

that alternative programs should be "market-driven" and "tailor-made" in order to meet the

specific needs of the geographic area and needs of program participants. Research in alternative

licensure programs has proven that programs with significant differences in selection criteria,

program curriculum, field experience, mentorship and performance standards are capable of

preparing teachers for the classroom (Boser & Wiley, 1988; Guyton, et al., 1991; Hawk &

Schmidt, 1989; Lutz & Hutton, 1989).

Table 2

Comparison of Alternative Licensure Programs

	Georgia Alternative Preparation Institute	Dallas Independent School District	University of Tennessee Knoxville	Lateral Entry Program E.Carolina	About Face Career Switcher Program
Bachelor's Degree	Yes	Yes	Yes	Yes	Yes
Rigorous screening process	Yes	Yes	Yes	Yes	Yes
Field Experience	Yes	Yes	Yes	Yes	Yes
Courses in pedagogy before and while teaching	Yes	Yes	Yes	Yes	Yes
Mentor Teacher	Yes	Yes	Yes	Yes	Yes
High performance standards required	No	Yes	Yes	Yes	Yes

Summary

The need for teachers is a continuing problem for school divisions across the nation (Hussar 1999; NCEI 2005). While traditional programs provide the majority of new teachers each year, nearly two-thirds of the fully qualified teachers who graduate annually do not enter the teaching field. As a result, alternative licensure programs are needed to provide opportunities

for entry into the teaching field to individuals who have graduated from college but have no formal educational training (Feistritzer, 2004).

While many states differ in their approach to developing alternative licensure programs. Research supports that highly structured alternative programs consisting of: (1) applicants with a minimum of a bachelors degree, (2) a rigorous applicant screening process, (3) coursework in pedagogy, (4) a teaching internship of up to one year with an assigned mentor, and (5) high performance standards are capable of preparing teachers who perform as well as traditionally trained first year teachers (Boser & Wiley, 1988; Darling-Hammond, et al., 2002; Feistrizer 2004, Guyton, et al., 1991; Hawk & Schmidt, 1989; Lutz & Hutton, 1989). In an effort to ensure the quality of alternative licensure programs, organizations such as the National Center for Educational Information (NCEI) recommend that degree requirements, formal training in pedagogy, and on the job training with a trained mentor be established standards for the highest rated alternative licensure programs (Feistritzer, 2004).

Most states now offer alternative routes to licensure. Programs may vary from emergency licensure programs to programs that resemble graduate education programs (Feistritzer, 2004; Roach & Cohen, 2002; Zumwalt, 1996). Additionally, licensure requirements vary by state, making generalizations from research findings between alternative licensure programs ineffective.   These differences may be necessary however, in that considerations such as the geographic area and needs of program participants should be a factor in the design of alternative licensure programs (Feistritzer, 2004).

As the demand for teachers increases, so too will the need for effective alternative licensure programs. The evaluation of alternative licensure programs will ensure that current and

future alternative programs meet the goals set by program stakeholders (Chen 1996; Scriven, 1994). According to Scriven (1994), a program evaluation may serve either a formative or summative purpose. Formative program evaluations concentrate on improving processes while summative program evaluations focus on program output (Scriven, 1996; Tyler, 1980). Scriven (1996), indicated however, that the value of formative assessments lies in preparing the program for summative evaluation. Chen (1996), expanded the formative and summative debate by expanding Scriven's dichotomy to include evaluations for the purpose of improvement and assessment.

As the field of program evaluation expanded to include changes in the role of the evaluator and collaboration with stakeholders, the need for more descriptive forms of data were introduced (Scriven, 1994). Evaluators such as Stake (1976), incorporated multiple forms of data to include interviews of program stakeholders. Stake advocated a responsive approach to evaluation versus a preordinate evaluation design for the purpose of reporting the vicarious experiences of the program participants and stakeholders.

The research design introduced in Chapter III will utilize a summative approach to evaluating an established alternative licensure program. The outcome-centered evaluation will incorporate interviews of program participants and stakeholders for the purpose of reporting their experiences using a rich descriptive approach. Scriven (1996), indicated that the results of a summative evaluation may lead to process or outcome improvements. By examining the program through the vicarious experiences of participants and stakeholders, the researcher will determine whether the About Face Program achieved its intended purpose.

CHAPTER III

METHODOLOGY

Overview of the Study

This chapter describes the qualitative methodology used to conduct the research for this dissertation. This chapter is organized to include a description of the study setting, sampling strategy, research design, data collection procedure, informed consent and permission procedures, interview protocol, independent interview questions, role of the researcher, data analysis procedure, factors impacting the validity and quality of the qualitative design, and a brief summary.

The purpose of this study was to determine through summative evaluation whether the About Face Program in conjunction with New Teacher Induction Program (NTIP) and the New Teacher Mentorship Program (NTMP) met the needs of the sponsoring school division by providing highly qualified teachers in critical shortage areas and preparing second career teachers for the classroom.

Research Questions

The main research question that guided this study was:

Are the About Face Career Switcher Program, New Teacher Induction Program, and New Teacher Mentorship Program effective and efficient programs for producing teachers for a large suburban school division?

The four sub-research questions were: (1) What characteristics of the About Face program are effective in preparing first-year teachers for the classroom?, (2) Is the About Face program providing competent first-year teachers?, (3) What are the perceptions of the About Face participants, school administrators, and central office staff regarding the New Teacher

Induction Program?, and (4) What are the perceptions of About Face participants, school administrators, and central office staff regarding the New Teacher Mentor Program?

Setting of the Study

The setting for the study was a large suburban school division in the southeastern part of the Commonwealth of Virginia. According to data from the United States Bureau of the Census (2000) the student population of the school division is in the top five percent of school divisions in the state of Virginia. The school division had a student enrollment for the 2008-2009 school year of approximately 72,000 students housed within 56 elementary, 15 middle, and 11 high schools. Additionally the division operates seven technology and alternative education centers.

Role of the Researcher

Creswell (1998) stated that a qualitative researcher should assume the role of an "active learner who can tell the story from the participant's view rather as an expert who passes judgment on participants" (pg. 18). In order to become an active listener, the researcher disclosed any bias, assumptions, or beliefs regarding the About Face, NTIP, and NTMP programs in this section. Creswell & Miller (2000), recommended this process as a means of increasing the validity of a study. Unless addressed early in a study, the background and beliefs of a researcher may impact the design, data collection, and analysis of a study (Creswell, 1998; Moustakas, 1994).

Researcher's Background and Experiences

Prior to becoming a classroom teacher, this researcher served four years as a naval officer. It was the experiences of the researcher as a second-career professional and first-year teacher which provided an interest in this study. As a new teacher, the researcher's formative

pedagogical training consisted of twelve hours of education coursework and a four-day school system sponsored new teacher induction program (NTIP).

In addition to the support from a mentor, participation in the involvement of the assistant principal helped in the researcher's development as a classroom teacher. He provided clear professional expectations throughout the school year. He visited the classroom regularly and provided timely feedback which enabled the researcher to grow as a classroom instructional leader. He also encouraged the researcher to visit the classrooms of experienced teachers. His leadership enabled the researcher to develop into an effective classroom teacher with a high standard for student performance.

As a school administrator today, this researcher understands many of the challenges that second-career teachers face during their first year as classroom teachers. Many enter the teaching profession, just as the researcher, with minimal pre-teaching experience or training. As a person who achieved teaching credentials through an alternative route to licensure, this researcher fully supports alternative certification programs with the condition that programs provide the support necessary to enable the teacher to develop as an educator.

The researcher used the concept of Epoche or bracketing to separate any pre-conceptions regarding the effectiveness or importance of the About Face, NTIP, or NTMP programs (Moustakas, 1994). Patton (1990) described Epoche as the researchers ability to become aware

and avoid biases due to personal experiences. It was then possible to remain objective and rely solely on the lived experiences of the persons involved in the study (Creswell, 1998).

<div align="center">Sample Selection and Strategy</div>

Qualitative inquiry typically relies on small samples consisting of participants who are capable of providing a rich source of information relating to the subject of study (Patton, 1990). This approach to sample selection is known as purposeful sampling. A criterion-based purposeful sample was utilized to narrow the participants for this study. Study participants were selected from the entire population of 2005 and 2006 About Face program completers, building principals, and the coordinators of the school divisions' teacher induction programs. The following criteria was utilized to identify the teacher applicants for this study: (1) membership in the 2005 or 2006 About Face program cohort, (2) completion of Phase One About Face training, (3) participation in the four-day NTIP workshop, (4) participation in NTMP, and (5) employment by the school division as a first-year teacher for the 2005-2006 or 2006-2007 school year. Figure 2 illustrates the teacher selection process for this study.

<div align="center">*2005 About Face Program Cohort*</div>

The 2005 About Face program cohort was the first cohort selected for entry into the About Face program. A total of 12 applicants applied for entry into the program. Of the twelve applicants, (a) one was removed after the interview portion of the selection process, (b) one was not accepted after a record check revealed a felony conviction, and (c) another candidate left the program during the initial training phase.

```
         2005 About Face Program Cohort
         2006 About Face Program Cohort


              Phase One Training


           New Teacher Induction Program


            New Teacher Mentor Program


           Hired as teacher for 2005-2006
              or 2006-2007 school year
```
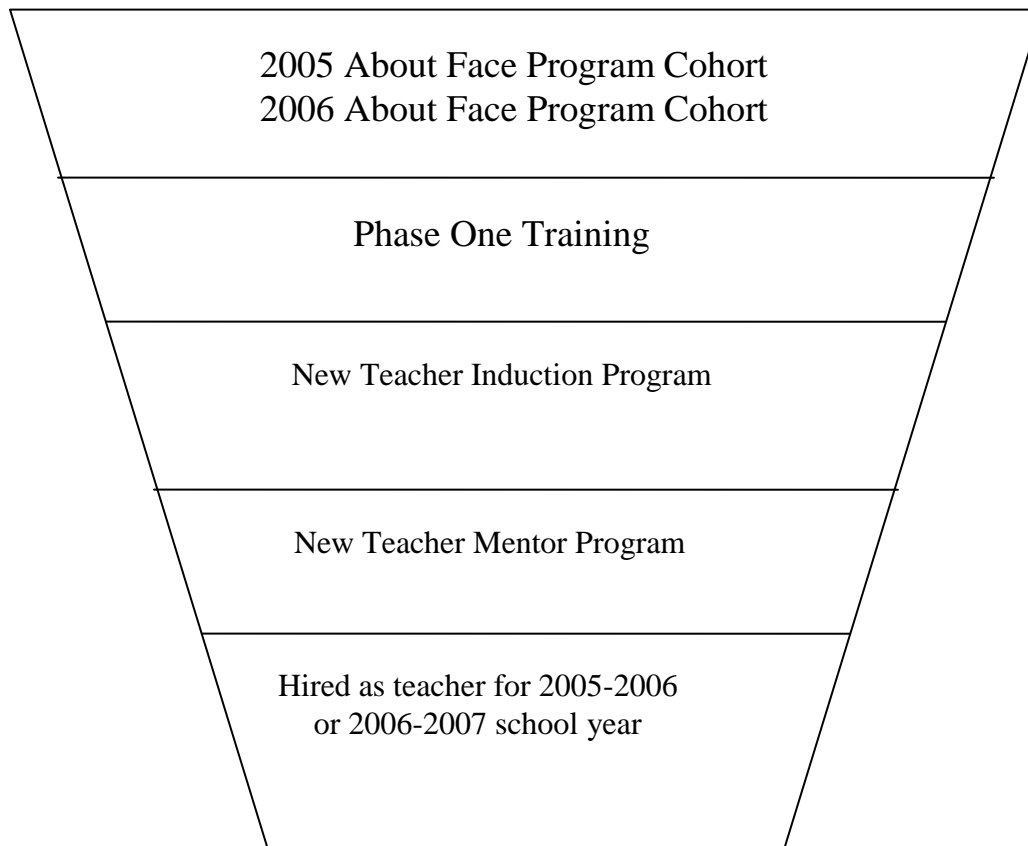
Figure 2. Criterion Sample Selection Matrix

        Nine candidates remained to complete Phase One training. Of the nine candidates who

were offered teaching contracts for the 2005-2006 school year, two refused their contract offers.

As a result, the About Face program began the school year with seven first-year teachers. All

seven candidates completed NTIP and received a mentor through the NTMP. During the 2005-

2006 school year two of the seven teachers resigned their teaching contracts prior to completion

of their first year of teaching. Four of the five remaining teachers who completed the school year

received a five-year renewable teaching license. The fifth teacher, who was a part-time teacher,

received an extension of the eligibility license and is currently seeking full-time employment in

Florida. Three out of the five program completers from the 2005 About Face cohort agreed to participate in the study.

<center>*2006 About Face Program Cohort*</center>

A total of 12 applicants applied for entry into the 2006 About Face cohort. Of the twelve applicants, four were removed after completion of the interview and background checks. Of the remaining eight candidates, two candidates resigned, and one failed to obtain a teaching position after completion of Phase one training. Five candidates from the 2006 cohort received full-time teaching positions for the 2006-2007 school year. All five candidates were recommended for a five-year renewable teaching license at the end of their first-year of teaching. All five 2006 About Face program completers agreed to participate in the study.

<center>*Building Administrators*</center>

The selection of building level administrators was based on their level of involvement with the About Face teacher. Where the building principal was not the primary evaluator for the first year teacher, the assistant principal who directly supervised the first-year teacher was chosen as a participant for the study. Seven of eight primary administrators agreed to participate in the study. The eighth building level administrator was a current supervisor for an About Face teacher, and had observed the teacher's classroom on several occasions.

<center>*Program Coordinators*</center>

The sample of teacher induction program coordinators consisted of the coordinator for the About Face program and the coordinator for the New Teacher Mentor program. The New Teacher Induction Program was planned as a joint effort by both coordinators and the remaining members of the Department of Organizational Development. The two coordinators were chosen

due to their relationship with the About Face teachers and familiarity with About Face program requirements.

<div align="center">Research Design</div>

The research design for this study was developed after a thorough review of qualitative research theory. An action research design was developed using several fundamental principles of evaluation research. Included is a description of several research themes which are commonly applied with evaluation research. It is not the intention of the researcher to provide an exhaustive summary of research theory but to shed a light on several research principles which may impact the research design, data collection, analysis and interpretation of this study.

Patton (1990) described program evaluation research as an assessment of program implementation, process and outcomes using systematic and empirical research methods. Implementation research involves the assessment of whether the program was implemented as designed (Morris & Fitz-Gibbon, 1978). Patton indicated that the importance of knowing whether a program is effective (summative) relies first on whether the program was implemented as planned. According to Patton (1990), "Implementation evaluations tell decision makers what is going on in the program, how the program has developed, and how and why programs deviate from the initial plans and expectations" (p.105).

The primary focus of formative evaluation research is to improve a program, policy, group or staff (Patton, 1990). Generalizations beyond the focus of the study in formative research are not made. "The purpose of the research is to improve effectiveness within the setting" (Patton, 1990, p.156).

Summative evaluation research, on the other hand, provides empirical evidence supporting the effectiveness of a program. Summative research is outcome driven in that the

results of the program are the basis for the study. Results of summative evaluations may decide

the future of programs to include whether the program continues, expands to other sites, or is

terminated (Patton, 1990).

This study was conducted as action research to provide a summative assessment of the

About Face program. Although data generated from the study may provide information which

benefits an assessment of program implementation or formal processes, the primary focus of the

study was to collect and analyze data for the purpose of answering the primary research question.

Summative findings from this study may be used by school officials, administrators and

program coordinators to improve or expand new teacher programs for the division. In

accordance with Creswell (1998), a qualitative research design was chosen because unlike

quantitative research where a relationship between variables is investigated, this study will be

initiated without pre-established variables in that an extensive and detailed description will be

sought from the viewpoint of the persons who experienced the phenomenon (About Face, NTIP,

and NTMP) first hand. Additionally, a qualitative researcher is able to benefit from smaller

sample sizes by using methods of data collection such as interviewing, which allow for more

flexible and information rich data collection (Creswell, 1998; DiCicco-Bloom & Crabtree, 2006).

Establishing Validity in Qualitative Research

There has been much debate regarding what constitutes validity in qualitative research

(Creswell,1998). For instance, Lincoln and Guba (1985), rather than apply quantitative terms

such as internal and external validity, which did not apply to naturalistic axioms, replaced the

terms with alternative terminology such as credibility and transferability. Creswell (1998) in an

effort to provide consistent standards for validating qualitative work, identified eight validity

procedures. The validity procedures included: (1) prolonged and persistent field engagement, (2) triangulation, (3) peer review or debriefing, (4) negative case analysis, (5) researcher reflexivity, (6) member checks, (7) rich, thick description, and (8) external audits. Creswell recommended that at least two methods be applied in any given study.

Four of the eight validation procedures were included in this study. The validation procedures used consisted of: (1) peer review editing of interview questions, (2) external audit of established themes, (3) member checks of interview transcripts, and (4) researcher reflexivity.

To develop a functional research design, one must first investigate the beneficiaries of the study findings (Patton, 1990). The goal of the research design is therefore to provide empirical evidence supporting the effectiveness of the new teacher programs under study. This information is currently not available.

This study utilized a phenomenological approach to qualitative research in that the researcher's objective was to gather information regarding the essence of the experience of program participants and stakeholders in the About Face, NTIP, and NTMP programs (Moustakas, 1994; Creswell, 1998). A phenomenological approach requires the researcher to analyze collected data, looking for statements and themes which reflect the experiences of the program participants, principals, and program coordinators (Creswell, 1998). Moustakas (1994) indicated that the purpose of this approach is "to determine what an experience means for the persons who have had the experience and are able to provide a comprehensive description of it" (p.13).

Interview Protocol

The primary source of data for a phenomenological study is interview data (Creswell, 1998). Individual interviews were selected as the primary source of data collection as a result of

a need for detailed and personal responses to interview questions. Surveys or focus groups do not provide the researcher the opportunity to delve deeply into individual experiences (DiCicco-Bloom & Crabtree, 2006; Patton, 1990). The interview protocol was developed with the intent of navigating each interview around specific content established by the research questions. Prior to conducting each interview, interviewees were asked to complete an Informed Consent Form. Additionally, permission to record the interview was obtained from the interviewee prior to beginning the interview. Interview questions were open-ended to allow the interviewees to expand their responses if needed. Interviews were audio-taped using a digital recorder to ensure the accuracy of transcribed interview data. A copy of the Informed Consent Form and Interview Protocol for teachers, administrators are included in the appendices.

Peer Review of Interview Questions

A peer review process was utilized in the development of interview questions for the purpose of ensuring that questions were well-structured and clear in meaning. Creswell & Miller (2000) indicated that the use of peer reviewers increases the validity of qualitative inquiry incorporating individuals external to the study into the design process. A convenience sample of peer reviewers consisting of school principals from the sponsoring school division were asked to review and complete the Interview Question Feedback Tool and rate each interview question in terms of (1) the relationship to the research question and (2) clarity. Additionally, the rater could provide specific comments related to improving the interview question (optional). Of the fifteen selected raters, eleven completed and returned the document. Responses were reviewed and changes were made to the original interview questions. A summary of peer reviewer responses and changes for each interview protocol is included in the appendices.

Three different interview protocols were developed to gather data from the three groups of participants of the study. One for teachers, one for principals and another for program coordinators (see Appendix D, E, and F for teacher, administrator and program coordinator interview protocols). The items on the interview protocols were developed to provide data related to the research questions guiding the study. All three groups of respondents were asked questions that provide data relative to the research question. For instance, questions T.2, T.4, T.6, and T.7 on the teacher interview protocol provided the research with data relative to the first sub-research question. On the school administrator and program coordinator interview protocols, item numbers A.2 and A.3 (administrator), and C.3 and C.5 (coordinator) refers to the first sub-research question. Table 3 contains a matrix of each research question and the associated interview protocol questions for each sub-group of study participants.

Additionally a document review of the About Face Career Switcher Program curriculum and program requirements was completed in this study. Information regarding the About Face Program is included in the appendices. Information regarding the NTIP and NTMP were acquired in face to face interviews with program coordinators, teachers and administrators.

Table 3

Interview Protocol Question Matrix

Research Question	Teacher (T) (N=8)	Administrator (A) (N=8)	Program Coordinator (C) (N=2)
What characteristics of the About Face program are effective in preparing first-year teachers for the classroom?	**T.2** Describe your experience in the About Face program. **T.4** Describe the teaching skills that you acquired from participation in the About Face program. **T.6** What are the strengths of the About Face program? **T.7** What would you change about the About Face Program?	**A.2** Based on your experience, what skills are necessary for a successful first year in the classroom? Discuss how the About Face program aided in the development of these skills in program graduates. **A.5** Based on your experiences as an administrator and supervisor of an About Face program graduate, what improvements would you recommend for the About Face program?	**C.3** Based on your experience, what skills are necessary for a successful first year of classroom teaching? Discuss how the About Face Program aided in developing all or some of these skills in program graduates. **C.5** What improvements would you recommend for the About Face Program?
Is the About Face program providing competent first-year teachers?	**T.1** What were your experiences in the education field prior to enrolling in the About Face program? **T.3** Discuss your level of preparedness to teach during your first year of employment	**A.1** Discuss (name of About Face teacher) level of preparedness to teach during his/her first year of employment. **A.3** How did (name of teacher) compare to traditionally trained teachers in terms of preparedness to teach?	**C.1** Based on your experiences, how would you assess the effectiveness of the About Face Program in preparing Career Switchers for their first year of teaching? Table continues

Table 3. Continued

Interview Protocol Question Matrix

Interview Question	Teacher (T) (N=8)	Administrator (A) (N=8)	Program Coordinator (C) (N=2)
Is the About Face program providing competent first-year teachers?	**T.5** What areas of improvement did you identify for professional growth during your first year of teaching?	**A.4** What areas of improvement did you recommend to your teacher for professional development during their first year of teaching?	**C.2** In terms of preparedness to teach, how did About Face Program teachers compare to traditionally trained teachers.
What are the perceptions of the About Face participants, school administrators and central office staff regarding the New Teacher Induction Program?	**T.8** What was your perception of the one-week New Teacher Induction Program? **T.9** What knowledge did you obtain from the New Teacher Induction Program that assisted you during your first year of teaching? **T.10** How could the New Teacher Induction Program be improved?	**A.6** What is your perception of the one-week New Teacher Induction Program? **A.7** Discuss how the New Teacher Induction Program benefited (name of About Face teacher).	**C.6** What is your perception of the one-week New Teacher Induction Program? Does this program provide a valuable service to new teachers? Please Explain.

Table 3 Continued

Interview Protocol Question Matrix

Interview Question	Teacher (T) (N=8)	Administrator (A) (N=8)	Program Coordinator (C) (N=2)
What are the perceptions of the About Face participants, school administrators, and central office staff regarding the New Teacher Mentor Program?	**T.11** What was your perception of the New Teacher Mentorship Program? **T.12** What knowledge or assistance did you obtain from the New Teacher Mentorship Program which helped you during your first year of teaching? **T.13** How could the New Teacher Mentorship Program be improved?	**A.8** What was your perception of the New Teacher Mentorship Program? **A.9** Discuss how the New Teacher Mentorship Program may have benefited (name of About Face teacher).	**C.7** What is your perception of the New Teacher Mentorship Program? Does this program provide a valuable service to new teachers? Please Explain.
Main Research Question: Are the About Face Career Switcher Program, New Teacher Induction Program, and New Teacher Mentorship Program effective and efficient programs for producing teachers for a large suburban school division?	**T.14** How could the school division better prepare second career teachers for a career in education?	**A.10** How could the school division better prepare second-career teachers? **A.11** Did the About Face Program actually produce good teachers for the school division? **A.12** Are alternative licensure programs a viable means of producing quality teachers for the school division?	**C.4** The goal of the About Face program was to place highly qualified teachers in critical shortage areas throughout the school division. Discuss any evidence supporting the accomplishment or failure of the About Face Program in accomplishing this goal.

Table 3 Continued

Interview Protocol Question Matrix

Interview Question	Teacher (T) (N=8)	Administrator (A) (N=8)	Program Coordinator (C) (N=2)
Main Research Question: Are the About Face Career Switcher Program, New Teacher Induction Program, and New Teacher Mentorship Program effective and efficient programs for producing teachers for a large suburban school division?			**C.8** How can the school division better prepare teachers who enter the profession as Career Switchers? **C.9** Did the About Face program actually produce good teachers for the school division? **C.10** Are alternative licensure programs a viable means of producing quality teachers for the school division?

Informed Consent and Permission Procedures

Prior to conducting this study the researcher obtained approval from the Institutional

Review Board (IRB) at Virginia Tech as well as the Department of Research, Evaluation, and

Assessment in the school division. This application process ensured that the researcher adhered

to ethical procedures as described by Patton (1990) and Creswell (1998). In accordance with

Creswell (1998), the participant consent form incorporated the following protocols: (1) each

participant was notified that participation was voluntary and no compensation would be provided

for participation, (2) the participants could withdraw from the study at any time, (3) the

participants were provided information regarding the purpose of the study and data collection

procedures, (4) the participants were notified that their identity would remain confidential, (5) the participants were provided information related to known risks associated with the study, (6) expected benefits for participation was disclosed, and (7) a signature line was provided on the form for both the researcher and participant. In addition to the above information, the researcher included a request to audio-tape the interview as well as indicated a potential need for a follow-up interview (See Appendices G & H for letter to participants and consent document).

Upon approval by the IRB and the Department of Accountability to conduct the study, a copy of the consent document was provided to each participant prior to the interview. A second copy was provided at the interview to ensure that the applicant has read and understands the contents of the consent document (See Appendix I for IRB Approval document).

