

ABSTRACT

HORNE, ERIN THOMAS. The Contributions of Teachers' Roles to Beginning Teachers' Perceptions of Success. (Under the direction of Dr. Alan J. Reiman and Dr. Heather A. Davis).

Beginning teachers leave the profession at an alarming rate. Role expansion and role intensification have become more predominate in the profession as a result of numerous reform and accountability movements, including *No Child Left Behind*. Research suggests that social supports and engagement in multiple roles can buffer the effects of stress and work intensification. The purpose of this study was to investigate the relationships between beginning teachers' perceptions of success, work role satisfaction, commitment, and retentions intentions while understanding the influence of role intensification and multiple roles on those relationships. The population of interest in this study was North Carolina State University's College of Education graduates employed as teachers. This study used a single time survey design to evaluate teachers' perceptions of Mentor Support, Colleague Support, Administration Support, Classroom Management, Encouraging Student Success, Curricular and Instructional Resources, Assignment and Workload, Parental Contacts, Satisfaction, and Commitment through the *Perceptions of Success Inventory for Beginning Teachers* (Corbell, 2008a). In addition, questions surveyed beginning teachers about occupation of additional roles (i.e., parent, spouse, caregiver, student, etc.) and role intensification surrounding high-stakes testing. In all, 127 graduates for the College of Education were included in this study.

A measurement model that was a modification of the model validated by Corbell (2008a) included beginning teachers' multiple roles as a moderator and beginning teachers'

role intensification as a mediator. Path analysis determined that the measurement model was not a reasonable depiction of the relationships. However, there were other findings of interest discovered in the process. First, when calculating a composite score for beginning teachers' perceptions of success, Mentor Support accounted for the least amount of variance. This finding supported previous research regarding mentoring relationships and its effect on beginning teacher retention. Next, role intensification surrounding high-stakes testing had a significant relationship with beginning teachers' perceptions of success. Although the measurement model was not significant, *post hoc* analyses determined that the relationship between role intensification and satisfaction and commitment worked through beginning teachers' perceptions of success.

Finally, this study replicated the original model validated by Corbell (2008a). Replication of the original *PSI-BT* model with a teacher preparation institution's graduates encourages its use as a cost-effective means for tracking graduates in the field, their perceptions of success, and retention intentions. Teacher preparation programs can use similar data on their graduates to adapt their programs to the challenges that beginning teachers from their programs report facing.

The Contribution of Teachers' Roles to Beginning Teachers' Perceptions of Success

by
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DEDICATION

To my husband and best friend, Daren, thank you for believing in me. I cannot begin to express my appreciation for your unending dedication and sacrifice while I pursued my dreams of continuing my education. Thank you for your love and patience with me every day. I could have never done this without you and don't worry...I'm done!

To my mom, Cindy Thomas, your support and love have encouraged me since I was a young child. You have instilled in me my faith in and love for Jesus Christ, without which none of this is possible. You have also encouraged me to always reach for my dreams and have been my ultimate proofreader. What would I do without our daily talks? I am so lucky to call you not only my mother, but my friend!

Finally, this dissertation is dedicated to the loving memory of my amazing father, Brad Thomas. His "bets" and constant encouragement were invaluable to me in this process. He was looking forward to the day he could call his daughter Dr. Thomas (Horne). Unfortunately, he left this world before he could officially call me that. Not a day goes by that I do not miss him, but I know he is up in heaven telling everyone, "That's my daughter!" I love you, dad and this is for you!

BIOGRAPHY

Erin Thomas Horne was born in Raleigh, North Carolina, to Brad and Cindy Thomas on September 3, 1980. The youngest of two children, Erin grew up in Garner, North Carolina. As a child, she had a “classroom” set up in the basement where she could be found ‘playing school’. That passion for teaching continued as she entered Campbell University to major in Elementary Education and minor in music with a flute and piano concentration. Erin graduated Cum Laude with a Bachelor’s of Science in 2002 and immediately took a job teaching 4th grade in Fuquay Varina, North Carolina.

Erin enrolled in graduate school at Campbell University during her first year of teaching. In 2003, Erin was named Wake County’s New Teacher of the Year. Erin graduated with her Masters’ of Education, with distinction, in 2005. She continued to teach 4th grade and earned National Board Certification for Professional Teaching Standards – Middle Childhood Generalist in 2006. With a heavy heart, Erin resigned her teaching position to take a graduate research position at North Carolina State University while pursuing her PhD in Curriculum and Instruction.

In 2007, Erin married her husband, Daren Horne, whom she met her freshman year at Campbell University. Since 2006, Erin has run her own scrapbooking business. Outside of work and school, Erin is active in her church and enjoys spending time with her family or reading by the water on Lake Gaston.

Erin received her PhD in May 2010 from North Carolina State University.

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CHAPTER 1

Beginning teacher retention is a problem across the nation. Approximately 50% of teachers leave within the first five years of teaching (Huling-Austin, 1990; Ingersoll & Smith, 2003; Ingersoll, Smith, & Dunn, 2007). Beginning teachers' roles are expanding and intensifying (Valli & Buese, 2007) and they report high levels of stress and overload as a consequence. Role expansion and intensification have become more predominate in the profession as a result of numerous reform and accountability movements, including *No Child Left Behind* (2001). However, Barnett and Hyde (2001) suggested social supports and engagement in multiple roles (e.g., parent, spouse, teacher, etc.) can buffer the effects of stress and work intensification.

Ingersoll, Smith, and Dunn (2007) found a number of social supports impacting beginning teacher retention, including mentor support, colleague support, and administrative support. Further, research has shown relationships between social and instructional support, satisfaction and commitment, and beginning teachers' retention intentions (Rots, Aelterman, Vlerick, & Vermeulen, 2007; Corbell, 2008a). Understanding beginning teachers' perceptions of their work, preparation, and the support they receive in the field, can help teacher preparation programs better understand the experiences of their graduates and enrich their programs.

Statement of the Problem

Teaching is a profession often viewed as “cannibalizing its young” (Smith & Ingersoll, 2004). In response to the struggles beginning teachers face, many states are implementing a variety of induction programs with the hopes of supporting and, ultimately,

retaining their beginning teachers. The National Council on Teaching and America's Future (NCTAF; 2007) estimated that teacher turnover costs the nation \$7 billion a year. More specifically, they estimated that a school district in North Carolina could spend just under \$10,000 per teacher mover or leaver. To arrive at this figure, they concluded that the cost of teacher turnover was the result of recruitment, special incentives, administrative processing, training, and learning curve loss. This does not include the immeasurable loss in student achievement and consistency in the school organization (Ingersoll, 2001). This figure was higher than the 2005 estimate by the Alliance for Excellent Education of \$4.9 billion nationally.

In order to support beginning teachers, with the hopes of reducing attrition, school districts and states have created induction programs. In 1999-2000, 83% of public school beginning teachers reported participating in an induction or mentoring program. This was up from 51% ten years earlier (Smith & Ingersoll, 2004). However, even with the increase in induction programs, beginning teachers are still leaving the profession at an alarming rate.

Need for the Study

Beginning teachers describe the first years as a "reality shock" with the numerous expectations and role demands they face (Veenman, 1984). There have been a number of studies that examined the relationship between beginning teacher support, teacher satisfaction, and retention (Corbell, 2008a; Ingersoll et al., 2007; Rots et al., 2007; Smith & Ingersoll, 2004). However, little empirical work has been completed that examines how the multiple roles a teacher may occupy or how role intensification affects the relationship between beginning teacher support, teacher satisfaction and commitment, and retention

intentions. The roles of teachers are complex with the increasing mandates from local, state, and federal education agencies, and this study will be the first to examine how their roles affect these relationships.

Purpose of the Study

A prevailing view is that beginning teachers are expected to do the same job as veteran teachers without adequate training (Hoffman, Edwards, O'Neal, Barnes, & Paulissen, 1986; Darling-Hammond, 1999). When beginning teachers enter the classroom, they report feeling underprepared from their teacher education program and look to the veteran teachers in their schools as a more realistic role model (Wideen, Mayer-Smith, & Moon, 1998). As well, there are multiple contextual variables that influence a person's perspective (Barnett & Hyde, 2001; Lortie, 1975; Tabachnick & Zeichner, 1984). The purpose of this study is to examine the perceptions of success of beginning teachers who graduated from North Carolina State University. It investigates the relationships between beginning teachers' perceptions of success and work role satisfaction, commitment, and retention intentions and the influence of role factors on those relationships.

Definitions

- 1) **Beginning Teacher(s):** A teacher who is employed in a school or school system with less than three full years of teaching experience (also referred to as a novice teacher).
- 2) **Induction:** Support, guidance, and orientation programs for beginning elementary and secondary teachers during the transition into their first teaching jobs (Smith & Ingersoll, 2004).

- 3) **Initial License:** The type of license given to teachers who successfully complete a traditional four-year teacher education program at an accredited college or university.
- 4) **Lateral Entry:** An alternate route to teaching where an individual has obtained a degree in an area other than education/teaching. They are able to obtain a teaching position and begin teaching in the area of their original degree while completing requirements for licensure (North Carolina Department of Public Instruction, 2009)
- 5) ***Perceptions of Success Inventory for Beginning Teachers (PSI-BT)*:** A self-report measure to which a beginning teacher feels successful in teaching. Includes eight factors: Mentor Support, Colleague Support, Administration Support, Classroom Management, Encouraging Student Success, Curriculum and Instructional Resources, Assignment and Workload, and Parental Contacts.
- 6) **Beginning Teachers' Perceptions of Success:** Beginning teachers' sense of personal and professional well-being as measured by the *PSI-BT*.
- 7) **Role Change:** Role increase (more tasks), role intensification (heightened responsibilities for teaching and learning driven by classroom policy), role expansion (greater scope of responsibilities outside of the classroom) (Valli & Buese, 2007).
- 8) **Role Intensification:** The increase in responsibilities drive by *No Child Left Behind* surrounding high-stakes testing.
- 9) **Beginning Teacher Multiple Roles:** An adult role a beginning teacher may report assuming, including teacher, parent, spouse/partner, caregiver, or member of an organization (Reiman, Corbell, Horne, Walker-Devose, 2007).

- 10) **High-Stakes Testing:** Standardized tests that state education systems use to meet the accountability requirements under *No Child Left Behind* (2001).
- 11) **Beginning Teacher Satisfaction:** A person's perceptions of their workplace conditions.
- 12) **Beginning Teacher Commitment:** Degree of psychological attachment to the teaching profession. Three elements make up the conceptual framework for organizational commitment; an emotional attachment, a need for continuance, and an obligation to a teaching career.
- 13) **Beginning Teacher Retention Intentions:** A beginning teacher's intentions for remaining in the teaching profession.
- 14) **Leavers:** Teachers who leave the teaching profession completely.
- 15) **Movers:** Teachers who remain in the teaching profession but move to another school.
- 16) **Stayers:** Teachers who remain in the teaching profession at their current school for another year.
- 17) **Buffering:** Process of support protecting persons from potentially adverse effects of stressful events (Cohen & Wills, 1985).
- 18) **NCATE:** National Council for the Accreditation of Teacher Education Programs. The accrediting body for Schools and Colleges of Education.

Design, Research Questions, and Hypotheses

This study utilized a survey design with data collected from beginning teachers who graduated from North Carolina State University at one time point. Data collection used the *PSI-BT* along with expanded demographic questions regarding role intensification and

multiple roles. Path analysis was the primary data analysis method used in order to determine the structure of relationships in the data.

This study will seek to answer the following research question:

1) How well does the proposed model of beginning teachers' perceptions of success and retention intentions fit the data?

- Hypothesis #1: The theoretical model in which beginning teacher retention intentions are influenced by their multiple roles, perceptions of success, role intensification, satisfaction, and commitment will fit the data.

Significance of the Study

This study is the first to empirically study these related theories of work intensification (Valli & Buese, 2007) and social role buffering (Barnett & Hyde, 2001) for beginning teachers. Further, this study describes the perceptions of success for teachers from an undergraduate teacher preparation program, while revealing buffers to beginning teachers' work roles. This "closing the loop" data investigates the factors most critical to beginning teachers' satisfaction, commitment, and retention intentions while providing a structure for the university to collect data on its graduates once they have entered the profession.

Goodlad (1990) and Zeichner (2005) contended that high quality teacher education programs have data collection systems in place for evaluating programs, which include soliciting information from their graduates. This study was one of the first in place that collects data specifically from this university's College of Education graduates pertaining to their current teaching experience. Giving voice to the graduates, their struggles, and their

perception of their undergraduate program can illustrate the lives of graduates from North Carolina State University and assist in program reform and revision.

Overview of the Dissertation

The literature review in Chapter 2 examines contemporary, empirical literature pertinent to this study. Areas of review included constructing a framework as the foundation for this study, exploration of supports provided for beginning teachers and their effects on attrition, satisfaction and commitment, review of teacher self-efficacy, and examination of multiple roles and role intensification.

Chapter 3, Methodology, reviews the methods used in this study. It includes a demographic picture of the sample. As well, Chapter 3 reviews the materials used as well as the procedures for data collection, data cleaning, and analysis. Finally, this chapter concludes with a review of the strengths and weaknesses of the design for this study.

Chapter 4, Results, presents in detail the specific analyses outlined in Chapter 3 and their results. Tables and figures display the results from confirmatory and exploratory factor analyses and path analysis of the models.

The final chapter, Discussion, explores the conclusions reached through this study as well as the additional questions it raises. This chapter also describes the limitations of this study and directions for future research in this field.

CHAPTER 2

The literature included in this review was collected through a search of various resources including Academic Search Premier, ERIC, and PsychINFO. Search keywords included beginning teacher, mentoring, colleague support, administration support, classroom management, resources, assignment and workload, parental contacts, efficacy, retention, roles, satisfaction, commitment, and induction. In order to be included in this review, the sources had to meet the following criteria. First, all of the literature included came from peer-reviewed sources such as refereed journals, books, or refereed conferences. Second, literature had to be empirical in nature. Book reviews, editorials, or commentaries were not reviewed. Some reviews of literature were included if they were considered seminal works in this area of research. If reviews of literature were not included, they were examined to identify possible works for inclusion in this review.

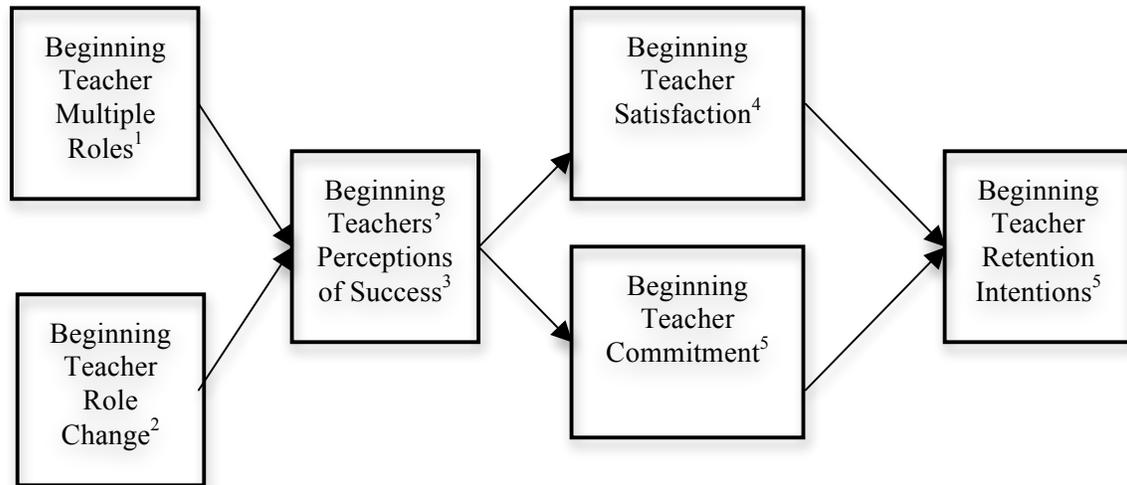
Once a selection of literature was identified, those bibliographies were examined for additional resources. Again, these sources had to also meet the above-mentioned criteria.

Conceptual Framework

The conceptual framework guiding the literature review for this study represents a combination of work from Valli and Buese (2007), Barnett and Hyde (2001), and Corbell (2008a). Reiman, Corbell, Horne, and Walker-Devose originally used this framework in a work to describe the characteristics of beginning teacher role quality (In Press). This framework assumes that beginning teachers will remain in the profession if they are feeling higher levels of satisfaction and commitment. These feelings of satisfaction and commitment

can be deconstructed through examination of their perceptions of success. Further, a beginning teacher's perception of success relates to multiple roles and role change.

In this framework, Figure 2.1, the different roles that a beginning teacher occupies influences that teacher's perceptions of success. These multiple roles could include being a parent, spouse, caregiver, professional, or student. In addition, that beginning teacher's perceptions of success is influenced by role changes. Role changes could include an increase, an intensification, or an expansion. Subsequently, beginning teachers' perceptions of success influence their satisfaction and commitment in the profession which ultimately leads to whether or not they desire to remain in the profession.



¹ Beginning Teacher Roles = parent, spouse, caregiver, professional

² Beginning Teacher Role Change = Role increase (more tasks), role intensification (heightened responsibilities for teaching and learning driven by classroom policy); role expansion (greater scope of responsibilities outside of the classroom)

³ Beginning Teacher Perceptions of Success = Beginning teachers' sense of personal and professional well-being

⁴ Beginning Teacher Satisfaction = a person's perception of their workplace conditions

⁵ Beginning Teacher Commitment = Three elements make up the conceptual framework for organizational commitment; an emotional attachment, a need for continuance, and an obligation to a teaching career

⁶ Beginning Teacher Retention Intentions = A beginning teacher's intentions for remaining in the teaching profession

Figure 2.1. Conceptual framework guiding the literature review.

