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Preparation, Perceptions, & Professional Paths: A Mixed-Methods Study of East Stroudsburg University's Elementary Education Professional Development School Beginning Teachers

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PREPARATION, PERCEPTIONS, & PROFESSIONAL PATHS:

A MIXED-METHODS STUDY OF EAST STROUDSBURG

UNIVERSITY'S ELEMENTARY EDUCATION PROFESSIONAL

DEVELOPMENT SCHOOL BEGINNING TEACHERS

A Dissertation

Submitted to the School of Graduate Studies and Research

in Partial Fulfillment of the

Requirements for the Degree

Doctor of Education

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Indiana University of Pennsylvania
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Title: Preparation, Perceptions, & Professional Paths: A Mixed-Methods Study of East

Stroudsburg University's Elementary Education Professional Development

School Beginning Teachers

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Teacher preparation programs that are linked to Professional Development School (PDS) partnerships address the complexity of classrooms by embedding the learning of teaching in authentic contexts. This study investigated the preparation, perceptions, and professional paths of East Stroudsburg University's (ESU) elementary education (ELED) professional development school beginning teachers. ESU ELED PDS graduates' perceptions of self-efficacy in the categories of teaching behaviors, responsibilities, and leadership were examined using a mixed method design and included graduate retention and attrition data.

Data in the area of retention and attrition was limited due to few survey responses from teachers who left the field (7.5%). Despite this low response rate, there were similarities between the study data and national data citing dissatisfaction with working conditions and salary. Study results compared with the most recent national attrition data identified similarities in attrition rate.

Survey data gathered from graduates and principals on teaching behaviors, teacher responsibilities, and leadership and subsequent follow-up interviews identified many perceived strengths of ESU's PDS partnerships and only a few weaker areas. In

the teaching behaviors category, graduates reported a strong relationship between their experience and ability to employ cooperative learning strategies, implement curriculum, and utilize differentiated instruction, and principals verified strengths in employing cooperative learning strategies, implementing curriculum, using technology, and utilizing differentiated instruction. Similarly, in the category of teacher responsibilities, graduates indicated perceived strengths in lesson development, implementing classroom management strategies, maintaining a safe classroom, motivating students, and analyzing data, while principals cited analyzing data and developing lessons as strength areas. In the leadership category, graduates reported two strength areas: advocating for students and the teaching profession and assuming leadership roles, with principals verifying a strength in seeking opportunities to acquire and demonstrate leadership. Overall, there was a positive relationship between graduates' perceptions of their PDS experiences and areas in the three categories analyzed. Comparative data suggests consistency between areas of the graduates' self-perception and the principals' perceptions. Based upon the data gathered and analyzed throughout this study, it appears that ESU provided its graduates with a variety of beneficial clinical experiences pertaining to teaching behaviors, teacher responsibilities, and leadership.

DEDICATION

To my parents, Gwen & Egidio Sponchiado

As I was growing up, their philosophy of education and learning was simple…

"Just try your best. If you try your best, that's all that matters."

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CHAPTER 1

INTRODUCTION TO THE STUDY

Since the 1980s, a quiet reform movement has been occurring in teacher

preparation programs across the country. The profession has set standards that reflect

a knowledge base and has generated a growing consensus about what teachers should

know and be able to do. Some teacher preparation programs have changed the way

they do business, creating partnerships with school districts to support teacher

development.

Changes in teacher preparation programs go hand-in-hand with changes

affecting our society. Today's schools face the challenge of not only offering an

appropriate education but also ensuring that student learning is occurring in a climate

of ever-changing social and technological demands. Today's schools are focused on

assisting all students in the goal of meeting various local and state standards each

year. This evolution requires teachers to ensure that students succeed at an early age

and build on these "winning streaks" so that they do not fall further behind (Stiggins,

2007). Merely teaching and giving tests is no longer an option. Teachers must now

implement the curriculum and assess student learning in a way that meets the needs of

all learners, most of whom have a variety of needs and learn in a multitude of ways.

These objectives move beyond 20th century schools, which focused on one-size-fits-

all tests and pre-packaged curriculum directives.

The reinvention and success of today's 21st century schools lies squarely on

the development and retention of highly qualified teachers. New government

initiatives are investing in the front lines of education, and policymakers have started

to realize that regulations and directives alone cannot transform schools. The first step in ensuring that true school transformation occurs is to make sure that teachers entering the profession are prepared and ready for the challenges that lie ahead.