Gaining Access to Study Participants

The selected school division requires approval through the Department of Research, Evaluation, and Assessment prior to gaining access to faculty or students for research purposes. Upon approval to conduct the study, the researcher contacted each About Face program graduate from the 2005 and 2006 cohorts by phone or email to request their participation in the study. Each study participant was then mailed the consent agreement. As a high school principal in the same school division, it was possible for the researcher to contact school administrators and program coordinators by phone and request their participation in the study. The consent agreement was then mailed to each administrator and coordinator prior to scheduling a face-to-face interview. Interviews for all study participants were then scheduled at a time and location that was convenient to the study participant. Prior to meeting, the researcher requested that a location be selected to ensure the confidentiality of the study participant.

In addition to conducting the interview in a private area, the confidentiality of each program participant was protected by the use of a coded identification method. Study participants were identified by job title and a sequential number. For example, the first teacher interviewed in the study was referred to as Teacher 1 or T1, during the interview. Personal information such as the place of employment was not included in the prepared interview transcript. School administrators and program coordinators were identified as A1-A8 and C1-C2 respectively.

Data Collection

Eighteen semi-structured, independent interviews were conducted for this study. Participants included eight About Face program teachers (T1-T8), eight school administrators (A1-A8), and two program coordinators (C1-C2). Prior to the start of each interview, the researcher requested permission to record the interview. Interview questions were written on an interview protocol document. Each interview protocol consisted of pre-determined open-ended questions that enabled the researcher to delve deeper into the experiences of the study participants (DiCicco-Bloom & Crabtree, 2006). The researcher allowed for flexibility in each interview by encouraging the interviewees to expand on their individual experiences. Adequate space was provided on the interview protocol document for the researcher to document comments and observations from the interview (Creswell, 1998). DiCicco-Bloom & Crabtree (2006) indicate that this unstructured approach allows the researcher to gain a deeper level of understanding from the responses of the interviewee.

Data Analysis Procedures

A qualitative study requires the researcher to utilize inductive reasoning to logically translate the collected data into meaningful and relevant findings (Thorne, 2000). This

researcher has chosen the lens of a phenomenologist in the data gathering phase of this study. As a result, interviews were semi-structured, open-ended, and flexible to allow the researcher to delve deeper into the essence of the program participant's experiences as a first-year teacher (Creswell, 1998). The findings from this study, however, did not rely solely on the analysis of individual experiences as in phenomenology, but, a cross analysis of data retrieved from program participants, school administrators, and program coordinators. Consequently, this researcher was required to organize, analyze, and translate collected data in accordance with methods recommended by researchers such as Creswell (1998) and Anfara, Brown, & Mangione (2002). The following data analysis procedures were utilized in this study: (1) interview data were organized into text files with each interview reviewed in its entirety, (2) the researcher developed manageable data chunks of information using interview data and program document information, (3) separate chunks of information were grouped into several themes or categories, (4) the developed themes were applied to the main and sub-research questions, (5) themes which did not fit the research questions were analyzed for formative or summative value; (5) a descriptive assessment of each research question was written by the researcher. Figure 3 illustrates the researcher's approach to data analysis.

Regarding the quality of data analysis in qualitative research, Anfara, Brown, & Mangione (2002) indicated,

> The problem is that qualitative researchers do not always provide their readers with detailed explanations of how research questions are related to data sources, how themes or categories are developed, and how triangulation is accomplished.…Most studies do not include these inner workings, and good writing can cover up awkwardly collected and poorly documented fieldwork. (p.30)

(5) A descriptive, written discussion of each research question and summative assessment of the About Face program

(4) Unrelated themes

(4) Themes matched to research questions

(3) Data (chunks) grouped into several themes or categories

(2) Data separated into manageable chunks of relevant information. Chunks grouped according to similarity

(1) Organization of data into text files. Interview transcripts read in entirety by researcher

Figure 3. Process of Data Analysis

For this purpose, a detailed description of data management, analysis, and reporting is provided. The data management phase of this study began with the collection of oral and written interview data. After all interview data were collected, the researcher utilized the services of two non-school division editors to transcribe each recorded interview into written transcript form. Information from each interview were separated and coded by employment position and interview sequence. Hand-written notes from the interview were filed with interview transcripts. The recordings will be destroyed by the researcher after a review of study findings by the researcher's dissertation committee.

A written copy of each transcript was mailed to each interviewee for review and feedback. A Translation Feedback Form was mailed with the transcript. Study participants were directed to document any necessary changes on the Translation Feedback Form. This form of "member checking" is used in qualitative research to improve the validity of a study (Creswell, 1998). Additionally, member checking ensured that the researcher received accurate and detailed information from each interview. A copy of the Transcript Feedback Form is included in Appendix J.

A three iteration process illustrated by Anfara et al. (2002) was used by the researcher to process, organize and interpret the data from each independent interview. The first phase of the process involved the identification and coding of chunks of data in accordance with procedures recognized by Miles and Huberman (1994). Code mapping is a process where data in the form of words and phrases are grouped into manageable chunks and assigned a code for future reference by the researcher (Miles & Huberman, 1994; Anfara et al., 2002).

The second phase of the iteration process is referred to by Anfara et al. (2002) as the thematic development process. In accordance with procedures associated with the constant

comparative method, the researcher reviewed coded data to determine patterns or themes which connected chunks of data into logical categories (Anfara et al. 2002). An outside reviewer was used to ensure the accuracy of the researcher's work in transferring interview data into themes. The role of the outside reviewer is to provide the researcher with a "devil's advocate" in terms of providing a second perspective in theme development (Lincoln & Guba 1985). A school division employee who was not involved in the study was selected to assist with the study. The reviewer was asked to examine the interview data from a randomly selected interview. Transcript A5 was selected for review. The reviewer was provided the main and sub-research questions for the study and was directed to identify any supporting themes from the interview transcript. The results from the outside review were then compared to the established themes of the researcher. Differences were compared and discussed for possible correction. Table 4 contains the results from both the outside reviewer and researcher.

A comparison between the outside reviewer's and researcher's established themes indicated that consistent themes were established for all research questions. Regarding sub-research question 1, the outside reviewer identified (1) the need for supervised classroom experiences, and (2) the selection of teachers with life experiences and a willingness to teacher, as the major themes related to the sub-research question. The researcher's established shared theme (field experience) and emerging theme (teacher selection) were consistent with outside reviewer.

A review of results from sub-research question 2 results indicated that both outside reviewer and researcher identified the positive comparison of About Face teachers to veteran or traditional teachers as a consistent theme.

Table 4

Comparison of Outside Reviewer and Research Developed Themes

Outside Reviewer Themes	Researcher Themes	Clarification or Adjustment
Sub-Research Question #1	**Sub-Research Question #1**	
1. Supervised classroom time 2. Teacher selection life experiences 3. Teacher selection participants want to teach	**Shared** Field Experience Classroom Management Local Advantage **Emerging** Teacher Selection Lack of Familiarity	Notes: Outside reviewer consistent with researcher (Field Experience, and Teacher Selection)
Sub-Research Question #2	**Sub-Research Question #2**	
1. About Face teachers rated higher than some veteran teachers 2. Participants had a love for teaching	**Shared** Adequately Prepared Differentiated Instruction Maturity and Life Experiences **Emerging** Classroom Management Lesson Planning Time Management Classroom Instruction Content Knowledge Equal Comparison	Notes: Outside reviewer consistent with researcher (Equal Comparison)
Sub-Research Question #3	**Sub-Research Question #3**	
1. Teachers develop support group 2. Relationship building 3. Provides support throughout the year	**Shared** Networking and Support **Emerging** Overwhelming Home-School Staff Development	Notes: Outside reviewer consistent with researcher (Networking and Support)

Table Continued

Table 4 Continued

Comparison of Outside Reviewer and Research Developed Themes

Outside Reviewer Themes	Researcher Themes	Clarification or Adjustment
Sub-Research Question #4	**Sub-Research Question #4**	
1. Independent school differences 2. Teacher observation 3. Mentor selection important	**Shared** Mentor Selection Informal Assistance **Emerging** Quality Control	Notes: Outside reviewer consistent with researcher (Mentor selection and Quality Control.
Main Research Question	**Main Research Question**	
1. Program effective in producing good teacher. 2. Teacher Selection 3. Desire to teach	Summative Response Program produced good teachers Formative Themes Shared Field Experience Teacher Selection Emerging None	Notes: Outside reviewer consistent with researcher (Program produced good teachers, and Teacher Selection)

The outside reviewer's second theme (participant's love of teaching) was not a consistently

supported theme among the other seven school administrator responses.

Regarding sub-research question 3, both outside reviewer and researcher identified

networking and support as a primary theme for the NTIP. The second theme for the outside

reviewer, support throughout the school year, was not consistently supported by the other school

administrators. Both the outside reviewer and researcher were consistent on two themes associated with sub-research question 4. The outside reviewer identified (1) a need for consistency in school mentorship programs and (2) the importance of mentor selection as primary themes from interviewee's responses. Regarding the main research question, both researcher and outside reviewer indicated that the success of the About Face program in preparing first-year teachers was a significant theme. Additionally, both the outside reviewer and researcher identified teacher selection as a significant theme among school administrators.

The third phase of the iteration process involved applying the established themes to the study research questions. Anfara et al. (2002) indicated that the objective of this phase in the process is to develop a hypothesis or theory. During this phase, the researcher developed several theories which were based on the relationship between the established themes and research questions. After analyzing each relationship, the researcher provided a descriptive written account of the essence of program participant's experience in the About Face, NTIP, and NTMP programs as they pertained to the research questions.

<div align="center">Summary</div>

This study was designed to provide a summative evaluation of the About Face program. Additionally the study examined the experiences of participants, school administrators related to the New Teacher Induction and New Teacher Mentorship programs. The study was conducted in a large suburban school division in the southeastern part of Virginia. The school division was one of two divisions in the Commonwealth of Virginia which operated a school division sponsored alternative licensure program for career-switchers. Participants in the study consisted of program completers from the 2005 and 2006 About Face program cohort, building administrators, and new teacher induction program coordinators.

The researcher utilized a phenomenological approach to data collection in that the researcher enabled study participants to share their unique lived experiences pertaining to the About Face, New Teacher Induction and New Teacher Mentorship programs. Data for the study were collected using face-to-face interviews, interview notes, and document analysis.

The appropriate university and school division protocols were followed in order to gain access to the study participants in this study. Additionally each participant was required to review and sign an Informed Consent document prior to participating in this study. The confidentiality of study participants was protected by the use of coded identifiers, home address for mailings, secure interview locations, and maintenance of interview data in a secure location prior to being destroyed.

The researcher utilized four validation procedures to ensure the validity of this study. The validation procedures consisted of: (1) peer review editing of interview questions, (2) peer review of established themes, (3) member checks of interview transcripts, and (4) researcher reflexivity.

Data were organized into manageable chunks using a code-mapping process. A three iteration procedure which utilized the tenets of constant comparison analysis enabled the researcher to develop themes from coded data. A comparison of themes developed by an outside reviewer resulted in the identification of consistent themes to those of the researcher. Themes were matched and analyzed with research questions for the purpose of developing theories regarding the experiences of program participants as well as the effectiveness of the About Face, NTIP, and NTMP programs. Finally, the researcher used tables, figures and a narrative approach to describe the lived experiences of program participants. A summative evaluation of the About Face program was presented by the researcher in Chapter V of the document.

CHAPTER IV

DATA

Introduction

The purpose of this study was to determine the effectiveness of a school division sponsored alternative licensure program, in conjunction with supporting induction and mentorship programs, in meeting the need of the school division for highly qualified second career teachers. In addition to the main research question, four research sub-questions were used to gather data related to the effectiveness of About Face completers and the supporting new teacher programs. Data were gathered using independent interviews and document reviews. The interviewees consisted of (N=8) About Face Program graduates, (N=8) administrators and (N=2) central office staff. Documents for review included Virginia Licensure Regulations for School Personnel 8 VAC 20-22-10 et. seq, new teacher program mission statements, training documents, and About Face curriculum (See Appendix A & B).

Population

The population of About Face graduates consisted of six program completers from the 2005 cohort and five completers from the 2006 cohort. In order to be considered a program completer, each About Face candidate was required to complete both level I and II Preparation phases of the About Face program and be recommended for a 5-year renewable license at the end of their first year of teaching. Three completers from the 2005 cohort declined participation in the study while all five About Face completers from the 2006 cohort participated. About Face completers who participated in the study were designated (T1-T8).

The sample of administrators designated (A1-A8) consisted of the primary administrator responsible for evaluating the About Face graduate during their first year of teaching. In the event the primary administrator declined participation in the study, a current building administrator with supervisory experience with the teacher was invited to participate in the study. One administrator declined participation in the study and was replaced by an administrator who directly supervised the teacher for two years.

The sample of central office administrators (designated C1-2) consisted of the Coordinator of the About Face program and the Coordinator of the New Teacher Mentorship Program. Both coordinators C1 and C2 shared in their departmental responsibilities of observing the classroom performance of About Face participants as well as the planning and facilitation of the New Teacher Induction Program.

Results reported in Chapter 4 are provided in both narrative and tabular form. The findings section of this chapter provides narrative data in the form of respondent comments and statements. Narrative data are arranged according to common and emerging themes associated with the main research and four sub-research questions. Common and emerging themes were aligned by tabular format to sub-research and associated interview questions. Data from documents were included where applicable in the results.

Findings

Effective Program Characteristics

Responses of the About Face participants, administrators and coordinators related to the first sub-research question are contained in this section. Three shared themes emerged among independent groups of interviewees. Shared themes were determined by two or more supporting comments from each sub-group of participants (About Face participants, administrators,

coordinators). The three shared themes are field experience, classroom management, and local advantage. Additionally, individual groups produced unique emerging themes relative to the research question. Emerging themes were determined by supporting comments from 3:8 or greater ratio of About Face participants or administrators; or a 2:2 ratio for program coordinators. Table 5 contains all shared and emerging themes for each group of participants.

Table 5

Participant Responses Grouped as Shared or Emerging Themes for Research Sub-question #1.

Teacher (N=8)	Administrator (N=8)	Central Office (N=2)
Shared	**Shared**	**Shared**
Field Experience	Field Experience	Field Experience
Classroom Management	Classroom Management	Classroom Management
Local Advantage	Local Advantage	Local Advantage
Emerging	**Emerging**	**Emerging**
Cohort Size	Teacher Selection	None
	Lack of Familiarity	

Among independent groups there were no similarities in emerging themes identified by the three different groups. The teachers discussed the importance of cohort size; while administrators shared a lack of familiarity of the About Face program and stressed the importance of teacher selection as an important quality tool. There were no emerging themes among program coordinators (See Appendix K for Interview Responses).

Field Experience

About Face participants T1, T2, T3, and T6 viewed the field experience component of the program as a very important characteristic of the About Face program experience. When asked whether he received enough on the job training throughout the program, T1 responded, "Yes, We were well prepared…if anyone was nervous or wasn't sure what to expect, it gave them that and

showed them what they needed to work on to be more prepared on their first day of actually being a teacher in the classroom" (Appendix K). When asked about the benefits received from the field experience, T6, said, "How to run a class, how to pace, and dealing with behavior problems…I watched the teacher deal with them which otherwise I might not have known if I had not seen the teacher response" (Appendix K). Regarding About Face program field experience requirements, T3, stated, "We ended up spending more time than is required, legally required, for the licensure program and we spent more time than any other program actually in the classroom with master teachers and mentors showing us" (Appendix K). A comparison of the About Face Program training schedule and the Virginia Licensure Regulations for School Personnel 8 VAC 20-22-10 et. seq. determined that About Face program participants exceeded the state required 180 hours of instruction and field experience by 120 clock hours (See Appendix A).

While the About Face Program exceeded the state required hours of field experience for alternatively licensed teacher candidates, two program participants indicated that the field experience was not long enough to properly prepare them for teaching. T5 indicated, "Before coming to my school I had only been in front of high school students for 45 minutes" (Appendix K). About Face participant T4 also supported more time in the classroom by stating, "We had a taste of high school. We had a taste of middle school. We really weren't given a lot of responsibility, it kind of depended on the teacher you were working with" (Appendix K).

Regarding the value of having a field experience component, school administrators supported the opinions of About Face participants in their comments. Administrators noted the value of spending time in the classroom as well as designing lesson plans. For instance, A7 when asked about specific skills needed for a successful first year of teaching, said, "It is good to have

the teacher observe where they can actually get more experience and do the implementation of a lesson, to interact with students one on one and to interact with parents. Just to assume all of the responsibilities that a regular teacher would do" (Appendix K). Additionally, administrators attributed prior field experience to better classroom management, rapport and student participation among first year teachers.

Administrators were unfamiliar, however, with specific program requirements associated with the About Face program (Appendix K). When asked how the About Face Program aided in the development of their teachers, administrators indicated a lack of knowledge of program requirements. On the other hand, when asked what changes to the About Face Program they would recommend, five administrators indicated a concern with either the length or quality of the field experience. Administrators said that the field experience should be lengthened to include more hands on experiences and duties consistent with managing a classroom. For instance, A2 stated, "I think I would have the About Face participant have some more building level practicum type experience…I'm not sure if that's part of the program now or not" (Appendix K). Regarding the daily responsibilities of a teacher, A1 said, "Those little things about the requirements of contacting parents and just the daily requirements of running and working in a classroom would probably be something that they might spend a little bit more time on" (Appendix K).

Both program coordinators reflected on the importance of the field experience by recommending an extended field experience similar to traditional student teaching. C1 stated, "I think it probably needed to be a year…we could have easily done a nine month vs. six month program and have some time for them to actually student teach"(Appendix K). The lack of an extended student teaching experience in the About Face program was viewed by both

coordinators as a disadvantage when compared to four-year traditional teacher licensure

programs. When asked to describe the differences between the About Face field experience and

the student teaching experience of a traditional teacher licensure program, C1 stated,

> The field experience means that the career switcher could never be alone in the classroom
>
> without the model teacher. Then it's the model teacher's class…student teachers can be
>
> alone with the students…The other piece is time. You're going to spend more time and
>
> do more things (student teaching)…they didn't go in 126 hours in a row (field
>
> experience), they kind of spread it out throughout the modules. (Appendix K)

Classroom Management

When prompted for specific skills acquired during the About Face experience, five About

Face participants indicated that the classroom management module of the program was very

valuable to their training. Teachers indicated that in addition to classroom instruction, guest

speakers and class scenarios using real students were helpful in preparing them for the classroom

experience. Regarding the training scenarios T3 said, "We even did role-plays where someone

got in your face; and it was practicing that look, the no reaction look, where you don't react

when someone does something…We talked a lot about patience" (Appendix K). Recalling her

experience, T4 said, "I think the classroom management was a big one. I can still hear C1

saying, "Calm is Strength."…How to deal with middle school kids is sometimes not the easiest

thing to do and all of their strategies I kind of tried" (Appendix K).

The About Face training module on classroom management consisted of nine, three-hour

sessions on the topics of effective classroom management, classroom protocols/expectations,

school safety, conscious discipline, building relationships/managing process, diversity awareness

training, Ruby Payne philosophy, classroom management simulation, and classroom

management reflection (See Appendix B). Additionally, each program participant received reference materials in the form of books on classroom management strategies, diversity awareness, poverty, and instructional strategies. Teachers consistently made references to content from independent training modules such as Ruby Payne, diversity awareness, and building relationships and rapport while discussing classroom management.

By analyzing the shared experiences of About Face participants, administrators and coordinators, the researcher was able to identify emerging sub-categories within the area of classroom management which correlated with the training modules of the About Face program. Appendix L provides a list of sub-categories which emerged during discussion of classroom management with interviewees. The sub-categories consisted of establishing rapport, management strategies, and diversity awareness. Three administrators indicated that establishing rapport with students was an important factor in effectively managing classroom behavior. Teachers, on the other hand, indicated that classroom management strategies and diversity awareness were significant factors in their training.

Establishing rapport.

Three administrators indicated that establishing rapport was an important skill for first year teachers. For instance, A5 stated, "I think the most important skill is to be able to build that rapport with students and to know that you are not there to control them" (Appendix L). Regarding the learning environment, A6 commented, "You need to be able to maintain a learning environment where it is definitely safe as well as where the kids can express themselves…You have to build that respect" (Appendix L). About Face participant T2 made a connection between rapport and student learning by saying, "I just always made an effort to make a connection by finding out what their interests was[sic] …So if for any reason that student

was going off and going to England for any reason that day at least I could get them back on track" (Appendix L). Regarding first-year teachers befriending students, Coordinator C2 cautioned, "I think sometimes they come in thinking that they're going to be best buddies with the students and they have to realize that they're in an authoritative role" (Appendix L).

Management strategies.

When asked to describe their experience as a participant in the About Face program, five teachers made reference to content from the classroom management modules as being useful to their experiences as a classroom teacher. T7 commented, "As far as strategies and dealing with the class, behavior management strategies were a benefit because I do not have behavior problems in the classroom" (Appendix L). Teachers said that classroom management strategies from books that were provided as a resource were very helpful (See Appendix A for a list of program resources). Additionally, specific teacher comments could be directly linked to content from six of the nine classroom management modules. Table 6 lists specific teacher comments and the corresponding classroom management module.

Because of a lack of familiarity with the About Face program, administrators did not provide specific comments related to program curriculum. Administrator A4, however, stated the importance of providing instruction in classroom management by saying, "Not understanding the program itself, not having seen the curriculum or anything like that, I would think that they should definitely spend time introducing the students, the members to effective classroom management" (Appendix L). The two program coordinators however, emphasized the importance of providing classroom management strategies to teachers.

Table 6

Teacher Comments and Relationship to Classroom Management Modules

Teacher	Teacher Statement	Classroom Module
T5	"The biggest teaching skills that I got from the class was how to deal with classroom management because you can't teach unless your classroom is well managed."	Effective Classroom Management
T2	"I think it was the Fred Jones and just that conscious discipline and all that stuff, it really, really helped."	Conscious Discipline
T2	"I think it was my personal belief that you have to have a personal connection with each child…I just always made an effort to make a connection by finding out what their interests was."[sic]	Building Relationships and Managing Process
T7	"One thing that really stood out, that kind of hit home with me because I never had the opportunity to be involved in, was how students who live in poverty live, how they learn, and their thought process."	Diversity Awareness
T8	"I found Ruby Payne to be fascinating. I had a sheltered childhood…I found the Ruby Payne ideas and concepts to be very interesting."	Ruby Payne
T5	"We had actual students from [school name] come in…so that we could practice on them…They had scenarios where one kid was disruptive, one kid wasn't and all this stuff and they just threw us in there. How would we react? Then we went over it."	Classroom Management Simulations

The coordinators indicated that the strategies provided in the classroom management

modules were practical for immediate use by the classroom teacher. Additionally, coordinator

C1 stated that while the modules were not required by state guidelines, the training was

important in the preparation of first year teachers. Regarding classroom management training, C1 commented on the quality of presenters saying, "What made them so strong is that these modules were created by people in our school division; by our administrators, our classroom teachers"(Appendix L).

Diversity awareness.

Three teachers T2, T7, and T8 referenced their training in diversity awareness as significant in preparing them for classroom teaching. Regarding students from lower socio-economic households, T7 said, "This was something quite new to me; never having been exposed to that in my lifetime" (Appendix L). Teachers T2 and T8 made similar references to the diverse backgrounds of students and credited the classroom management module on Ruby Payne philosophy with providing insight into the experiences of underprivileged students. Administrator A7, when asked for specific skills needed for a successful first-year of teaching, supported the importance of diversity training. Regarding the importance of preparing teachers for diversity A7 emphasized that teachers should "understand the population" as well as "the cultures so they will know how to deal with the parents, colleagues and with the students"(Appendix L). There were however, no comments made by either coordinator specific to the two classroom management modules associated with diversity awareness.

Local Advantage

When asked to discuss the strengths of the About Face program, 6:8 teachers said that the program provided them with school division specific training that afforded them an advantage over other licensure program candidates. The advantages described by teachers were segregated into three sub-categories. The three categories were (1) quality of instruction, (2) technology, and (3) other advantages.

Quality of instruction.

Teachers said that participation in a school division sponsored teacher licensure program provided instructional benefits not available in other programs. Benefits included professional development sessions that related to specific school division practices, and program sessions taught by school division master teachers and administrators. Coordinator C1 supported the comments of teachers by saying that the selection of school division personnel as instructors aided in the instructional process. C1 elaborated by saying, "We had more than fifty instructors during the six-month period; and, we are talking master teachers in our school division…central office and building administrators" (Appendix M). Regarding her experiences in the classroom, T4, said, "I think that the whole thing geared you into what the [school division name] wants. I feel like I had a real leg-up on other folks" (Appendix M). Additionally, other teachers like T8 felt that the true advantage to participation in About Face was the interaction with experienced teachers and role models. Regarding her experience, T8 commented,

> It was so interesting to me to listen to the people that have been doing this for 10, 15, or 20 years and have them come in and do the facilitating. I think that was a brilliant way to run a program, not take people out of higher-level academia and have them preaching at us but pulled people who are still in the classroom…The facilitators that we had really believed in the parts of the program they were bringing to us. (Appendix M)

Technology.

The technology module consisted of 30 hours of classroom and computer lab training. The module was separated into five training units on the following subjects, (a) best practices in technology, (b) communication and productivity, (c) instruction and professional productivity, (d) online web-tools, digital storyteller, movie-maker, and (e) online resources (See Appendix A

for About Face Program modules). Regarding the need for a technology module in the About

Face program, C1 commented,

> You have to have some technology skills to be able to do what you need to do… When
>
> we built curriculum for About Face, we decided to first, look at what was required by the
>
> state… then we added a few other things like the state doesn't really require anything
>
> about technology[sic]. (Appendix M)

Teachers T3 and T4 said that hands-on instruction in school division technology provided

them with significant advantages. Regarding the technology advantage over other new teachers,

T3 stated, "I had a handle on some of the software programs or the procedures and the way

[school division name] did it…For someone coming from a generic preparation for teaching, you

can't be that specific and when you come in there are going to be gaps in what you are expected

to know" (Appendix M). Additionally, T4 indicated that the time spent on hands-on activities

allowed "older folks that weren't up to speed with a computer" to become more accustomed to

technology (Appendix M). Only one administrator, A7, commented on the need for technology

skills by saying, "A first-year teacher needs to be aware of the grading policy and if they are new

to the division, also the technology that we use" (Appendix M).