Perceptions of Success

In 2008(a), Corbell found links between the social supports in the PSI-BT and teacher satisfaction, commitment, and retention intentions. Corbell, Reiman, and Nietfeld (2008) completed an exploratory factor analysis and tested internal reliability, content validity, and concurrent validity of the initial iteration of the *PSI-BT* ($n = 161$). Six factors: Mentor Support, Classroom Climate, Commitment, Administrative Support, Colleague and Instructional Resource Support, and Assignment and Workload, were retained after the exploratory factor analysis, and they had Cronbach's alpha (α), measuring internal consistency reliability, ranging from .65 to .87. The *PSI-BT* was also found to have concurrent validity with the *Teacher Sense of Efficacy Scale* (Tschannen-Moran and Woolfolk Hoy, 2001).

After revising the *PSI-BT*, Corbell (2008a) continued to evaluate the psychometric properties of the instrument in predicting beginning teacher retention. Using the initial version of the *PSI-BT* and a thorough literature search, eight factors, Mentor Support, Colleague Support, Administration Support, Classroom Management, Student Success, Instructional Resources, Assignment and Workload, and Parental Contacts, were hypothesized and tested using confirmatory factor analysis ($n = 427$). The eight factors had Cronbach's alpha ranging from .60 to .94.

Since Satisfaction and Commitment were found to be highly correlated at $r = .48$, subsequent analyses predicting Satisfaction or Commitment, controlled for the other. The analysis that included the eight factors and Commitment predicting Satisfaction was significant ($p < .001$), and the variables accounted for 49.5% of the variance. As well, the

analyses with the eight factors and Satisfaction predicting Commitment was significant ($p < .01$), with the factors accounting for 34.0% of the variance in Commitment (Corbell, 2008a).

Using multiple regression, the overall model, with all eight factors predicting beginning teacher retention intentions, was significant ($p < .01$) and accounted for 16.2% of the variance. Finally, mediation analysis determined that Satisfaction and Commitment mediated the effects of the factors on beginning teacher retention intentions (Corbell, 2008a).

The literature surrounding the eight factors included in the *PSI-BT* (Corbell, 2008a) follows.

Mentor Support

Mentoring, where an experienced teacher works with a beginning teacher, is often the most prevalent component of social support in a beginning teacher's life. Using data from the 1999-2000 *Teacher Follow-up Survey* ($n = 3,235$), Smith and Ingersoll (2004) found 70% of public school teachers reported working with a mentor, while only 42% and 46% in private and charter schools, respectively. However, only half of these teachers reported that their mentors worked in the same area or grade level. Of the teachers surveyed, 90% felt their relationship with their mentor was helpful. After examining teacher retention, Smith and Ingersoll found that having a mentor in the same field reduced the risk of leaving by 30%, and this result was statistically significant at the 90% level of confidence (Smith & Ingersoll).

In 1992, Odell and Ferraro conducted a follow-up study with 160 beginning teachers who reported having a mentor. Retention data was collected four years after these K-5

teachers received support from a formal mentor as part of a university/school system partnership for teacher induction. The researchers were able to locate 88% of the original population in this study, and only 4% had left the profession. Being conservative, the researchers assumed that the 12% of participants they were unable to locate had also left teaching, which brought the total to only 16% leavers, lower than previous data (Odell & Ferraro).

In addition to retention data, Odell and Ferraro (1992) collected survey data regarding their perceptions of the mentoring program, their intentions about teaching, and demographic information. When asked about which type of support from their mentor these beginning teachers most valued (emotional, instructional, resource, discipline, parental, management, or system), emotional was mentioned most often followed by instructional and obtaining resources for their classrooms. These teachers found that assistance in managing the school day and interactions with the system were the least valuable types of support received from their mentors (Odell & Ferraro).

Bauer and LeBlanc (2002) conducted focus groups with 35 beginning teachers to understand their perceptions of the mentoring program when they examined the Louisiana Teacher Assistance and Assessment Program. Beginning teachers expressed concerns regarding mentoring in the focus group data and common themes included: (1) mentees should be involved in the selection process; (2) the mentor should be in close proximity to the mentee (i.e., same building); (3) time constrained the relationship between the mentor and mentee; (4) perceiving the mentor as qualified. The relationship between the mentor and mentee was also discussed. Many of the participants (75%) felt that for the relationship to

“work,” it had to be mutually beneficial between the mentor and mentee. Other themes emerged regarding the relationship including building trust, providing feedback, acting as a ‘critical friend’, and modeling of instruction (Bauer & LeBlanc).

Although Smith and Ingersoll (2004) found that mentoring had a positive impact on teacher retention and teacher perceptions, it could not stand alone. Ingersoll and Kralik (2004) examined ten beginning teacher support programs across the nation and found, in all of the programs, that mentoring had a positive impact on teacher retention. They concluded that although it has a positive impact, the impact would be minimal if implemented in seclusion from other social supports such as structured opportunities for collegial interaction (Ingersoll & Kralik).

Colleague Support

In addition to working with an experienced teacher in a mentor/mentee relationship, beginning teachers need the opportunity to work with other teachers. This work with other teachers contributes to the socialization of the beginning teacher. Colleague support could take the form of a new teacher seminar where beginning teachers come together or ongoing interactions with veteran teachers through team planning and Professional Learning Communities. Although participating in new teacher seminars does not have a significant effect on teacher retention, participating in collaborative team planning time with teachers in their area can reduce the risk of leaving by 43% (Smith & Ingersoll, 2004).

In a 2002 study of 42 teachers (14 elementary, 14 secondary, and 14 special education) in Virginia regarding their reasons for remaining in the profession, theme analysis of the transcript data found that these teachers cited strong collegial relationships as one

reason for staying in their respective schools. Specifically, they reported time for teachers to collaborate, design instruction, and analyze student work as contributing to this feeling of strong collegial relationships (Certo & Fox, 2002).

In their meta-analysis of 34 studies, Borman and Dowling (2008) calculated logged odds ratios of attrition based on various personal characteristics and organizational characteristics. They found that when there was a greater reporting of school-based networks and collaborative work groups among teachers, there was significantly less attrition ($z = -3.33, p < 0.01$).

Using a national sample of 3,235 beginning teachers, data was collected using the 1999-2000 *Schools and Staffing Survey* and the 2000-2001 *Teacher Follow-up Survey* (Ingersoll & Smith, 2004). They found that when controlling for background characteristics of teachers and schools, having common planning time with teachers of the same subjects, participating in regularly scheduled collaboration time with colleagues, and participating in external networks of teachers were the strongest factors associated with reduced teacher attrition (Ingersoll & Smith).

Administration Support

In 1980, Chapman and Lowther (1982) studied 2,933 graduates from a teacher preparation program to test a model of teacher retention. Notably, they found recognition received from supervisors or administrators had a positive relationship with job satisfaction. Further, Chapman and Green (1986) found a relationship between support and encouragement from administration and job satisfaction and retention. In a study of 956 general and special educators, Billingsley and Cross (1992) found that teachers who

perceived high administration support also reported higher levels of job satisfaction and were more committed to their school agencies than those who did not perceive high administrative support.

Further, in the 2002 *Teacher Follow-up Survey* data, teachers who left the profession cited lack of support from school administration as one area that contributed to their lack of job satisfaction and their ultimate departure (Ingersoll, 2002). This information confirmed the findings from a previous study by Whitener, Gruber, Lynch, Tingos, Perona, and Fondelier (1997) using the 1994-1995 *Teacher Follow-Up Survey* data to the 1993-1994 *Schools and Staffing Survey*. They found that of the 6.6% teacher attrition in the public schools, 15.3% cited a lack of support from the administration as the main reason for their dissatisfaction with teaching. In addition, of the 11.9% of teachers who left private schools, 30.2% cited lack of support and recognition from their administration as contributing to their dissatisfaction.

Using data collected from 2,202 teachers in the New Brunswick Elementary School Study, Ma & MacMillan (1999) found that teachers, with a more positive perception of the relationship with their administration, reported higher feelings of satisfaction with their jobs. As well, in 2006, Guarino, Santibanez, and Daley found, in their review of literature about who enters and remains in teaching, schools with administrative support experienced lower teacher turnover. Specifically, Weiss (1999) found that perceived school leadership and school culture were strong predictors of teacher retention.

Classroom Management

In one of the seminal works on the problems new teachers face, Veenman (1984) conducted an extensive, international literature review. Of the 83 studies reviewed, classroom discipline was the most widely reported problem of beginning teachers. In addition, studies that analyzed perceptions of principals on the problems their novice educators faced, classroom discipline was mentioned most often.

There are many definitions of classroom management in the literature. LePage, Darling-Hammond, Akar, Gutierrez, Jenkins-Gunn, and Rosebrock (2005) define classroom management as the term often used to describe “the process of arranging desks, rewarding good behavior, and choosing consequences for misconduct.” Other definitions include the actions taken by teachers to establish order, engage students, or elicit their cooperation (Emmer & Stough, 2001). Although the definition of classroom management is not consistent throughout the research, the struggle novice teachers experience with this skill is well documented (Emmer & Stough; Fenwick, 1998; Jones & Vesilind, 1995; Martin, 2004; Stoughton, 2007; Winitzky & Kauchak, 1995).

Research has suggested expert teachers contribute classroom management pedagogical knowledge as a major part of their domain knowledge (Carter, Cushing, Sabers, Stein, & Berliner, 1988). When novice teachers are just starting out, they need to have direct instruction in simple procedures such as turning in homework, taking attendance, and introducing a lesson (Emmer & Stough, 2001).

In a 2003 study to develop and test a new teacher survey, Meister and Melnick conducted interviews and focus groups consisting of teachers from four states (Pennsylvania,

South Carolina, North Carolina, and Georgia) to identify the concerns from their first year of teaching. From these interviews, three themes emerged that they developed the survey instrument around. The main concern these teachers reported was dealing with disruptive students. During the pilot testing of the survey (n=273), the researchers identified that approximately one in five teachers felt they were underprepared in dealing with disruptive students (Meister & Melnick).

Encouraging Student Success

A 2009 mixed-methods study followed 54 graduates from a teacher preparation program at Ontario University in Canada. Fantilli and McDougall (2009) identified the challenges novice teachers reported experiencing during their first years of teaching, the supports they received, how those supports influenced how they handled the challenges they faced. Using the survey data, 52.1% rated meeting the special needs of their students as one of the most challenging experiences. In addition, 36.9% found navigating the Individualized Education Plans created for students with disabilities as a major challenge, while 34.8% found teaching students who are English as a Second Language learners most challenging. Then the researchers disaggregated this data based on whether the novice had a formally assigned mentor, an informal mentor, or no mentor. In all three categories, approximately 50% of the teachers in each group cited meeting the special needs of students as a challenge, while only the informal mentor and no mentor groups mentioned the work with IEP's as challenging, 37.5% and 57.2% respectively. After further exploration through the interviews with novice teachers who reported challenges in these areas, they reported lack of school

support and/or inadequate preparation in their teacher training programs regarding specific exceptionalities exacerbated their difficulties in these areas (Fantilli & McDougall).

Curricular and Instructional Resources

Providing teachers with the materials to teach is often difficult, especially in troubling economic times. However, this is one factor of support that can contribute to a teacher's decision to leave the profession. Veenman (1984) found that 30% of the studies he reviewed cited lack of materials and supplies, and 15% cited inadequate school equipment as problems facing beginning teachers.

In a 2002 study of beginning teachers using focus groups, Certo and Fox found that teachers reported support from their central office administration as one reason for remaining in their school. This support from central office could include resources, supplies, and professional development opportunities (Certo & Fox).

In addition, Johnson and Birkeland (2003) found in their study of 50 first- and second-year teachers in Massachusetts, that 22% of the teachers who left did not feel they had received the adequate support and resources to perform their jobs successfully.

Borman and Dowling's (2008) meta-analysis calculated the per pupil spending difference in attrition. They found, "A difference of \$500 per pupil in instructional spending was associated with odds of attrition for teachers in the lesser funded schools that are 5.38 times greater than those for teachers from the better funded schools."

Assignment and Workload

Often beginning teachers are placed in the most difficult assignments or with a large number of class preparations (Davis & Bloom, 1998). When reviewing teacher job

satisfaction, Johnson and Birkeland (2003) concluded schools should provide beginning teachers with the appropriate assignment and a manageable workload in order to retain them. When reviewing the perceived problems of beginning teachers, Veenman (1984) outlined many problems aligned with assignment and workload. Out of 91 studies reviewed, heavy teaching loads resulting in insufficient prep time (n=25), planning of lessons (n=22), burden of clerical work (n=15), and large class sizes (n=8) were all mentioned.

Using the 1990-1991 Staffing Survey and the 1991-1992 *Teacher Follow-up Survey*, Kelly (2004) found satisfaction with teaching was lower with teachers in lower-track classes. Although this finding was significant, he did not find evidence that this led to higher teacher attrition among those teachers. Smith and Ingersoll (2004) found that even though having a reduced number of class preparations affected the decision to leave the profession, it was not statistically significant.

When surveying 273 first- and second-year teachers, Meister and Melnick (2003) found 84% felt “overwhelmed by the workload” and only 55% reported feeling prepared for the amount of work required (i.e., organization, paperwork, etc.) to do their job effectively.

Parental Contacts

When parents and/or caregivers are involved in the education of their children, there are a number of positive effects, including increased student achievement, decreased absenteeism, decreased disruptive behaviors, and positive attitudes toward school (Hoover-Dempsey, Bassler, & Brissie, 1987). However, many beginning teachers report struggling in building relationships and communicating with parents while teacher preparation programs only devote a small amount of time to developing these skills (Chavkin & Williams, 1988).

In his review of literature regarding beginning teachers, Veenman (1984) found that of the 91 studies reviewed, 31 reported relations with parents as a perceived problem for beginning teachers, ranking it tied for fourth in the list of problems.

In the Fantilli & McDougall (2009) study mentioned previously, 20.8% of the overall participants felt communicating with parents was especially challenging for them. Again, when the data were disaggregated based on having a formal, informal, or no mentor, only the group with no mentor mentioned this as a challenge (57.2%). When examining the interview data from select participants in this study, the researchers found that the challenging feelings from communicating with parents emerged from feelings of “insecurity, inexperience, and lack of preparation” (Fantilli & McDougall).

When examining the relationship between teacher efficacy and parent involvement, Hoover-Dempsey, Bassler, and Brissie (1987) found that teacher efficacy was significantly related to parent involvement in conferences and volunteering.

Satisfaction

Satisfaction includes teachers’ perceptions of their workplace conditions, how they feel about coming to work, and their sense of success (Taylor & Tashakkori, 1995), and has links to teacher efficacy (Lee, Dedrick, & Smith, 1991).

In 1992, Billingsley and Cross set out to compare general education and special education teachers in their satisfaction, commitment, and retention intentions across a variety of variables. Questionnaires were mailed to a random sample of general and special educators accessed from the 1988-89 Virginia Department of Education personnel records and 463 special educators and 493 general educators responded. Although they found no

significant differences between the two groups, job satisfaction had a positive relationship with leadership support ($r = .46$ for special educators and $r = .57$ for general educators). As well, job satisfaction had a negative relationship with role conflict for both groups ($r = -.51$ for special educators and $r = -.42$ for general educators). In this study, none of the demographic variables (age, gender, race, or education level) were significant predictors of job satisfaction (Billingsley & Cross).

A 1997 study examined the relationship between personal and job characteristics, satisfaction, and commitment (Fresko, Kfir, & Nasser). Using a sample of 175 graduates from a teacher training program in Israel, the researchers created a hypothesized model where demographic information as well as job satisfaction and professional self-image had a positive relationship with commitment. The variables included were grouped into intrinsic and extrinsic satisfaction, both of which were predictive of commitment. They found that teachers who reported greater job satisfaction were those that rated themselves higher as teachers in the classroom.

In 2009, Skaalvik and Skaalvik studied the relationship between teacher burnout and satisfaction. Using a sample of 563 teachers in Norway, they found the relationship between supervisor support and job satisfaction was mediated by time pressure, relationships with parents, and autonomy. The strongest relationship among these three variables with job satisfaction was autonomy, but all three predicted job satisfaction independently (Skaalvik & Skaalvik).

Using a sample of 379 first-year teachers from the national *Schools and Staffing Survey* as well as the *Teacher Follow-up Survey* data from 1993 to 1995 and a sample of

teachers from one western state (n=117), Stockard and Lehman (2004) examined the influence of personal characteristics and school characteristics on beginning teacher satisfaction and retention intentions. They hypothesized that demographic variables will have the least influence on satisfaction while support and management variables will have the greatest influence. In addition, they hypothesized that job satisfaction will influence their intentions to stay or leave the profession. As hypothesized, they found that personal characteristics such as gender, age, race/ethnicity, education, or experience had no significant influence on satisfaction. They found, using zero-order correlations, that difficult teaching assignments (lack of resources, teaching outside certification area, challenging students, etc.) were negatively related to satisfaction. In both samples, social support and school management were significantly related to satisfaction ($p < .001$). As well, satisfaction was the most important influence on retention intentions in the state-wide sample, and their actual retention in the nationwide sample (Stockard & Lehman).

Commitment

As previously defined, commitment is the “degree of psychological attachment to the teaching profession” (Coladarci, 1992). Researchers only started to intensely study teacher commitment in the education field since the 1980s. Commitment has been described from three perspectives: (1) exchange perspective, (2) sociological perspective, or (3) teacher career perspective (Choi & Tang, 2009). The first, exchange perspective can be characterized by a person’s evaluation of the cost and benefit of staying in an organization (Becker, 1960). The sociological perspective focuses on the balance between the person and their organizational commitment (Reyes, 1990). Finally, the teacher career perspective

incorporates the complexity of teachers' lives and the interaction between the personal, institutional, and systemic contexts (Day, Elliot, & Kington, 2005). This perspective of commitment will be adopted for the view of commitment in this study.

Billingsley and Cross (1992) used multiple measures of commitment, including professional commitment attitudes, professional commitment behaviors, and organizational commitment to the schools with the random sample of general and special educators in Virginia. Similar to job satisfaction, leadership support had a positive relationship with each of the commitment measures for both general and special educators, .35 to .21 and .32 to .30 respectively. Overall, role conflict had a negative relationship with commitment and this relationship was significantly different for general and special educators ($r = -.42$ to $-.35$ for special educators and $r = -.28$ to $-.21$ for general educators). They also found that there were no demographic variables (age, race, gender, education level) examined that were significant predictors of commitment (Billingsley & Cross).

In a study of twenty teachers from Australia and England, Day et al., (2005) found commitment was sustained or diminished through various work and personal factors, including school contexts, colleague relationships, system reforms, and life events. Specifically, they found that life events, such as having a stable emotional environment at home and having a social life outside of school, and school context factors, such as sharing with peers and working with parents, contributed to sustained commitment. These teachers also reported that school context factors such as imposed innovations with “steep learning curves” and lack of resources, and life events such as declined health, and family illnesses, contributed to diminished commitment. They concluded that, in order for schools to sustain

and increase commitment of its teachers, teachers need to be able to connect the priorities of the school with their personal, professional, and collective identities (Day et al.).

In a 1999 study of first-year teachers, Weiss found that school leadership was strongly related to commitment to teaching and retention intentions. Weiss studied the *Schools and Staffing Survey* data from the Public and Private School Teachers Questionnaires from 1987 to 1988 (n = 651) and 1993 to 1994 (n = 2412). In both samples, autonomy and school leadership were significantly related to teacher commitment ($p < .05$). As well, Weiss found that unsafe working environments and student discipline had a negative relationship with commitment and retention intentions in these first year teachers ($p < .05$) (Weiss).

In a 2009 study of teachers in various career cohorts in Hong Kong, Choi and Tang explored trends in teacher commitment and factors contributing to commitment. Using a life history method, 23 teachers participated in a life history interview, an interview on teacher commitment, and had a significant other or colleague interviewed for an additional perspective to help understand the personal and professional lives of these teachers. In addition, personal and career related documents were collected. There were six teachers in the early-career cohort (Choi & Tang)

When examining trends in teacher commitment, the early-career cohort had the highest proportion of participants that experienced decreased commitment. The majority of the mid-career cohort indicated they had an increased level of commitment during the data collection, while the majority of the late career cohort participants remained the same in their commitment or experienced a slight decrease (Choi & Tang, 2009).

Since there were participants in each cohort that experienced some decrease in commitment, the researchers set out to examine the factors that contributed to their feelings of commitment. Themes in this data collection included education systemic factors, workplace factors and personal factors. Contributing to decreased commitment in all three cohorts was instability in the school culture from unstable employment, school downsizing, and school closure policies. The mid-career cohort was the only cohort that mentioned accountability as a factor that contributed to their decreased commitment. All three cohorts also cited work intensification as a factor, but each cohort defined this differently. The early career cohort described “long working hours on non-teaching duties” and student behavior problems while later cohorts described increased administrative duties and lack of school support and resources. With regards to personal factors, all three cohorts mentioned “other life commitments” as contributing to their decreased commitment. When explained further, these commitments included protecting time for a personal life, family, and health conditions (Choi & Tang, 2009).

When asked about factors that contributed to their commitment to teaching, all three cohorts described their love for the students and a personal sense of achievement. None of the early career teachers mentioned a love for the school while the mid- and late-career teachers both mentioned this factor. In addition, the early-career teachers mentioned collegial support and fewer initiatives as contributing to their commitment while only the mid-career teachers reported good leadership (Choi & Tang, 2009).

This study provided insight into teacher commitment and what influenced their commitment for the teachers in the different career trajectories. Using life history methods, it

was recognized that each teacher was unique in how they perceive their life. However, one theme emerged in each of the career cohorts in this study; the love for students was reinforcement for teacher commitment. Thus, providing teachers with the time to build relationships with their students can contribute to increased teacher commitment (Choi & Tang, 2009).

Teacher Retention

In their 2006 review of literature, Guarino et al., reported that mentoring and induction programs, class sizes, the level of autonomy granted to teachers, and the amount of administrative support teachers received played a dominant role in a teachers' decision to stay or leave.

Taken individually, these supports described above have positive effects on teacher retention. However, Smith and Ingersoll (2004) examined the results of teacher retention when supports were combined while controlling for teacher and school characteristics. Again, using the results from the *Teacher Follow-up Survey*, Smith and Ingersoll created packages of new teacher induction programs and determined the predicted probability of turnover after the first year (Ingersoll, Smith, & Dunn, 2007). When there is no induction program in place, the predicted probability is that 41% of teachers will leave (Ingersoll et al., 2007). When teachers receive a "basic" induction package, a mentor in their field and supportive communication with their administration, the predicted probability of leaving only drops slightly to 39%. When compared to receiving no induction, the effects of mentoring and supportive communication with administration are minimal. However, when new teachers receive the basic package in addition to collaboration time with colleagues, the

predicted probability drops to 27%. An ideal situation for beginning teachers would include a mentor in their field, supportive communication with their administrators, a teacher network with other beginning teachers, and extra resources (i.e., reduced number of preparations and being assigned a teacher's aide). These supports drop the predicted probability of moving or leaving to 18%. These additive effects were statistically significant on the probability of moving or leaving (Smith & Ingersoll, 2004).

In addition to teacher support, Clotfelter, Ladd, Vigdor, and Diaz (2004) found that teachers in low-performing schools in North Carolina left teaching at a higher rate than middle or high performing schools after the implementation of the ABC's accountability program.

Teacher Efficacy

Teacher efficacy refers to a teacher's judgment about their abilities to promote students' learning (Hoy & Spero, 2005). It has been found that teacher efficacy is most malleable during the early learning experiences, like the first years of teaching and that teachers with higher self-efficacy are likely to be more committed to the profession (Coladarci, 1992). As well, first year teachers with higher self-efficacy tend to experience higher satisfaction with their jobs, the support they receive, and their preparation (Hoy & Spero, 2005). Tschannen-Moran and Hoy (2007) caution the notion of self-efficacy is a perceived assessment of their ability rather than actual level of competence. However, this perceived ability will usually result in persistence in the face of obstacles and increased motivation (Bandura, 1997). Glickman and Tamashiro (1982) found that teachers who leave teaching have significantly lower self-efficacy than those who remain.

Bandura (1997) outlined possible sources of teachers' sense of efficacy: (1) mastery experiences; (2) vicarious experiences; (3) verbal persuasion; and (4) physiological arousal. He concluded that mastery experiences were the most salient source for teacher efficacy. In a 2007 study, Tschannen-Moran and Hoy set out to explore the other sources. They hypothesized that since beginning teachers have had fewer opportunities for mastery experiences then the other three sources Bandura identified will have to play a more prominent role. Although the sample in this study included 255 teachers ranging from one to twenty-nine years of experience who completed the *Teacher Sense of Efficacy Scale* (Tschannen-Moran & Woolfolk Hoy, 2001), the data analysis was disaggregated by novice teachers with one to three years of experience (n=74) and career teachers with four or more years of experience (n=181) (Tschannen-Moran & Hoy, 2007).

Overall, career teachers' self-efficacy was significantly higher than novice teachers in instructional strategies, classroom management, resource support, support from administration, and satisfaction with performance ($p < .05$). There were no significant differences in student engagement, support from colleagues, support from parents, or support from the community. When looking at characteristics that were related to teachers' self-efficacy beliefs, teaching resources had the strongest correlation of the contextual variables for novice teachers ($r = .32$). Satisfaction with professional performance was moderately related ($r = .46$) to teachers' self efficacy beliefs, but was also related to support from parents and the community ($r = .39$ and $.37$ respectively). Tschannen-Moran and Hoy (2007) included support from administration, colleagues, parents, and the community as facets of verbal persuasion. As such, they were more important to novice teachers' sense of efficacy

than for career teachers. However, support from colleagues and the community explained the most variance in novice teachers' sense of efficacy (Tschannen-Moran & Hoy).

Using the model of teacher efficacy presented by Tschannen-Moran, Woolfolk Hoy, and Hoy (1998), Hoy and Spero (2005) examined how contextual factors affect efficacy development in beginning teachers. Using the Gibson and Dembo's *Teacher Efficacy Scale* (1984), Bandura's *Teacher Self-Efficacy Scale* (1997), and two scales designed to examine the specific context and preparation program studied, they examined the longitudinal changes in self-efficacy from the teacher preparation program through the first year of teaching. They found that consistently self-efficacy rose during teacher preparation years, but fell during the first year of teaching (Hoy & Spero, 2005). However, they found a relationship between perceived support and efficacy increases in the first year. Teachers who felt confident in their abilities also perceived their support positively.

Ware and Kitsantas (2007) used a national, large sample for the *School and Staffing Survey* from 1999-2000 to examine how teacher and collective efficacy beliefs predicted professional commitment. Using exploratory factor analysis and regression with a random sample of 3,060 teachers from the 26,257 in the complete data set, they found that teacher efficacy to enlist administrative direction, teacher influence on decision making, and teacher efficacy for classroom management were significant predictors of teacher commitment to teaching ($p < 0.001$). Teacher efficacy to enlist administrative direction included support from administration, feedback from administration, building a school culture, and recognition from administration for a job well done. Teachers' influence on decision making examined the collective efficacy through establishing curriculum, determining in-service professional

development, hiring setting policies, and budget issues. Finally, teacher efficacy for classroom management included selecting content and topics for class instruction, selecting teaching techniques, evaluating students, disciplining students, and determining homework.

The analyses from this study support the earlier findings of Ingersoll (2001), that concluded that administrative support and influence in decision making increases teacher retention. However, the researchers caution that the data was collected before the enactment of *No Child Left Behind* and could serve as a base-line for teacher commitment, but urges the examination of current data for examination of how accountability may have changed the influence of these factors on commitment (Ware & Kitsantas, 2007).

In 1991, Lee, Dedrick, and Smith examined the relationship between efficacy and organizational characteristics in public and private secondary schools. Using a sample of 8,488 teachers in both public and Catholic schools, they used a two level model to determine, which, if any, organizational characteristics were predictors of efficacy. They found average teacher control, community, principal leadership, and student disorder were significant predictors of efficacy ($p < .001$), with student disorder having a negative effect. Although the Catholic school teachers were significantly higher in their efficacy, there were no differences in the relationship between the variables based on school type (Lee et al.).

Multiple Roles

Views regarding the role of men and women in the family have changed dramatically over the past fifty years in the United States (Barnett & Hyde, 2001). In their review of the prevailing gender role theories, including functionalist theories (Parsons, 1949; Parsons & Bales, 1955; Komarovsky, 1976; Oppenheimer, 1994, as cited in Barnett & Hyde, 2001),

psychoanalytic theories (Freud, 1905; Erikson, 1968, as cited in Barnett & Hyde, 2001), and sociobiology and evolutionary theories (Buss, 1989; Goode, 1974, as cited in Barnett & Hyde, 2001), Barnett and Hyde found a major gap in the theoretical assumptions underlying these theories. As a result, they developed an expansionist theory.

The expansionist theory includes four assumptions: (1) multiple roles are beneficial for both women and men in the areas of mental health, physical health, and relationship health; (2) buffering, social support, added income, opportunities for success, an expanded frame of reference, and increased self-complexity contribute to the beneficial effects of having multiple roles; (3) multiple roles are not beneficial under all circumstances; and (4) women and men do not have large, unchangeable psychological differences that force them into different roles (Barnett & Hyde, 2001). The first two of the principles of multiple roles, which are relevant to this study, will be discussed in detail.

There have been multiple studies examining the mental, emotional, and physical benefits of multiple roles (Warr & Parry, 1982; Repetti, Matthews, & Waldron, 1989; Kandel, Davies, & Raveis, 1985). These studies have compared women who worked to women who did not have employment outside of the home. Warr and Parry found there were no significant physiological differences between working women and women who stayed home in distress and well-being. However, they did not look at role-quality in the multiple roles. Further, Repetti, Matthews, and Waldron found women who had positive attitudes toward their employment had an association between having employment and improved health for single and married women. Depression has also been studied in reference to employment among women. For example, Kandel, Davies, and Raveis found that women

who were employed reported significantly fewer depression symptoms when compared to women who were not employed. There have been other studies that did not find significant differences (Baruch & Barnett, 1986; Repetti & Crosby, 1984), but in none of these studies did employed women experience more depression than women who were not employed (Barnett & Hyde, 2001).

All of these studies compared women in and out of the workplace, but there are additional factors that have been examined. Repetti et al., (1989) examined their data further to determine that the beneficial effects of multiple roles were the same across parental status. Russo and Zierk (1992) found that well-being was positively related to employment among women, when controlling for children, in a national sample. Barnett, Marshall, and Pleck (1992) found men benefited psychologically by having multiple roles.

As mentioned earlier, buffering, added income, social support, opportunities for success, an expanded frame of reference, increased self-complexity, similarity of experiences, and gender-role ideology contribute to the relationship between multiple roles and the beneficial effects (Barnett & Hyde, 2001). Buffering acts as a moderator between multiple roles and the beneficial effects.

In a 2006 study of 30 teachers in over 100 schools in England, Day, Stobart, Sammons, and Kington examined the changes in teachers' personal and professional lives over the span of their career and the effect on student achievement. Many of the teachers reported that the stress of the job negatively impacted their families, while some were able to separate their professional and personal lives. As well, many of the teachers reported that

extreme emotions felt in one arena of their lives (i.e., excitement, stress, or sadness) had impact on their “energy and motivation” or mood in another arena (Day et al., 2006).

In a 2006 study of 270 faculty members at a higher education institution, Lee and Phillips examined how multiple roles and role quality influenced job stress. The two groups examined in this study were faculty who occupied one role (employee), and faculty who occupied two roles (spouse and employee). Marital status, household responsibilities, and satisfaction with job autonomy and independence did not significantly contribute to job stress in these two groups. However, when parenting was added to the equation (i.e., comparing three role subjects (employee, spouse, and parent) to two role subjects (employee and spouse), stress from household responsibility and satisfaction with job autonomy and independence were significant contributors to job stress. In addition to regression analysis, it was found that married faculty members with children did not report higher levels of job stress as hypothesized. Connecting back to the work of Barnett and Hyde (2001), Lee and Phillips concluded that the rewards from having children may have helped serve as a buffer to job stress for those particular parents.

The dynamic in families and work is evolving. Professionals are occupying multiple roles both in the workplace and in the home. The research has found that there are beneficial effects of those roles, including buffering, added income, social support, experiencing success, and expanded frames of reference (Barnett & Hyde, 2001). Although it is often hypothesized that multiple roles increase stress and overload, this is not always the case. Trends in the literature have confirmed some of the beneficial effects originally conjectured by Barnett and Hyde. By experiencing the beneficial effects of engaging in multiple roles,

beginning teachers may experience feelings of success in their personal and professional lives.

Role Intensification

It is not a shock that teacher roles are constantly shifting to accommodate the latest reform in education (Valli & Buese, 2007). The effect on teachers' work and the context of teaching is often overlooked when enacting reform (Calderhead, 2001). Calderhead, while conducting an international review of teacher experiences in reform, found that when teachers' work is overregulated, then the negative consequences could include job dissatisfaction, reduced commitment, burnout, loss of self-esteem, and early departure from the profession.

In a 2007 study of fourth and fifth grade teachers regarding role increase, role intensification, and role expansion, Valle and Buese found that as a result of the high stakes accountability standards from *No Child Left Behind* district mandated policies were enacted. In this particular study, differentiation of instruction was the initiative teachers were implementing. Interviews of principals (over four years), focus groups with teachers (over three years), and focus groups with school-based specialists and staff developers (over two years) were conducted for a total of 85 participants from over 16 different schools. Using the focus group data from 2002 to 2005, teacher perceptions of this mandate showed the control for differentiated instruction shifted from a teacher and school-based initiative to a district controlled initiative.

High-stakes accountability affected three areas that emerged from analysis of the data: (1) teachers' pedagogies; (2) relationships with students; and (3) sense of well-being

(Valle & Buese, 2007). Analysis of classroom observation data of activities included in these classrooms from the beginning of the data collection to the end, found a decrease in challenging work for students. In the observed math classes, comparing 2001 to 2005, teacher action to engage children in cognitively challenging work dropped from 14% to 10%. As well, in reading, this percentage dropped from 11% to 7% and the ratio of low-cognitive demanding activities to high-cognitive demanding activities was six to one (Valli & Buese).

Also affected were teachers' perceptions of the relationships with their students. More specifically, teachers felt they were assessing and moving students so many times that they were not able to truly know their students. Aligned with the high-stakes accountability movement, these teachers reported that time was taken away from instruction to assess students' knowledge and they did not feel that it was "worth the price of diminished relational roles with their students" (Valli & Buese, 2007).