Other advantages.

In addition to the quality of instruction and technology training, interviewees indicated

that participation in a school-division housed program provided opportunities such as

establishing professional relationships and employment networking. Teacher T3, for instance,

reflected on the value of meeting various school division administrators saying, "Because I got to

know these people in their departments, what their roles were …I didn't see it as you're my boss

and I'm a teacher…I got to see it as this is what my department does, this is what I do, this is how I can help you" (Appendix M).

Teacher T5 felt that participation in About Face provided an advantage in school division interviews and employment networking. "It obviously helped when it came to interviews because again, it was tied to the school system… At least behind this résumé, I had somebody going, "Here's one of eight people that we've invested money in. Please talk to them" (Appendix M). Administrators and coordinator C1 also believed that About Face graduates had an advantage over other school division applicants for employment vacancies in that the candidates were trained in local schools which allowed greater access to school division teachers and administrators. Administrator A6 while discussing his About Face teacher commented, "She did her practicum or internship with us so when she came on board she knew how things were run here. That was an added plus for her" (Appendix M).

Emerging Themes for Teachers: Cohort Size

When asked to describe the strengths of the About Face program, teachers T4, T6, and T8 made positive comments regarding the benefits of participating in a small cohort of teacher candidates. The teachers indicated that the small group setting was more conducive to learning and About Face staff encouraged teamwork by incorporating team-building activities into the program schedule. T4 commented, "I like the team building…I thought at the time, "Why are we doing this?", but when you're in a school setting, you're on a team…Your interpersonal relationships are very important for your survival at school" (Appendix N). Teacher T8 indicated that in addition to establishing close relationships, the different professional backgrounds of each cohort member was an added benefit to the learning process. "We all

understood that everybody brought his or her own strengths…I think that we probably learned as much from each other as we did from the presenters" (Appendix N).

Emerging Themes for Administrators

    Teacher selection.

    When asked for suggestion on improving the About Face program 3:8 administrators identified the selection of teacher candidates as a means of ensuring the effectiveness of the program. Two administrators A3 and A5 indicated concern regarding the motive of candidates for entering the teaching profession. A5 commented,

> "It's important for them (coordinators) to look into who they've got in the program and
> see who's doing this as a retirement second salary and see who's doing this because they
> want to do it…some other career transitions and this was mainly the military career
> switcher not necessarily the About Face, they could come in and flounder because they
> didn't really have a love for it" (Appendix O).

    Administrator A8 on the other hand, felt that second-career military and other professionals had much to offer the field of education because of their maturity and parenting skills.

    Lack of familiarity with About Face Program.

    The focus of research sub-question #1 was to identify specific characteristics of the About Face program and the effect on first-year teacher preparedness. When asked for specific information relative to the About Face program five of eight indicated that they were not familiar with either the program curriculum or training requirements. The lack of administrator knowledge of the About Face program significantly limited discussion related to program characteristics and program impact on first-year teacher effectiveness (See Appendix O)

Competence of First-Year Teachers

Responses of the About Face participants, administrators and coordinators related to the second research sub-question are contained in this section. Specific interview questions pertaining to the sub-research question are listed in Table 7.

In order to assess whether or not each teacher had prior educational experience before entering the About Face program, question T.1 was asked at the start of the teacher interview. Interview questions T.3, A.1, and C.1 provided each interviewee the opportunity to discuss the preparedness of About Face teacher during their first year of teaching. Additionally, interview questions T.5 and A.4 required both teachers and administrators to reflect on the teacher's performance and need for continued professional development during the first year teaching experience. The responses to questions A.3 and C.2 allowed administrators and coordinators to share any perceived differences between About Face teachers and traditionally trained teachers.

Table 7

Interview Questions, Research Sub-Question #2 - Is About Face providing competent first-year teachers for the school division?

Teacher (N=8)	Administrator (N=8)	Central Office (N=2)
T.1 What were your experiences in the education field prior to enrolling in the About Face program?	A.1 Discuss (name of About Face teacher) level of preparedness to teach during his/her first year of employment.	C.1 Based on your experiences, how would you assess the effectiveness of the About Face Program in preparing Career Switchers for their first year of teaching?
T.3 Discuss your level of preparedness to teach during your first year of employment	A.3 How did (name of teacher) compare to traditionally trained teachers in terms of preparedness to teach?	
		Table Continues

Table 7. Continued

Interview Questions, Research Sub-Question #2 - Is About Face providing competent

first-year teachers for the school division?

Teacher (N=8)	Administrator (N=8)	Central Office (N=2)
T.5 What areas of improvement did you identify for professional growth during your first year of teaching?	A.4 What areas of improvement did you recommend to your teacher for professional development during their first year of teaching?	C.2 In terms of preparedness to teach, how did About Face Program teachers compare to traditionally trained teachers.

Responses from each interviewee were grouped according to interview question and

further analyzed and chunked to form both shared and emerging themes. Shared themes were

determined by either two or more supporting comments from each sub-group of participants

(About Face participants, administrators, coordinators) or a 3:8 supporting comments from two

sub-groups. Emerging themes were determined by supporting comments from 3:8 or greater

ratio of About Face participants or administrators; or, a 2:2 ratio for program coordinators.

Table 8 contains all shared and emerging themes for each interview question.

Table 8

Shared and Emerging Themes - Grouped by Interview Questions in Research Sub-question #2.

Prior Experience	Preparedness of Teachers	Professional Development	Comparison to Traditional
Interview Question(s) T.1	Interview Question(s) T.3, A.1, C.1	Interview Question(s) T.5, A.4	Interview Question(s) A.3, C.2
Shared	**Shared** Adequately Prepared	**Shared** Differentiated Instruction	**Shared** Maturity and Life Experiences
None			
Emerging	**Emerging**	**Emerging**	**Emerging**
Lack of experience	Classroom Management	Time Management	Equal Comparison
	Lesson Planning	Content Knowledge	
	Time Management		
	Classroom Instruction		

Prior education experience

Prior to entering the About Face program 1:8 teachers indicated that they had some experience in public or private school education (See Appendix P for Interview Responses). Teacher T4 indicated that she had served as a substitute teacher before applying for the About Face program. However, 4:8 teachers indicated that, in their previous careers, they either supervised children or facilitated staff development of some type. Table 9 provides a list of the educational and professional experiences of each teacher prior to entering the About Face Program.

Table 9

Prior Educational Experience of About Face Candidates

Teacher	Previous Career	Education Experience
T1	Business Owner/Finance	None
T2	Live-in Nanny	None
T3	Glass-blower/ Lab Technician	None
T4	Home-Maker	Substitute Teaching > 1yr.
T5	Navy Pilot/ Financial Advisor	None
T6	Flight Attendant	None
T7	Corporate Staff Trainer	None
T8	Navy Medical Administrator	None

Preparedness for Teaching

When asked to discuss the preparedness of About Face teachers for their first year of

teaching teachers, administrators and coordinators provided shared evidence that teachers either

felt or demonstrated a high level of preparedness. Effective classroom management was

consistently referenced as evidence of successful teacher classroom performance. Data from

teacher interviews, however, identified teacher frustration with first year lesson planning and

time management as emerging themes (See Appendix Q for Interview Responses).

About Face teacher perception of preparedness.

Regarding a feeling of being adequately prepared their first year of teaching, 6:8 teachers

indicated that they felt prepared for the classroom (Appendix Q). While describing their first

year experiences, teachers referred to classroom management, lesson planning and time

commitment as either examples of classroom successes or challenges. For instance, T1

discussed his level of preparedness to teach by saying, "I think I was well prepared in the About

Face program. Plenty of scenarios were given…They prepared you for the demographics of the student body… So, the first year, discipline was good, classroom management was good" (Appendix Q). In addition to T1, teachers T3 and T5 indicated that they felt either confident or adequately prepared to manage their classrooms during their first year of teaching. On the other hand, teachers T2, T6 and T7 indicated some frustration with either the extensive time or process of creating lesson plans. Regarding the time associated with creating plans, T6 stated, "The first quarter I was here until after 6:00 p.m. everyday getting lesson plans ready" (Appendix Q). Teacher T7, on the other hand, indicated that he did not feel adequately prepared for daily planning by saying, "I think the part I felt most unprepared for through the About Face Program was the planning. We did a unit on planning very early, but looking back, I wish we had spent more time on it" (Appendix Q). In addition to the time associated with creating adequate lesson plans, Teacher T7 said that grading assignments consumed more hours than expected; while T8 referred to time management as her main challenge during the first year of teaching.

Administrator perception of preparedness.

Regarding the level of preparedness, six of eight administrators felt that their About Face teacher was prepared for the classroom. Only one administrator A6, indicated concerns with the preparedness of her teacher T6, by saying, "There were some things she was not prepared for" (Appendix Q). While teachers provided examples such as classroom management, lesson planning and time management to describe their level of preparedness their first year of teaching, only two administrators A4 and A5 referred to classroom management; while, A3 and A5 commented on lesson planning. In contrast, 5:8 administrators referred to the teacher's performance in providing instruction to students while discussing their level of preparedness to

teach. As a result, classroom management, lesson planning, and time management were not considered emerging themes for administrators.

Of the administrators who discussed his/her teacher's classroom instruction, 3:5 administrators felt that their teachers were prepared for their first year of teaching. Administrator A1 indicated that prior experience in the private business sector enabled T1 to "make and impact" in the classroom (Appendix Q). Administrators A3 and A7, on the other hand, commented on effective teaching strategies and knowledge of content. For instance, in describing the classroom readiness of T3, administrator A3 said, "Very knowledgeable about the content… she knows how to present it to the students so that they understand it. And the activities and the strategies that she uses with her students really engage them in the activity" (Appendix Q). While teacher T6 said that she spent long hours on lesson planning but felt prepared for the first year of teaching; administrator A6 did not support the teacher's assessment. "She was not prepared for the machinery such as the sewing machine and so forth. Therefore, the department chair had to teach her… It took a lot of the department chairs time" (Appendix Q).

Program Coordinator perception of preparedness.

The program coordinators C1 and C2 differed in their method of assessing the first year preparedness of About Face teachers while arriving at the same conclusion. Both program coordinators indicated that the About Face teachers were adequately prepared for classroom teaching. Coordinator C1 referred to the continuing contract data as evidence of a successful first year teaching experience saying, "The fact that they were offered positions and the fact that we have retained them let me know that they are capable teachers" (Appendix Q). Coordinator C2, however, referred to evidence collected during classroom visitations saying, "They had very

good classroom management…I noticed that their lesson plans were outstanding…Students seemed to accept the teachers pretty well…For the most part, the About Face program people were pretty prepared" (Appendix Q).

Professional Development Needs

When asked to discuss the professional development needs of About Face teachers during their first year of teaching, both teachers and administrators provided sufficient evidence to create a shared theme supporting a need for continued training in differentiated instruction. Emerging themes, however, differed between About Face teachers and administrators. Of the eight About Face teachers, four referenced the need for improving time management or use of planning time; while 4:8 administrators emphasized the need for additional content-specific professional development.

Professional development needs – About Face teacher responses.

When asked to reflect on their need for additional professional development, teachers offered a variety of individual responses to include additional training in technology, classroom management and content curriculum. However, consistent teacher responses were analyzed and chunked together to create two themes representative of the perceived professional development needs of the About Face teachers. The themes were differentiation and the need for improved time management.

Regarding the need for professional development in differentiating classroom instruction, data from three of the eight responses indicated that teachers such as T1, T5, and T7 realized the need for more than a "one size fits all" approach to teaching (Appendix R). Teacher T1 shared

this observation by saying, "You had some kids that are nose in the book learners and they'll go do chapters ahead and then you have some kids that are a chapter behind" (Appendix R). Additionally, all three teachers indicated that in order to effectively differentiate the instruction in their classrooms**,** it required that they learn to vary their teaching strategies, lesson plans and activities.

In addition to differentiating instruction in the classroom, 4:8 teachers indicated that they targeted improved time management as a professional development goal during their first year of teaching. In their responses, teachers such as T1 and T3 shared specific administrative tasks which were targeted for improvement. Teacher T1 for instance referenced daily lesson planning, while T3 reflected on the daily demand of classroom administrative responsibilities by saying, "Unfortunately, there is a lot of paperwork when it comes to school… When they turn in stuff, having the schedule to get it back to them…that was really one of the things that I was most concerned about" (Appendix R). On the other hand, teachers T5 and T8 indicated that their professional goal was either to use their time more wisely or minimize procrastination. "I learned what to concentrate on in class and what not to concentrate on in class; how I could use time better. I felt I learned how to deal with the administrative stuff much better" (Appendix R).

Professional development needs – administrator responses.

When asked to discuss the professional development needs of the About Face teachers during the first year of teaching, administrator responses also varied from unique suggestions such as continued training in classroom management, teaching strategies, and time management to consistent group responses that were chunked together to create larger themes. The two

themes which were developed were (1) the need for professional development in differentiated instruction and (2) content-specific training.

In their responses, administrators A3, A4 and A5 indicated that training in differentiation was suggested as a means of either improving the teacher's capacity to deliver classroom instruction or to keep pace with school division instructional practices (See Appendix R). Teacher A4 reflected on expanding the ability of T4 to reach all students by saying, "I think that she's got the initial part of teaching down…I want her moving more in the direction of, not necessary individualizing her instruction, but flex-grouping the kids based on where they are" (Appendix R). Administrator A3 however, felt that while T3 was an exceptional first-year teacher, it was expected that she receive training in school division supported instructional practices. "I had to find something to recommend…it might have been differentiated instruction because we as a division were still dealing with that – what is differentiation? What does it look like? How do you differentiate in your classroom" (Appendix R)?

Unlike the About Face teachers, rather than focusing on time management for professional development, as a group, 4:8 administrators indicated that some form of content-specific staff development was needed for their teacher. Administrator A5, for instance, indicated that T5 was asked to pursue professional development which would enable him to teach future courses. "I wanted to gear him towards government, maybe AP government because that was one of his loves...he could go to get some curricular knowledge to be able to teach them successfully" (Appendix R). Whereas A5 indicated an interest in preparing T5 for future teaching assignments, administrators A1, A2 and A6 associated their professional development recommendations with improving the teacher's performance in their current teaching assignments.

Comparison of About Face Teachers to Traditionally Trained Teachers

During each administrator and coordinator interview the interviewee was asked to compare the About Face teacher to traditionally trained teachers on staff. Of the eight administrators, four indicated that their About Face teacher was either more or equally as capable as traditionally trained teachers (See Appendix S). For instance, administrator A4 compared T4 to other staff by saying, "She came in as if she had been doing it for a long time…We get a lot of folks, I feel like from, a local college who I don't think are well prepared" (Appendix S). Administrators A1, A5 and A7 made similar comparisons while A8 was the sole administrator who indicated concern regarding the level of training provided to About Face teachers. Regarding the preparation of About Face teacher T8, A8 said,

> I think she probably could have used a little bit more of that philosophy, that background. It's like going to medical school or nursing school. A lot of what you learn, you don't use but I still think it provides a real solid foundation for these guys and they don't get that as much so some of theirs is trial and error. (Appendix S)

However, A8 also acknowledged the effectiveness of T8 saying, "She did pretty well, I think because she had the right feel for it" (Appendix S).

Further analysis of data from question A.3. revealed that 4:8 administrators felt that certain life experiences such as prior professional careers and parenting experience enabled the About Face teachers to perform well in the classroom. For instance, A1 while discussing the importance of T1's prior business career said, "He could bring the real life application which is so important now to the classroom…he could not only teach the material, he could tell the students how the material would be utilized when they got out and why it was important"

(Appendix S). While administrators A1, A2 and A5 focused on the importance of prior career

experience, administrator A3 discussed the benefits of having a teacher who has parented school

age children. Regarding the parenting experience of T3, administrator A3 said,

> When you're dealing with younger kids straight out of college, they're a little more
> reluctant to deal with parents. She didn't have that reluctance at all… she is raising a kid
> herself, so she can put herself in the place of that parent…She notifies parents without
> hesitation. She works with parents giving suggestions on how they can help their kids.
> (Appendix S)

Coordinators C1 and C2 supported the administrators comments by recognizing the value

in maturity and past employment experience. While both coordinators discussed the classroom

benefits of having work experience in addition to content knowledge, C1 referred to the benefits

of prior life experiences such as parenting by saying,

> We're banking that Career Switcher will bring to the table...life experience and
> maturity…which you may not get from the 21 year old who's fresh out of college…a lot
> of them have already parented. You have lots of people who have already retired from
> one career and this is a new career and in a lot of instances, they have more to offer with
> our 21st Century learners. (Appendix S)

Coordinator C2 supported comments made by administrators by recalling to the ability of About

Face teachers to rely on prior career experience to add value to classroom instruction. Regarding

a particular classroom observation, C2 commented on the teacher saying, "She had come from

the designing world. The students were very interested in hearing about what kinds of things she

did in her job" (Appendix S).

Perception of the New Teacher Induction Program

Responses of the About Face participants, administrators and coordinators related to the

third research sub-question are contained in this section. Specific interview questions pertaining

to the sub-research question are listed in Table 10.

Table 10

Interview Questions, Research Sub-Question #3 - What are the perceptions of the About Face

participants, school administrators and central office staff regarding the New Teacher Induction

Program?

Teacher (N=8)	Administrator (N=8)	Central Office (N=2)
T.8 What was your perception of the one-week New Teacher Induction Program?	A.6 What is your perception of the one-week New Teacher Induction Program?	C.5 What is your perception of the one-week New Teacher Induction Program?
T.9 What knowledge did you obtain from the New Teacher Induction Program that assisted you during your first year of teaching?	A.7 Discuss how the New Teacher Induction Program benefited (name of teacher).	
T.10 How could the New Teacher Induction Program be improved?		

Responses from each interviewee were grouped according to interview question and

further analyzed and chunked to form both shared and emerging themes. Shared themes were

determined by either two or more supporting comments from each sub-group of participants

(About Face participants, administrators, coordinators) or a 3:8 supporting comments from two

sub-groups. Emerging themes were determined by supporting comments from 3:8 or greater

ratio of About Face participants or administrators; or, a 2:2 ratio for program coordinators.

Table 11 contains all shared and emerging themes for each interview question.

Table 11

Participant Responses Grouped as Shared or Emerging Themes for Research Sub-question #3.

Teacher (N=8)	Administrator (N=8)	Central Office (N=2)
Shared	**Shared**	**Shared**
Networking and Support	Networking and Support	Networking and Support
Emerging	**Emerging**	**Emerging**
Redundancy	Overwhelming	None
Differentiated Training	Home-School Staff Development	

The resulting data from interview questions T.8, T.9, A.6, A.7, and C.5 provided substantial evidence to support that teachers, administrators, and central office staff believed a primary advantage of attending the NTIP was the opportunity for teachers to establish professional relationships by networking with other new teachers and school division support personnel. Additionally, About Face teachers indicated that the information and activities presented during the NTIP was redundant to the About Face program curriculum. Consequently, data from interview question T.10 provided evidence that About Face teachers supported differentiated course offerings during the week-long NTIP. School administrators, on the other hand, felt that new teachers were overwhelmed with information during the NTIP. Consequently, some administrators supported a schedule that allowed new teachers to spend more time in their new schools.

Networking and Support

The single shared theme related to the NTIP was the belief of About Face teachers, administrators and coordinators that participation in the program provided opportunities for teachers to establish relationships and support systems outside of the About Face program. Three About Face teachers T1, T2, and T7, discussed the benefits of networking during the one-week induction program. "When I actually got there and got to do all the little groups and got divided up and got to meet all the new teachers, I felt that it was huge support system behind me" (Appendix T). Teacher T7, however, indicated the importance of spending time with an experienced teacher, by saying, "The best part of that time was the actual time I spent with a physics teacher. We looked at lesson plans and content material" (Appendix T).

When asked to discuss the benefits of participating in the NTIP, 6:8 administrators supported teacher comments by indicating that their About Face teacher established valuable relationships and contacts during the one-week program. Administrator A4 for instance, described the opportunity to network with new teachers, saying, ""It helps them build a small network very quickly…So they know that even though the person is not in their school...they've got other people that they can connect to" (Appendix T). In addition to support from other new and experienced teachers, A8 noted the importance of new teachers meeting school division support personnel by saying, "It does give them a foundation of the expectations and it kind of shows them on the surface where they need to go to find out information, what kind of support is out there for them" (Appendix T).

School division coordinators C1 and C2 shared similar opinions regarding the About Face teacher's experiences during the one week NTIP. Both coordinators indicated that the

program provided an opportunity for About Face teachers to acclimate to the school division team by participating in team activities with new teachers outside of the About Face program. Coordinator C1 discussed the experience saying, "The camaraderie was really good for them too. Being in the mix, with all the rest of the new teachers, and not feeling so isolated. It was a charm for them" (Appendix T).

Redundant Experience for About Face Teachers

While responding to questions T.8 and T.9, seven of eight About Face teachers indicated that the activities and curriculum of the NTIP was redundant to their experiences in the About Face Program. As a result, 5:8 About Face teachers did not identify any acquired knowledge from participating in the NTIP. Teacher T1 for instance provided a consistent response saying, "It wasn't necessarily new stuff; it was a reinforcement of what I had just come off learning in more depth" (Appendix U).

Need for Differentiated Activities

When asked how to improve the NTIP, responses from About Face teachers varied from no recommendations to the complete restructuring of the program. Teachers T2, T5, T6, and T7 however, provided similar suggestions of improving the induction program by offering a variety of course offerings which were specific to the needs of first year teachers. Teacher T2 for example, supported a more differentiated approach to the new teacher induction program by saying, "I think maybe if there was a sign up, so if you needed more classroom management, you could go to that. If you needed more Kagan strategies, you could go and take that. Or if you needed more knowledge on connecting with your department chairs, you could have that"

(Appendix V). In addition to registering for courses, teachers T5 and T6 recommended courses specific to the daily activities of classroom teachers. Teacher T5 expressed a need for such training saying, "What I would have like to have seen was, here's what you're going to go through. Here's what your first week or months going to be. Here's the kind of paperwork issues you're going to have to deal with" (Appendix V). Teacher T7, supported the need for a differentiated induction program by commenting on the varying levels of preparedness of new teachers entering the school division. "It would be difficult to cater to all the different skill levels coming in. Many of the teachers are new to the division, not necessarily new to teaching…We do not want a one-size fits all for the classroom so we should not do a one size fits all for teachers either" (Appendix V).

Overwhelming for New Teachers

While About Face teachers viewed the one-week NTIP as a redundant experience, the perceptions of some school administrators were quite different. Of the eight school administrators, three administrators A4, A7, and A8 indicated that the induction program was overwhelming to new teachers in that the abundance of information and frequent meetings were too much for new teachers so close to the start of their first year in the classroom. Administrator A4 expressed his concerns regarding the NTIP saying,

> I've been told by the few folks that have come out of [New Teacher Induction] that it was very informative and very helpful, but overwhelming…I can only imagine going through a week long session and then having to jump right into the classroom. Actually, I think I would probably feel like I was swimming in a sea of information and I'm trying to grab just one of the pieces I can hang on to. I don't know if it's as effective just because it might be too much. (Appendix T)

In contrast to the beliefs of some administrators, coordinator C2 believed that the induction program was designed to prevent feelings of being overwhelmed. "We don't want to overwhelm them because they are trying to take it all in as it is and it's just way too much information…So, we try to lighten it up a bit" (Appendix T). According to C2 this was accomplished by utilizing team-building activities and allowing teachers to work collaboratively in subject-area groups on curriculum.

Support for Home-School Indoctrination

Of the three administrators who expressed concern over the high volume of information provided during the NTIP, two indicated that their new teacher's time would be better served by providing extended time in their home schools for training. Administrator A7 felt that teachers needed more time to "acclimate" to their home schools; while A8 suggested limiting NTIP workshops to one-day to allow for four-days of school-based professional development (Appendix T). Administrator A2 shared in the belief that teachers would be better prepared by spending more time in their home schools; however, rather than indicating a need for school-based training, A2 emphasized the importance of spending more time with mentors by saying, "I believe those teachers need to be connecting with their buildings much more and with their mentors in the building. It's hard to accomplish what they need in four or five days. I think they need much more intense conversation at their building level" (Appendix T).

Perception of the New Teacher Mentor Program

Responses of the About Face participants, administrators and coordinators related to the fourth research sub-question are contained in this section. Specific interview questions pertaining to the sub-research question are listed in Table 12.

Table 12

Interview Questions, Research Sub-Question #4 - What are the perceptions of the About Face

participants, school administrators, and central office staff regarding the New Teacher Mentor

Program?

Teacher (N=8)	Administrator (N=8)	Central Office (N=2)
T.11 What was your perception of the New Teacher Mentor Program?	A.8 What is your perception of the New Teacher Mentor Program?	C.6 What is your perception of the New Teacher Mentor Program?
T12 What knowledge or assistance did you obtain from the New Teacher Mentor Program which helped you during your first year of teaching?	A.9 Discuss how the New Teacher Mentor Program may have benefited (name of teacher).	
T.13 How could the New Teacher Mentor Program be improved?		

Responses from each interviewee were grouped according to interview question and

further analyzed and chunked to form both shared and emerging themes. Shared themes were

determined by either two or more supporting comments from each sub-group of participants

(About Face participants, administrators, coordinators) or a 3:8 supporting comments from two

sub-groups. Emerging themes were determined by supporting comments from 3:8 or greater

ratio of About Face participants or administrators; or, a 2:2 ratio for program coordinators.