Finally, teachers also reported higher levels of stress associated with the high-stakes testing and accountability. As discussed earlier, an increase in teacher stress could result in teacher turnover. Although teacher turnover data was not collected, principals reported anecdotal numbers of teacher turnover and migration to higher performing schools (Valli & Buese, 2007). One high poverty school principal reported that their turnover was 60 to 70% in one year (Valli & Buese).

Overall, in the face of high-stakes accountability, the teachers included in this study reported that the roles and tasks they were asked to assume "increased in number, expanded in scope, and intensified" (Valli & Buese, 2007). Although it was the hope that these policies would improve teachers' work, instead they deteriorated teachers' relationships and working

conditions which ultimately diminished their desire to remain in the profession (Valli & Buese).

Trends in Literature

The work of teachers has changed in the last 20 years, and the demand placed on teachers has increased. Large scale accountability standards like *No Child Left Behind* have changed the landscape of education from both the student and teacher perspective. The following trends were found in the data.

The life of beginning teachers is complex. Many studies have been completed to examine the effects of various supports on teacher satisfaction, commitment, and/or retention. In order to better understand the lives of teachers, studies examining both their personal and professional responsibilities are crucial. There were no studies found for this review that examined beginning teacher support in the context of teachers' multiple roles.

Of the two studies that examined multiple roles of educators, neither disaggregated their data based on beginning teachers. One examined multiple roles in the context of higher education and the other examined the professional life-span of teachers. As beginning teachers struggle to remain in the classroom, research is needed to understand how multiple roles affect beginning teachers' satisfaction and ultimately retention.

In addition, the literature search identified one study connecting teachers with role intensification. For this study, only one aspect of role change, role intensification, will be examined. High-stakes testing, a form of role intensification is a current practice in education with vast implications for the school culture and limited research has been conducted examining if there is any effect on the lives of teachers. Although the Valle and Buese (2007)

study examined the work a teacher does in the classroom through a role intensification lens, it did not look at beginning teachers as a population at risk of leaving the profession based on the stress experienced from the mandated initiatives. Research from the 80's and 90's regarding supports for beginning teachers illustrated the need for comprehensive programs to support beginning teachers. However, understanding how the supports affect the lives of teachers in a high-stakes accountability movement can increase the call of a comprehensive induction program for beginning teachers.

Most of the studies reviewed were conducted as part of a national or state sample of beginning teachers. There were limited studies of graduates from a specific program. Teacher preparation programs have limited information regarding the perceptions of their graduates once they are in the workforce. Feedback from graduates provides valuable insight into the challenges they experienced early in their profession as well as recommendations to better prepare future graduates to handle those challenges (Delaney, 1995).

The following chapter will provide the specific procedures for collecting data regarding the lives of beginning teachers from a large, public funded university and its examination.

CHAPTER 3

The purpose of this chapter is to provide a complete review of the methods employed during this study. This chapter includes a review of the research questions and hypotheses, description of the sample, materials and methods used in data collection, and data analysis procedures.

Design

The overall design of this study was a single time survey design. Observed variables were analyzed using AMOS software in order to simultaneously estimate the structure of relationships in this data by submitting the covariance matrix.

In this study two models were evaluated for fit. Both models derived from a review of the beginning teacher retention literature. The original model combines the conceptual framework used to explore the literature as well as the model validated by Corbell (2008a). In this model, beginning teachers' perceptions of success predict commitment and satisfaction. Satisfaction and commitment were correlated in this model because theoretically as one increases the other will increase and vice versa. Further, commitment and satisfaction predict beginning teacher retention intentions.

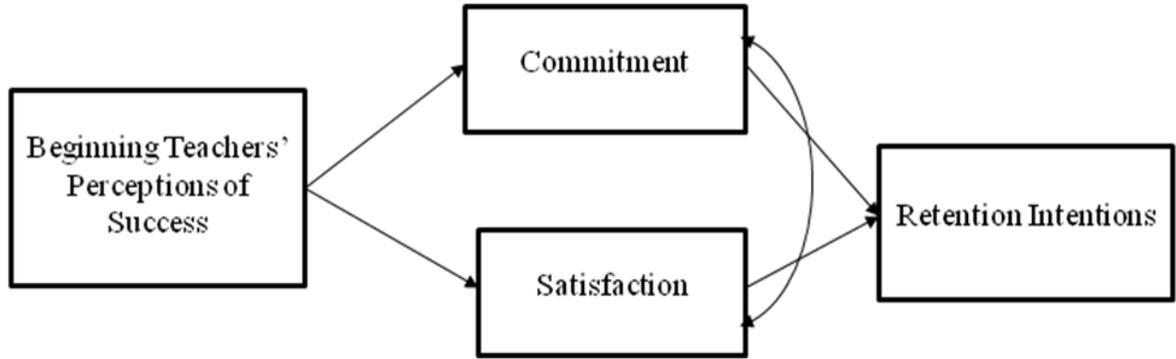


Figure 3.1. Original *PSI-BT* validated model (Corbell, 2008a) with beginning teachers' perceptions of success predicting retention intentions and mediated by commitment and satisfaction.

The theoretical model includes the two new elements, multiple roles and an element of role intensification, high stakes testing. This model illustrates that role intensification mediates the relationship between beginning teachers' perceptions of success as measured by the *PSI-BT* (Corbell, 2008a) and commitment and satisfaction. As before, commitment and satisfaction are correlated in this model. Also, this model illustrates that there is a relationship between beginning teachers' multiple roles and perceptions of success. From the literature, this model also shows multiple roles will have a relationship with satisfaction. Commitment and satisfaction predict beginning teacher retention intentions.

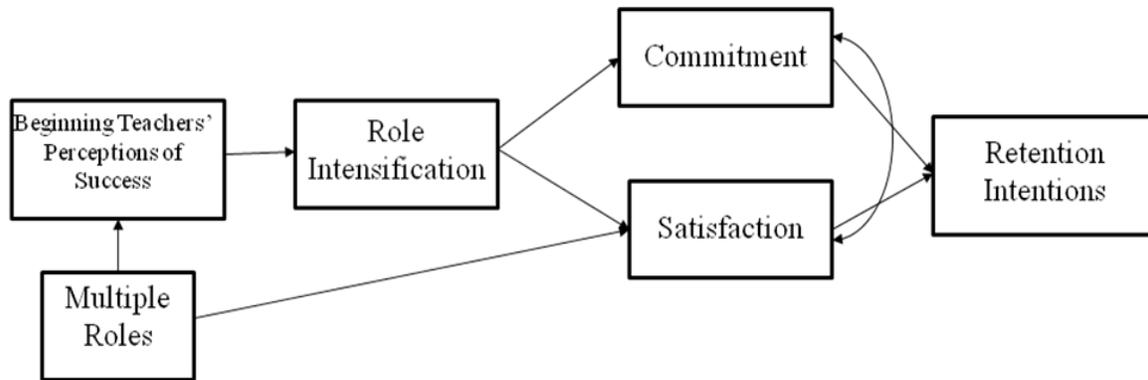


Figure 3.2. The theoretical model with role intensification and multiple roles added to the relationship between beginning teachers’ perceptions of success, commitment and satisfaction, and retention intentions

Research Questions and Hypotheses

In order to understand the perceptions of beginning teachers in this study, the following question was addressed.

- 1) How well does the proposed model of beginning teachers’ perceptions of success and retention intentions fit the data?

- Hypothesis #1: The theoretical model in which beginning teachers’ retention intentions are influenced by their multiple roles, perceptions of success, role intensification, satisfaction, and commitment will fit the data.

The Population

The data came from a convenient sample of NC State University graduates from May 2006 to May 2008, identified through the Office of Professional Development through the licensure log and the North Carolina State Department of Public Instruction through payroll records (N=413).

The Office of Professional Education provided a list of students who were recommended for licensure and a list of students who were awarded degrees but did not apply for licensure. They were included in the population and contacted in case they were awarded a license in another state (n = 14).

Materials

The data collection instrument was the *Perceptions of Success Inventory for Beginning Teachers (PSI-BT)* (Corbell, 2008a). This psychometrically sound instrument includes three outcome variables: satisfaction, commitment, and retention intentions. Confirmatory factor analysis of this instrument found eight factors measuring Mentor Support, Colleague Support, Administration Support, Classroom Management, Student Success, Instructional Resources, Assignment and Workload, and Parental Contacts (χ^2 (589) = 907.81, RMSEA = .04, TLI = .96, CFI = .96) (Corbell, 2008a). In addition, institution specific items written with faculty, and demographic information were collected through the survey. Included in the demographic information were items regarding multiple roles a teacher can have (multiple roles), questions about high stakes testing and innovations the school is currently implementing (role intensification).

Each participant in this study received several forms including (1) beginning teacher consent form, (2) *PSI-BT*, (3) demographic questionnaire, and (4) incentive raffle entry form. A copy of each of these forms is in the appendices. Each prospective participant was provided a three digit identification number. This number was required to complete the online version of the instrument. The purpose of this identification number was to ensure each participant only completed the instrument one time. As well, once the participants

completed the instrument, they were no longer contacted with reminders to participate in the study.

Participants who received the scantron version of the PSI-BT did not have to provide their three digit number because each form was numbered. These numbers were recorded before the mailing and cross-referenced with the original three-digit identification number. Again, this was to ensure that a participant did not complete the instrument electronically as well as the scantron.

Each teacher also provided information on the demographic questions. These questions included information about their degree program, their mentor, activities they took part in, the number of years they have been teaching, and the school, county, grade, and subject they were teaching when they completed the instrument. Participants were not asked to provide their name or other identifying information that could be linked back to their particular school.

An incentive was offered to participants who completed the survey. They could voluntarily enter their names into a drawing for one of three \$25 gift certificates to Amazon.com.

The use of electronic surveys in research has advantages and disadvantages, including cost, time, access to technology, accuracy of contact information, privacy and anonymity, and response rates. As with any survey, response rates are of concern to the research and the validity of the research. In their meta-analysis of 56 surveys from 39 studies, Cook, Heath, and Thomson (2000) found an average response rate of 34.6%. In a study examining response rate of paper versus electronic surveys, Shannon and Bradshaw (2002) received a

44% (n = 84) response rate for paper surveys and 22% (n = 42) response rate for electronic surveys.

Internal Review Board Approval

Financial support for this project was provided by the SUCCEED program at NC State University. The NC State University Internal Review Board granted exemption approval for this study in January 2009 under administrative review. The IRB number is 13-09-01.

After a low response rate for initial data collection (17%), an Internal Review Board addendum was submitted to make additional attempts to contact the population. The NC State University Internal Review Board approved the addendum under the original IRB number since the modifications did not change the exemption status of the project.

Data Collection/Administration of the Survey

Initial contact with the graduates included a postcard mailing to available addresses notifying possible participants of the upcoming study. Byrne (1986) found when a preliminary postcard was mailed, the researchers received significantly more responses to a follow-up study than when no advance notification was sent.

Three weeks later, a letter was sent to all possible participants providing them with a description of the study, the purpose, and specific instructions about how to access the online instrument. The web address provided for participants connected them to the Consent Form. Once there, they had to click whether they agreed or did not agree to participate in the study. If they agreed, they were directed to the online instrument. If they did not agree, they were shown a “Thank You” screen and were not allowed to take the survey.

Two weeks after the initial letter was mailed, a personalized email was sent to all possible participants who had not completed the survey at that time. This email reminded them of the study purpose and provided instructions for taking the survey online with a link and their personal identification number. Out of the original 418 possible participants, 123 did not have an email address reported and out of the 295 emails sent, 26 were returned as incorrect email addresses. In all, 269 participants were reminded of the survey through email.

At the end of the original data collection window, the 269 participants were contacted again to participate in the study. At that time, the subjects who had completed the survey were not sent the emails. The response rate at this time was 17%.

Since this was not an acceptable response rate, an Internal Review Board addendum was submitted to contact the graduates through an additional avenue. Included in this modification, graduates from specific programs were to be contacted by a faculty member they would have encountered (i.e., department chair, instructor, supervisor, etc.). However, it was clear in this contact that the respective faculty member was not an investigator in this study and would not be notified when or if a participant completed the survey. In addition, hard copies (scantron) of the survey were mailed to each remaining participant who had not completed it online. These hard copies were mailed with a self-addressed stamped envelope for return as well as a stamped postcard to be entered into the drawing. Each of these items was stamped and mailed separately. This would ensure that responses to the survey could not be connected with the contact information included on the postcard for the incentive.

Online data collection used InForm and Dreamweaver. Hard copies of the instrument were provided by SUCCEED in scantron format. In addition, the institution specific

questions and demographic information was printed on a separate sheet to be completed with the scantron of the *PSI-BT*.

Data Cleaning

The first step in the data cleaning process was to reverse code the appropriate questions. There were two questions that required reverse coding:

- Item 45: Preparation for high stakes testing significantly decreases the amount of material I am able to cover with students.
- Item 46: I feel pressured by high stakes testing.

Reverse coding was completed using the SPSS statistical software package version 17.0.

The next step in the data cleaning process was to run a descriptive analysis on the data. This process allowed the removal of teachers with more than three years of teaching experience. It was important that each teacher included in the analysis fit the definition of a beginning teacher (less than three years of teaching experience). Teachers with more than three years of teaching experience were not the population of interest. Fortunately, no participants had to be removed in this step.

As well, steps were taken to ensure that the data entry was accurate. For example, if during the minimum and maximum analysis there was a question that had a maximum higher than 6, then I went back to reexamine the data entry points and checked them against their paper copy of the survey.

As with any voluntary survey, missing data may be an issue. Since the only required item on the survey was the identification number, it was possible that participants could skip

items. In order to retain the integrity of the instrument and subsequent data analysis, the procedure for handling missing data was clear.

Any participant missing more than half of the items in a factor were removed, except for the mentor support items. Participants were prompted to skip those questions if they responded that they did not have a mentor. As well, any participant who did not return or complete the demographic information sheet was not included in the sample.

AMOS, the statistical package used to analyze the models, uses full information maximum likelihood estimation (FIML) for missing data when completing the analysis, but it does not input the values into the raw data. Given the smaller sample size in this study, FIML does not reduce the sample because of missing data (Schumacker & Lomax, 2004). If the participant was not previously removed from the sample using the methods explained above, then they could continue to remain in the sample with missing data.

In a study to determine the best missing data procedures, Olinsky, Chen, and Harlow (2003) concluded that at a sample size of 100, FIML provided the best results for goodness of fit measures in both consistency and bias, in estimation of variances, and in estimation of error variances. However, the FIML did not accurately estimate standard errors of parameters and should be considered when examining those estimates.

The Sample

Using the data cleaning procedures mentioned above, a total of 5 participants were removed from the sample. This left a sample of $n = 127$. Table 3.1 shows the sample based on demographic information provided by the participants.

Table 3.1

Demographics of the Sample

Demographic Item	N	% of sample
Total	127	
Degree Program		
Agriculture Education	9	7.1%
Business and Marketing Education	9	7.1%
Elementary Education	9	7.1%
Foreign Language (Spanish)	4	3.1%
Middle Grades Language Arts and Social Studies	23	18.1%
Middle Grades Mathematics	13	10.2%
Middle Grades Science	6	4.7%
Secondary Language Arts	9	7.1%
Secondary Mathematics	16	12.6%
Secondary Science	11	8.7%
Secondary Social Studies	13	10.2%
Technology Education	6	4.7%
Missing	3	2.4%
License		
Initial	79	62.2%

Table 3.1 continued

Provisional	25	19.7%
Lateral Entry	9	7.1%
Missing	14	11.0%
Type of School		
Public	118	92.9%
Charter	1	0.8%
Private	2	1.6%
Other (Alternative Schools)	2	1.6%
Demographic of School		
Rural	42	33.1%
Suburban	50	39.4%
Urban	35	27.6%
Student Teaching		
My current teaching assignment is the same grade level as my student teaching assignment.	55	43.3%
My current teaching assignment is the same subject as my student teaching assignment.	59	46.5%
My current teaching assignment is not the same subject or grade level as my student teaching assignment.	29	22.8%

Table 3.1 continued

I did not student teach.	12	9.4%
Age		
21-25	96	75.6%
26-30	13	10.2%
31-35	2	1.6%
36-40	2	1.6%
41 or older	12	9.4%
Missing	2	1.6%

In the table above, the total number of participants under *Degree Program* totals 131. Four participants reported they graduated from two different programs and are listed under both programs. Three participants marked ‘Middle Grades Mathematics’ and ‘Middle Grades Science’, while the remaining participant marked ‘Middle Grades Science’ and ‘Secondary Science.’

In the same regard, when describing the similarities in their current teaching assignment and student teaching assignment, 27 participants reported their student teaching assignment was both the same grade level and subject as their current teaching assignment. As a result, they are reported in both categories showing a total number of respondents as 155.

Before analysis could begin, I verified the psychometric properties of the *PSI-BT* with the current sample. A confirmatory factor analysis was conducted on each of the original

eight factors to ensure each item still loaded on that factor. Using the factor loadings from the analysis, a composite for each factor was computed. If any items did not significantly load on the factor for this sample, then that item was dropped from future analyses. Using the composite scores for each of the eight factors, a one-factor confirmatory factor analysis was conducted to determine a composite score for beginning teachers' perceptions of success. This verified the original structure tested by Corbell (2008a) and ensured that the best items were included in the models.

As well, multiple roles had to be converted into a continuous variable. In order to do this, each role that a teacher reported holding was counted as 1. These variables were entered into an exploratory factor analysis. Factors with eigenvalues greater than 1.0 and examination of the scree plot determined the number of factors. The factor loadings were used to calculate a factor score. Then a one-factor exploratory factor analysis was entered using the factor scores. Again, the loadings were used to compute a Multiple Roles composite.