Table 13 contains all shared and emerging themes for each sub-group.

Table 13

Participant Responses Grouped as Shared or Emerging Themes for Research Sub-question #4.

Teacher (N=8)	Administrator (N=8)	Central Office (N=2)
Shared	**Shared**	**Shared**
Mentor Selection	Mentor Selection	None
Informal Assistance	Informal Assistance	
Emerging	**Emerging**	**Emerging**
Frequency of Contact	Quality Control	None

The resulting data from interview questions provided evidence to support that both teachers and administrators felt that the selection of the mentor teacher was an important factor in the success of the NTMP. Additionally, the availability of the assigned mentor to address informal questions and concerns by teachers was a shared theme throughout teacher and administrator responses. Responses from central office coordinators C1 and C2 did not produce consistent data to support either shared or emerging themes.

Responses from About Face teachers supported a need for frequent contact with the mentor teacher. Administrators, on the other hand, focused on the quality of the overall NTMP program to include accountability for mentor teachers. Contrary to responses to interview questions T.11 and T.12, when asked how to improve the NTMP in interview question T.13, teacher responses were varied and inconsistent.

Mentor Selection

When asked to share their experiences as a participant in the NTMP, seven of eight About Face teachers indicated that the selection of an in-building mentor teacher with a similar teaching background was a factor in the quality of their mentorship experience (See Appendixes W and Y for Teacher Responses). Teacher T3 for instance, provided a similar response to other About Face teachers while describing her NTMP experience saying, "I was fortunate enough to have my mentor teacher to be right down the hall from me and teaching the same subject and teaching the same grade level" (Appendix W). Unlike teachers whose mentors taught in the same schools, teacher T2 was assigned to an out of building mentor. Nevertheless, T2 expressed satisfaction with the mentorship program; but, indicated that the location of her assigned mentor was a factor saying, "I had an awesome mentor. The only drawback was that she was in a different building, but because she was in my field, it helped a lot" (Appendix W). In addition to having an assigned out of building mentor, being assigned a mentor that teaches a different subject was not a favorable accommodation to teacher T7. Teacher T7 expressed his frustration by saying, "I think that there should be a hard and fast rule that the mentor must work in the same department as the new teacher. There should be no wiggle room on that, period" (Appendix W). Consequently, teacher T7 was assigned a different mentor who taught in his department during his first year of teaching.

Regarding the importance of an assigned mentor, 4:8 administrators indicated that the pairing of first-year teacher to mentor was an important component of a successful NTMP. Administrators however, either differed on the criteria used to pair a mentor and first-year teacher or provided none at all. Administrator A1, for instance, described a successful pairing by saying, "The most important part is to make sure that you pair a mentor and a mentee together

who are able to work together and effectively communicate" (Appendix W). Administrators A4 and A5 on the other hand, simply stated the importance of choosing the "right" mentor. The remaining administrator of the four, A7, supported the comments of About Face teachers saying, "Sometimes the mentor may not be within the person's content area. That can cause a person to experience some difficulty" (Appendix W).

Informal Assistance

In addition to being assigned a mentor who teaches similar courses and who is assigned to the same school, About Face teachers expressed satisfaction in knowing that their mentor was available for informal meetings or discussions throughout the school year. Teacher responses were consistent with the assigned role of mentors provided by coordinator C2.

> The mentor teacher was someone they go to, to ask all of their questions, collaborate on lesson planning, collaborate on how to handle discipline problems in the classroom. Every issue that came to mind, they needed to know that they had someone who was there to answer their questions and who spent time with them and developed a relationship. (See Appendix W, coordinator C2)

While coordinator C2 referred to monthly meetings and quarterly mentor checklists when describing the NTMP, neither About Face teachers nor administrators referred to either requirement in their experiences with the program. Rather than reflect on formal meetings between mentor and teacher, the About Face teachers indicated that their mentors provided informal guidance and assistance with curriculum, pacing, lesson planning, and discipline. Additionally, teacher T7 reflected on the importance of having a mentor to address the daily issues facing a new teacher by saying, "Just those day-to-day details that when you are in a new

environment and a new career you have all questions that can be answered in 30 seconds or a minute but you need someone close at hand to ask" (Appendix W).

When asked during interview question A.9 to discuss the benefits of participating in the NTMP, 8:8 administrators referred to the opportunity for new teachers to ask questions as well as receive guidance in an informal setting as a benefit of the program. While some administrators focused on mentor support with curriculum and lesson planning, others indicated the importance of assistance with classroom management and establishing relationships. Administrator A1, for instance, recalled the assistance provided to T1 by his assigned mentor, saying, "[T1] had a very good mentor, his department chair, who is an expert in the area of Business Information Technology. And she was able to guide [T1] in his first year here; help him make decisions in Business Information Technology" (Appendix X). Administrator A8 on the other hand, commented on the importance of discussing student behavior by saying, "Our kids are a handful sometimes and just getting some ideas of how to deal with our particular kids I think is great" (Appendix X).

Importance of Frequent Contact

In addition to having opportunities for informal communication with their mentors, About Face teachers consistently indicated that the availability of their mentor teacher was an important factor in the quality of the NTMP. While describing their experiences as a participant in the NTMP, 5:8 teachers referred to the availability of their mentor during their first year experience. Teacher T6 for instance, commented, "I could ask questions whenever I needed to and felt comfortable asking her the questions" (Appendix W). Frequency of contact however was limited for teachers such as T2, whose mentors taught at a different school site. When asked how often she met with her mentor, T2, indicated, "At least once a week" (Appendix W).

Importance of Quality Control

When asked in interview question A.8 to share their perspective of the NTMP, 5:8 administrators indicated the importance of administrative tasks associated with the NTMP as beneficial to the effectiveness of the program. For instance, administrators A1, A7 and A8 indicated that the proper pairing of mentor to teacher was an important component of the NTMP. Administrator A1 indicated, "The most important part is to make sure that you pair a mentor and a mentee together who are able to work together and effectively communicate" (Appendix W). Administrators A4 and A5, on the other hand, felt that administrative involvement was critical to the success of the NTMP. Both administrators indicated that accountability was a key element to ensuring a quality NTMP. Administrator A4 expressed the need for accountability by saying,

> That program is going to only be as good as the administrator charged to the mentorship program…If you don't invest the time choosing the right mentors and then following up to make sure that what is supposed to be done is being done, it's not going to be effective…All that is required of us from downtown is that we send off checklists every quarter. (Appendix W)

Administrator A5 shared a similar opinion saying, "I've seen buildings that do a great job with the New Teacher Mentorship program…Then I've seen buildings where they just check it off and say "This is the mentor, that's the mentee" (Appendix W).

Summative Evaluation Data

The goal of the About Face Program is to place highly qualified teachers into critical shortage teaching positions. Therefore, a summative evaluation of the About Face Program would require that data specific to the accomplishment of the program goal be collected (Patton, 1990). In addition to interview questions, About Face documents were reviewed in order to

determine which program candidates were placed in critical shortage areas. Table 14 contains

interview questions specific to the summative evaluation of the About Face program goal.

Table 14

Interview Questions, Research Questions supporting a Summative Evaluation of the About Face

Program?

Teacher (N=8)	Administrator (N=8)	Central Office (N=2)
T.1 What were your experiences in the education field prior to enrolling in the About Face program? T.7 What would you change about the About Face program? T.14 How could the school division better prepare second career teaches for a career in education?	A.1 Discuss (name of About Face teacher) level of preparedness to teach during his/her first year of employment. A.5 Based on your experiences as an administrator and supervisor of an About Face Program graduate, what improvements would you recommend for the program? A.10 How could the school division better prepare second-career teachers? A.11 Did the About Face Program actually produce good teachers for the school division**?** A.12 Are alternative licensure programs a viable means of producing quality teachers for the school division?	C.1 Based on your experiences, how would you assess the effectiveness of the About Face Program in preparing Career Switchers for their first year of teaching? C.4 The goal of the About Face program was to place highly qualified teachers in critical shortage areas throughout the school division. Discuss any evidence supporting the accomplishment or failure of the About Face Program in accomplishing this goal C.8 How can the school division better prepare teachers who enter the profession as Career Switchers? C.9 Did the About Face program actually produce good teachers for the school division?

Table continues

Table 14 Continued

Teacher (N=8)	Administrator (N=8)	Central Office (N=2)
		C.10 Are alternative licensure programs a viable means of producing quality teachers for the school division?

Highly Qualified Teachers in Critical Shortage Subject Areas

According to the Virginia Department of Education (2007), A teacher is considered highly qualified in the Commonwealth of Virginia if they have demonstrated mastery of subject knowledge by passing the Virginia Communication and Literacy Assessment (VCLA) and the Praxis II content assessment. As a condition of enrollment in the About Face program, all teachers were required to meet both the Praxis I and II assessments. All About Face candidates however, were not enrolled into the program or hired by the school division to fill vacancies in critical shortage areas. According to coordinator C1, the approved 2005 cohort consisted of both teachers in critical and non-critical teaching areas. C1 explained the selection of non-critical teachers for About Face saying,

In our very first cohort, we were not as successful…being able to get people in the critical shortage areas and the assistant superintendent in charge of human resources didn't want the program to fold after the first year…It had to do with advertising…We did spots on TV, we did things in the newspaper, people still didn't know about it. (Appendix Z)

Coordinator C1, however, indicated that the ability to attract teachers in critical shortage areas improved the following two years of the program. Additionally, increased advertisement of the program led to increases in the number of program applications in year two. A comparison of

hired 2005 and 2006 About Face teachers determined that 1:5 teachers from the 2005 cohort was hired to teach in a critical shortage area. The number of teachers in critical shortage areas increased to 4:5 in 2006.

Preparing Second-Career Teachers for the Classroom

In addition to providing highly qualified teachers in critical shortage areas, the study focused on whether the About Face Program in conjunction with New Teacher Induction Program (NTIP) and the New Teacher Mentorship Program (NTMP) met the needs of the sponsoring school division by preparing second career teachers for the classroom. Responses to interview questions provided both summative and formative data regarding the effectiveness of the school division's new teacher support programs. Both summative and formative findings are provided.

Summative Findings

Administrator and coordinator responses to interview questions A.1, A.11, C.1, and C.9 provided necessary data to determine whether participation in About Face, NTIP, and NTMP, produced effective first year teachers. Responses from interview question A.11 and C.9 indicated the 8:8 administrators and 2:2 coordinators felt that About Face program teachers were effective their first year of teaching. In response to interview question C.1., regarding the success of the About Face program in preparing teachers, C1, responded,

> I think we had tremendous success. You can't necessarily look at success in numbers because we've never had great numbers in About Face but when the program was created, it wasn't created for great numbers. Actually we talked about not ever having more than ten per cohort…the fact that they were offered positions and the fact that we have retained them let me know that they are capable teachers. (Appendix Z)

Additionally, responses to interview question A.1 indicated that 7:8 administrators felt that their About Face teachers were prepared for the classroom during the first year of teaching. Only one administrator, A6, indicated concern that teacher T6 was not adequately trained on the technology needed to effectively teach the course curriculum. (Appendix Q).

Formative Findings

Responses from interview questions T.7, T.14, A.5, A.10, A.12, C.8 and C.10 were grouped according to similarity and further analyzed and chunked to form both shared and emerging themes. Shared themes were determined by either two or more supporting comments from each combined sub-group of participants (About Face participants, administrators, coordinators) or a 3:8 supporting comments from two sub-groups. Emerging themes were determined by supporting comments from 3:8 or greater ratio of About Face participants or administrators; or, a 2:2 ratio for program coordinators. Table 15 contains all shared and emerging themes for grouped interview questions.

Table 15

Formative Shared or Emerging Themes

Interview Questions T.7 and A.5	Interview Questions T.14, A.10, and C.8	Interview Questions A.12 and C.10
Shared	Shared	Shared
Field Experience	Field Experience	Teacher Selection
Emerging	Teacher Selection	Emerging
Program Schedule	Emerging	None
	None	

Additional field experience.

When asked in interview questions T.7 and A.5 what changes would they recommend to the About Face program, 2:8 teachers and 4:8 administrators indicated a need for additional time or opportunities in a classroom setting. Similarly, responses to interview questions T.14, A.10, and C.8 identified the need for additional field experience or a student teaching experience as a primary recommendation for better preparing second-career teachers. Results indicated that 3:8 teachers and 5:8 administrators identified additional time preparing lesson plans, supervising students, teaching and observing classes as the primary means of better assisting second-career teachers. Coordinator C1 indirectly supported the need for more classroom experiences for teachers by saying, "Career switchers need lots of simulations, they need a lot of hands-on interactive kind of training where things are modeled and then they can try it" (Appendix Z).

Program schedule.

In addition to increasing the amount of time allotted for classroom experiences, 3:8 teachers recommended concerns or changes to the About Face program schedule. The meeting schedule for About Face courses varied from three to four days a week, with classes meeting either four hours (half-day) or eight hours (full-day). Teacher T2 for instance, indicated, "Scheduling was hard because I had three kids and most people do have to work while attending" (Appendix Z). In addition to managing time with family, teachers T3 and T5 indicated that the weekday class schedule made it difficult for program participants to maintain full-time employment. "I gave up a full time job of security of Monday through Friday to try and find a weekend job…It was really tight at home monetary wise" (Appendix Z).

Teacher selection.

When asked in questions A.12 and C.10 whether alternative licensure programs were a viable means of producing quality teachers for the school division only 2:8 administrators provided a definite answer of "yes" as a response. Rather than provide a specific answer, 5:8 administrators and 2:2 coordinators indicated that the quality of the teacher candidate contributed significantly to the success of the alternative program. In addition to having a desire to teach, administrators and coordinators felt that the work ethic, organizational skills, and personality of teacher candidates directly contributed to the effectiveness of the alternative licensure program. Additionally, coordinator C2 emphasized the importance of selecting candidates who are committed to teaching saying, "People can be trained and get pretty close to becoming natural teachers. I think if they're not looking at it as an easier time of their second career." (Appendix Z).

Summary

Chapter IV includes the results of eighteen interviews in a tabular and narrative format arranged by sub-research question. The analysis of teacher, administrator and program coordinator interview data provided the researcher with both common and emerging themes for each of the four sub-research questions. Additionally, summative findings were determined by analyzing interview data as well as program enrollment information. Finally common and emerging themes were presented in tabular and narrative form. Additional data from program documents and state requirements were reviewed in support of both common and emerging themes when appropriate.

Chapter V will include a summary of the study as well as the study conclusions, recommendations, and reflections. The conclusion section will present an analysis of the findings

presented in Chapter IV as they relate to answering the four research questions. The chapter will

conclude with the researcher's recommendations and reflections.

CHAPTER V

SUMMARY, FINDINGS, CONCLUSION, RECOMMENDATIONS, AND REFLECTIONS

Chapter V presents a summary of the study followed by conclusions and discussions of each research question. Formative recommendations for improving the About Face, NTIP, and NTMP are contained in the discussions presented in this chapter. Finally the researcher's recommendations for further research and personal reflections are contained in the latter part of the chapter.

Summary

The findings from the study have been presented as they relate to each of the four sub-research questions and summative evaluation of the About Face Program. The sub-research questions that guided this study include: (1) What characteristics of the About Face Program are effective in preparing first-year teachers for the classroom? (2) Is the About Face Program providing competent first-year teachers for the school division? (3) What are the perceptions of About Face participants, school administrators, and central office staff regarding the New Teacher Induction Program?, and (4) What are the perceptions of About Face participants, school administrators, and central office staff regarding the New Teacher Mentorship Program?

The purpose of this study was to determine the effectiveness of a school division sponsored alternative licensure program, in conjunction with supporting induction and mentorship programs, in meeting the need of the school division for highly qualified second career teachers. A qualitative research design was selected to gather data through independent interviews and document review. The sample of interviewees consisted of (N=8) About Face Program graduates, out of the total population of 2005 and 2006 About Face Program graduates; (N=8) administrators, and (N=2) central office staff. In addition to interview data, the review of

About Face program documents as well as documents contained in the Virginia Licensure

Regulations for School Personnel 8 VAC 20-21-01 et. seq, provided the researcher with a

comprehensive data source.

This study was conducted using a qualitative research design which enabled the

researcher to collect, analyze and interpret data without pre-established variables (Creswell,

1998). Summative research is outcome driven in that the results of the program are the basis for

this study. However, some of the findings from main and sub-research questions may assist

stakeholders in making formative changes to all or some of the new teacher programs (Patton,

1990). Similar to hypotheses or theory developed in the third phase of the iteration process,

presented in chapter III, the findings in this chapter are the result of applying the established

themes of the study to the study research questions (Anfara, et al., 2002).

Findings

Finding 1: About Face Teachers indicated that a student teaching internship would better

prepare program graduates for their first year of teaching.

In addition to both program coordinators indicating the need for a formal student teaching

program, teachers and administrators consistently recommended that teachers be allowed to work

with students for an extended period, beyond the 182 hours of field experience, prior to exiting

the About Face program. Teachers felt that the field experience provided valuable classroom

experience; yet, lacked the autonomy associated with student teaching. As a result,

recommendations for improving the About Face program included a wide range of suggestions

related to the inclusion of a student teaching program component. Suggestions varied from an

extended field-experience or required substitute teaching, to a six-month to one-year student

teaching requirement. By student teaching, program participants would be allowed to serve as

the primary instructional leader in the classroom for a part of teaching experience. In all, most stakeholders provided a clear message that the About Face program and teachers would benefit by providing more classroom-based teaching experience. The findings are consistent with the findings of Hawk & Schmidt (1989) in that the previous study supported the need to expose alternatively licensed teacher candidates to an extended student teaching experience prior to the beginning of their first year of teaching.

Finding 2: The comprehensive instructional module on classroom management provided by the About Face Program adequately prepared About Face teachers to manage student behaviors in the classroom.

The About Face program offered nine three-hour sessions in various topics related to effective classroom management. Additionally, program candidates received books on classroom management strategies, diversity awareness, poverty, and instructional strategies. Teachers indicated that the training, materials, and simulations were helpful in preparing them to teach in front of real students. This was evident in comments received from teachers while describing their year of teaching. While 7:8 teachers indicated that they had no prior teaching experience, with the exception of feeling nervous the first days of school, all teachers indicated that they felt adequately prepared for teaching. Prior research on teacher preparation programs provided similar results in that teachers who received training in licensure programs which offered coursework in classroom management indicated that they were better overall prepared as well as managing their classroom environment than teachers who did not receive classroom management training (Darling Hammond et al., 2002).

School administrators and program coordinators provided similar comments when asked to discuss the preparedness of their first year teachers. In fact, some school administrators

indicated that their teacher performed at a level similar to veteran teachers. This finding was similar to prior research in that administrators indicated that the age and maturity of About Face teachers contributed to their ability to build relationships with students and control behavior (Martin & Shoho, 1999).

Finding 3: Participation in a school division sponsored alternative licensure program provided About Face teachers with unique advantages over non-school division programs. Advantages included professional development that incorporated school division procedures and technology; and, instruction provided by school division master teachers and administrators.

Responses from teachers regarding the quality of presenters were consistently positive in that 4:8 teachers indicated that they benefited from being taught by experienced school division teachers. Additionally, teachers felt that being taught by school division personnel enabled them to learn instructional practices and strategies that were specific to the school division. The About Face program coordinator also regarded the inclusion of master teachers and administrators as a benefit to program candidates.

In addition to being taught by school division personnel, About Face teachers had the advantage of learning software applications, attendance and grading procedures, and computer hardware specific to the school division. Traditionally prepared first year teachers would have the same level of familiarity with school division resources only if they completed a student teaching experience in the school division. Consequently, when asked about professional development needs during the first year of teaching, only one teacher indicated a need to improve her understanding of school division technology.

Finding 4: School administrators indicated they did not have sufficient knowledge of the About Face Program to include the program curriculum used to prepare About Face teachers.

While 5:8 school administrators indicated that they were not familiar with the requirements of the About Face program, evidence collected from school administrators supports the conclusion that all eight school administrators were not familiar with the About Face program selection criteria, curriculum, or field experience requirements. In fact, when asked to make specific suggestions for improving the About Face program, administrators provided somewhat general responses which were based on past experiences. For instance, A2 made the following suggestion for improving the About Face program, "I think I would have the teacher have some more building level practicum type experience…I'm not sure if that's part of the program now or not" (See Appendix O). Comments similar to the response by A2 were consistent throughout the administrator interviews in that, suggestions were provided by administrators without having a detailed knowledge of the About Face program.

School administrators are responsible for evaluating the performance of new teachers. Additionally, they may provide formative suggestions for improving the performance of first year teachers. While all new teachers face a degree of adversity during the first year of teaching, differences exist among traditionally and alternatively licensed teachers in terms of their level of preparedness (Hawk & Schmidt,1989). Consequently, a single method approach by school administrators in assisting both alternative and traditionally trained first year teachers may not meet the needs of all.

Finding 5: The New Teacher Induction Program was considered redundant by the About Face teachers.

While About Face teachers indicated that they enjoyed the opportunity to network with other first year teachers and support personnel; they consistently indicated that the week of induction was redundant to their experience in the About Face program. Teacher suggestions for

improving the NTIP included the need to differentiate the curriculum to include a variety of choices relevant to the experiences that teachers will face during their first year of teaching. For example, About Face teachers indicated that they would have benefited from additional opportunities to prepare lesson plans before beginning their first year of teaching. Traditionally trained teachers on the other hand, may have benefited from sessions specifically designed for teachers in need of an introduction to school division curriculum, technology, or policies.

Rather than adding sessions to the NTIP, school administrators recommended fewer classes and more time in their assigned schools with building support personnel. Administrators indicated that their new teachers appeared overwhelmed with the frequent sessions and abundance of information provided during the week-long NTIP. According to administrators, the additional time spent at the teacher's school would provide opportunities to work with mentors and department teachers. By providing opportunities to review curriculum, write lessons and prepare classrooms, administrators believed their teachers would be better prepared to meet the demands of a new school year.

Finding 6: The NTMP is more effective for About Face teachers when the assigned mentor is from the same school building and teaches the same course subjects.

The New Teacher Mentorship Program was developed to provide ongoing support throughout the first year of teaching. While the program did not mandate that the assigned mentor, either teach the same courses or in the same school building, findings from the study indicated that these factors were important in ensuring the quality of the mentorship experience for About Face teachers. For example, 7:8 teachers indicated that the mentor teaching assignment (subject and location) were important factors in an effective mentorship relationship.

Regarding the benefits of having a mentor who taught classes in the same building, teachers indicated that this enabled them to have frequent informal access to their mentor. According to the About Face teachers, informal mentor contact, rather than formal meetings with mentors, was very beneficial to their learning process. For instance, teachers indicated that having frequent access to their mentor allowed them to ask questions and address concerns on a daily basis.

In addition to availability, About Face teachers also felt that the teaching assignment of the mentor was a very important issue in terms of providing assistance. Teachers indicated that mentors who taught the same courses were capable of assisting with lesson planning, course curriculum, and unit pacing. According to About Face teachers this was a significant benefit to classroom preparation.

<div align="center">Conclusion</div>

The main research question for the study requires a summative evaluation of the overall success of new teacher preparation programs; in that, the question asks whether the About Face, New Teacher Induction, and New Teacher Mentorship programs are effective and efficient means of producing teachers for a large suburban school division. The following conclusion was developed from the data analysis.

Conclusion: The About Face, New Teacher Induction and New Teacher Mentorship programs were an efficient and effective means of preparing teachers for their first year of teaching in the school division. The About Face program, however, was not successful in meeting the needs of the school division; in that, the About Face program failed to consistently acquire teachers in critical subject areas such as science mathematics, and vocational education.

From a goal-oriented perspective, the analysis of data from the study supported the conclusion that the About Face Program met the program goal of producing effective first year

teachers for the school division (Alba & Stake, 2001). It was determined that the About Face candidates entered the program with either minimal or no formal teaching experience. Yet, the results of teacher, administrator and program coordinator interviews indicated that the About Face graduates performed as well or better than first year teachers from other teacher preparation programs.

Regarding their preparedness to teach, 6:8 About Face graduates indicated some degree of nervousness or apprehension at the start of their first year of teaching. While it may be natural for new teachers to experience some degree of apprehension at the beginning of their first year of teaching, the lack of a formal student teaching experience may have contributed to the anxiety expressed by About Face graduates. Nonetheless, 8:8 teachers indicated that they felt prepared for their first teaching experience. This was consistent with responses from administrators and program coordinators.

Similar to findings from the study conducted by Boser & Wiley (1988), school administrators indicated that when compared to traditionally trained first year teachers, the About Face teachers were as well or better prepared for the classroom. Administrators and program coordinators indicated that prior life experiences such as parenting and professional careers provided the About Face teachers with an advantage over new teachers entering the teaching profession directly from college.

The mission of the About Face program was to place highly qualified teachers in critical shortage areas. The program failed to meet this requirement during the 2006 and 2007 school years. According to the About Face program coordinator, the program was never designed for more than ten candidates per cohort. However, the program only produced a total of five highly qualified teachers for critical shortage assignments during the first two years of the program –

one teacher from the 2005 cohort and four from the 2006 cohort. While the program coordinator indicated that ongoing advertisement of the program resulted in an increased number of applications for the program, critics of the About Face Program would argue that the resources allocated to the program were not consistent with the resulting number of new teachers produced by the About Face program.

The About Face Program, however, was successful in ensuring that 100% of program participants met the standard of highly qualified. This was accomplished by a consistent and selective applicant process that included successful completion of both the Praxis I and Praxis II tests. Additionally, the About Face curriculum exceeded state requirements for alternative licensure programs.

<div align="center">Recommendations for Future Practice and Research</div>

Based on the findings and conclusion of this study the following recommendations are presented for the About Face, New Teacher Induction, and New Teacher Mentorship programs. Additionally, recommendations for the sponsoring school division as well as future research considerations are provided.

Recommendations for About Face Program

Recommendation 1: Include a student teaching component in the About Face Program.

The About Face program provided a comprehensive introduction to teaching for second career teachers with little to no prior experience. While About Face teachers indicated that they felt prepared for their first year of teaching, several admitted to being apprehensive on the first day of school as a result of their minimal training in front of students. Therefore it is recommended that the About Face program incorporate a formal student teaching component into the program schedule.

A formal student teaching component would allow About Face teachers additional training and experience in classroom management, teaching strategies, lesson planning, pacing, and use of subject specific technology and equipment. Teachers felt that the About Face curriculum did not spend enough time preparing them for teaching duties.   Consequently, teachers identified lesson planning, unit pacing, and managing daily responsibilities such as grading, as areas needed for professional improvement. School administrators, on the other hand, indicated that some About Face teachers needed training in the use of curriculum related equipment such as sewing machines. A formal student teaching experience would address these concerns in that teachers would have an extended time frame to experience daily lesson planning, grading papers, and the use of classroom curriculum materials and equipment.

Recommendation 2: Provide building principals with information regarding the characteristics and requirements of the About Face Program.

Having an effective support system for About Face teachers is important throughout the first year of teaching. The support of building administrators, mentors and other staff are essential to the success and continued development of About Face teachers. The developmental process for About Face teachers could be greatly improved by providing school administrators information about the selection process, curriculum and field experience components of the About Face program. Since differences exist between alternative licensure programs, educating administrators would enable them to better assist About Face teachers throughout the first year of teaching.

Recommendation 3: Incorporate a quota-based system for the selection of About Face candidates.

The About Face program failed to meet the needs of the school division in that it did not provide a significant number of teachers in critical shortage areas. This result could be greatly improved by incorporating a quota-based selection process. According to the About Face coordinator, the program was developed for small cohort of ten teacher candidates. A quota-based selection process would require that a certain percentage of teacher candidates per cohort pursue licensure in critical shortage areas. In order to ensure that each cohort meets the desired quota, the About Face staff could increase advertisements and work collaboratively with the Department of Human Resources in identifying potential candidates from either the school division applicant or substitute teaching pools.

Recommendation 4: Increase the About Face program teacher candidate pool by collaborating with the Department of Human Resources.

It is recommended that in addition to expanding the advertisement of the About Face program through local and school division media and communication resources, the About Face staff should work collaboratively with the Department of Human Resources to identify potential candidates in the existing school division teacher applicant pool. By reviewing school division employment applications, the About Face staff may be alerted to potential career switchers who meet program selection criteria. Many of these individuals have little to no experience and consequently are overlooked in the hiring process for more qualified applicants. Additionally, with assistance from the Department of Human Resources, the substitute teacher ranks could be screened for potential About Face candidates.

Recommendations for the New Teacher Induction Program

Recommendation 1: Differentiate the New Teacher Induction Program curriculum by offering courses tailored for inexperienced and experienced teachers new to the school division.

The About Face teachers indicated that the one-week New Teacher Induction Program provided them with a review of the instructional modules from the About Face Program. Suggestions for improving the NTIP included having a variety of sign-up course offerings. This would benefit not only first time teachers, but experience teachers new to the school division as well.

Recommendation 2: Differentiate the New Teacher Induction Program curriculum by offering courses specific to teaching assignment.

According to About Face teachers the New Teacher Induction Program provided an opportunity to network with other new teachers as well as increase motivation about the upcoming school year. However, About Face teachers indicated that the weeklong program provided workshops and information which were redundant to the training provided by the About Face program. Consequently, most of the About Face teachers indicated that they did not acquire any valuable information during the NTIP. There were several suggestions by teachers to improve the NTIP. Among the suggestions were recommendations to differentiate the program curriculum to accommodate the professional needs of teachers new to the school division. According to About Face teachers, a one-size fits all approach to teacher induction was ineffective in that teachers new to the school division had varying degrees of experience.

In order for the NTIP to contribute to the development of all new school division teachers, the unique interests and needs of new teachers should be examined using a scientific method. This could be accomplished by conducting a survey of teachers who are currently in their first three years of employment with the school division. These data would allow the NTIP staff to develop a variety of sessions for the program. Teachers would then be allowed to sign up for sessions which address specific curricular or pedagogical interests.

Recommendation 3: Provide increased time for teacher induction at their assigned school.

When asked to discuss the benefits of attending the NTIP, teacher T7 indicated that his most valuable experience was his time spent speaking with a veteran physics teacher. According to school administrators, About Face teachers would benefit from spending additional time in their assigned schools during the week of induction. Additional time spent in schools would allow teachers to meet with mentors and other department teachers, review curricular materials, and review school policies and protocols.

Recommendations for the New Teacher Mentorship Program

Recommendation 1: Assign mentors that teach the same subjects and who are assigned to the same school building.

The New Teacher Mentorship program was perceived as a valuable and necessary program by teachers, administrators and program coordinators. Unlike the NTIP, the NTMP provided About Face teachers with assistance and support throughout their first year of teaching. According to About Face teachers, the selection of a mentor was a key factor in the effectiveness of the mentor and teacher relationship. Teachers felt that frequent contact with their mentors as well as the mentor's ability to assist with curriculum were important mentor qualities.

Recommendations for the Sponsoring School Division

Recommendation 1: Allow About Face teachers to substitute teach in the school division while enrolled in the About Face Program.

While the About Face program was free to program participants, according to three teachers the About Face program schedule did not accommodate full-time employment. While part-time employment might be an option for married career switchers, it may not be feasible for

a single parent. By allowing About Face candidates to serve as substitute teachers they would have the ability to earn an income while acquiring needed classroom experience.

Substitute teaching would enable the About Face teacher limited flexibility in developing their work schedule. In order to accommodate substitute teaching, About Face courses would be offered on evenings and weekends. According to two administrators, who served as substitute teachers prior to earning their teaching license, their early experiences with school aged students as a substitute teacher enabled them to better manage their classrooms once they became fully licensed teachers.

Recommendation 2: Assist with the placement of About Face Teachers by placing them on a preferential hiring list.

While employment assistance was provided by the About Face staff there were no guarantees that program completers would be hired by the school division. About Face teachers who failed to acquire a teaching position were required to serve as substitute teachers for up to one year of completing the About Face program. However, these teachers were allowed to seek employment with another school division after twelve months. Since About Face teachers represent an investment in resources by the school division, it would be fiscally responsible to ensure that these highly trained career switchers enter the school division teaching ranks. Placing About Face graduates on a preferential hiring list would enable program graduates to be hired or placed within the school division before external applicants would be considered. In addition to retaining qualified program graduates, the prospect of a guaranteed position within the school division would provide the About Face program with a powerful marketing tool.

Recommendation 3: Share About Face success stories with school division policy makers.

Of the nine About Face teachers who received a five-year renewable teaching license after completing their first year of employment, all remain employed by the school division. Additionally, when asked to compare their About Face teachers to traditionally trained teachers, 6:8 school administrators felt that their About Face teacher was equal or better prepared than traditionally trained teachers. As the economy adjusts to higher unemployment and reductions in local, state and federal budgets, many programs will compete for limited funding or risk discontinuation. Therefore it is imperative that school division staff, school board members, and the community understand the impact of the About Face program from career switchers and administrators who currently work within the school division.

Recommendations for Future Research

Recommendation 1: Conduct a similar qualitative study using university career switcher program graduates.

Recommendation 2: Conduct a similar qualitative study of a school division sponsored principal preparation program.

Recommendation 3: Conduct a mixed-method study to measure the impact of student teaching and non-student teaching on alternatively licensed career switchers.

Recommendation 4: Conduct a mixed-method study to examine and compare the support provided by mentor teachers for traditionally trained and alternatively licensed teachers.

Reflections

While numerous years have passed since beginning my second career in education, I still recall my first days as a new teacher, entering the classroom with little more than a few classroom theory courses under my belt. My past experiences have made this study both enjoyable and informative. As an impartial researcher, I was able to interview eight successful

career switcher graduates of the About Face program. While no teacher shared a common professional background, they each had a strong desire to teach children with no formal training prior to entering About Face. In six months, however; each teacher was prepared for their first year of teaching with the assistance of a trained mentor teacher.

While the About Face program provided 182 clock hours of instruction and 126 hours of classroom experience, it failed to expose program participants to the rigor of daily classroom teaching. As a result, frequent contact and assistance by the mentor teacher was viewed as critical by About Face teachers to their success the first year. Unwittingly, seven of eight About Face teachers indicated that their mentor was effective in relieving a good deal of the stress associated with being a first year teacher. In fact, those teachers who were assigned mentors, who taught the same courses, indicated that the assistance they received with unit pacing and lesson planning was a great help to them.

While some administrators openly admitted to having negative perceptions of career switchers due to past experiences, when asked to discuss their About Face teachers all but one administrator felt that their teacher was adequately prepared for their first year of teaching. Therefore, it is essential that administrators become familiar with the characteristics of alternative licensure programs and be able to distinguish between effective and ineffective programs. This study has verified that the professional needs of alternatively licensed teachers may be directly impacted by the quality of the alternative licensure and supporting new teacher programs.

Finally, a school division sponsored alternative licensure program offers unique advantages over college based programs. Throughout this study it was apparent by responses to interview questions that About Face teachers took great pride in the About Face Program, their

schools and school division. Since About Face teachers were taught by school division teachers, administrators and support personnel, their familiarity with school division technology, teaching strategies and procedures provided an advantage over other new teachers. While the responsibility of providing continued funding to support an alternative licensure program may be a challenge for a school division, in the opinion of this researcher, the benefits of developing highly qualified, effective second career teachers in critical shortage areas may justify the sustained allocation of fiscal resources.

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Appendix A

About Face Program Information

Introduction

The Career Switcher Alternative Route to Licensure Program is Virginia's response to the convergence of nationwide teacher shortages combined with teacher quality issues and toughened school-level accountability. Upon the request of the 1999 Virginia General Assembly, the Board of Education developed an alternative pathway to teaching for individuals who have not completed a teacher preparation curriculum, but have considerable life experiences, career achievements, and academic backgrounds that relate to children and qualify them to enter into the educational arena as a teacher.

The *About Face* Career Switcher Alternative Route to Licensure Program is a "stand-alone" program through which our school system takes the responsibility for recruiting, selecting, training, mentoring, and placing its Career Switcher candidates in congruence with the Licensure Regulations for School Personnel 8 V AC 20-21-01 et. seq. - Establishing a Career Switcher Alternative Route to Licensure and § 22.1-298 of the Code of Virginia. The program focuses on the placement of "highly qualified" teachers to circumvent critical shortages in the following areas: *Secondary Mathematics, Earth Science, Physics, Spanish, Work and Family Studies, Technology Education,* and *Library Media. About Face* is a positive example of the [School Division] fulfilling its vision of being "The School District of Choice."

The *About Face* Career Switcher Program will provide training instructional module materials, and mentor support at NO COST to participants. Participants must commit to 182 clock hours of instruction, 126 clock hours of field experience, and signing a teaching contract with the school division upon successful completion of the Level I Preparation. If the supply of participants successfully completing Level I Preparation is greater than the number of openings for teachers, then it is understood that the participants have the option to seek employment elsewhere after a 12 month waiting period. About Face participants will be required to substitute teach during the waiting period.

LEVELS OF PREPARATION

Level I Preparation encompasses intensive study via a variety of instructional modules and actual time spent in the classroom. Level I Preparation consists of 182 clock hours of instruction and 126 clock hours of field experience.

Level I Preparation is conducted from January through June. About Face candidates will be required to attend the New Teacher Induction Program, Summer Institute in August. The Summer Institute consists of 20 clock hours of training for teachers who are new to the school division.

Successful completion of Level I Preparation qualifies a Career Switcher for a one-year Eligibility License and the right to seek employment as a teacher in Virginia.

Level I Preparation Instructional Modules

Instructional Strategies <> Classroom Management <> Technology

Special Education <> Reading in the Content Area <> Human Growth and Development

Content Language Acquisition <> Foundations of Education <> Teacher Professionalism

Appendix A (Continued)

About Face Program Information

<u>LEVELS OF PREPARATION</u>

<u>Level I Preparation Field Experience</u>

The 126 hours of field experience include 63 hours spent in a middle school setting and 63 hours spent in a high school setting. Once the field experience begins, it will be rotated with instruction (2 days of instruction – 3 days of field experience). The participant will be paired with a middle school model teacher and a high school model teacher to monitor the field experience.

<u>Level II Preparation</u>

Level II is the induction year for teacher. The Career Switcher is endorsed via a one-year Eligibility License. A trained mentor teacher is assigned to each Career Switcher for the duration of the induction year. The following are the requirements for the Career Switcher during the Level II Preparation:

1. Complete 14 hours of required school division preparation

2. Attend three New Teacher Mentor Program Special Interest Meetings between October and April 30th of the induction year.

3. Schedule dates to be observed by the *About Face* coordinator during the month of October and March of the induction year.

4. Receive a satisfactory summative evaluation (*conducted by a building administrator).*

A recommendation from the superintendent is required in order for the Career Switcher to be eligible for a five-year renewable license. Any career switcher not eligible for a renewable license after Level II Preparation could be recommended for Level III Preparation or dismissal.

<u>Level III Preparation</u>

Level III Preparation occurs if the division superintendent recommends extending the Career Switcher's Eligibility License for a second year, based on the Level II Preparation summative teacher evaluation. Because of weaknesses revealed in the evaluation the Action Plan for Performance Improvement is used to address the area(s) where the Career Switcher needs improvement. Upon successful completion of Level III Preparation and a favorable recommendation from the superintendent, the Career Switcher is eligible to apply for a five-year renewable license. Any Career Switcher not eligible for a renewable license after Level III Preparation is recommended for dismissal, and has the right to reapply for the *About Face* Program.

Appendix B

New Teacher Induction Program

Mission Statement

Note: The New Teacher Induction Program and New Teacher Mentorship Program are components of the school division new teacher induction program.

Mission:

The Induction Program strives to create an environment where collegial, reflective practices are the norm, and where students, teachers, and administrators build a community of reflective and self-directed learners. It is built on the premise that newly appointed teachers know themselves as learners; have a natural, inherent potential to learn; and will be motivated to work collaboratively with their mentors and peers to create the kinds of learning that will result in improved instruction and student achievement.

The Induction Program supports novice teachers (teachers with zero years of experience) during their first year of teaching. The program meets state requirements and provides orientation activities, mentoring, access to a network of learning opportunities, and on-going support for professional growth. Teacher learning is supported by building administrators, lead mentors, grade level/department peers, and various K-12 Curriculum Coordinators.

New Teacher Induction Program Sessions		
Session	Month	Topic(s)
Summer Institute (4) Days	August	School division mission, curriculum, preparation for 1st Day and first two weeks of school
Session 1	September	Parent Communication Open House Preparation
Session 2	September	Optional Training
Session 3	October	Classroom Management
Session 4	October	Optional Training
Session 5	November	Parent Communication
Session 6	December	Mastery Planning, Part I
Session 7	January	Optional Training Date
Session 8	February	Mastery Planning, Part II
Session 9	February	Optional Training
Session 10	March	Diversity Awareness
Session 11	March	Optional Training Date

Appendix B (Continued)

New Teacher Induction Program

New Teacher Induction Program Sessions		
Session	Month	Topic(s)
Session 12	April	Teacher Evaluation System
Session 13	May	End of Year Reflection, Responsibilities, Celebration

THE NEW TEACHER MENTOR PROGRAM

The Role of the Lead Mentor
The Commonwealth of Virginia requires school districts to assign trained mentors to all novice and experienced teachers new to the school district. The Commonwealth also suggests that a peer group made up of teachers, to include at least one trained mentor teacher, be formed to assist all teachers new to the district with the transitioning process. Research indicates that effective induction and mentoring programs provide the following to all teachers new to the district: 1. Sustained assistance unpacking the curriculum, 2. Facilitated networking with content peers to provide support for integrating sound instructional strategies, and 3. Consistency of support from a mentoring team within their respective buildings.   A lead mentor at each school site can help school administrators with implementation of these requirements through the New Teacher Induction Program.

The Lead Mentor will:
1. Complete a two-day Lead Mentor Academy.
2. Match each *novice teacher (teacher with zero years of experience)* with a trained mentor and content peer support (to include the department or grade level), in conjunction with building principal.
3. Match each *experienced teacher (teacher with more than one year of teaching experience)* new to the school division with a trained mentor and content peer support (to include the department or grade level), in conjunction with building principal.
4. Facilitate the coordination of content area peer groups (in other words, helping out with the implementation of professional learning communities), as needed, and in conjunction with building principal.
5. Facilitate development of individual professional development plan for each novice teacher.

Appendix B (Continued)

New Teacher Induction Program

The Lead Mentor will:

6. Coordinate activities, in conjunction with building principal, for all new teachers at the building level
    a. Provide orientation (during the week of August 18-22, 2008) to building and staff resources (CRS, LMS, etc.)
    b. Facilitate sessions between new teachers and their mentors or peer groups during orientation period (during the week of August 18-22, 2008).
    c. Provide productive feedback to administrators, mentors, content peers, and new teachers about improving professional practice.
    d. Act as liaison with central office staff during the orientation period (during the week of August 18-22, 2008).
    e. Provide "just in time" staff development clinics throughout the school year (see Appendix A for sample calendar of clinics)
    f. Coordinate the administration of and submission of required forms to include:
        i. September Mentor Verification Form
        ii. Evaluation Data (surveys, anecdotal data, work samples)
        iii. Quarterly Stipend Verification Report (signed by principal
7. The Lead Mentor will report directly to the principal. Records pertaining to the program will be stored at each respective site; however, the Lead Mentor will be responsible for relaying information pertinent to evaluation and program refinement to central office staff. Confidentiality in terms of teacher and school names will be maintained.
8. The Lead Mentor *will not* serve as an evaluator or supervisor of teachers.

The Mentor Teacher will:

1. Attend Level I Mentor Training (3-4 full-day sessions/year)
2. Attend Level II Mentor Training (8-10 half-day sessions/year for mentors trained at least 3 years).
3. Attend three special interest sessions
4. Conduct regular site-based meetings with new teacher.
5. Complete quarterly mentor checklist
6. Provide program feedback through mid-year and end-of-year reflections

Appendix C

Interview Question Feedback Tool

The proposed interview questions have been grouped by their association to each research sub-question. Each rater will provide feedback regarding the relationship and clarity of each interview question. Additionally, the rater may provide specific comments regarding the relationship and/or clarity of each question (optional). **Please return this document to George Parker III by May 1, 2008.**

Research Question	Interview Question Teacher (T) Principal (P) Central Office (C)	Relates to research question		Clarity of the question		Comments
		Yes	No	Yes	No	
1. What characteristics of the About Face program are effective in preparing first-year teachers for the classroom?	T.2 Describe your experience in the About Face program.					
	T.4 Describe the teaching skills that you acquired from participation in the About Face program.					
	T.5 What are the strengths of the About Face program?					
	P.3 What skills did your teacher display that may be attributed to their About Face program experience?					
	C.3 What teaching skills would you attribute to participation in the About Face program?					

Research Question	Interview Question Teacher (T) Principal (P) Central Office (C)	Relates to research question		Clarity of the question		Comments
		Yes	No	Yes	No	
2. Is the About Face program providing competent first-year teachers?	T.3 Discuss your level of preparedness to teach during your first year of employment.					
	T.7 What areas of improvement did you identify for professional growth during your first year of teaching?					
	P.2 Discuss (name of About Face teacher) level of preparedness to teach during their first year of employment.					
	P.4 What areas of improvement did you recommend to your teacher for professional development during their first year of teaching?					
	P. 3.5/ C.2.5 Were the About Face teacher(s) any better than traditionally trained teachers? If so, how?					
	C.2 How would you assess the program's effectiveness in preparing second career teachers for their first year of teaching?					

Research Question	Interview Question Teacher (T) Principal (P) Central Office (C)	Relates to research question		Clarity of the question		Comments
		Yes	No	Yes	No	
3. What are the perceptions of the About Face participants, school administrators and central office staff regarding the New Teacher Induction Program (Teacher Orientation to Learning Institute TOCLI)	T.8 What was your perception of the one-week New Teacher Induction Program?					
	T.9 What knowledge did you acquire from the New Teacher Induction Program which assisted you during your first year of teaching?					
	T.10 How could the New Teacher Induction Program be improved?					
	P.6 What is your perception of the one-week New Teacher Induction Program?					
	P.7 Discuss how the New Teacher Induction Program benefited (name of About Face teacher).					
	C.5 What is your perception of the one-week New Teacher Induction Program?					

Research Question	Interview Question Teacher (T) Principal (P) Central Office (C)	Relates to research question		Clarity of the question		Comments
		Yes	No	Yes	No	
4. What are the perceptions of the About Face participants, school administrators, and central office staff regarding the New Teacher Mentor Program?	T.11 What was your perception of the New Teacher Mentorship Program?					
	T.12 What knowledge or assistance did you acquire from the New Teacher Mentorship Program which assisted you during your first year of teaching?					
	T.13 How could the New Teacher Mentorship Program be improved?					
	P.8. What is your perception of the New Teacher Mentorship Program?					
	P.9 Discuss how the New Teacher Mentorship Program benefited (name of About Face teacher).					
	C.6 What is your perception of the New Teacher Mentorship Program?					

The below questions will enable the researcher to collect data specific to a summative evaluation of the About Face program.

Research Question	Interview Question Teacher (T) Principal (P) Central Office (C)	Relates to research question		Clarity of the question		Comments
		Yes	No	Yes	No	
5. Summative Evaluation of the About Face program	T.1 What were your experiences in education prior to enrolling into the About Face program?					
	T.6 What would you change about the About Face program?					
	T.14 How could the school division better prepare second career teachers for a career in education?					
	P.1/C.1 Describe the mission of the school division sponsored About Face Program.					
	P.5/C.4 What improvements would you recommend for the About Face program?					
	P.10/C.7 How could the school division better prepare second-career teachers?					
	P.4.5/C.3.5 Did the About Face program actually produce good teachers for the school division?					
	P.11/C.8 Are alternative licensure programs a viable means of producing quality teachers for the school division?					

Appendix D

TEACHER INTERVIEW PROTOCAL

<u>Overview of Study</u>: This study will attempt to determine the impact of the About Face Program in preparing new teachers for successful careers in education. Your responses to the following questions will assist this study by providing insight into the experiences of program participants.

<u>Interview Directions</u>: Please provide detailed answers to each question. The interview is scheduled for 90 minutes. This interview will be recorded to ensure that responses are properly recorded.

1. What were your experiences in the education field prior to enrolling in the About Face program?

2. Describe your experience in the About Face Program.

3. Discuss your level of preparedness (to teach) during your first year of employment.

4. Describe the teaching skills that you acquired as a result of your participation in the About Face program.

5. What areas of improvement did you identify for professional growth during your first year of teaching?

6. What are the strengths of the About Face program?

7. What would you change about the About Face program?

8. What was your perception of the one-week New Teacher Induction Program?

9. What knowledge did you obtain from the New Teacher Induction Program that assisted you during your first year of teaching?

10. How could the New Teacher Induction Program be improved?

11. What was your perception of the New Teacher Mentor Program?

12. What knowledge or assistance did you obtain from the New Teacher Mentor Program which helped you during your first year of teaching?

13. How could the New Teacher Mentorship Program be improved?

14. How could the school division better prepare second career teachers for a career in education?

Appendix E

ADMINISTRATOR INTERVIEW PROTOCAL

Overview of Study: This study will attempt to determine the impact of the About Face Program

in preparing new teachers for successful careers in education. Your responses to the following

questions will assist this study by providing insight into the experiences of program participants

and stakeholders.

Interview Directions: Please provide detailed answers to each question. The interview is

scheduled for 90 minutes. This interview will be recorded to ensure that responses are properly

recorded.

Proposed Open-Ended Interview Questions (Building Administrators)

1. Discuss (name of About Face teacher) level of preparedness to teach during

     his/her first year of employment.

2. Based on your experience, what skills are necessary for a successful first year in

     the classroom?

     Discuss how the About Face Program aided in the development of

     these skills in program graduates.

3. How did (name of teacher) compare to traditionally trained teachers in terms of

     preparedness to teach?

4. What areas of improvement did you recommend to your teacher for professional

     development during their first year of teaching?

5. Based on your experiences as an administrator and supervisor of an About Face Program graduate, what improvements would you recommend for the About Face program?

6. What is your perception of the one-week New Teacher Induction Program?

7. Discuss how the New Teacher Induction Program benefited (name of About Face teacher).

8. What is your perception of the New Teacher Mentor Program?

9. Discuss how the New Teacher Mentor Program may have benefited (name of About Face teacher).

10. How could the school division better prepare second-career teacher?

11. .Did the About Face Program actually produce good teachers for the school division?

12 Are alternative licensure programs a viable means of producing quality teachers for the school division?

Appendix F

CENTRAL OFFICE ADMINISTRATION INTERVIEW PROTOCOL

Overview of Study: This study will attempt to determine the impact of the About Face Program

in preparing new teachers for successful careers in education. Your responses to the following

questions will assist this study by providing incite into the experiences of program participants

and stakeholders.

Interview Directions: Please provide detailed answers to each question. The interview is

scheduled for 90 minutes. This interview will be recorded in order to ensure that responses are

properly recorded.

1. Based on your experiences, how would you assess the effectiveness of the

About Face Program in preparing Career Switchers for their first year of

teaching?

2. In terms of preparedness to teach, how did About Face Program

teachers compare to traditionally trained teachers.

3   Based on your experience, what skills are necessary for a successful first year

of classroom teaching?