Data Analysis

Both the Corbell (2008a) model of beginning teachers' perceptions of success and the theoretical model were developed from the literature. Because of the limited sample size, however, data analysis occurred at the observed variable level using path analysis. Sometimes referred to as analysis of covariance structures or causal analysis, this method allowed the relationships among all of the variables to be estimated simultaneously (Keith, 2006). This analysis method is inherently an extension of multiple regression and allows researchers to examine the relationships between all variables in the model simultaneously.

This method also allows the researcher to estimate the magnitude of a relationship between an independent variable and a dependent variable and the amount of error in the measures.

Assumptions

As with any analysis, there are assumptions that must be met before analysis can proceed. Many of the assumptions for path analysis are similar to those of regression. Path analysis requires all of the relationships to be linear in nature (Olobatuyi, 2006). If this assumption is violated, it will bias the results, specifically, the beta weights. In order to test this assumption for each model, scatter plots were examined to determine the relationship between each of the variables (i.e., beginning teachers' perceptions of success on satisfaction, beginning teachers' perceptions of success on commitment, satisfaction on retention intentions, commitment on retention intentions, etc.). As well, the model must be recursive. In other words, no two variables can have a bidirectional relationship with each other (Olobatuyi). Analysis of the model diagrams confirmed this assumption for both models.

In addition to linear relationships between variables, the variances for the variables need to be homoskedastic, or equal error variances of the variables. This assumption was tested by examining scatter plots of the residual against the predicted as well as looking at the standard deviation of the error terms.

Each model in the analysis should also be identified. This occurred by examining the number of path estimates compared to the number of correlations. If a model is underidentified, or there are more paths to estimate than correlations, then the coefficients in the model will not be estimated. If a model is overidentified, or there are more correlations than paths to estimate, there will be no unique estimate of the paths because there could be

many different possibilities (Olobatuyi, 2006). Often times an overidentified model is more parsimonious (Keith, 2006). Testing of this assumption is discussed in the section *Model Identification*.

Lastly, normality is especially important for these models when making generalizations about the data. The normality assumption assumes that the residuals are random and normally distributed with a mean of 0 (Fields, 2005; Olobatuyi, 2006). To test normality, a scatter plot of the residuals on the independent variables was examined (Olobatuyi).

Model Specification

Taking into consideration the reviewed literature and previous research, the models were developed *a priori*. The original model was the preliminary model tested and is the same model tested by Corbell (2008a). This model illustrates that beginning teachers' perceptions of success predicts satisfaction and commitment, which are correlated. Further, satisfaction and commitment predict retention intentions. Beginning teachers' perceptions of success is an exogenous variable because in this hypothesized model variation in this variable is caused by factors outside of the model. Satisfaction, commitment, and retention intentions are considered endogenous because the variation in these variables is explained by beginning teachers' perceptions of success (satisfaction and commitment), satisfaction, and commitment (retention intentions).

The theoretical model infused the work of Barnett and Hyde (2001) as well as the work of Valli and Buese (2007) with the preliminary model. The theoretical model hypothesizes that the relationship between beginning teachers' perceptions of success to

satisfaction and commitment is mediated by teacher role intensification. However, having multiple roles is related to beginning teachers' perceptions of success and satisfaction. The remainder of this model, the relationship between satisfaction and commitment to retention intentions remains the same as the Corbell (2008a) model. In this model, multiple roles is the exogenous variable and beginning teachers' perceptions of success, role intensification, satisfaction, commitment, and retention intentions remain endogenous.

Model Identification

In order to determine if each model is underidentified, just identified, or overidentified, examination of the correlation matrix and the path diagrams of each model occurred. A tension exists between having a just identified model but having fewer parameter estimates because of sample size and parsimony.

Using the formula $[p(p+1)]/2$ where p is the number of observed variables in the matrix, the number of distinct values in the sample matrix was calculated. There were four observed variables in the original model, so there were 10 distinct values. The path diagram for this model included five parameters that were estimated. Thus, this model was considered overidentified because there were more values in the sample matrix than were estimated in the model.

There were six observed variables in this model. Using the above mentioned formula, there were 21 distinct values. There were eight paths that were estimated in this model. Thus, this model was overidentified as well.

Although having models that were overidentified was not ideal, it was important when assessing model fit. Further discussion regarding identification of the model is included in the section regarding model fit.

Model Estimation

All of the models were entered into AMOS 17.0 statistical package (*Analysis of Moment Structures*). Path estimates were calculated using maximum likelihood estimates because it works best for small sample sizes and cases of nonnormality. Path coefficients, r , or Pearson product moment correlations, are the factor loadings of each variable. As well, the R^2 , squared multiple correlation were calculated.

Model Testing

Using the degrees of freedom, or the extent to which the model is overidentified, examination of the model fit occurred. AMOS compared the sample and the implied covariance matrix using the entered model. If the two matrices were similar, then they were not statistically significant different using the Chi-square statistic with the degrees of freedom. In other words, the covariance matrix produced by the model and the true covariance matrix of the data were not significantly different so the model and the data were reasonably similar.

Unfortunately, the Chi-square statistic is dependent upon model specification and sample size. For this study, I had a relatively smaller sample, so additional fit indices were examined. There were two different types of relative fit indices examined, absolute and incremental (Hu & Bentler, 1999). Absolute indexes compared the model to the sample data whereas the incremental indexes compared the model to a null model. These null models, or

baselines, most commonly are models where the variables are uncorrelated and have no relationship.

Specifically, the Root Mean Square Error of Approximation (RMSEA) (Steiger & Lind, 1980) was examined as the absolute fit index. The comparative fit index (CFI) (Bentler, 1990), the Tucker-Lewis Index (TLI) (Tucker & Lewis, 1973), and the Incremental Fit Index (IFI) (Bollen, 1989) were examined as the incremental indices. The Normed Fit Index (NFI) (Bentler & Bonett, 1980) and the Nonnormed Fit Index (NNFI) (Bentler & Bonett, 1980) were not used because they are affected by smaller sample sizes. The following criteria was used to assess the fit of the model: (a) Chi-square significance testing with appropriate degrees of freedom, (b) $RMSEA \leq .06$ (Hu & Bentler, 1999; Sivo, Fan, Witta, & Willse, 2006), (c) $CFI \geq .95$ (Hu & Bentler, 1999; Sivo et al., 2006), (d) $TLI \geq .96$ (Hu & Bentler, 1999), (d) IFI close to 1.0 (Bollen, 1989).

Strengths and Weaknesses of the Design

Path analysis and structural equation modeling cannot assess the directionality of relationships. The directions that are incorporated in this study were set *a priori* by the researcher based on previous research.

As well, since there were only two models that were tested in this research, it is not conclusive that these are the only models that can fit this data. There may be additional models that fit the data as well, if not better. Those models can be tested in future research. Thus, when examining the results from the analyses, caution should be exercised when claiming causal relationships.

CHAPTER 4

In this study, I examined the fit of a theoretical model to understand the effect of multiple roles and role intensification on beginning teachers' perceptions of success. This chapter describes the data analysis and results from examining the research question:

- 1) How well does the proposed model of beginning teachers' perceptions of success and retention intentions fit the data?
 - Hypothesis #1: The theoretical model in which beginning teachers' retention intentions are influenced by their multiple roles, perceptions of success, role intensification, satisfaction, and commitment will fit the data.

In Chapter 3, I outlined a theoretical model that hypothesized role intensification mediating the relationship between beginning teachers' perceptions of success, satisfaction, and commitment. In addition, this theoretical model hypothesized that multiple roles moderated these relationships. Detailed explanations of the results follow. I first verified the fit of Corbell's (2008a) model for the current sample. Then I tested the fit of my hypothesized model and examined the observed differences for different groups of beginning teachers. Based on the small sample size acquired in this study, all analyses were conducted at the observed level.

Verification of the Corbell (2008a) Model of Beginning Teachers' Perceptions of Success

Creating a PSI-BT Composite Score

The first step in the analysis was to verify the psychometric properties of the *PSI-BT* with the current sample. A confirmatory factor analysis tested whether the original factor structure from the Corbell (2008a) model was representative of this sample. Preliminary fit

statistics calculated on the original factor structure indicated a poor fit, with the exception of the RMSEA, which indicated reasonable fit. Table 4.1 shows the results from the fit analyses.

Table 4.1

Fit Statistics of the Original Factor Structure with All Items

	χ^2	<i>df</i>	<i>p</i> -value	CFI	TLI	IFI	RMSEA
PSI Factor Structure	1359.215	832	.000	.816	.790	.823	.071

To determine if individual items were contributing to the poor fit, I conducted individual confirmatory factor analyses on each of the eight factors to ensure every item significantly loaded on its respective factor. Appendix A shows the results from the confirmatory factor analysis including the standardized regression weights and squared multiple correlations (R^2). The squared multiple correlations show the amount of shared variance between the item and the factor.

All of the items significantly loaded on their respective factor at $p < .01$ except the Mentor Support items. They loaded at $p < .05$. Since no items could be removed from the original model, the original standardized regression weights were used to compute a factor composite. Cronbach's alpha was calculated on each factor as well and is included in Table 4.2.

Table 4.2

Cronbach's Coefficient Alpha for Eight Factors

Factor	Cronbach's Coefficient Alpha
Mentor Support	.89
Colleague Support	.58
Administration Support	.88
Instructional Resources	.76
Classroom Management	.89
Student Success	.79
Assignment and Workload	.62
Parental Contacts	.78

The Cronbach's alpha was the lowest for Colleague Support. Since Cronbach's alpha is based on the average correlation among items and is dependent on the number of items, this could help explain why Colleague Support had the lowest reliability with only four items. The correlation matrix included in Appendix B illustrates the correlations between each of the factors.

I computed a PSI weighted composite score to keep the PSI at the observed, rather than latent, level. This minimized the error in the measurement of current beginning teachers' perceptions of success. To compute the weighted composite score, the factor composite scores were entered into a confirmatory factor analysis, with the observed factor scores loading on one PSI factor. This provided a standardized regression weight for each of the

factors on the PSI and significance tests of the paths. All of the paths were significant at $p < .01$. The equation used to compute the PSI weighted composite score is as follows:

$$\text{Weighted Composite Score} = (.302 * \text{Mentor Support}) + (.545 * \text{Colleague Support}) + (.676 * \text{Administration Support}) + (.589 * \text{Classroom Management}) + (.693 * \text{Student Success}) + (.665 * \text{Instructional Resources}) + (.624 * \text{Assignment and Workload}) + (.664 * \text{Parental Contacts})$$

Reliability analyses were also run on the PSI Composite and Cronbach's alpha was .78. The PSI Composite served as the measure for beginning teachers' perceptions of success in the models.

There was one item measuring Satisfaction (Item 50) and one item measuring Commitment (Item 51) using the Likert scale.

Item 50: In general, I am satisfied with my current job.

Item 51: I consider teaching to be my ideal career.

The last item on the instrument, Item 55, asked teachers to indicate their retention intentions.

Think about your intentions of teaching. Which category best fits your intentions?

- *I am not considering leaving teaching.*
- *I have considered the possibility of leaving teaching, but have decided to teach next year.*
- *I am making preparations to leave the profession of teaching at some time in the future.*

- *I have made the decision to leave teaching after this year.*
- *I am making plans to remain in teaching, but leave my school.*

Testing the Original Corbell (2008a) Model

After computing the PSI Composite score, the original model tested by Corbell (2008a) was analyzed to verify the fit of this data. All of the paths were significant at $p < .001$. The correlation matrix in Table 4.3 includes all of the variables in the model. As well, the fit statistics for this model are included in Table 4.4.

Table 4.3

Correlation Matrix for Variables in Models

	1	2	3	4	5	6
1. Beginning Teachers' Perceptions of Success	---					
2. Multiple Roles	-.039	---				
3. Role Intensification	-.273	.028	---			
4. Satisfaction	.711	-.025	-.114	---		
5. Commitment	.469	.056	-.153	.504	---	
6. Retention Intentions	.315	-.043	-.040	.507	.462	---

Table 4.4

Fit Statistics of the Original Corbell (2008a) PSI-BT Model

	χ^2	Df	p-value	CFI	TLI	IFI	RMSEA
Original Model	2.022	1	.155	.994	.938	.994	.090

The RMSEA and TLI indicated a slightly less than reasonable fit, while the Chi-square significance testing, the CFI, and the IFI suggested a reasonable fit. Figure 4.1 illustrates this model with the path loadings.

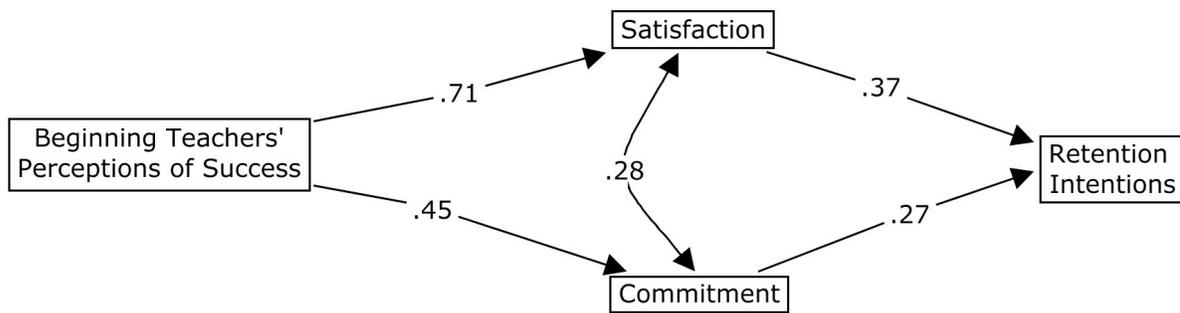


Figure 4.1. Corbell (2008a) model of beginning teachers’ perceptions of success. All paths included in the model were significant at $p < .001$.

Examining the contributions of multiple roles and role intensification to beginning teachers’ perceptions of success

In this study, beginning teachers’ endorsement of multiple roles and their perceived role intensification surrounding standardized testing were hypothesized to affect their

satisfaction, commitment, and retention intentions. Prior to evaluating the theoretical model, I calculated composite scores for multiple roles and role intensification.

Multiple Roles

In order to convert multiple roles into a continuous variable, an exploratory factor analysis was completed. If a beginning teacher reported holding a role, it was counted as 1 and if not, it was counted as 0. Originally, an oblique (promax) rotation was applied to the variables to identify the factor structure to allow the factors to correlate.

The standard criterion of a correlation greater than or equal to .40 was used as the cutoff point for individual items loading on a factor. The .40 cutoff was used so that there was greater than 15% of the variance shared between the item and factor. The number of factors was determined by the eigenvalue greater than one and an analysis of the scree plot to find the break in eigenvalues. Once the significant factors were identified, the factor analysis was rerun specifying the number of factors to retain.

Four factors met the criteria of an eigenvalue greater than 1.0, and examination of the scree plot confirmed a four factor structure. Table 4.5 provides the eigenvalues, proportion of variance explained by each factor, and the cumulative proportion of variance explained by the preceding factors.

Table 4.5

Summary of Exploratory Factor Analysis Results for Multiple Roles

Items	Factor 1	Factor 2	Factor 3	Factor 4
Marriage	.84	-.09	.06	-.36
Caregiver for a Child	.66	-.02	.23	.08
Religious Organization	.58	.20	-.29	.08
Graduate School	-.08	.91	-.19	-.18
Service Organization	.17	.66	.30	.24
Caregiver for Family Member	.15	-.09	.84	.07
Other Roles	-.32	.16	.51	-.32
Additional Job	-.16	-.05	.00	.94
Eigenvalue	1.73	1.33	1.18	1.08
% of Variance	.22	.17	.15	.11
Total Amount of Variance	.22	.39	.54	.65

Each factor loading was used to compute a composite factor score for each factor by multiplying the factor score by the participant's response and adding. These composite factor scores were then forced into a one-factor EFA to determine the factor loadings for a weighted Multiple Role composite score. The factor loadings are found in Table 4.6.

Table 4.6

One-Factor Exploratory Factor Analysis Results for Multiple Roles

Factors	Loading
Factor 2	.63
Factor 1	.58
Factor 3	-.58
Factor 4	.28

Role Intensification Surrounding Standardized Testing

Similar procedures were used to determine role intensification composite score. The items included in the assessment and evaluation section of the instrument were used for role intensification based on the work of Valle and Buese (2007). Five items, questions 42 thru 46, were originally included in this section. As mentioned previously, items 45 and 46 were reverse coded to aide in analysis. However, none of these items were part of the original instrument and consequently, I was unsure how these items would perform. The first step in this analysis was to conduct an exploratory factor analysis. Again, an oblique (promax) rotation was used to allow the factors to correlate. Examination of the eigenvalues identified two with values greater than 1.0 and this was confirmed by the scree plot. Results showed that the two factors were correlated at -.02, which allowed the analysis to continue with an orthogonal, or varimax, rotation.

In determining the items that loaded on each factor, the .40 cutoff point was used. Once the significant factors were identified, the factor analysis was rerun specifying the

number of factors to retain. Table 4.7 provides the eigenvalues, proportion of variance explained by each factor, as well as the cumulative variance explained.