Discuss how the About Face Program aided in developing all or

some of these skills in program graduates.

4   The goal of the About Face program was to place highly qualified teachers in

critical shortage areas throughout the school division. Discuss any evidence

supporting the accomplishment or failure of the About Face Program in

accomplishing this goal

5   What improvements would you recommend for the About Face Program?

6   What is your perception of the one-week New Teacher Induction Program?

- Possible follow-up question – Does this program provides a valuable

  service to new teachers? Please Explain.

7   What is your perception of the New Teacher Mentorship Program?

- Possible follow-up question – Does this program provides a valuable

  service to new teachers? Please Explain.

8   How can the school division better prepare teachers who enter the profession

   as Career Switchers?

9   Did the About Face program actually produce good teachers for the school

   division?

10 Are alternative licensure programs a viable means of producing quality

   teachers for the school division?

Appendix G

Study Participant Contact Letter

[Partipant Name and Address]

Dear [Participant]:

My name is George Parker III; I am a school division employee and a doctoral student in the Education Leadership and Policies Studies Program at Virginia Polytechnic Institute and State University. As a researcher I am very interested the school division sponsored About Face Alternative Teacher Licensure Program. Providing adequate training to first-time teachers is an important investment in the future of our school division. **The goal of my research is to provide valuable information on the quality of training provided to teaching candidates who enter the field of education through the alternative licensure route to teaching.**

This study has been approved by the Department of Research, Evaluation, and Assessment. You were selected for participation in this study due to your recent involvement in the alternative teacher licensure program as a program participant, evaluating administrator, or teacher induction program coordinator. Your participation in this study will provide an opportunity to share your knowledge and experiences as well as assist in the summative evaluation of the school division's alternative teacher licensure program. Your identity and responses will be coded to ensure anonymity.

Included for your review with this letter are the Informed Consent Form and Interview Protocol. **Please contact me at (757) 270-3399, if you have any questions regarding this study.** Your responses to the Interview Protocol must be provided in a face-to-face interview. I will contact you within the next five-days to arrange a suitable date/time for the interview.

I look forward to meeting you. Your contribution to this study will greatly enhance our school division's efforts in providing quality teaching in every classroom.

Respectfully,

George Parker III

Appendix H

Virginia Polytechnic Institute and State University

Informed Consent for Participants
In Research Projects Involving Human Subjects

Title of Project: Summative Evaluation of a Large Suburban School Division
                           Sponsored Alternative Teacher Licensure Program

Investigator(s)   George Parker III   Doctoral Student at Virginia Tech

Advisor   Dr. Glenn Earthman   Professor and Advisor at Virginia Tech

I.   Purpose of this Research/Project

The purpose of this study is to determine through a summative evaluation research design
whether the About Face Career Switcher Alternative Licensure Program, in conjunction with
supporting new teacher programs a) The New Teacher Induction Program and
b) New Teacher Mentorship Program, were effective in meeting the goal(s) of the program. The
researcher will attempt to gather detailed descriptions from program participants, administrators
and central office personnel. The researcher will conduct one-on-one interviews with all
program stakeholders who meet specific inclusion criteria for the study.

II.   Procedures

As the participant you will meet with the researcher one time for a one-on-one interview. The
interview should last no longer than 90 minutes. Prior to conducting the interview you will have
the opportunity to meet the researcher, to have your role in the study explained to you in detail,
to ask questions relating to your role in the research process, and to sign the informed consent
document.

A one-on-one, audio-taped interview will follow the signing of the informed consent document.
The researcher will ask a set of open ended questions pertaining to the purpose of the study.
After each question, you will be given the opportunity to respond in as much detail as you like.
All of your responses will become part of the data used for research purposes. The information
collected will allow the researcher to investigate the experiences of program stakeholders and to
evaluate the program from a summative perspective.

The interview will be audio-taped _____(initial) and transcribed by the researcher.

Interviews will take place in a location that is conducive to focused conversation. Prior to
meeting the location will be agreed upon by you, the participant, and the researcher.
The researcher will provide you with a copy of the informed consent form and the researcher will
retain a copy.

III.   Risks

Your participation in this study should pose minimal risks to you. The researcher will ask you to describe your experiences or perceptions of the About Face, New Teacher Induction, and New Teacher Mentorship Programs. Your reactions will be monitored by the researcher for any signs of discomfort. You will have the right to stop the interview or line of questioning at any point without penalty.

IV.   Benefits

The possible benefits of participating in this study may include the opportunity to reflect on your own experiences. No promise or guarantee of compensation or benefits has been made to encourage you to participate. Beneficiaries of your contribution to the study may include scholars of education, policy makers and alternative licensure program staff.

V.   Extent of Anonymity and Confidentiality

Every effort will be made to protect your identity and confidentiality. Only the researcher will know the identity of every participant. Pseudonyms will be used at all times when referring to interviewees. Tapes of interviews, transcriptions of interviews and interview notes will be stored in a secure location. Only the researcher, a paid transcriber, and the researcher's advisor will have access to all tapes and transcriptions of the interviews. An outside reviewer will randomly select and review the interview data from one teacher interview for the purpose of ensuring the validity of the researchers work. The audio tapes will be destroyed once the research has been completed and the results disseminated. It should be noted that despite every effort to mask all identifiers, it may be compromised. All possible care will be taken to protect your identity.

VI.   Freedom to Withdraw

As a participant, you are free to withdraw from the study at any time without penalty. You are free to refuse to answer any question. There may be circumstances under which the researcher may determine that you, as the participant, should not continue to be involved in the study.

VII.   Subject's Responsibilities

I voluntarily agree to participate in this study. As a participant I agree to (1) participate in the interview, (2) answer honestly, candidly and completely as possible, and (3) notify the researcher immediately if I decide not to participate in the interview.

VIII.   Subject's Permission *(initial beside each statement)*

_____   I have read the Informed Consent Form and conditions of this project

_____   My questions regarding the study and my role as a participant have been answered.

I hereby acknowledge the above and give my voluntary consent:

_____   _____
Subject's Signature   Date

Should I have any pertinent questions about this research or its conduct, and research subjects' rights, and whom to contact in the event of a research-related injury to the subject, I may contact:

George Parker III, Investigator   (757) 270-3399/ gparker3@vt.edu
                                               Telephone/ e-mail

Dr. Glenn Earthman, Faculty Advisor   (540) 231-9715/ earthman@vt.edu
                                               Telephone/ e-mail

If I should have any questions about the protection of human research participants regarding this study, I may contact **Dr. David Moore**, Chair Virginia Tech Institutional Review Board for the Protection of Human Subjects using the following information.

Dr. David Moore   (540) 231-4991/ moored@vt.edu
Chair, Virginia Tech Institutional   Telephone/ e-mail
Review Board for the Protection of
Human Subjects
Research Compliance Office
1880 Pratt Drive, Suite 2006 (0497)
Blacksburg, VA 24061

Appendix I

Initial IRB Approval Letter

VIRGINIA P O L Y T E C H N I C INSTITUTE AND STATE U N I V E R S I T Y
An equal opportunity, affirmative action i n s t i t u t i o n
Invent the Future

Office of Research Compliance
Institutional Review Board
1880 Pratt Drive (0497)
Blacksburg, Virginia 24061
540/231-4991 Fax: 540/231-0959
 moored@vt.edu
www.irb.vt.edu

V I R G I N I A P O L Y T E C H N I C I N S T I T U T E U N I V E R S I T Y A N D S T A T E U N I V E R S I T Y

DATE: February 7, 2008

FWA00000572(expires 1/20/2010)
IRB # is IRB00000667

MEMORANDUM
TO: Glen Earthman
    George Parker

Approval date: 2/7/2008
Continuing Review Due Date: 1/23/2009

FROM: David M. Moore

Expiration Date: 2/6/2009

SUBJECT: **IRB Expedited Approval:** "Summative Evaluation of an Alternative Teacher
          Licensure Program", IRB # 08-043

This memo is regarding the above-mentioned protocol. The proposed research is eligible for
expedited review according to the specifications authorized by 45 CFR 46.110 and 21 CFR
56.110. As Chair of the Virginia Tech Institutional Review Board, I have granted approval to
the study for a period of 12 months, effective February 7, 2008.

As an investigator of human subjects, your responsibilities include the following:

1. Report promptly proposed changes in previously approved human subject research
    activities to the IRB, including changes to your study forms, procedures and
    investigators, regardless of how minor. The proposed changes must not be
    initiated without IRB review and approval, except where necessary to eliminate
    apparent immediate hazards to the subjects.
2. Report promptly to the IRB any injuries or other unanticipated or adverse events
    involving risks or harms to human research subjects or others.
3. Report promptly to the IRB of the study's closing (i.e., data collecting and data
    analysis complete at Virginia Tech). If the study is to continue past the expiration
    date (listed above), investigators must submit a request for continuing review prior
    to the continuing review due date (listed above). It is the researcher's
    responsibility to obtained re-approval from the IRB before the study's expiration
    date.
4. If re-approval is not obtained (unless the study has been reported to the IRB as
    closed) prior to the expiration date, all activities involving human subjects and data
    analysis must cease immediately, except where necessary to eliminate apparent
    immediate hazards to the subjects.

Important:

If you are conducting **federally funded non-exempt research**, this approval letter must state that the IRB has compared the OSP grant application and IRB application and found the documents to be consistent. Otherwise, this approval letter is invalid for OSP to release funds. Visit our website at http://www.irb.vt.edu/pages/newstudy.htm#OSP for further information.

Appendix I (Continued)

IRB Approval

VIRGINIA P O L Y T E C H N I C I N S T I T U T E AND STATE U N I V E R S I T Y
An equal opportunity, affirmative action i n s t i t u t i o n

Invent the Future
Office of Research Compliance
Institutional Review Board
1880 Pratt Drive (0497)
Blacksburg, Virginia 24061
540/231-4991 Fax: 540/231-0959
E-mail: moored@vt.edu
www.irb.vt.edu

V I R G I N I A P O L Y T E C H N I C I N S T I T U T E U N I V E R S I T Y A N D S T A T E U N I V E R S I T Y

DATE: January 13, 2010

FWA00000572(expires 1/20/2010)
IRB # is IRB00000667

MEMORANDUM
TO: Glen Earthman
    George Parker

Approval date: 2/7/2010
Continuing Review Due Date: 1/23/2011
Expiration Date: 2/6/2011

FROM: David M. Moore

SUBJECT: **IRB Expedited Continuation 2:** "Summative Evaluation of an Alternative Teacher Licensure Program", IRB # 08-043

This memo is regarding the above referenced protocol which was previously granted expedited approval by the IRB. The proposed research is eligible for expedited review according to the specifications authorized by 45 CFR 46.110 and 21 CFR 56.110. Pursuant to your request, as Chair of the Virginia Tech Institutional Review Board, I have granted approval for extension of the study for a period of 12 months, effective as of February 7, 2010.

Approval of your research by the IRB provides the appropriate review as required by federal and state laws regarding human subject research. As an investigator of human subjects, your responsibilities include the following:
1. Report promptly proposed changes in previously approved human subject research activities to the IRB, including changes to your study forms, procedures and Investigators, regardless of how minor. The proposed changes must not be initiated without IRB review and approval, except where necessary to eliminate apparentimmediate hazards to the subjects.
2. Report promptly to the IRB any injuries or other unanticipated or adverse events involving risks or harms to human research subjects or others.
3. Report promptly to the IRB of the study's closing (i.e., data collecting and data analysis complete at Virginia Tech). If the study is to continue past the expiration date (listed above), investigators must submit a request for continuing review prior to the continuing review due date (listed above). It is the researcher's responsibility to obtain re-approval from the IRB before the study's expiration date.
4. If re-approval is not obtained (unless the study has been reported to the IRB as closed) prior to the expiration date, all activities involving human subjects and data analysis must cease immediately, except where necessary to eliminate apparent immediate hazards to the subjects.

Appendix J

Transcript Review Feedback Request Letter

[Participant Name and Address]

Dear Participant,

Your participation in this important study is greatly appreciated. I have completed a thorough review of your responses and have included a transcript of the interview for your review. Please take a moment to review the entire transcript. Please mark any corrections, deletions, or concerns on the document. If you do not have any corrections, simply write "No Corrections" on the front of the document and return it to me.

All documents should be returned, in the provided envelope, prior to May 20, 2009. It was a pleasure meeting you and I thank you again for your support.

Respectfully,

George Parker III

Appendix K

Raw Data Matrix: Program Characteristics That Participants Identified as Significant (Shared)

Interviewee	Field Experience	Classroom Management
T1	"We didn't have a full student teaching regimen but we had a small module that we would go in and teach and work. I think that was plenty because we're bringing a bunch of outside background." "Yes. We were well prepared. And again, it gave, if anyone was nervous or wasn't sure what to expect, it gave them that and showed them what they needed to work on or be more prepared for on their first day of actually being a teacher in the classroom."	"As far as classroom management, they were all provided during the About Face program in a classroom environment by the instructor."
T2	"I think just watching other teachers. The fact that when we had to do the student teaching and we had to go outside of our field and go through three other teachers in a different field, that was great too."	"So I just thought the connection and just management. I love how you keep your calm at all times."
T3	"It was a lot of hands-on, going to schools, being able to be a student teacher in that time we spent in the classroom. We ended up spending more time than required, legally required, for the licensure program and we spent more time than any other program actually in the classroom with master teachers and mentors showing us."	"We went with things from Harry Wong and Fred Jones and about how you handle your classroom, your presence in the classroom. We even did role-plays were someone got in your face and it was practicing that look, the no reaction look, where you don't react when someone does something…We talked a lot about patience."
		Table continues

Appendix K (Continued)

Raw Data Matrix: Program Characteristics That Participants Identified as Significant (Shared)

Interviewee	Field Experience	Classroom Management
T4	"I think I could have used more time in the class-room. We had a taste of high school. We had a taste of middle school. We really weren't given a lot of responsibilities. It kind of depended on the teacher you were working with."	"I think the classroom management was a big one. I can still hear [C1] saying, "Calm is strength. There's strength in being calm." …How to deal with middle school kids is sometimes not the easiest thing to do and all of their strategies I kind of tried, kind of threw them out there and tried. They really do work."
T5	"Before coming to my school, I had only been in front of high school students for 45 minutes."	"The biggest teaching skills that I got from the class was how to deal with classroom management because you can't teach unless your classroom is well managed…We had actual students from [school name] come in to the About Face so that we could practice on them, selected students. They had scenarios where one kid was disruptive, one kid wasn't and all this stuff and they just threw us in there. How would we react? Then we went over it.
T6	"They had us go spend nine days in high school and then nine days in middle school. We were paired with a mentor and spent the day observing and cooperating with the teacher. That really helped me." "How to run the class, how to pace, and deal with behavior problems. We had some issues. I watched the teacher deal with them, which other-wise I might not have known if I had not seen the teacher response. The observation was very important."	
		Table continued

Appendix K (Continued)

Raw Data Matrix: Program Characteristics That Participants Identified as Significant (Shared)

Interviewee	Field Experience	Classroom Management
A1	"Those little things about the requirements of contacting parents and just the daily requirements of running and working in a classroom would probably be something that they might want to spend a little bit more time on."	"Well content knowledge is very important, but maybe even more important than that is classroom management. If you cannot design a ninety minute lesson to keep the kids engaged then it doesn't matte how much content knowledge you have."
A2	"I think I would have the About Face participant to have some more building level practicum type experience…I'm not sure if that's part of the program now or not."	"At the elementary level most definitely classroom management."
A4		"I think the skills necessary are: how do you establish the routine; and, the behavior management component. If folks don't know how to do that from the get-go, no matter what great lesson plan they've written up, no matter how they deliver it, it won't matter. The kids aren't paying attention."
A6	"Those who have gone through student teaching and the whole nine yards, an have had the classes in classroom management and those types of things, sometimes they have a less difficult time building rapport so that students would sit, listen and participate."	
		Table continued

Appendix K (Continued)

Raw Data Matrix: Program Characteristics That Participants Identified as Significant (Shared)

Interviewee	Field Experience	Classroom Management
A7	"For the individuals to have more hands on experience more classroom experience. I do not know the exact number of hours that they need to have to go through the experience, but they need quite a bit." "It is good to have the teacher observe where they can actually get more experience and do the implementation of a lesson, to interact with students one on one and to interact with parents. Just to ssume all of the responsibilities that a regular teacher would do."	"Classroom management is very important."
A8	"I don't know all the things that they do in that program, but for me personally, one thing that I see is that they need more time working with kids."	
C1	"I think it probably needed to be a year. It think that we could have easily done a nine month program versus a six month program and then have some time for them to actually student teach is what I think seriously should happen. That's a big absence from the career switcher program. That's the one up that the traditional teacher should have and the 120 hours that we do in the field can't compare to the 800 hours of a student teaching experience."	
		Table continues

Appendix K (Continued)

Raw Data Matrix: Program Characteristics That Participants Identified as Significant (Shared)

Interviewee	Field Experience	Classroom Management
C1 *Continued*	"The field experience means that the career switcher could never be left alone in the classroom without the model teacher. Then it's the model teacher's class…So they needed to be there whereas when you have student teachers, student teachers can be left alone with the students. That's the big piece legally. The other piece is time. You're going to spend more time and do more things…When they go in (About Face) they didn't go in 126 hours in a row. They kind of spread it out throughout the modules."	
C2	"I think there should be a lot more time. [C1] program had them in the schools a lot more than I think [University Name] and some of the other programs do. I'm still a believer that they should go through a complete student teaching experience."	"I do believe that the number one issue with classroom teachers is classroom management. That of course encompasses almost everything from transitions between lesson activities, to taking role and distributing papers, collecting papers, managing discipline behavioral issues. That seems to be the one thing that most new teachers complain about."

Appendix L

Raw Data Matrix: Classroom Management Sub-Categories

Interviewee	Establishing Rapport	Management Strategies	Diversity Awareness
T1		"I have resources that I came away with…quite a few reference materials, books…Problem situations, we had situations to reference if we have this particular student or the Fred Jones type management…we had all types of reference material to flip back through."	
T2	"I think it was my personal belief that you have to have a personal connection with each child…I just always made an effort to make a connection by finding out what their interests was…So if for any reason that student was going off and going to England for any reason that day at least I could get them back on track.."	"I think it was the Fred Jones and just that conscious discipline and all that stuff, it really, really helped."	"Ruby Payne, when I got to that section I was so thankful that they showed something about that because I think a lot of people don't know that kids are coming into the school with underprivileged things."
T3		"We went with things from Harry Wong and Fred Jones…We even did role-plays were someone got in your face. And it was practicing that look, the no reaction look, where you don't react to someone or something…We talked a lot about patience."	
			Table continues

Appendix L (Continued)

Raw Data Matrix: Classroom Management Sub-Categories

Interviewee	Establishing Rapport	Management Strategies	Diversity Awareness
T4		"the Kagan strategies, Fred Jones… They spent time on each section in as much depth as they could in a short period of time. It gave you; you know you've heard of these things, all the strategies for classroom management…just things that really, really helped you out your first year."	
T7		"As far as strategies and dealing with the class, behavior management strategies were a benefit because I do not have behavior problems in the classroom."	"Actually one thing that really stood out that kind of hit home with me because I never had the opportunity to be involved in was how students who live in poverty live, how they learn, and their thought process. This was something quite new to me, never having been exposed to that in my lifetime. That is something that stands out sharply as something of great value."
T8			"I found Ruby Payne to be fascinating. I had a sheltered childhood and even in the Navy, I was exposed to a lot more things than most people are. I found Ruby Payne ideas and concepts to be very interesting and fascinating."
			Table continues

Appendix L (Continued)

Raw Data Matrix: Classroom Management Sub-Categories

Interviewee	Establishing Rapport	Management Strategies	Diversity Awareness
A1		I'm not really sure how the About Face Career Switcher Program could do that because I'm not really familiar with the program. However, in [T1] case and I have another teacher who came through that program who was part-time, both of them are very strong in classroom management and content knowledge.	
A4	"Because everyone thinks that I want to be a teacher, I get summers off, we just have to write a referral, if they understand that really you're connecting with the kids and spend time on that."	"Once again, not understanding the program itself, not having seen the curriculum or anything like that, I would think that they should definitely spend time introducing the students, the members to effective classroom management. Making them understand that making connections with the kids will get them a lot farther than barking orders and setting rules."	
A5	"I think the most important skill is to be able to build that rapport with students and to know that you're not there to control them."		
			Table Continues

Appendix L (Continued)

Raw Data Matrix: Classroom Management Sub-Categories

Interviewee	Establishing Rapport	Management Strategies	Diversity Awareness
A6	"The other skill is building rapport with the students. You need to be able to maintain a learning environment where it is safe as well as where the kids can express themselves…You have to build that espect."		
A7			"Also to understand the population in which the teacher will work. To understand the cultures so they will know how to deal with the parents, colleagues and with the students."
C1		"what made them so strong is that these modules were created by people in our school division- by our administrators, our classroom teachers...Common sense, for example, if you set up the desk in your room in a manner that as the instructor that you can't really get a good glimpse of them wherever you are standing in the room or a child's back is to you at one point, that impacts on whether or not that child may be a talker all the time because they don't see your face."	
			Table continues

Appendix L (Continued)

Raw Data Matrix: Classroom Management Sub-Categories

Interviewee	Establishing Rapport	Management Strategies	Diversity Awareness
C2	"I think sometimes they come in thinking that they're going to be best buddies with the students and they have to realize that they're in an authoritative role"	"One of the sessions that I participated in as a presenter was the *Tools for Teaching* – Fred Jones – *Classroom Management System*. I felt like that's a very practical approach to dealing with classroom management. He talks about motivation, discipline, and instruction in his book…It's such an easy system that you can read it in one night and implement it the next day."	

Appendix M

Raw Data Matrix: Local Advantage Sub-Categories

Interviewee	Quality of Instruction	Technology	Other Advantages
T1	"You got the cutting edge philosophies that are being stressed in the school system."		
T2	"I think the highest strength was the fact that it was taught by [division name] teachers"		
T3		"The grade book, computer resource specialist actually put us into the system so that we could access stuff and work with it the same way as if we were teachers." "I had a handle on some of the software programs or the procedures and the way [school division name] did it…For someone coming from a generic preparation for teaching, you can't be that specific and when you come in there are going to be gaps in what you are expected to know"	"I feel like I got a better understanding of the nuts and bolts of how administration works…what was expected of me as a teacher. So I think I had an advantage in that sense." "Because I got to know these people in their departments, what their roles were …I didn't see it as you're my boss and I'm a teacher…I got to see it as this is what my department does, this is what I do, this is how I can help you."
			Table continues

Appendix M (Continued)

Raw Data Matrix: Local Advantage Sub-Categories

Interviewee	Quality of Instruction	Technology	Other Advantages
T4	"I think the whole thing geared you into what [division name] wants. I feel like I had a leg-up on other folks." "They brought in the best of the best teachers."	"We were brought up to date on technology…which was very helpful to us older folks that weren't maybe up to speed with a computer."	
T5	"I loved how they had it set up where they were teaching me, using the styles of teaching that they wanted me to take on. I picked up maybe about a quarter of the way through, maybe little earlier, because I noticed that I was never bored."		"At the end, it obviously helped when it came to interviews because again, it was tied to the school system… At least behind this résumé, I had somebody going, "Here's one of eight people that we've invested money in. Please talk to them."
T7	"The strengths were the variety of people that we saw. Almost everyday we had someone different in the class that was showing us different strategies."		
			Table continues

Appendix M (Continued)

Raw Data Matrix: Local Advantage Sub-Categories

Interviewee	Quality of Instruction	Technology	Other Advantages
T8	"It was so interesting to me to listen to the people that have been doing this for 10, 15, or 20 year and have them come in and do the facilitating. I think that was a brilliant way to run a program, not take people out of higher-level academia and have them preaching at us but pulled people who are still in the classroom…The facilitators that we had really believed in the parts of the program they were bringing to us"		
A4			"I guess the [division name] program knows that the people that they're training are going to go into their schools, so I think maybe there's more of a buy-in."
A6			"She did her practicum or internship with us so when she came on board she knew how things were run here."
A7		"A first year teacher needs to be aware of the grading policy if they are new to the division, also the technology that we use here."	
			Table continues

Appendix M (Continued)

Raw Data Matrix: Local Advantage Sub-Categories

Interviewee	Quality of Instruction	Technology	Other Advantages
C1	"We had more than fifty instructors during the six-month period; and, we are talking master teachers in our school division…central office and building administrators."	"You have to have some technology skills to be able to do what you need to do… When we built curriculum for About Face, we decided to first, look at what was required by the state… then we added a few other things like the state doesn't really require anything about technology"	"We took them into buildings where they, some of them ended up teaching…because we actually did our technology sessions in high schools…so just the actual program being housed in the school division was a support."

Appendix N

Raw Data Matrix: Program Characteristics (Emerging Theme for Teachers – Cohort Size)

Interviewee	Cohort Size
T4	"There were only seven in my group, so we were really able to ask questions. We also got to do a lot of the activities." "I like the team building…I thought at the time, "Why are we doing this?", but when you're in a school setting, you're on a team…Your interpersonal relationships are very important for your survival at school."
T6	"We went to the training center for team building and teamwork."
T8	"We had a very small and close group…We became very close. I still talk with the people and we see each other frequently." We all understood that everybody brought his or her own strengths…I think that we probably learned as much from each other as we did from the presenters that were brought in. "It was a close knit and open group and it was easy for me to see things from other people's perspective. It was easy for me to see something from the perspective of the flight attendant…It was easy for me to see things from the perspective of the physics teacher."

APPENDIX O

Raw Data Matrix: Program Characteristics (Emerging Theme for Administrators- Selection Criteria and Lack of Familiarity)

Interviewee	Selection Criteria	Lack of Familiarity
A1		"I'm not really sure how the About Face program could do that because I'm not really familiar with the program."
A2		"I'm not sure if that's part of the program or not."
A3	"They just need to continue to find individuals like her…I mean it's a passion for her, the kids, and it's a love for her…when you sit down in an interview and you get a lot of people that come in, a lot of people think that teaching is easy."	"See, I don't know what they already do, I just know the product that is in the classrooms…I don't know what they do presently in helping teachers to prepare. Can you share? Can you enlighten me a little?"
A4		"Not understanding the program itself, not having seen the curriculum or anything like that."
A5	"I just think it's important for them to look into who they've got in the program and see who's doing this as a retirement second salary and see who's doing this because they want to do it…some other career transitions and this was mainly the military career switcher not necessarily the About Face, they could come in and flounder because they didn't really have a love for it."	
		Table continues

APPENDIX O (Continued)

Raw Data Matrix: Program Characteristics (Emerging Theme for Administrators- Selection Criteria and Lack of Familiarity)

Interviewee	Selection Criteria	Lack of Familiarity
A5 Continued	"My advice would be to be careful on who you select in the program and who's going to go through; and try to have a process developed that can kind of weed out some of those that you know are going to flounder or fail by the end of it."	
A8	"I think one of the things was a more maturity level of the career switchers because most of them have finished their career, be it military or some other type of career and now they are moving on so they have a little bit more maturity than some of your younger teachers. That is not necessarily always going to make a difference for their instruction but I think that in some cases it helps…alot of them have been parents and they have worked with the kids of different ages."	"I don't know all of the things that they do in that program."
T1 *Supportive Comment*	"The only thing I can say about the program in general, and it's not to the fault of the program, but if there's a way to prescreen the applicants for the program…I came in with an open mind I think a realistic view. You see some teachers maybe older than me, maybe younger than me that have had their own businesses, that do this or that, that come in and maybe they have too rosy of a picture of what the classroom is going to be like."	

APPENDIX P

Raw Data Matrix: Responses to Interview Question T.1 – Teacher Prior Experience in Education

Interviewee	Prior Experience in Education
T1	"Simply as a student...Went off to Virginia Tech, got my degree in finance and management and that was my extent in education. I went into the private sector for fifteen years."
T2	"In the actual education, none. I did have years as a live in nanny. I had about five years of experience when I lived in New York."
T3	"I haven't taken any education classes. I graduated from Virginia University with a Bachelor's degree. I had attempted to take an alternative licensure program through Virginia Tech and I had one class."
T4	"My experiences included about a year and half of substitute teaching. I had started in an Elementary Ed program in Georgia, before my husband who is military was transferred up here."
T5	"Zero. I had no experience. I was Navigator, flying the A-6 Tutor for the Navy for many years, about 10 years."
T6	"I was a flight attendant for 20 years prior to getting into the program. I did volunteer my time being an assistant for a 4-year-old Bible School Preschool class."
T7	"I had experience as a trainer in the corporate world, which is somewhat similar yet very different."
T8	"I have done quite a bit with adult education. I was in Navy medicine for just over 20 years and my last job on active duty was an educational services officer for an overseas hospital… I did do some instruction and facilitating but mostly it was administrative."

Appendix Q

Raw Data Matrix: Responses to Interview Questions T.3, A.1, C.1 – Preparedness of Teachers

Interviewee	Preparedness of Teachers
T1	"The level of preparedness for the classroom management, I think I was well prepared in the About Face program. Plenty of scenarios were given, situations. They prepared you for the demographics of the student body… So, the first year, discipline was good, classroom management was good, teaching structures were good, but it was overwhelming with the actual content because I didn't major in that in college."
T2	"I think my first year of teaching the only thing I was worried about was lesson plans…Everyday you learn and everyday you make adjustments and you've got to get the feel of what's working, what's not working, and you switch it up. I think because of the program and my background working with kids and stuff, I felt that I was going into it with the good base."
T3	"I was nervous, I was afraid that I wouldn't be prepared because I got hired the day before school started…I felt confident in what I had been taught about how to prepare for the class; what I wanted to tell them. We did the whole Harry Wong, first day of class…I was scared to death because my biggest fear was classroom management. They'd also taught us about how to make relationships with your students and how to handle students when they get out of line… I think that they prepared me in a way that fit me. Fit my experience levels and where I was coming from and they gave me the tools to handle the situations in the classroom."
T4	"I was quite nervous. I hadn't worked; I had been a stay at home mom, so that was my full-time job. I did have the education background, but that was it. I had been a dietician years ago. I felt very prepared though."
T5	"This is where I felt a little behind the curve but I think my age and experience made up for that… I had only been in front of high school students for 45 minutes. That didn't bother me because I feel very comfortable in front of people, I think I have a very good rapport with students…so I wasn't worried about that… I felt prepared in what I wanted to teach. I felt prepared in how I was going to deal with the classroom management. It would have been nicer to have more times to put those views and opinions into practice before I actually went in."
	Table continues

Appendix Q (Continued)

Raw Data Matrix: Responses to Interview Questions T.3, A.1, C.1 – Preparedness of Teachers

Interviewee	Preparedness of Teachers
T6	"I felt like I was thrown to the wolves so to speak…I think a lot of it is on the job training as far as classroom management…I felt prepared. The first quarter I was here until after 6:00 p.m. everyday getting lesson plans ready. My first year was successful."
T7	"Well, I went into it thinking I was very well prepared. Actually, the summer before, I did all of my lesson plans for the entire year for General Physics but did not have time to do my lesson plans for AP Physics… I think one thing I was not prepared for was how much time it was going to take to keep up with the grading. This made me change what I wanted to do as far as how I grade some things just because there was not enough time. I had to change to grade some things only on completion… I think the part I felt most unprepared for through the About Face Program was the planning. We did a unit on planning very early but looking back, I wish we had spent more time on it."
T8	"I don't know that anyone would say, I was totally prepared and ready to go, nothing caught me by surprise… Even the things that I was not prepared for I had enough support around me that things didn't really catch me by surprise…I guess the answer would be time management."
A1	"[T1] was very prepared his first year. In fact, he didn't in my observations of his classroom, he didn't appear to be a first year teacher… He has a business background teaching Business Information Technology. So, he had a wealth of experience that he brought in from the private sector that allowed him to immediately make an impact in the class."
A2	"She came to us well prepared, not only in her field, but also child centered. So, she's been a delight this year."
A3	"Very knowledgeable about the content… she knows how to present it to the students so that they understand it. And the activities and the strategies that she uses with her students really engage them in the activity…Lesson planning, she knew what she wanted to do, but making sure that the lessons would work. And of course, she went through times when okay, that lesson doesn't work, let me try something else."
	Table continues

Appendix Q (Continued)

Raw Data Matrix: Responses to Interview Questions T.3, A.1, C.1 – Preparedness of Teachers

Interviewee	Preparedness of Teachers
A4	"She knows how to interact with her students…I think the classroom management part of it is the first thing that needs to be in line and then anything else instruction wise, lesson planning and delivery…She came in and it was like she was teaching for 10 years."
A5	"When he came in, he was ready to go. I think a lot just because his experience and his desire to want to teach. He seemed pretty prepared to hit the ground and run when he came to us...In the Navy, you're an officer and you tell them to jump and they say "How high?" In the classroom, they say "Why should I?" He got over that pretty quick because he has a teenage son, or had a teenage son who was in high school at the time when he started. That kind of helped him a little bit. I think that was his biggest hurdle. The other thing I really had to work with him on was he wanted to work 12 hours a day to make sure everything was done."
A6	"She was not prepared for the machinery such as the sewing machine and so forth. Therefore, the department chair had to teach her…She had a background and knowledge in nutrition and with children because she had her own children, but there were some things she was not prepared for. It took a lot of the department chairs time."
A7	"[T7] is very organized. He pays close attention to detail. His method of instruction varies to the point where he can meet the needs of students who may not be able inclined to do as well academically… I do not have any concerns.[Regarding the teacher's preparedness]"
A8	"I think she had adequate training. I think beause of the subject matter that she was teaching, being a teen living teacher. I think that she was probably better prepared for her courses than I have seen, maybe some core teachers that have come into our school as a result of the career switchers program."
	Table continues

Appendix Q (Continued)

Raw Data Matrix: Responses to Interview Questions T.3, A.1, C.1 – Preparedness of Teachers

Interviewee	Preparedness of Teachers
C1	The fact that not all of them but most of them are still in our school division and the ones who are not again by their own decision are no longer here and some of them no longer live in Virginia Beach and are seeking employment at other places. So, the fact that they were offered positions and the fact that we have retained them let me know that they are capable teachers"
C2	"I went out as one of the teacher evaluation observers for these career switchers…They had very good classroom management. Now of course, I saw about four of them and the classroom management did vary…. I noticed that their lesson plans were outstanding… The relationships with the students seemed to be very good. Students seemed to accept the teachers pretty well…For the most part, the About Face Career Switcher program people were pretty prepared."

Appendix R

Raw Data Matrix: Responses to Interview Questions T.5, A.4 – Professional Development of Teachers

Interviewee	Professional Development Needs – First Year of Teaching
T1	"Content. Bell-to-bell planning…you had some kids that are nose in the book learners and they'll go do chapters ahead and then you have some kids that are a chapter behind. So you try to figure out the best way to keep those ahead on task as well as bringing those behind up with the class, not letting it get too stretched apart."
T2	"I think I was really easy at the beginning, really nice and sweet. What I learned in that was the kids eat you up when you are really nice and sweet…I think at first what I learned was to stay really stern and be really, really authoritative. At the end, you kind of got the classroom management."
T3	"Organization..being a teacher forced me to be a much more organized person, at least at school. It taught me a lot about paperwork. Unfortunately, there is a lot of paperwork when it comes to school… When they turn in stuff, having the schedule to get it back to them..that was really one of the things that I was most concerned about."
T4	"I was a little rusty in some of my curriculum skills in the sewing area. We used some of the machines I had never seen before so I had to get a little bit up to speed with that."
T5	"I learned what to concentrate on in class and what not to concentrate on in class; how I could use time better. I felt I learned how to deal with the admin stuff much better… I quickly learned how to adapt and adjust. I might have two lesson plans for the same class to make sure the material gets out but I'm teaching it different. That was an improvement."
T6	"I know I can improve in technology. Being my age, I did not grow up with technology."
T7	"One thing that I still am not very good at and continue to work at is to create different activities for different students to work on instead of the one-size fits all."
T8	"Always time management because I am a terrible time waster. I am a procrastinator, I am horrible."
	Table continues

Appendix R (Continued)

Raw Data Matrix: Responses to Interview Questions T.5, A.4 – Professional Development of Teachers

Interviewee	Professional Development Needs – First Year of Teaching
A1	"I had [T1] concentrate on refinement of his content knowledge as well as teaching methods and instructional strategies. Keeping kids engaged. He was effective in what he was doing"
A2	"Integrating some of the classroom objectives into her art classroom so that she can enhance SOLs. In addition, I'm going to have to echo the classroom management piece. She did do some site visits out of our building to one of her peers and it was very beneficial."
A3	"I had to find something to recommend because I mean, she gives wonderful praise to her kids, she moved around the classroom, engaging classroom, exciting to sit in there and watch her do her thing. I had to find stuff…it might have been differentiated instruction because we as a division were still dealing with that – what is differentiation? What does it look like? How do you differentiate in your classroom?"
A4	"What I told [T4] is I think that she's got the initial part of teaching down. She understands how to interact with kids, how to manage their behavior…I want her moving more in the direction of, not necessary individualizing her instruction, but flex-grouping the kids based on where they are."
A5	"Definitely to manage his time, his personal time. He spent too much personal time on the job. We talked about expanding his instructional ability because I wanted to gear him towards Government, maybe AP Government because that was one of his loves and some areas where he could go to get some curricular knowledge to be able to teach them successfully. We tried to get him into some Kagan; tried to get him into some differentiation workshops…I tried to gear him more towards some instruction."
A6	"As far as professional development, the department chair guided her as to what she needed, so she signed up for the classes that she felt would be the best place for her."
	Table continues

Appendix R (Continued)

Raw Data Matrix: Responses to Interview Questions T.5, A.4 – Professional Development of Teachers

Interviewee	Professional Development Needs – First Year of Teaching
A7	"I did not make any recommendations. The only thing that we had to discuss was that there was an increased need for AP Physics."
A8	"For her it was her pacing and her organization. She was trying to do too much to quickly sometimes and trying to cram too much into one lesson… she wasn't doing a lot of kinesthetic activities… I think she felt like she had to get through certain parts of the curriculum that she perceived that had to be worksheets and books and stuff like that.

Appendix S

Raw Data Matrix: Responses to Interview Questions A.3, C.2 – Comparison of About Face Teachers to Traditionally Trained Teachers

Interviewee	Comparison to Traditionally Trained Teachers
A1	"He was better prepared..in teaching business, he could bring the real life application which is so important now to the classroom…when he came into the classroom, he could not only teach the material, he could tell the students how the material would be utilized when they got out and why it was important."
A2	"She didn't have the real, solid curriculum base…She had solid love of wanting to be with kids. Again, the love of art and sharing her expertise, so she was definitely a good fit."
A3	"It goes back to her maturity level, her openness for different ideas and strategies to use in the classroom; her ability to work with parents. I think all of those areas are different. When you're dealing with younger kids straight out of college, they're a little more reluctant to deal with parents. She didn't have that reluctance at all… she is raising a kid herself, so she can put herself in the place of that parent. I think all of that kind of played into it. She notifies parents without hesitation. She works with parents giving suggestions on how they can help their kids."
A4	"Mrs. Daugherty in particular, like I said, she came in as if she had been doing it for a long time…We get a lot of folks, I feel like from, a local college who I don't think are well prepared."
A5	"I think if you compared him to, let's say a first year teacher who's fresh out of college; I think he had a little bit more to offer because he has that life experience. He had the energy of knowing this is what he really wanted to do because he had been through another couple of jobs previously and that gives him some stability in a career… I keep going back to that, but someone who really wants to do it; and it's being a career switcher versus a college graduate, the college graduate I think we lose those within the first five years."
A6	"I believe she was well prepared for the classroom. She did her practicum or internship with us so when she came on board she knew how things were run here. That was an added plus for her."
	Table continues

Appendix S (Continued)

Raw Data Matrix: Responses to Interview Questions A.3, C.2 – Comparison of About Face Teachers to Traditionally Trained Teachers

Interviewee	Comparison to Traditionally Trained Teachers
A7	"He is very high compared to other teachers… He differentiates a 90-minute block. He has hands on activities. He will model; he will take the kids outside. He will take them into the hallway. He will have lab activities and he even plays music when they are working."
A8	"I think she probably could have used a little bit more of that philosophy, that background. It's like going to medical school or nursing school. A lot of what you learn, you don't use but I still think it provides a real solid foundation for these guys and they don't get that as much so some of theirs is trial and error. She did pretty well, I think because she had the right feel for it."
C1	"the one thing that we're banking that Career Switcher will bring to the table is life experience and maturity as well which you may not get from the 21 year old who's fresh out of college…a lot of them have already parented. You have lots of people who have already retired from one career and this is a new career and um in a lot of instances, they have more to offer with our 21st century learners."
C2	"One thing that I noticed in a couple of the classes is that they were able to draw from their past experiences from the job that they had had before they became a teacher and that was just interesting. It made it relevant for the students… There was another who was like in a Work and Family studies and she had come from the designing world. The students were very interested in hearing about what kinds of things she did in her job."

Appendix T

Raw Data Matrix: Responses to Interview Questions T.8, A.6, and C.5 – Perception of Teachers, Administrators and Coordinators of the New Teacher Induction Program.

Interviewee	Perception of New Teacher Induction Program
T1	"It was very motivating – the speakers, the group settings. It was good because it was a bunch of us all together feeling our way into this career of teaching. So, you're able to feed off what other people knew, different perspectives of how they were going to approach things."
T2	"When I actually got there and got to do all the little groups and got divided up and got to meet all the new teachers, I felt that it was huge support system behind me."
T3	"I found it a good experience because I could see other teachers when they had questions about some of the things that I had already learned through the About Face with procedures and other materials, especially, the things with Fred Jones and ideas in management and managing your classroom…So, I thought it was very informative, especially for someone who is coming from out of district or as a brand new teacher."
T4	"For me coming through the [About Face program] it was kind of a repeat… Probably more helpful if you were coming from [another school division] or out-of-state, but we had kind of already been indoctrinated into the [school division]."
T5	"I thought it was very good for somebody who did not go through the About Face program. I – and I talked with my other About Face folks at the same time – it was literally a rehashing of the same things… Every skit they did, every program that they did, every exercise that they did, we had already done in the About Face program because it's run by the exact same people."
T6	"They did a lot of modeling, icebreakers, games, cooperative learning, and group work. Like the About Face Program, they used modeling which is important to do."
	Table continues

Appendix T (Continued)

Raw Data Matrix: Responses to Interview Questions T.8, A.6, and C.5 – Perception of Teachers, Administrators and Coordinators of the New Teacher Induction Program.

Interviewee	Perception of New Teacher Induction Program
T7	"Having just come out of the About Face Program there was a lot of stuff that I did not need to see, do, and hear again. The best part of that time was the actual time I spent with a physics teacher. We looked at lesson plans and content material for AP."
T8	"I think [New Teacher Induction] is great for people who did not go through the About Face Program. I thought that they covered many of the things we had done in About Face. I thought it was also a good introduction to the school system."
A1	"I think it's very useful…That week they're exposed to curriculum and instruction, they're exposed to the policies and procedures that we follow in [school division name]…I like the program. I like the fact that it's four days prior to the teachers coming back so everything is fresh."
A2	"I believe those teachers need to be connecting with their buildings much more and with their mentors in the building. It's hard to accomplish what they need in four or five days. I think they need much more intense conversation at their building level."
A3	"it gives them a week to just kind of settle in and review the curriculum before they are thrown in with the rest of the teachers and trying to catch up with everything else…the handbook, and getting the room together. So, it gives them a week to kind of just slowly move into the district. They love everything that they receive."
A4	"I've been told by the few folks that have come out of [New Teacher Induction] that it was very informative and very helpful, but overwhelming…I can only imagine going through a week long session and then having to jump right into the classroom. Actually, I think I would probably feel like I was swimming in a sea of information and I'm trying to grab just one of the pieces I can hang on to. I don't know if it's as effective just because it might be too much."
	Table continues

Appendix T (Continued)

Raw Data Matrix: Responses to Interview Questions T.8, A.6, and C.5 – Perception of Teachers, Administrators and Coordinators of the New Teacher Induction Program.

Interviewee	Perception of New Teacher Induction Program
A5	"I think that's more of an induction program just for our division that's just kind of cram-packed into that week of: this is what we're about; this is how we do it, if you have questions… TOCLI's just quick. There's people that are already for endorsed and ready to go…I think the About Face is more of what are we doing to become teachers."
A6	"I think it is a great program in orienting new teachers as to the program and what is expected and so forth. I have only heard positive reviews from any of the participants; they feel it is very valuable."
A7	"They need to know how to set up the grade book and when it is time for the marking period to enter grades and for the progress reports… They have indicated that they are so overwhelmed at first. There are so many meetings. They would like more time in the building, to be acclimated to the building, and have a chance to go through the textbook and the curriculum because during in-service week they are actually in with the faculty."
A8	"My perception is that they give them a lot of good information but they feed it to them too quickly… A lot of teachers they get overloaded and they get overwhelmed….I am almost thinking one day would be enough if you covered the right things with them and the rest of the time could be with us doing some kind of thing on our own, like we would do anyway."
C1	"Some of the things that went on at TOCLI, were things they had already experienced in About Face… and then the camaraderie was really good for them too. Being in the mix, with all the rest of the new teachers, and not feeling so isolated. It was a charm for them."
	Table continues

Appendix T (Continued)

Raw Data Matrix: Responses to Interview Questions T.8, A.6, and C.5 – Perception of Teachers, Administrators and Coordinators of the New Teacher Induction Program.

Interviewee	Perception of New Teacher Induction Program
C2	"When our teachers come to our teacher orientation…they're enthused, they're excited, they can't wait to get started… Basically our theory has been that we don't want to overwhelm them because they are trying to take it all in as it is and it's just way too much information…So, we try to lighten it up a bit. So we bring some team building activities into it… They always went away with some good materials. Then they also spent some time working with the Department of Curriculum and Instruction in their subject areas. I think they get a copy of their curriculum guides and start working on what it is that they are going to be teaching… we should differentiate between the new teachers and the teachers who have experience – try to treat them differently because they have different needs." "I think they need to feel as if they are part of the big Virginia Beach City Public Schools new teacher team by coming together and working with the new teachers that came from colleges and universities or other school divisions that they finally feel a part."

Appendix U

Raw Data Matrix: Responses to Interview Questions T.9, and A.7 – Perception of Teachers, Administrators Regarding the Benefits of Participating in the New Teacher Induction Program.

Interviewee	Benefits of New Teacher Induction Program
T1	"It wasn't necessarily new stuff, it was a reinforcement of what I had just come off learning in more depth…there was a little more motivation thrown in as far as positive speakers and stuff, a lot of motivational speakers."
T2	"I think TOCLI is good for those who transferred from Career Switchers from [university name] or even maybe new teachers who are new to [city name]. But because the About Face program covered almost every single bit of that program, I felt that it was just kind of a repeat and a refresher. …I think it was just the fact that I knew what to expect, I knew it was going to be hard. I knew it wasn't going to be a breeze at work everyday. So, I think just knowing that."
T3	"A lot about the benefits program when they talked about letting me know who to go to when I had questions about benefits, the insurance, and things. We got to see a name and a face with that. There was some other strategies for first day of school strategies."
T4	"Again, I just think it was a repeat. It wasn't anything new presented to me that I hadn't already learned from being at About Face."
T5	"Not that I had not already picked up through About Face."
T6	"I learned many of those tricks, games, and activities to keep the kids engaged."
T7	"The time that I spent with the physics teacher."
T8	"I felt like much of what they covered we had gone over at one time or another in About Face… the social aspects of it and the social connections aspect was very good."
	Table continues

Appendix U (Continued)

Raw Data Matrix: Responses to Interview Questions T.9, and A.7 – Perception of Teachers, Administrators Regarding the Benefits of Participating in the New Teacher Induction Program.

Interviewee	Benefits of New Teacher Induction Program
A1	"Probably gave [T1] the opportunity to see what [school division name] offer, how they want you to operate, what procedures they follow."
A2	"It helped her to develop a network of new folks coming in with her. It also gave her a broad overview of expectations of Virginia Beach teachers, employees, if you would. It gave her also resources available to her."
A3	"Giving her an opportunity to spend time with her mentor, giving her an opportunity to review the curriculum and maybe even work on that first lesson plan or that first week of school without being rushed with trying to get the room together."
A4	"It helps them build a small network very quickly…support network. So they know that even though the person is not in their school, they may be the only new person in their school, they've got other people that they can connect to."
A5	"Where [New Teacher Induction] benefits someone from About Face, in my belief is that all of a sudden now he's not only with the About Face, but he's with all of the new teachers in the division. He's building his own support staff."
A6	"Part of it is team building that goes on there where they are with other people new to the division."
A7	"More time to be acquainted with the school division and just to be acquainted with the normal procedures of things. It would have given him more of a chance to become acquainted with other people. Maybe provide someone within his content area or within the division that would have been an outside person as a resource for him."
A8	"It does give them a foundation of the expectations and it kind of shows them on the surface where they need to go to find out information, what kind of support is out there for them."

Appendix V

Raw Data Matrix: Responses to Interview Questions T.10 – Teacher Suggestions for Improving the New Teacher Induction Program.

Interviewee	Teacher Recommendations for Improving the New Teacher Induction Program
T1	"I don't necessarily know that it can be improved. I think it touched on everything it can in such a short period of time with the teachers they are dealing with. Brand new teachers coming into the program, they broke them up into workshops. They tried to break them up into what you are going to teach… I did not come away with it thinking they should do this or they should do a better job of this. It seemed to run fairly smoothly and was good for what I needed at that time."
T2	"I think maybe if there was a sign up, so if you needed more classroom management, you could go to that. If you needed more Kagan strategies, you could go and take that. Or if you needed more knowledge on connecting with your department chairs, you could have that because maybe you needed more foundations in your lesson plan and stuff like that."
T3	"I'm not real sure what more you could do in a week's worth without making it longer than a week."
T4	"It was good for me to meet other teachers coming to Larkspur. I liked that about it. I could of used maybe a little more time, you know if you're new to each school, get together and meet these folks."
T5	"a dramatic redoing of it because…the teachers already got the job, the principal whose hired the teacher already feels that they know basic teaching skills, so it seemed like trying to teach some teaching skills the week before school starts is almost a little late. What I would have like to have seen was, here's what you're going to go through. Here's what your first week or month's going to be. Here's the kind of paperwork issues you're going to have to deal with. Here's some discipline issues you might get."
T6	"When I first came the day was cancelled due to the hurricane so I did not have the nuts and bolts class and did not have a handle on how to deal with detentions and referrals… Learning how to handle the day-to-day occurrences and activities would be helpful."
	Table continues

Appendix V (Continued)

·Raw Data Matrix: Responses to Interview Questions T.10 – Teacher Suggestions for Improving the New Teacher Induction Program

Interviewee	Teacher Recommendations for Improving the New Teacher Induction Program
T7	"It would be difficult to cater to all the different skill levels coming in. Many of the teachers are new to the division, not necessarily new to teaching. Try to adjust that to different people's experience levels if that is even doable. We do not want a one-size fits all for the classroom so we should not do a one size fits all for teachers either."
T8	"I think it was a good program and the people running it wanted it to go well. I think it did go well… I don't know that I would change that."