Table 4.7

Summary of Exploratory Factor Analysis Results for Assessment and Evaluation

Items	High Stakes Testing	Assessment
45. Preparation for high stakes testing significantly decreases the amount of material I am able to cover with students.	.91	-.01
46. I feel pressured by high stakes testing.	.89	-.02
44. If I teach to the Standards, my students will be adequately prepared for high stakes tests.	.16	.75
42. I informally assess each student on a daily basis.	-.01	.68
43. I formally assess each student on a weekly basis.	-.19	.68
Eigenvalue	1.68	1.48
% of Variance	.33	.29
Total Amount of Variance	.33	.62

The factor loadings on each factor were then multiplied by each participant's response and added for both High Stakes Testing and Assessment. Cronbach's alpha determined that the reliability for High Stakes Testing was .77 and Assessment was .49. Since both factors included questions about high stakes tests, both factor scores were forced into a one-factor exploratory factor analysis. The factor loadings for each factor, Table 4.8, were used as weights to compute a weighted composite role intensification score.

Table 4.8

One-Factor Loadings for Role Intensification

Factor	Loading
High Stakes Testing	.71
Assessment	-.71

Testing the Theoretical Model

The theoretical model was designed in AMOS. The fit statistics for this model are included in Table 4.9.

Table 4.9

Fit Statistics of the PSI-BT Theoretical Model

	χ^2	Df	p-value	CFI	TLI	IFI	RMSEA
Theoretical Model	95.146	7	.000	.472	-.585	.513	.316

As evidenced in these fit statistics, this model did not do a better job than the original model of beginning teachers' perceptions of success verified by Corbell (2008a). In this model, the path from PSI Composite to Role Intensification was significant at $p < .01$. As well, the paths from Satisfaction to Retention Intentions and Commitment to Retention Intentions were significant at $p < .001$. However, no other paths were significant in this model. An illustration of this model is found in Appendix A. In order to explore why the theoretical model may not have fit the data well, I examined the specific steps involved for testing mediation and moderation (Baron & Kenny, 1986).

Does Role Intensification Meet the Criteria for Mediation?

The steps of Baron and Kenny (1986) established whether or not there was mediation. The first step in testing the mediation showed that the PSI Composite score was significantly correlated with ($r = .71, p < .01$) and predicted Satisfaction ($F_{(1,123)} = 126.52, p < .001, R^2 = .51, R = .71$). The second step in testing mediation was to correlate the PSI Composite score with the mediating variable, Role Intensification. They correlated significantly ($r = -.25, p < .01$). However, Role Intensification was not a significant predictor of Satisfaction ($F_{(1,123)} = 1.59, p = .21, R^2 = .01, R = .11$).

To test whether Role Intensification mediated the relationship between the PSI Composite and Commitment, similar tests were run. First, the PSI Composite score was significantly correlated with ($r = .45, p < .01$) and predicted Commitment ($F_{(1,125)} = 32.41, p < .001, R^2 = .21, R = .45$). I already knew that Role Intensification and the PSI Composite score were significantly correlated from testing mediation with Satisfaction. However, at the second step in testing mediation, Role Intensification was not a significant predictor of

Commitment ($F_{(1,124)} = 2.34, p < .001, R^2 = .02, R = .14$). As such, further testing for mediation was terminated at this point. In sum, Role Intensification did not meet the criteria for mediation because it did not have a significant predictive relationship with either Satisfaction or Commitment.

Does Multiple Roles Meet the Criteria for Moderation?

Since the initial theoretical model did not have an acceptable fit for the data, the individual moderation steps were tested to determine if moderation existed. Testing of moderation followed the steps established by Baron and Kenny (1986). It was hypothesized that Multiple Roles would moderate the relationship between a beginning teacher's perceptions of success and Satisfaction and Commitment. Since the moderating variable was converted to a continuous variable in previous steps, both the PSI Composite score and Multiple Roles were centered. Centering is required to reduce multicollinearity, since the interaction term is computed by the PSI and Multiple Roles variables. The grand mean of Multiple Roles (0.4826) and PSI (79.5340) were subtracted from each participant's score. This allowed the variables to have a meaningful '0'. An interaction term was created by multiplying each participant's centered score for Multiple Roles by their centered score for the PSI.

These values were then analyzed using linear regression with Satisfaction as the dependent variable and the PSI Composite score, Multiple Roles score, and the interaction between the two as the independent variables. Although the regression was significant, ($F_{(3,121)} = 41.69, p < .001, R^2 = .51, R = .71$), both the Multiple Roles centered variable ($p = .90$) and the interaction term ($p = .59$) were not significant. Since the interaction term was not

significant, multiple roles did not moderate the relationship between beginning teachers' perceptions of success and Satisfaction.

To determine if Multiple Roles moderated the relationship between beginning teachers' perceptions of success and Commitment, similar analyses were conducted. Linear regression with the PSI Composite score, Multiple Roles, and the interaction term predicting Commitment produced similar results. The regression was significant ($F_{(3,123)} = 11.90, p < .001, R^2 = .23, R = .47$), but Multiple Roles ($p = .22$) and the interaction term ($p = .17$) were not significant predictors. In sum, Multiple Roles did not meet the criteria for moderation because the interaction between Multiple Roles and the PSI Composite score was not significant for both Satisfaction and Commitment.

Alternative Model Testing

Based on the limited literature surrounding role intensification based on high-stakes testing, it was difficult to determine how high-stakes testing would relate to Beginning Teachers' Perceptions of Success, Satisfaction, and Commitment. However, there is a theoretical connection between Satisfaction and Commitment with Role Intensification surrounding high-stakes testing. The previous analyses determined the relationship was not as a mediator between Beginning Teachers' Perceptions of Success, Satisfaction, and Commitment. As evidenced in the testing the theoretical model, there was a significant path between Role Intensification surrounding high-stakes testing and the PSI Composite score. However, as evidenced in the mediation testing there was not a significant relationship between Role Intensification and Satisfaction or Commitment. The correlation matrix confirmed there was a relationship between Role Intensification and Beginning Teachers'

Perceptions of Success. In addition, the original model confirmed by Corbell (2008) was a reasonable fit for this data.

As a result of the previous analyses, I decided to test an alternative model where Role Intensification was considered an exogenous variable rather than an endogenous variable as previously proposed. Figure 4.3 illustrates this alternative model.

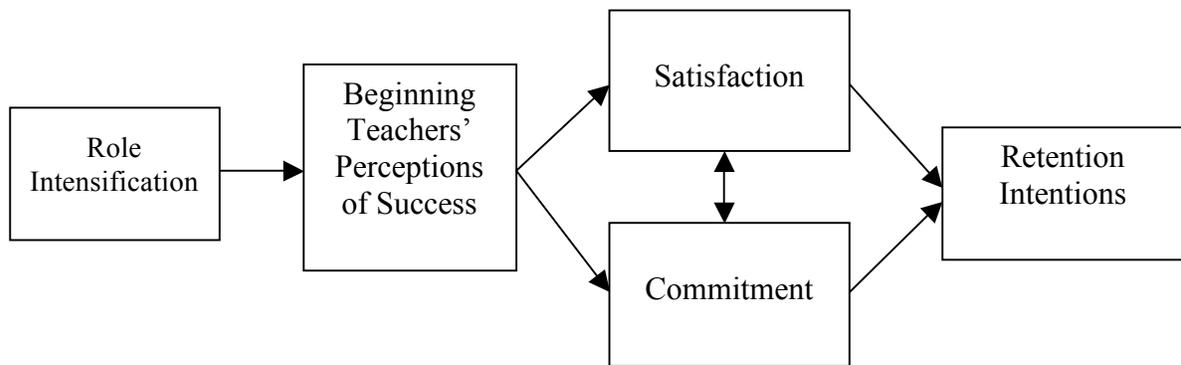


Figure 4.2. Alternative model with role intensification predicting beginning teachers' perceptions of success, satisfaction, commitment, and retention intentions.

Beginning teacher multiple roles was excluded from this model. The theoretical model assumed there was a linear relationship between Multiple Roles and Beginning Teacher Perceptions of Success and that was not the case. In future analyses, it may be more appropriate to conduct a count of multiple roles and test the type of relationship it has with Beginning Teachers' Perceptions of Success, Satisfaction, Commitment, and Retention Intentions.

This alternative model was entered into AMOS and the fit statistics are included in Table 4.10.

Table 4.10

Fit Statistics of the PSI-BT Alternative Model

	χ^2	Df	p-value	CFI	TLI	IFI	RMSEA
Alternative Model	4.316	4	.365	.998	.993	.998	.025

According to the fit statistics and the criteria set forth in the previous chapter, this model was a reasonable fit for this data. Figure 4.3 illustrates the model with standardized regression weights. All paths in this model were significant at $p < .001$, except the path from Role Intensification to Beginning Teachers' Perceptions of Success, which was significant at $p < .01$.

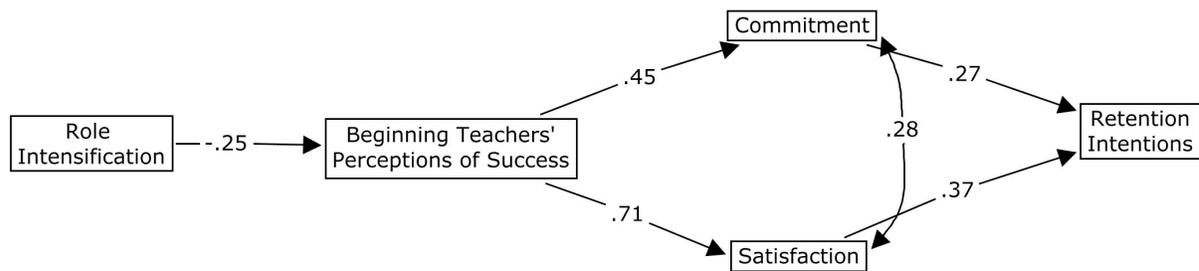


Figure 4.3. Role intensification predicts beginning teachers' perceptions of success, satisfaction, commitment, and retention intentions. All paths in the model were significant at $p < .01$.

Summary

This chapter has described the data analysis completed and results found by testing the *Perceptions of Success Inventory for Beginning Teachers* on NC State's graduates.

Testing began with computing a weighted PSI Composite score. This was originally referred to as 'Beginning Teachers' Perceptions of Success'. A confirmatory factor analysis determined that all of the original questions in the inventory still loaded on their respective factors found by Corbell (2008a). Subsequently, the standardized regression weights were used to compute the composite score.

After the composite score was computed, the original Corbell (2008a) model was entered and analyzed. It was found that Corbell's (2008a) model of beginning teachers' perceptions of success was analyzed using the current sample, and it was found that this model was a reasonable model for this sample. However, two of the fit indices indicated a slightly less than reasonable fit, the RMSEA and the TLI. All paths were significant in this model at $p < .001$.

In order to test the theoretical model, composite Role Intensification and Multiple Roles scores were computed. An exploratory factor analysis determined that there were four multiple roles factors and the standardized regression weights were used to compute a composite. As well, there were two factors identified in the exploratory factor analysis of the role intensification items.

Unfortunately, the theoretical model proposed was not a reasonable fit for this sample of beginning teachers. Since mediation and moderation were proposed in the theoretical model, specific testing was conducted to determine where the errors were occurring. In

testing mediation, Role Intensification was not a significant predictor of Satisfaction or Commitment and as a result cannot be a mediator between their relationships with beginning teachers' perceptions of success. In testing moderation, the interaction of Multiple Roles and Beginning Teachers' Perceptions of Success was not significant, meaning that moderation is not occurring in those relationships.

In testing the theoretical model and mediation, it was determined there is a significant relationship between Role Intensification and Beginning Teachers' Perceptions of Success. However, the proposed theoretical model was not a reasonable representation of those relationships. An alternative model was tested using Role Intensification as an exogenous variable. According to the fit statistics, this model did a reasonable job representing the relationships in the data.

In summary, Beginning Teachers' Perceptions of Success is predictive of retention intentions in the first three years of teaching. In addition, Role Intensification has a relationship with Beginning Teachers' Perceptions of Success. Chapter 5 will delve into these findings with more detail, while providing implications and directions for future research into beginning teachers.

CHAPTER 5

The purpose of this study was to investigate the relationship between beginning teachers' perceptions of success, satisfaction, commitment, and retention intentions and the influence of role factors on those relationships for North Carolina State University graduates. Specifically, this study sought to find the influence of multiple roles and role intensification, surrounding high stakes testing, on those relationships. The following chapter will recap the major findings of this study with implications, discuss the limitations of this study, as well as provide recommendations for future research.

Summary of Findings and Implications

The research question of interest in this study was to determine how well a modified model of beginning teachers' perceptions of success fit this specific sample. Unfortunately, the model was not a good fit of the data. However, in determining the fit, some interesting findings evolved.

First, when computing the composite PSI score, it became evident that Mentor Support did not have a strong influence on beginning teachers' perceptions of success. During the confirmatory factor analysis, with each of the factors loading on Beginning Teacher Perceptions of Success, Mentor Support only accounted for approximately 10% of the variance in Beginning Teacher Perceptions of Success. Although this 10% could not be discounted because it was a significant relationship, it was low in comparison with the other factors. The teachers in this study felt that the mentoring relationship was important and that working with their mentor was a positive experience.

These findings converged with the findings of Smith and Ingersoll (2004) and Ingersoll and Kralik (2004). In 2004, Smith and Ingersoll found that 90% of beginning teachers surveyed in the *Teacher Follow-up Survey*, felt the mentoring relationship was helpful. However, after examining the effects of mentoring on teacher retention, it slightly dropped the predicted probability of a teacher leaving the profession. These results also supported the findings of Ingersoll and Kralik when they found that even though the mentoring relationship was important for beginning teachers, the effect was reduced when implemented in isolation. Beginning teachers need more than just a mentor in order to feel successful.

In a 2007 survey of school systems in North Carolina (n = 50), 92% reported consistently providing a mentor for beginning teachers while 100% said they felt it was critical to beginning teachers (Reiman, Corbell, Thomas, Smith, 2007). School systems should be cautious of relying solely on mentoring to support their beginning teachers. Collectively, providing additional supports such as time to collaborate and observe colleagues, support from administration, adequate resources and training in teaching students who are English language learners, have diverse backgrounds, or learning disabilities, reasonable assignments with fewer preparations and extra duties, and guidance in working with parents or caregivers will have the greatest impact on beginning teacher satisfaction, commitment, and retention.

As previously stated, the theoretical model proposed was not a significant representation of this sample. Role intensification was operationalized in terms of high-stakes testing based on the work of Valli and Buese (2007). There were limited studies on the

effects of role intensification on teachers. This seminal work focused on the effects of high-stakes testing on teachers' stress and turnover. It became clear, in computing the composite of role intensification surrounding high stakes testing, that the items drafted for this factor were not performing as anticipated. When conducting the literature review for this study, it was evident the literature surrounding the effects of high-stakes testing was limited. Valli and Buese (2007) found some effects of mandated policies as a result of *No Child Left Behind*. The questions included in the assessment and evaluation section of the instrument included information about how often the teacher assesses, how high stakes testing affects the amount of material they teach the students, and the pressure experienced by high stakes testing.

In future iterations of this study, additional assessment and evaluation items need to be written, piloted, and analyzed. Important to note is that 75.6% of the sample was between the ages of 21 and 25. Many of these beginning teachers were in high school during the 2002 enactment of *No Child Left Behind* when many states already had standardized testing in place. The impact of standardized testing on beginning teachers may be different based on exposure to tests as a student. Also, the incentives that are often tied to high stakes testing scores could also impact the relationship between testing, satisfaction, and commitment. Changes in accountability standards, such as using high stakes testing scores for merit pay, promotion, or performance evaluations, may alter the impact of high stakes testing on beginning teachers and their perceptions of success.

When role intensification was changed to an exogenous variable, predicting beginning teacher perceptions of success, it was a significant path. Taking into account the issues with the testing items, role intensification surrounding high stakes testing still had a

significant relationship with perceptions of success and contributed to feelings of satisfaction and commitment. With a larger sample it would be interesting to see what happens with these items. Will role intensification surrounding high-stakes testing eventually become a part of the *PSI-BT* structure or will it continue to be mediated by beginning teachers' perceptions of success in its relationship with satisfaction and commitment? In addition, there may be other kinds of role intensification for beginning teachers that would be worthy to include in future studies.

The occupation of Multiple Roles did not have a significant relationship in the theoretical model. The items that made up the Multiple Roles factor were dichotomously measured. This may have contributed to the lack of significance in its relationships. Based on the work of Barnett and Hyde (2001), the expansionist theory views some multiple roles as beneficial because they can provide buffering, social support, added income, and additional opportunities for success. However, they were eager to stress that not all multiple roles are beneficial. It was hypothesized multiple roles would moderate the relationship between beginning teacher perceptions of success and satisfaction and commitment, but this was not the case.

One implication from this finding is that simply occupying a role did not display the hypothesized effects. Unfortunately, I was not able to test whether certain roles moderated the model because of the limited sample size. By increasing my sample size with continued administrations of the *PSI-BT* to teacher preparation program graduates, I could conduct split sample designs based on roles occupied to determine if the relationships in the model are different for each sub-sample. Also, in future iterations of this study it would be important to

have beginning teachers report on the quality of the role rather than just the quantity. There were few studies that examined the life of a teacher in the context of satisfaction, commitment, and stress (Day, Stobart, Sammons, & Kington, 2006; Lee & Phillips, 2006). Examining the perceived quality of other roles may uncover the moderating relationship.

Although the theoretical model originally proposed in this study was not significant, the model validated by Corbell (2008a) was replicated with this sample. The original sample on which the *PSI-BT* was validated included 427 beginning teachers across North Carolina. The graduates of North Carolina State University's teacher education programs report similar perceptions of success when compared to a sample of North Carolina's beginning teacher population. In addition, replication of the original model supports the use of the *PSI-BT* as a reliable instrument to assess the satisfaction and commitment of beginning teachers in North Carolina.