Appendix W

Raw Data Matrix: Responses to Interview Questions T.11, A.8, and C.6 – Perception of Teachers, Administrators and Coordinators of the New Teacher Mentor Program.

Interviewee	Perceptions of the New Teacher Mentor Program
T1	"Well, I would say that I was very fortunate. I did have an in-house mentor and she had been here for twenty-five years and she was in my same department… as far as, guidance, questions, content, strategies, she was very good at helping me get through all of those. Any time I needed a question, she was there."
T2	"I loved it. I just felt very, very fortunate because I had an awesome mentor. The only drawback was that she was in a different building but because she was in my field, it helped a lot… Anything that I had any questions about, she was there and when I did need her, she was always there too." INTERVIEWER: What would you say was your frequency of contact with her and what type of contact? RESPONDENT [T2]: "At least once a week, so it was often."
T3	"I was very glad that we had the New Teacher Mentorship because it gave you a person that you could go to…We felt safe in asking some questions...I was fortunate enough to have my mentor teacher to be right down the hall from me and teaching the same subject and teaching the same grade level…She helped me with pacing. She helped me with handling students."
T4	"It was very helpful that I had somebody in the school. My mentor is my Department Chair, who I feel very comfortable talking to anyway…Since I knew I could bug her all year, I probably did that a little more knowing that that was her designated job during the first year."
T5	"I think it totally depends on who you get as a mentor of course because it's all in the mentor's hands…I thought one of the major strengths of it was having as a mentor someone who is teaching the same class I was. I thought that was a major strength…It's got to be in the same department, which mine was, teaching the same class…They certainly helped when it came to some ideas for class."
	Table continues

Appendix W (Continued)

Raw Data Matrix: Responses to Interview Questions T.11, A.8, and C.6 – Perception of Teachers, Administrators and Coordinators of the New Teacher Mentor Program.

Interviewee	Perceptions of the New Teacher Mentor Program
T6	"It was wonderful because my mentor was my department head. I have heard that some new teachers have mentors that are from another department and I don't think that is effective…I could ask questions whenever I needed to and felt comfortable asking her the questions. We are in the same curriculum so she understands my questions. If I had someone in the math department and I asked how I start out doing something in the sewing lab, that person would have no clue what I was talking about."
T7	"I think that there should be a hard and fast rule that the mentor must work in the same department as the new teacher. There should be no wiggle room on that, period… I just got this piece of paper in my mailbox, what am I supposed to do with it. Just those day-to-day details that when you are in a new environment and a new career you have all questions that can be answered in 30 seconds or a minute but you need someone close at hand to ask and can answer all those little questions."
T8	**"**I did have a formal mentor who was very good about checking on me…I met with my mentor regularly but it was brief. Looking back on it, I think he was watching me more than I realized and was waiting to see if I stumbled. It seemed like anytime I was tripping up on things he was there."
A1	"A mentorship program is critical for a first year teacher's success. The most important part is to make sure that you pair a mentor and a mentee together who are able to work together and effectively communicate."
A2	"It's been very successful here… I think it's vital for keeping these young ladies and young men in the profession and growing them so we can keep them for a long period of time."
A3	"That first year of teaching, it's hard. You're trying to learn curriculum, you're trying to figure out what to do with these children… you have someone you can vent to, that if you have questions about strategies, you can sit down and work a lesson plan with and throw out ideas about. They help you create a toolbox, your toolbox that you can use with your students."
	Table continues

Appendix W (Continued)

Raw Data Matrix: Responses to Interview Questions T.11, A.8, and C.6 – Perception of Teachers, Administrators and Coordinators of the New Teacher Mentor Program.

Interviewee	Perceptions of the New Teacher Mentor Program
A4	"That program is going to only be as good as the administrator charged to the mentorship program…If you don't invest the time choosing the right mentors and then following up to make sure that what is supposed to be done is being done, it's not going to be effective…All that is required of us from downtown is that we send off checklists every quarter and that we say its happening. But then, whether or not that's true…" INTERVIEWER: Well, let me ask did you receiving any training before taking over the program at your school? RESPONDENT [A4]: "I did not receive training. No. I was just told that okay this year you're on the mentors**.**"
A5	"I think it depends on the building. I've seen buildings that do a great job with the New Teacher Mentorship program. The new teachers and the mentees meet regularly. They observe each other regularly and they do a great job of growing a solid teacher. Then I've seen buildings where they just check it off and say "This is the mentor, that's the mentee… I think if you pair them up right, I think it's a solid program."
A6	"The collaboration needed when you have a new teacher, getting control of the classroom, presenting the lesson, making suggestions, and leading through all the little things that needs to be done during the year. The mentor helps them get it all done properly."
A7	"It works when you can pair the teacher up with someone who will stick with them through the year. Often it is the mentor who get so enraptured in what they are doing they may not keep an eye on that person, as close as you would like. Sometimes the mentor may not be within the person's content area. That can cause a person to experience some difficulty… I had to switch his mentor. He and I discussed it and it was not someone within his content area."
A8	"I think it works out well if they are compatible, and they do it the way it is supposed to be done… If you get someone who doesn't want a lot of help or get someone who is not willing to go out of their way to offer help until someone asks, I don't think it works as well**."**
	Table continues

Appendix W (Continued)

Raw Data Matrix: Responses to Interview Questions T.11, A.8, and C.6 – Perception of Teachers, Administrators and Coordinators of the New Teacher Mentor Program.

Interviewee	Perceptions of the New Teacher Mentor Program
C1	"For the most part, we had a math teacher paired with another math teacher. In the case of the teacher who left, I always kind of thought that if she had a Mentor in her own subject area..her Mentor was a Special Ed teacher that was really very good, they got along very well but some of her issues were content issues and because she couldn't get herself together content wise, took away from her being able to do the classroom management piece where the overwhelming sensation kind of came on."
C2	"I do believe that we need to provide an experienced teacher who is trained on mentoring skills because I don't think just anyone can be a mentor teacher…the mentor teacher was someone they go to, to ask all of their questions, collaborate on lesson planning, collaborate on how to handle discipline problems in the classroom. Every issue that came to mind, they needed to know that they had someone who was there to answer their questions and who spent time with them and developed a relationship...the fourth day of teacher orientation was spent in the building, with the mentor teachers, getting to know them…it was a day for them to be able to meet on their own turf and kind of get a little acclimated to the school. Take them on a tour and introduce them to everyone who is there; talk about what kinds of things go on in a school and just help them to get started."

Appendix X

Raw Data Matrix: Responses to Interview Questions T.12, and A.9 – Perception of Teachers and Administrators Regarding the Benefits of Participating in the New Teacher Mentor Program.

Interviewee	Benefits of New Teacher Mentor Program
T1	"Not so much in accounting, because it wasn't a course that she had taught. But in the other courses that she had taught, she had spent years and years in, she was able to help me through some lesson plans. Pace me… through that first year, I got the email notes of where they were during different months of the year and so I can guide myself where I need to be by Christmas, where I need to be by Spring Break, etc."
T2	"Everything from lesson plans, how to pace it, to just everything. Any questions that I had that came up, she was there…Anything to do with equipment because obviously in art we deal with a lot of equipment and materials."
T3	"Sometimes it's hard to get a specific question answered in such a large group of 100 to 200 people. But, when you have someone that is already done it once before and you can go, "Can you give me more detailed instruction?

INTERVIEWER: How often did you and your mentor meet?

RESPONDENT [T3]: Everyday! It was everyday. She was right down the hallway and we actually had lunch at the same time. She would sit and ask how things were going." |
| T4 | "How do you do this? How do you handle that? I could run to her if I had student that I was not sure about how to handle."

INTERVIEWER: How often did you meet with your mentor?

RESPONDENT [T4]: "I could see her everyday. I probably talked to her everyday…about something." |
| | Table continues |

Appendix X (Continued)

Raw Data Matrix: Responses to Interview Questions T.12, and A.9 – Perception of Teachers and Administrators Regarding the Benefits of Participating in the New Teacher Mentor Program.

Interviewee	Benefits of New Teacher Mentor Program
T5	"He was always going, "Where are you here? How far do you have planned ahead? "Where are you in the syllabus?"… It was never like we met every afternoon and every Tuesday at three, but he was just very proactive…I would come to him with, "This happened in class, This happened in class. This is how I handled it." He'd go, "Yeah, that was a good way" or "You might want to consider this"… Oh, another big thing is how to deal with parents. He taught me about keeping the phone logs. See none of this was ever taught at About Face or anything like that – it might have been mentioned – but you know, how to really work the phone logs; how to work your email list; when to call a parent; when you really don't have to call a parent."
T6	"She would give me helpful hints like what I could do, just how to pace everything. A lot I had to learn myself. The sewing kits, she helped me refresh myself. I was lucky to have a mentor in my department."
T7	"I have covered it."
T8	"We had individual meetings with our mentors… We had many opportunities to go over things and sit down to go over things that were routine or new features…Very little took me by surprise."
A1	"[T1] had a very good mentor, his department chair, who is an expert in the area of Business Information Technology. And she was able to guide [T1] in his first year here; help him make decisions in Business Information Technology."
A2	"Again, making those connections so you have somebody that you can share your successes with as well as you can say, "Hey, this isn't working. Can you help me out with another idea?" You've got to have a sounding board so you don't feel alone."
A3	"You have that science person that you can sit down and work out lesson plans with and ideas with…"Well, look, I tried this", the mentor could share "Well try this activity because it was very effective"…they do a lot of planning together and then they come back together and talk about what worked, what didn't work."
	Table continues

Appendix X (Continued)

Raw Data Matrix: Responses to Interview Questions T.12, and A.9 – Perception of Teachers and Administrators Regarding the Benefits of Participating in the New Teacher Mentor Program.

Interviewee	Benefits of New Teacher Mentor Program
A4	"The person I tagged [T4] to was also a Teen Living teacher. That's the best-case scenario you can get to have them in the same content, the same grade level…She had someone to go to for anything that she needed without running to an administrator, you know, looking like she didn't know what she was doing."
A5	"It gives that support throughout the year that direct support right within your same building. Hopefully, within the same department; hopefully with someone who you have some time during the day that you can go and talk to, or after school or before school…someone you develop that relationship with."
A6	"Sharing of lesson plans and helping with her skills...teaching her and spending her planning time helping her so she could teach the students...the sharing of materials"
A7	"He was able to discuss his lesson plans, what worked, what didn't work. He was able to mention students that his mentor had previously taught, and that was a great asset for him. And then just to toss out test items, compared even with his power points, and it was great that his mentor provided him with other resources within the department."
A8	"Our kids are a handful sometimes and just getting some ideas of how to deal with our particular kids I think is great."

Appendix Y

Raw Data Matrix: Responses to Interview Questions T.13 – Teacher Suggestions for Improving the New Teacher Mentor Program.

Interviewee	Teacher Recommendations for Improving the New Teacher Mentor Program
T1	"Well, in a good and bad way, I don't"
T2	"Maybe, it could be having the mentor come and have a set goal for that meeting. My goal today is to see how your lesson plans are going and to take a look at your lesson plans and to see what we can do. Or maybe, the next one would be new strategies or something... I just don't want to feel like my time is being wasted."
T3	"I think maybe if it could be, that first year get you through it, but maybe a second year or maybe a year and a half extending it a bit more."
T4	"We were required to go to trainings together. I wanted to go; she often didn't really want to go…I don't know if those folks should really be required to. I think I should be required to have some additional…I'm not sure the point of having the mentor tag along. Often I felt like it was just a waste of time."
T5	"I think it could be improved because it almost seemed, now I don't know that [Mentor name] was sort of shooting from his hip…maybe could be improved if the mentor has certain things to ensure that the new person sort of knew. Like maybe a checklist"
T6	"Make sure the mentor is in their department so they know what is going on."
T7	"Having a mentor from the same department. At least make that person available on the hall or somewhere close, not down the hall in another part of the building."
T8	"I don't know that there are any improvements that I could suggest. It went very well here."

Appendix Z

Raw Data Matrix: Significant Responses to Summative Evaluation Research Interview
Questions: Teachers, Administrators and Coordinators

Teachers (T)	**Question T.1** – *Refer to Appendix P* **Question T.7** T1 – "If there's a way to prescreen the applicants for the program…I came in with an open mind I think a realistic view. You see some teachers maybe older than me, maybe younger than me that have had their own businesses, that do this or that, that come in and maybe they have too rosy of a picture of what the classroom is going to be like." T2 – "Scheduling was hard because I had three kids and most people do have to work while attending… T3 – "If it was possible, I would have changed the time that we did it because we had to have classes Monday, Tuesday, Wednesday, and Thursday. So that means that, I gave up a full time job of security of Monday through Friday to try and find a weekend job… It was really tight at home monetary wise… I might have extended a couple of the modules a little bit longer…What were my responsibilities in general as a teacher when it came to Special Ed and explanation of the accommodations." T4 – "I think I could have used more time in the classroom… We were only made to plan for one lesson." T5 – "We've had one half day and one full day and I know the year before they had three half days…at least in my class most of the people were not working…I was not working…I wasn't working part-time and doing this; that left the rest of the week wide open…We could have spent a little bit more time at the front of actual students. Even though she had us develop lesson plans and unit plans, I think it would have been good if we would have done that a little more."
	Table continues

Appendix Z (Continued)

Raw Data Matrix: Significant Responses to Summative Evaluation Research Interview
Questions: Teachers, Administrators and Coordinators

| Teachers (T) | **<u>Question T.14</u>**
T1 – "It goes down to the person you're teaching…My instructor did the best she could and in a couple of situations, it wasn't her fault whether people are willing to adjust their personalities."

T2 – "Just the mentorship program itself is a tremendous asset. [NTIP], that's a huge asset too."

T3 – "I think that letting everyone know..teaching in a school is not something where you can walk out the door and leave it behind you…It's something that you have to plan and do. And there is an awful lot more work that goes into it than the people realize…there have been individuals that went into teaching because they thought it was going to be easy. If you do it right, it's not easy."

T4 – "I think more classroom time…I would need more time in a school that I think I'm going to…Where you get a little more real…so you're not jumping in with a…not a clear idea of what you're getting into… maybe interviewing folks so they don't get into a program and they, you know…I think my group, they chose a great seven of us. We had all a clear idea of what we were getting into. I think…[Note, T4 indicated that she was interviewed for the program]

T5 – "I guess a little more reality on what to expect when you're face to face with 28 teenagers… In the About Face program maybe a few more sections, class lectures, programs on the psychology of teenagers. I think not being in the observer seat in the back of the room, but actually in the front of the room more than the 45 minutes."

T6 – "Make it even longer where you go into the schools to observe in a middle and high school… I would say, doing lesson plans, being in front of the class, the teacher, the students and the evaluator." |
| | Table continues |

Appendix Z (Continued)

Raw Data Matrix: Significant Responses to Summative Evaluation Research Interview
Questions: Teachers, Administrators and Coordinators

Administrator (A)	**Question A.1** – *Refer to Appendix Q*
	Question A.5
	A1 – "Just those little things about the requirements of contacting parents and just the daily requirements of running and working in a classroom would probably be something that they might want to spend a little bit of time on."
	A2 – "I think I would have the About Face participant to have some more building level practicum type experiences."
	A3 – "They just need to continue to find individuals like her…it's a passion for her, the kids, and it's a love for her…you get a lot of people that come in, a lot of people think that teaching is easy… and we know that anybody and everybody cannot teach."
	A4 – "I would think that they should definitely spend time introducing the students, the members to effective classroom management… if they understand that really you're connecting with the kids. And spend some time on that."
	A5 – "I just think it's important for them to look into who they've got in the program and see who's doing this as a retirement second salary and see who's doing this because they want to do it…some other career transitions and this was mainly the military career switcher not necessarily the About Face, they could come in and flounder because they didn't really have a love for it."
	A6 – "Those who have gone through student teaching and the whole nine yards, and have had the classes in classroom management and those types of things, sometimes they have a less difficult time building that rapport so that student would sit, listen and participate."
	Table continues

Appendix Z (Continued)

Raw Data Matrix: Significant Responses to Summative Evaluation Research Interview
Questions: Teachers, Administrators and Coordinators

Administrators (A)	**Question A.5 Cont.** A7 – "More hands on experience, more classroom experience…They need to be able to adjust to various cultures that they enter into. To be familiar with curriculum…They need to be very familiar with differentiation of instruction that is very important." A8 - "They need more time working with kids…I think they really do need time to get in there and really work with the kids and get a feel for what kinds of things work and what kinds of things don't." **Question A.10** A1 - "I'm sure of the student teacher component. I think that student teaching is absolutely critical for any new teacher coming in. There should be a student teaching component definitely." A2 – "Making the connection with someone within the division so that they can have candid conversation if you would. Maybe have some experience to see if it's even a fit because teaching is difficult. It's a tough profession. It's not for everyone." A3 – "I don't have any suggestion for changing or improving." A4 – "If they were to have some program similar to a student teaching program for these career switchers, where they actually went into the classroom with a teacher and that was a requirement." A5 – "I did an internship instead of student teaching. I actually came into a high school and most interns taught three classes, instead of five classes…They had a mentor… If the division could plan out something like that for someone who really wants to teach and have them come in as an intern for a year. You could hire two interns instead of one teacher."
	Table continues

Appendix Z (Continued)

Raw Data Matrix: Significant Responses to Summative Evaluation Research Interview Questions: Teachers, Administrators and Coordinators

Administrators (A)	**Question A.10 Cont.** A6 – "If they do not have that rapport it can turn a kid off from wanting to learn. That would be my key thing. That is the only weakness I have seen in anyone coming from military transition, or About Face or whatever. It is key to success in the classroom." A7 – "A second career teacher would need to complete a certain number of hours in substitute teaching. I think that gives you a foundation because you are going on someone else's lesson plans but that component for classroom management, following through with the lesson plan, interaction with students, time management. That would really help." A8 – "I almost think they should have to observe some other teachers. They can get into some other classrooms whether it is by actually getting in there and observing other teachers or by watching video tapes… We don't really get into specifics about what to do in certain situations. I think that if they had more of that kind of experience, to see some of that, to get in there with it or maybe have somebody critique them as well." **Question A.11** A1 – "Yes" A2 – "Yes, this is my first experience with one of their graduates. I've been very pleased because we only had to polish her." A3 – "In reference to my teacher I would have to say yes." A4 – "Yes. Now the only one I know of is [T4]".
	Table continues

Appendix Z (Continued)

Raw Data Matrix: Significant Responses to Summative Evaluation Research Interview
Questions: Teachers, Administrators and Coordinators

| Administrators (A) | **Question A.11 Cont.**

A5 – "I think the About Face program prepared [T5] very well"

A6 – "I believe so"

A7 – "Yes"

A8 – "Yes, the program prepared [T8] very well."

Question A.12
A1 – "Yes, especially with work force readiness skills. People coming into the profession from the workforce can provide students with real experiences. What it looks like in the real world."

A2 – "Yes and no, I believe it is based on the program. I recently interviewed another candidate from a different alternative program and his program did not provide him with any experience with children. Kind of scary. My experiences with my teacher were very positive. So I am going to have to say yes and no. With career switchers they need practical experiences in front of children."

A3 – "In my experience, yes…they are able to bring their experiences to the classroom…it's a passion for them and they are making differences in the lives of children."

A4 – "I think that they can be. I think you've got to have the right person, obviously, coming into the program. I think if you make sure that you give them every tool for their toolbox, then yes it can be a viable means to getting someone in the classroom." |
| | Table continues |

Appendix Z (Continued)

Raw Data Matrix: Significant Responses to Summative Evaluation Research Interview
Questions: Teachers, Administrators and Coordinators

Administrators (A)	**Question A.12 Cont.** A5 - "I think they're a viable means for finding some quality in the school division. I'm not sure how viable they are at producing them…the ones that are successful are the ones that really want to teach…I don't know if that's as much what About Face has done for them or how About Face has helped find them." A6 – "I think so if you have the right person. It is like anything else in teaching, even if they went through the regular program, they have to have the personality, the energy, the creativity..in order to be successful in the classroom." A7 – "They are if they have substance…you need to assess who is coming in to determine whether or not teaching is going to be a perfect match for that person. Sometimes people come in thinking that teaching is easy and it is nowhere near easy. I have seen military people come in and they have a hard time making that transition because those kids are not going to form neat little lines for you." A8 – "That is a great question, yes and no. I mean if someone has the right qualities to become a teacher… Getting kids engaged, knowing how to have a rapport, have set guidelines and expectations, having kids rise to that, and taking kids places that they haven't been. Those are all qualities of a good teacher… A lot of the good qualities of a teacher, you almost can't teach it to them, it is in their personality, in their organizational skills… The ones who are marginal or just not quite there, they are not going to get it from this kind of program."
Coordinator (C1)	**Question C.1** - I think we had tremendous success. You can't necessarily look at success in numbers because we've never had great numbers in About Face but when the program was created, it wasn't created for great numbers. Actually we talked about not ever having more than ten per cohort…out of that first cohort of ten people, actually we started with 11, all of them were offered a position and all of those who were offered positions that first year, that very first group, are still there…There was one that decided to bow out…In the second year, we did not have everybody to be offered a position but of the group, I think there was only one that was never offered a position. So, I look at that as success…So, the fact that they were offered positions and the fact that we have retained them let me know that they are capable teachers."
	Table continues

Appendix Z (Continued)

Raw Data Matrix: Significant Responses to Summative Evaluation Research Interview
Questions: Teachers, Administrators and Coordinators

Coordinator (C1)	**Question C.4** - I'm going to talk about the failure first because in our very first cohort, we were not as successful as we wanted to be as being able to get people in the critical shortage areas and the assistant superintendent in charge of human resources didn't want the program to fold after the first year…It had to do with advertising, people knowing about it, even though we did spots on TV, we did things in the newspaper, people still didn't know about it. …and the applications that we received, were not in critical shortage areas…probably about half and half. We had a lot of math people the first year but the rest of them, you always get social studies, English, science, core areas, and then sciences that were not critical shortage areas...we were looking for earth science teachers, chemistry teachers, physics teachers… So we were given permission to move ahead with who we had. We didn't get a lot of applications, we probably got twelve and we selected eleven of them and one drop-out. …and the next year, we aligned better, we have very few (I can't remember the numbers now) but we have very few who were not in critical shortage areas and we thought we were growing and we had more people to apply. We had more of an opportunity to really pick and choose."
	Question C.8 - "Career Switchers need lots of simulations, they need a lot of hands-on interactive kind of training where things are modeled and then they can try it. They have to understand that classroom management, which is their biggest downfall, is not just discipline. Having class expectations, what you expect of students, will determine what you get from them. If you don't expect anything, you're not going to get anything… Their first year we still wanted to make connection…A plus that we offered them that there's still a link between this office and the people who came into observe them during their field experiences. Some folks came back that first and second semester so I think a continued piece of support is what we added."
	Question C.9 - Absolutely! From the 2005 and 2006 About Face cohorts, there are nine teachers thriving in VBCPS classrooms. Seven of the nine are teaching courses that were in critical shortage areas at the time of their hire. They are coaching and sponsoring, surpassing SOL requirements, and utilizing professional development as a means to grow in the profession. The 2005 and 2006 About Face Career Switchers are a definite asset to [School division name].
	Table continues

Appendix Z (Continued)

Raw Data Matrix: Significant Responses to Summative Evaluation Research Interview
Questions: Teachers, Administrators and Coordinators

Coordinator (C1)	**Question C.10** – "I think alternative licensure programs can produce quality teachers for the school division. I appreciate the real life experiences the Career Switcher can bring to the classroom, but the quality of such a teacher can be correlated to selection process for the programs along with the rigor of the content. Alternative does not mean instant---time is of essence for the Career Switcher. They need support and time to evolve just like any other new teacher as well as guidance on how to use their real life experiences to enhance teaching and learning. In other words, quality teachers coming from alternative licensure programs is possible, but only with special care."
Coordinator (C2)	**Question C.1** - "I think it varies as it does with new teachers coming out of a four-year prep program. You're going to see different levels. They're going to come in at different places on the continuum for preparing to be a new teacher. For the most part, the About Face Career Switcher program people were pretty prepared."
	Question C.4 - "This is not going to come across very well…I think they believe that it was just going to be really easy and didn't realize that there was that much work to the profession. I think a lot of military transition people are under the same…I think they think the same things, that it's going to be much easier than they think… The children are a lot harder to manage than they expected and they become disillusioned… As far as failure of the program, I personally believe that there is nothing that replaces a four-year program. I'm one of these people who thinks that you need to go through the whole real deal to become a teacher. I realize that we have a shortage in quite a few areas and I think that's what [About Face] was trying to address - trying to address the areas that are hard-to-staff. In that respect, we were able to prepare those teachers to take on those positions. Some of them have succeeded and some of them stayed and I think some of them have gone by the wayside and realized that this is just not what they thought it was cracked up to be."
	Question C.8 - "if they had someone who - say was a retired mentor teacher - who was able to go from school and maybe had ten of the career switchers – and be able to go to the schools and actually spend quite a bit of time observing and talking with the new teacher. I think that would be more beneficial… we need to help them develop their professional development plan to include some training on some things that they may have missed by not going through a four-year program."
	Table continues

Appendix Z (Continued)

Raw Data Matrix: Significant Responses to Summative Evaluation Research Interview
Questions: Teachers, Administrators and Coordinators

Coordinator (C2)	**Question C.9** – "The ones that I got to observe, all but one, I can say yes… I think that support needs to continue beyond the first year. You've got new teachers coming in at different areas on the continuum and some of them are starting right from scratch from the beginning and that's a lot of where the career switchers are. Some of them kind of jump right into the middle and they're able to fly earlier, but….yeah. **Question C.10** - "It really depends on the individual… I think it depends on their work ethic…people can be trained and get pretty close to becoming natural teachers. I think if they're not looking at it as an easier time of their second career. I think their attitude. I also think it's quite obvious that they either really care for the students or don't."