Originally stated in 1968, the most recent revisions of the National Council for the Accreditation of Teacher Education ([NCATE] 2008) called for teacher education institutions to track graduates of their programs. In a recent newsletter (Cibulka, 2009), NCATE outlined their vision for redesigning accreditation to promote transformation of teacher preparation and P-12 education. Institution activities should align with one of their initiatives, which could include "follow-up performance data and its effective use in improving educator preparation" (Cibulka, 2009). In the *Professional Standards for the Accreditation of Teacher Preparation Institutions*, Standard 2 states that teacher education programs should have "an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the performance of

candidates, the unit, and its programs” (2008). Specifically, in description of target performance in this standard, teacher preparation institutions should have systems in place to track graduate performance throughout the program and into their first years in the classroom.

Replication of the original *PSI-BT* model with a teacher preparation institution’s graduates encourages its use as a cost-effective means for tracking graduates in the field, their perceptions of success, and retention intentions. In addition, collecting this data longitudinally may illuminate changes in beginning teacher perceptions throughout the teacher preparation phase and beginning years in the classroom. The utilization of follow-up studies with graduates can not only meet the needs of accrediting bodies, but provide data on how teacher preparation institutions can help bridge the gap between preparation and practice that many teachers experience.

Limitations of the Study

As with all research, there were limitations to this study. First, this study was confined to the graduates of a four-year university teacher preparation program in a southeastern state. A non-random sampling of graduates from 2006, 2007, and 2008 who voluntarily participated in this study was conducted. In addition, the data collected consisted of self-report data from the beginning teachers. As a result, the findings may not be generalizable to other teacher preparation programs.

Although this study is looking at one teacher preparation program’s graduates’ perceptions of success, it would be informative to look at additional programs as well. At this time, it cannot be concluded that trends in the data are a result of the training program they

graduated from without comparing them to a group of graduates from a similar program at another university. As well, without more information regarding the schools and school districts where the teachers are employed, it is impossible to determine if there are trends in Satisfaction and Commitment based on location. No data other than the type of school (i.e., public, private, or charter) and the location of the school (i.e., rural, suburban, urban) were collected. Research has shown that attrition rates at high poverty, low performing schools are higher (Ingersoll, 2001; Loeb, Darling-Hammond, & Luczak, 2005; Scafidi, Sjoquist, & Stinebrickner, 2007). However, this information cannot be examined in this study but would be valuable for future research into roles and teaching satisfaction, commitment, and retention intentions.

Future Research on Beginning Teachers

Often at the end of research studies, the results raise more questions than they answer. This is also the case with this study. First, in future iterations of this instrument, it will be important to pilot revised questions for the role intensification section. After drafting additional questions, I would test content validity by asking experienced teachers in the field to rate the questions based on a 3-point scale: 1) Not necessary, 2) Useful, but not essential, or 3) Essential. Once I have compiled those ratings, I can compute Lawshe's Content Validity Ratios (CVR) (Lawshe, 1975). Then a sample of items with CVRs over 0.5 would be piloted with beginning teachers and subsequent reliability and exploratory factor analyses would be carried out. A similar process would be conducted to develop supplementary items regarding the quality of roles beginning teachers may occupy.

With the shortage of teachers to fill the classrooms, teacher preparation programs have developed alternative avenues to licensure. Thus, it would be interesting to have a sample large enough to compare graduates from the different pathways to the classroom. This could include comparing traditional teacher education graduates, lateral entry graduates, and professional-development school graduates. Results from these analyses could help school systems and teacher education programs provide differentiated support based on the needs of those groups.

Research has shown that beginning teacher beliefs about their teacher preparation programs develop over time (Darling-Hammond, 2006). Dann, Muller-Fohrbrodt, and Cloetta (1981) and Hinsch (1979) found that teacher beliefs about their teacher preparation programs follow a U-Shaped curve (as cited in Brouwer & Korthagen, 2005). Attitudes that are strengthened during the preparation program fall during the beginning years and then increase after a couple of years of experience. The findings of this study supports the use of this instrument with teacher preparation graduates once they are in the classroom. It provides specific data to departments about the perceptions of their graduates once in the field. If hard-wired into a teacher preparation program's research agenda, it can provide information regarding how interventions during the preparation program impact the perceptions of success, satisfaction, and commitment of their graduates once in the field. For this reason, it would be valuable to implement a longitudinal design in acquiring feedback from teacher education graduates. This could provide evidence to the development of perceptions of success, satisfaction, and commitment in beginning teachers through the first five years in the classroom. As well, administering during the preservice period could help teacher

preparation programs understand which changes can be attributed to the program and which can be attributed to their current environment (Darling-Hammond, 2006; Zeichner & Conklin, 2005)

Conclusion

This study sought to examine the contribution of beginning teachers' roles to their perceptions of success. Theoretical connections were found in the literature that were tested with a convenient sample of North Carolina State Graduates. Although the proposed model was not a reasonable fit with this sample of data, many implications were drawn. Teacher preparation programs can help school systems by collecting data on their graduates to adapt their programs to the challenges that beginning teachers report facing. The aim is to stop what Smith and Ingersoll (2004) coined as the revolving door through which beginning teachers enter and leave the schools.

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APPENDICES

APPENDIX A

Loadings and Squared Multiple Correlations for Items on Factors

Factor	Item	Standardized Regression Weight	Squared Multiple Correlation
Mentor Support			
	1. The mentoring relationship is or would be important to me.	.473	.223
	3. My mentor has provided assistance with classroom management.	.883	.780
	4. My mentor has provided assistance with instructional concerns.	.854	.730
	5. My mentor has provided assistance related to communication with parents or caregivers of my students.	.701	.491
	6. My mentor is empathetic.	.765	.585
	7. My mentor encourages me to reflect on my teaching.	.605	.366

Factor	Item	Standardized Regression Weight	Squared Multiple Correlation
	8. Working with my mentor has been a positive experience.	.919	.845
Colleague Support			
	9. I have opportunities for meaningful conversations with other novice teachers in a setting free of evaluation.	.510	.260
	10. I have common planning times with other teachers at my same grade level or subject area.	.531	.282
	11. I have opportunities to visit and observe exemplary teachers.	.415	.172
	12. I have a colleague in my same subject area (secondary) or grade level (elementary) who will answer my questions.	.665	.443

Factor	Item	Standardized Regression Weight	Squared Multiple Correlation
Administration Support			
	13. The administration at my school provides appropriate feedback for my discipline decisions.	.776	.602
	14. The administration at my school encourages me to be an effective teacher.	.766	.587
	15. The administration has oriented me to the school and staff.	.756	.571
	16. I have on-going face-to-face communication with my administration.	.779	.606
	17. The administration provides me with effective instructional leadership.	.860	.739

Factor	Item	Standardized Regression Weight	Squared Multiple Correlation
Classroom Management			
	18. I have developed clear routines and procedures for my classroom that are aligned with school policy.	.721	.520
	19. I have implemented consistent routines and procedures in my classroom.	.738	.544
	20. My routines and procedures positively impact the behavior in my classroom.	.822	.675
	21. The discipline in my classroom is supportive of a good learning environment for my students.	.859	.738
	22. I feel in control when I am teaching.	.825	.680

Factor	Item	Standardized Regression Weight	Squared Multiple Correlation
	23. My students' behaviors are consistent with my classroom expectations.	.758	.574
	24. I am able to use communication to defuse disruptive student behavior.	.731	.534
Encouraging Student Success			
	25. I am able to successfully teach students with a variety of ability levels.	.708	.502
	26. I am able to motivate all students.	.648	.419
	27. I am able to use a variety of teaching strategies to provide my students with instruction that is effective for them.	.681	.464

Factor	Item	Standardized Regression Weight	Squared Multiple Correlation
	28. I am able to effectively teach students with learning disabilities.	.740	.547
	29. I am able to effectively teach students with limited English proficiency.	.531	.282
	30. I am able to effectively teach my students from diverse backgrounds.	.725	.526
	31. I am able to frame my instructional decisions based on my students' learning.	.664	.441
Curricular and Instructional Resources			
	32. I have adequate instructional supplies, such as copy paper, a functioning copier, and pens that I need for teaching.	.647	.418

Factor	Item	Standardized Regression Weight	Squared Multiple Correlation
	33. I have been provided with curriculum that aligns with the state's objectives for my grade level or subject area.	.496	.246
	34. I have the curriculum materials I need to teach effectively.	.788	.620
	35. I have been provided with the instructional technology I need to teach effectively.	.543	.295
	36. The school provides professional development that is valuable to my instruction in the classroom.	.519	.270
	37. My students have the curricular resources they need to learn effectively.	.768	.590

Factor	Item	Standardized Regression Weight	Squared Multiple Correlation
Assignment and Workload			
	38. I think the number of preparations I have for my classes is appropriate for a beginning teacher.	.611	.373
	39. I have at least one period per day that I can devote without interruption to planning for my classes.	.557	.311
	40. My overall teaching workload is reasonable.	.734	.539
	41. Beginning teachers are allowed to choose whether to take on extra duties or not.	.332	.110
Parental Contacts			
	47. The parents or caregivers of my students are supportive of their child's progress in school.	.754	.569

Factor	Item	Standardized Regression Weight	Squared Multiple Correlation
	48. I am able to effectively communicate with my students' parents or caregivers.	.833	.693
	49. I have adequate guidance and support in working with parents or caregivers.	.702	.493

APPENDIX B

Pearson Correlations of the Eight Factors in the *PSI-BT*

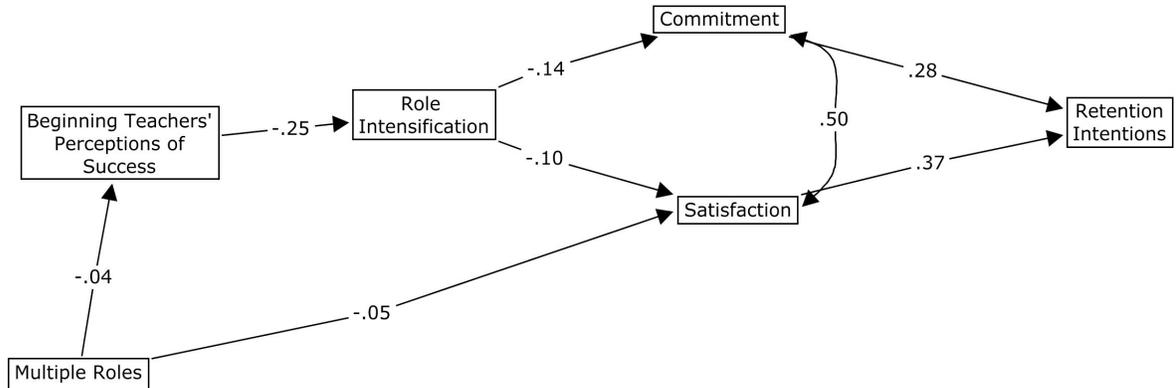
	1.	2.	3.	4.	5.	6.	7.	8.
1. Mentor Support	1.000	.37**	.25**	.15	.20*	.03	.32**	.10
2. Colleague Support		1.000	.46**	.17*	.26**	.35**	.46**	.37**
3. Administration Support			1.00	.30**	.42**	.41**	.52**	.46**
4. Classroom Management				1.00	.67**	.37**	.30**	.38**
5. Student Success					1.00	.47**	.31**	.50**
6. Instructional Resources						1.00	.48**	.49**
7. Assignment and Workload							1.00	.33**
8. Parent and Caregiver								1.00

Note: * $p < .05$, ** $p < .01$

APPENDIX C

Theoretical Model

Beginning teachers' perceptions of success, satisfaction, and commitment predict retention intentions while mediated by testing and moderated by multiple roles.



	χ^2	<i>Df</i>	<i>p</i> -value	CFI	TLI	IFI	RMSEA
Theoretical Model	95.146	7	.000	.472	-.585	.513	.316

APPENDIX D

Internal Review Board Approval

North Carolina State University is a land-grant university and a constituent institution of The University of North Carolina

**Office of Research
and Graduate Studies**

NC STATE UNIVERSITY

Sponsored Programs and
Regulatory Compliance
Campus Box 7514
2701 Sullivan Drive
Raleigh, NC 27695-7514

919.515.2444
919.515.7721 (fax)

From: Joseph Rabiega, IRB Coordinator
North Carolina State University
Institutional Review Board

Date: January 19, 2009

Project Title: Evaluating the Perceptions of Success for NC State Graduates

IRB#: 13-09-01

Dear Erin:

The research proposal named above has received administrative review and has been approved as exempt from the policy as outlined in the Code of Federal Regulations (Exemption: 46.101.b.2). Provided that the only participation of the subjects is as described in the proposal narrative, this project is exempt from further review.

NOTE:

1. This committee complies with requirements found in Title 45 part 46 of The Code of Federal Regulations. For NCSU projects, the Assurance Number is: FWA00003429.
2. Any changes to the research must be submitted and approved by the IRB prior to implementation.
3. If any unanticipated problems occur, they must be reported to the IRB office within 5 business days.

Please provide a copy of this letter to your faculty sponsor.

Sincerely,

Joseph Rabiega
NCSU IRB

APPENDIX E

Internal Review Board Modification Approval

North Carolina State University is a land-grant university and a constituent institution of The University of North Carolina

**Office of Research
and Graduate Studies**

NC STATE UNIVERSITY

Sponsored Programs and
Regulatory Compliance
Campus Box 7514
1 Leazar Hall
Raleigh, NC 27695-7514
919.515.7200
919.515.7721 (fax)

From: Debra A. Paxton, IRB Administrator
North Carolina State University
Institutional Review Board

Date: May 14, 2009

Project Title: Evaluating the Perceptions of Success for NC State Graduates

Dear Ms. Horne:

Your addendum to the study named above has been reviewed by the IRB office, and has been approved. The addendum does not change the original IRB exempt status of your submission. If you have any questions please do not hesitate to contact the IRB office at 919.515.4514.

Please provide a copy of this form to your faculty sponsor.

Thank you,

Debra Paxton
NCSU IRB

APPENDIX F

The Instrument

NC STATE UNIVERSITY



Perceptions of Success Inventory For Beginning Teachers

Directions: This inventory will ask you to consider several aspects of your experience as a beginning teacher. Your individual responses will not be given to your school or school system, so please answer each question honestly. Your participation in this survey is valuable as we attempt to better understand beginning teachers' perceptions of success. Please provide a response to each item for the **current experience** as well as the **essential for effective teaching** categories.

Please...

1. Use only a number 2 pencil.
2. Completely fill in the oval for your answer.
3. Erase completely to change an answer.
4. Mark the response that most closely describes your personal experiences.

USE A NO. 2 PENCIL ONLY

Correct Mark:

MENTOR SUPPORT

If your response to question 1 is no, only answer question 2 and move to the next section.

1. Do you have a mentor assigned to you by the school or another experienced teacher to provide you with assistance?
 Yes No
2. The mentoring relationship is or would be important to me.
3. My mentor has provided assistance with classroom management.
4. My mentor has provided assistance with instructional concerns.
5. My mentor has provided assistance related to communication with parents or caregivers of my students.
6. My mentor is empathetic.
7. My mentor encourages me to reflect on my teaching.
8. Working with my mentor has been a positive experience.

	CURRENT EXPERIENCE					ESSENTIAL FOR EFFECTIVE TEACHING						
	STRONGLY DISAGREE	DISAGREE	SLIGHTLY DISAGREE	SLIGHTLY AGREE	AGREE	STRONGLY AGREE	STRONGLY DISAGREE	DISAGREE	SLIGHTLY DISAGREE	SLIGHTLY AGREE	AGREE	STRONGLY AGREE
1.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					
2.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					
3.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					
4.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					
5.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					
6.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					
7.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					
8.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					

COLLEAGUE SUPPORT

9. I have opportunities for meaningful conversations with other novice teachers in a setting free of evaluation.
10. I have common planning times with other teachers at my same grade level or subject area.
11. I have opportunities to visit and observe exemplary teachers.
12. I have a colleague in my same subject area (secondary) or grade level (elementary) who will answer my questions.

	CURRENT EXPERIENCE					ESSENTIAL FOR EFFECTIVE TEACHING						
	STRONGLY DISAGREE	DISAGREE	SLIGHTLY DISAGREE	SLIGHTLY AGREE	AGREE	STRONGLY AGREE	STRONGLY DISAGREE	DISAGREE	SLIGHTLY DISAGREE	SLIGHTLY AGREE	AGREE	STRONGLY AGREE
9.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					
10.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					
11.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					
12.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					

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DO NOT MARK IN THIS AREA

ADMINISTRATION SUPPORT (consider your principal and assistant principal(s))	CURRENT EXPERIENCE					ESSENTIAL FOR EFFECTIVE TEACHING						
	STRONGLY DISAGREE	DISAGREE	SLIGHTLY DISAGREE	SLIGHTLY AGREE	AGREE	STRONGLY AGREE	STRONGLY DISAGREE	DISAGREE	SLIGHTLY DISAGREE	SLIGHTLY AGREE	AGREE	STRONGLY AGREE
13. The administration at my school provides appropriate feedback for my discipline decisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					
14. The administration at my school encourages me to be an effective teacher.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					
15. The administration has oriented me to the school and staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					
16. I have on-going face-to-face communication with my administration.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					
17. The administration provides me with effective instructional leadership.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					

CLASSROOM MANAGEMENT	CURRENT EXPERIENCE					ESSENTIAL FOR EFFECTIVE TEACHING						
	STRONGLY DISAGREE	DISAGREE	SLIGHTLY DISAGREE	SLIGHTLY AGREE	AGREE	STRONGLY AGREE	STRONGLY DISAGREE	DISAGREE	SLIGHTLY DISAGREE	SLIGHTLY AGREE	AGREE	STRONGLY AGREE
18. I have developed clear routines and procedures for my classroom that are aligned with school policy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					
19. I have implemented consistent routines and procedures in my classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					
20. My routines and procedures positively impact the behavior of my students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					
21. The discipline in my classroom is supportive of a good learning environment for my students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					
22. I feel in control when I am teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					
23. My students' behaviors are consistent with my classroom expectations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					
24. I am able to use communication to defuse disruptive student behavior.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					

ENCOURAGING STUDENT SUCCESS	CURRENT EXPERIENCE					ESSENTIAL FOR EFFECTIVE TEACHING						
	STRONGLY DISAGREE	DISAGREE	SLIGHTLY DISAGREE	SLIGHTLY AGREE	AGREE	STRONGLY AGREE	STRONGLY DISAGREE	DISAGREE	SLIGHTLY DISAGREE	SLIGHTLY AGREE	AGREE	STRONGLY AGREE
25. I am able to successfully teach students with a variety of ability levels.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					
26. I am able to motivate all students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					
27. I am able to use a variety of teaching strategies to provide my students with instruction that is effective for them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					
28. I am able to effectively teach students with learning disabilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					
29. I am able to effectively teach students with limited English proficiency.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					
30. I am able to effectively teach my students from diverse backgrounds.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					
31. I am able to frame my instructional decisions based on my students' learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					

CURRICULAR AND INSTRUCTIONAL RESOURCES

	CURRENT EXPERIENCE					ESSENTIAL FOR EFFECTIVE TEACHING						
	STRONGLY DISAGREE	DISAGREE	SLIGHTLY DISAGREE	SLIGHTLY AGREE	AGREE	STRONGLY AGREE	STRONGLY DISAGREE	DISAGREE	SLIGHTLY DISAGREE	SLIGHTLY AGREE	AGREE	STRONGLY AGREE
32. I have adequate instructional supplies, such as copy paper, a functioning copier, and pens that I need for teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					
33. I have been provided with curriculum that aligns with the state's objectives for my grade level or subject area.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					
34. I have the curriculum materials I need to teach effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					
35. I have been provided with the instructional technology I need to teach effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					
36. The school provides professional development that is valuable to my instruction in the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					
37. My students have the curricular resources they need to learn effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					

ASSIGNMENT AND WORKLOAD

	CURRENT EXPERIENCE					ESSENTIAL FOR EFFECTIVE TEACHING						
	STRONGLY DISAGREE	DISAGREE	SLIGHTLY DISAGREE	SLIGHTLY AGREE	AGREE	STRONGLY AGREE	STRONGLY DISAGREE	DISAGREE	SLIGHTLY DISAGREE	SLIGHTLY AGREE	AGREE	STRONGLY AGREE
38. I think the number of preparations I have for my classes is appropriate for a beginning teacher.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					
39. I have at least one period per day that I can devote without interruption to planning for my classes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					
40. My overall teaching workload is reasonable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					
41. Beginning teachers are allowed to choose whether to take on extra duties or not.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					

ASSESSMENT AND EVALUATION

	CURRENT EXPERIENCE					ESSENTIAL FOR EFFECTIVE TEACHING						
	STRONGLY DISAGREE	DISAGREE	SLIGHTLY DISAGREE	SLIGHTLY AGREE	AGREE	STRONGLY AGREE	STRONGLY DISAGREE	DISAGREE	SLIGHTLY DISAGREE	SLIGHTLY AGREE	AGREE	STRONGLY AGREE
42. I informally assess each student on a daily basis.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					
43. I formally assess each student on a weekly basis.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					
44. If I teach to the Standards, my students will be adequately prepared for high stakes tests.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					
45. Preparation for high stakes testing significantly decreases the amount of material I am able to cover with students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					
46. I feel pressured by high stakes testing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					

PARENTAL CONTACTS

	CURRENT EXPERIENCE					ESSENTIAL FOR EFFECTIVE TEACHING						
	STRONGLY DISAGREE	DISAGREE	SLIGHTLY DISAGREE	SLIGHTLY AGREE	AGREE	STRONGLY AGREE	STRONGLY DISAGREE	DISAGREE	SLIGHTLY DISAGREE	SLIGHTLY AGREE	AGREE	STRONGLY AGREE
47. The parents or caregivers of my students are supportive of their child's progress in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					
48. I am able to effectively communicate with my students' parents or caregivers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					
49. I have adequate guidance and support in working with parents or caregivers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					

Please respond directly on this paper for these questions and return in the self-addressed stamped envelope with your scantron.

Institution-specific questions – Please provide a response to each item for the **current experience** as well as the **essential for effective teaching** categories by circling your response.

56. NC State's Teacher Education Program prepared me for effectively communicating with parents.

This is my current experience:

Strongly Disagree
Disagree
Slightly Disagree
Slightly Agree
Agree
Strongly Agree

This item is essential for effective teaching:

Strongly Disagree
Disagree
Slightly Disagree
Slightly Agree
Agree
Strongly Agree

57. NC State's Teacher Education Program prepared me for effectively instructing learners.

This is my current experience:

Strongly Disagree
Disagree
Slightly Disagree
Slightly Agree
Agree
Strongly Agree

This item is essential for effective teaching:

Strongly Disagree
Disagree
Slightly Disagree
Slightly Agree
Agree
Strongly Agree

58. NC State's Teacher Education Program prepared me for teaching students with special learning needs.

This is my current experience:

Strongly Disagree
Disagree
Slightly Disagree
Slightly Agree
Agree
Strongly Agree

This item is essential for effective teaching:

Strongly Disagree
Disagree
Slightly Disagree
Slightly Agree
Agree
Strongly Agree

59. NC State's Teacher Education Program prepared me for teaching students who are English as second language learners.

This is my current experience:

Strongly Disagree
Disagree
Slightly Disagree
Slightly Agree
Agree
Strongly Agree

This item is essential for effective teaching:

Strongly Disagree
Disagree
Slightly Disagree
Slightly Agree
Agree
Strongly Agree

60. NC State's Teacher Education Program prepared me for developing clear procedures in my classroom.

This is my current experience:

Strongly Disagree
Disagree
Slightly Disagree
Slightly Agree
Agree
Strongly Agree

This item is essential for effective teaching:

Strongly Disagree
Disagree
Slightly Disagree
Slightly Agree
Agree
Strongly Agree

61. NC State's Teacher Education Program prepared me for working with disruptive students in my classroom.

This is my current experience:

Strongly Disagree
Disagree
Slightly Disagree
Slightly Agree
Agree
Strongly Agree

This item is essential for effective teaching:

Strongly Disagree
Disagree
Slightly Disagree
Slightly Agree
Agree
Strongly Agree

62. NC State's Teacher Education Program prepared me for working in a professional learning community.

This is my current experience:

Strongly Disagree
Disagree
Slightly Disagree
Slightly Agree
Agree
Strongly Agree

This item is essential for effective teaching:

Strongly Disagree
Disagree
Slightly Disagree
Slightly Agree
Agree
Strongly Agree

63. NC State's Teacher Education Program prepared me for formative assessment of student learning.

This is my current experience:

Strongly Disagree
Disagree
Slightly Disagree
Slightly Agree
Agree
Strongly Agree

This item is essential for effective teaching:

Strongly Disagree
Disagree
Slightly Disagree
Slightly Agree
Agree
Strongly Agree

64. NC State's Teacher Education Program prepared me to interpret standardized test data for my class.

This is my current experience:

Strongly Disagree
Disagree
Slightly Disagree
Slightly Agree
Agree
Strongly Agree

This item is essential for effective teaching:

Strongly Disagree
Disagree
Slightly Disagree
Slightly Agree
Agree
Strongly Agree

65. NC State's Teacher Education Program prepared me for using instructional technology in my classroom.

This is my current experience:

Strongly Disagree
Disagree
Slightly Disagree
Slightly Agree
Agree
Strongly Agree

This item is essential for effective teaching:

Strongly Disagree
Disagree
Slightly Disagree
Slightly Agree
Agree
Strongly Agree

Free Response Comments Section

66. Most Favorable: Reflecting on the items to which you responded on this inventory, please elaborate on the areas that you find most favorable about your experience in NC State's Teacher Education Program. You may give examples and explanations, but please refrain from identifying specific individuals. This is a confidential survey.

Most favorable:

67. Least Favorable: Reflecting on the items to which you responded on this inventory, please elaborate on the areas that you find least favorable about your experience in NC State's Teacher Education Program. You may give examples and explanations, but please refrain from identifying specific individuals. This is a confidential survey.

Least favorable:

68. What program did you receive your degree/license from? (check all that apply)

- Agricultural Education
- Business and Marketing Education
- Elementary Education (K-6)
- English (High School)
- English as a Second Language
- French Teacher Education
- Middle Grades Language Arts/Social Studies
- Middle School Mathematics Education (6-9)
- Middle School Science Education (6-9)
- High School Mathematics Education (9-12)
- High School Science Education (9-12)
- Social Studies Teacher Education (High School)
- Spanish Teacher Education
- Technology Education
- Other, please specify

69. What type of license do you hold?

- Traditional
- Provisional
- Lateral Entry
- None
- Other, please specify

70. If you teach in a North Carolina public school, in what district is your LEA located? Write out name, no abbreviations please.

71. What type of school do you teach in ?

- Public
 - Charter
 - Private
 - Other, please specify
-

72. How do you best describe the school district in which you are working?

- Rural
- Suburban
- Urban

73. My current teaching assignment is:

- The same grade level as my student teaching assignment
- The same subject as my student teaching assignment
- None of the above
- I did not student teach

74. Which best describes your physical classroom environment?

- I have classroom space that I do not share with other teachers throughout the school day
- I have classroom space that I share with other teachers throughout the school day
- I move classrooms throughout the day

75. If you have a subject specialty, does your mentor teach the same subject?

- Yes
- No

76. What was the approximate date you first met with your mentor?

- During the teacher workdays
- During the first week of teaching students
- After the first week of teaching students

77. How often do you formally meet with your assigned mentor?

- At least once a week
- At least once every 2 weeks
- At least once a month
- None of the above

78. How old are you?

- 21-25
- 26-30
- 31-35
- 36-40
- 41 or older

79. Which best describes you?

- I am single.
- I am in a committed relationship.
- I am married.
- I prefer not to share.

80. I participate in the following activities outside of teaching (check all that apply)

- Graduate school
- Organization with a religious affiliation
- Service organization
- Other, please specify _____

81. I have the following responsibilities outside of teaching (check all that apply)

- I am a caregiver for a child.
- I am a caregiver for a family member.
- I have an additional job other than my current teaching assignment.
- Other, please specify _____
- I prefer not to share.

82. I am currently participating in an innovation in my school.

Yes

No

If yes, which of the following (check all that apply)

Character Education Program

Curriculum Adoption (i.e., NC Standard Course of Study)

Curriculum Materials Adoption (i.e., textbook, series, etc.)

Culturally Responsive Training

Early Literacy Centers/Preschool

Demonstration Programs

Instructional Consultation

Positive Behavior Support (PBS)

Professional Learning Communities (PLCs)

Project Bright IDEA

Project K-Nect

Reading/Writing and Math Best Practice Site

Response to Intervention/Problem Solving

Model

Other, please specify _____

APPENDIX G

Communication with Graduates



LEARN | EDUCATE | APPLY | DEMONSTRATE |

| SCHOLARLY | ETHICAL | REFLECTIVE | VALUE DIVERSITY | EXPERIENCED

Dear NCSU College of Education Graduate,

In 2007 or May, 2008 you became an NC State University College of Education alumnus. In the College of Education, we are continually seeking ways to better prepare our teachers for successful careers. To this end, we are interested in identifying areas where additional support in teacher preparation in the College may lead to an increase in perceptions of success during your first year of teaching.

We are asking you to participate in a research study. The purpose of this study is to gather data from graduates of the College of Education who are currently teaching. The data collected will be used to inform areas of need, as well as strengths, of our existing teacher preparation programs. If you agree to participate in the study, you will be asked to complete the *Perceptions of Success Inventory for Beginning Teachers (PSI-BT)*. This inventory has been designed to evaluate beginning teachers' perceptions of success.

For this study, we are looking at the population of beginning teachers as a whole, and thus individual responses will not be reported. Schools and school systems will not be notified who participated in the study or provided with any general population data. No individual responses will be given in reports to the College of Education.

The consent form is the first thing you will see when you access the website below. If you consent to participate, please click yes that you agree to participate. You can download a copy of the consent form for your records from the webpage. Once you click yes, you will be taken to the *Perceptions of Success Inventory for Beginning Teachers*. To take the *PSI-BT* you will need to provide your student ID as a method to ensure there is only one survey submitted per teacher and to organize data into the College of Education system. Your individual student ID is provided below. It will take approximately 30 minutes to complete the *PSI-BT*. We appreciate the time you will spend completing this survey as we aim to better understand the supports beginning teachers need.

To participate in the survey, please go to [\[http://www.ncsu.edu/mentorjunction/psi/consent_form.html\]](http://www.ncsu.edu/mentorjunction/psi/consent_form.html).
Your student ID number is [XXXXXXXX].

If you agree to participate, please complete this study by March 6, 2009.

If you have any questions, feel free to contact Erin Horne at (919) 513-1767 or erin_thomas@ncsu.edu.

Sincerely,

A handwritten signature in black ink, appearing to read "MJ Maher", with a long horizontal flourish extending to the right.

Michael J. Maher, Ph.D.
Director of Professional Education
North Carolina State University
College of Education

Dear STUDENT NAME,

You should have recently received a letter and/or email describing a research study to understand your experiences as either a teacher, a teacher education graduate, or both from the lead researcher, Erin Thomas Horne. This is a study to understand the experiences of our graduates, and your response is important to us. I am asking that you help out our college by completing this survey.

Your responses are confidential, but very important as a middle grades graduate. As I am not part of the research team, I will not be receiving notification when you complete the survey or of your responses. We are aware that your experiences may be different from other teachers and/or teacher education graduates your responses will provide valuable information as we work to support our current NC State students.

We value your time and have made the survey available online. It will take you approximately 30 minutes to complete. As a thank you for providing your meaningful feedback, you may choose to enter yourself into a raffle for one of three \$25 Amazon.com gift cards. If you chose to participate in the raffle the information you provide will not be connected to your responses on the survey. Below, you are provided with a 3-digit identification number. This is only to ensure that each person only completes the survey once.

To participate in the survey, please go to
http://ncsu.edu/succeed/beginning-teachers/consent_form.html
Username: ncsu
Password: alumni
Your ID number is ID.

If you have any questions, feel free to contact the lead researcher, Erin Thomas Horne, at (919) 513-1767 or erin_thomas@ncsu.edu.

Sincerely,
Faculty Member

APPENDIX H

Informed Consent

North Carolina State University INFORMED CONSENT FORM for RESEARCH

Consent for Beginning Teachers

Title of Study: Evaluating the Perceptions of Success for NC State Graduates

Principal Investigator: Erin Horne
A. Davis

Faculty Sponsors: Alan J. Reiman & Heather

We are asking you to participate in a research study. The purpose of this study is to gather data from graduates of the NC State College of Education who are currently teaching. The data collected will be used to inform areas of need, as well as strengths, of the existing teacher preparation program at the College of Education. This inventory has been designed to evaluate levels of support beginning teachers feel they are receiving from their school and school system. We are interested in identifying areas where additional support in teacher preparation at the College of Education may lead to an increase in perceptions of success during the first year of teaching.

For this study, we are looking at the population of beginning teachers as a whole, and thus individual responses will not be reported. You will be asked to provide the number assigned to you in the information letter. This number will only be used to ensure that each person only responds to the survey one time. Schools and school systems will not be notified who participated in the study. No individual responses will be reported to the school system or the College of Education.

INFORMATION

If you agree to participate in this study, you will be asked to

Complete the *Perceptions of Success Inventory for Beginning Teachers (PSI-BT)* (30-45 minutes)

RISKS

There are no foreseeable risks by completing this research.

BENEFITS

It is anticipated that the responses to this inventory will provide NC State's College of Education with quantitative data to understand their graduates' perceptions of success and retention intentions. Thus, NC State's College of Education can use the data to make evidence-based decisions regarding programs and program evaluation.

CONFIDENTIALITY

The information in the study records will be kept strictly confidential. Data will be stored securely in a locked area. No information will be given to the school system regarding your individual responses to any question on the surveys. **No reference will be made in oral or written reports which could link you to the study. The only reports given will be on the sample as a whole, and not individual responses. The random number assigned to you is to ensure to that each person only submits one survey response. No report will be given to school systems or schools regarding answers on the *PSI-BT*.**

COMPENSATION

When you complete the inventory, you will have the option of completing the drawing form to be entered into a drawing for one of three \$25 gift certificates to Amazon.com. The drawing forms will not be connected to your responses. Winners will be notified by mail/email three weeks after the study has concluded.

CONTACT

If you have questions at any time about the study or the procedures, you may contact the researcher, Erin Horne (919-513-1767, erin_thomas@ncsu.edu). If you feel you have not been treated according to the descriptions in this form, or your rights as a participant in research have been violated during the course of this project, you may contact Dr. Debra Paxton, Administrator of the NC State IRB for the Use of Human Subjects in Research Committee, Box 7514, NCSU Campus (919/515-4514) or Mr. Joseph Rabiega, Coordinator of the NC State IRB for the Use of Human Subjects in Research Committee, Box 7514, NCSU Campus (919/515-7515)