Teaching as a Profession

In the 1980's, teacher education reform focused on identifying itself as a profession and called upon experts in the field to define the standards, knowledge base and means for holding teacher preparation programs accountable for quality. Reports such as Goodlad's "A Place Called School" (1984), "Tomorrow's Teachers" by the Holmes Group (1986), and the Carnegie Forum on Education and the Economy's "A Nation Prepared: Teachers for the 21st Century" (1986) encouraged teachers to become professionalized and engage in the practice of setting standards for the profession. This declaration of professionalism necessitated the need for teachers to provide a set of skills and competencies that could be evidenced to the public (Carnegie Forum on Education and the Economy, 1986; Holmes Group, 1986). Teachers were encouraged to take control, define high standards, set rigorous expectations, and hold peers accountable (Imig, 1992).

Organizations were formed with the goal of developing and implementing standards in teaching. The National Board for Professional Teaching Standards was established in 1987 and placed in charge of creating meaningful standards and developing performance assessments for accomplished teachers to receive advanced training. Studies found that National Board standards and assessments do have a positive impact on student achievement (Bond, Jaeger, Smith, & Hattie, 2001; Goldhaber & Anthony, 2004). The Interstate New Teacher Assessment and Support

Consortium (INTASC) grew out of the work conducted by the National Board. This organization developed National Board-Compatible standards and assessments for beginning teachers.

Along with the National Council for Accreditation of Teacher Education (NCATE), the Teacher Education Accreditation Council (TEAC) also accredits universities with teacher preparation programs. NCATE incorporated the professional standards from the National Board and INTASC, while TEAC bases accreditation on teacher performance in relation to their own objectives rather than common professional standards (Darling-Hammond, Pacheco, Michelli, LePage, Hammerness, & Youngs, 2005). Although accrediting university teacher education programs in different manners, both NCATE and TEAC emphasize the tracking of teacher education outcomes.

Perceptions of Self-Efficacy

Teachers' sense of self-efficacy, their belief that they can make a difference in their students' lives and learning, has been determined to be a strong predictor of teacher effectiveness and teacher behaviors (Tschannen-Moran, Woolfolk-Hoy, & Hoy, 1998). A teacher's sense of self-efficacy has been shown to have positive effects on student achievement (Ross, 1992). Self-efficacy in teachers is also related to specific teaching behaviors that impact student learning, such as their openness to utilizing new instructional techniques in the classroom (Allinder, 1994). Teachers' personal teaching efficacy is also related to their level of organization and planning and to their willingness to use effective, hands-on teaching strategies in the classroom (Enochs, Scharmann, & Riggs, 1995; Riggs, 1994).

Teachers' self-efficacy has also been shown to have an impact on specific characteristics related to the profession. Enthusiasm for teaching (Allinder, 1994) and commitment to teaching (Coladarci, 1992) have been linked to teacher efficacy. There also appears to be a connection between teachers' sense of their ability to impact student learning and attrition from the profession (Parkay, Greenwood, Olejnik, & Proller, 1988). Teachers' sense of efficacy has also been shown to be related to feelings of classroom preparedness (Darling-Hammond, Chung, & Frelow, 2002; Hall, Burley, Villeme, & Brockmeier, 1992; Raudenbush, Rowen, & Cheong, 1992). Gibson and Dembo (1984) found that teachers with high self-efficacy give students more and better assistance in the classroom when needed, and they are more likely to praise students for their accomplishments. Woolfolk and Hoy (1990) also found that teachers with higher self-efficacy are more likely to employ instructional strategies that support student motivation.

Perceptions of self-efficacy regarding teaching behaviors, job responsibilities, and teacher leadership are areas of research that continue to grow. Teachers want to feel that they are making a difference in the lives of their students. This desire to shape the lives of children may lead to higher retention. Teacher leadership, in particular, requires further study due to the lack of specific research in this area. One of the primary researcher's goals is to add to this growing field by studying recent graduates in the specific areas of teaching behaviors, teacher responsibilities, and leadership.

Teacher Education: Controversy and Concepts

There is a strong consensus among politicians and education professionals that good teachers create good schools. While there appears to be a common focus regarding the importance of having qualified teachers in the classroom to enhance student success, there is still great controversy, both in and out of the profession, surrounding the role of teacher preparation programs and which programs are most successful.

Controversy of Teacher Education

Teacher education programs have been criticized for several reasons. Some have been accused of being unresponsive to new demands of teaching and ineffective regarding preparing teachers for work. Teacher education programs have also been criticized for being isolated from practice. They have even been referred to as obstacles to recruiting the best and brightest college students. While criticism of teacher education programs has been addressed from within the field of education by the Holmes Group (1986), Carnegie Task Force of Teaching as a Profession (1986), and John Goodlad (1990), they have all urged for the redesign of teacher education programs rather than the elimination of them. Their goals have always been to strengthen the knowledge base of teacher education programs, connect theory to practice, and support the development of effective teachers (Darling-Hammond, 2006).

Although critics of teacher preparation programs still believe that "anyone can teach" and that mere subject area content knowledge is sufficient in order to teach well, a body of research to the contrary has been firmly established. Even taking into

account possible issues regarding preparation programs, decades of research has concluded that fully prepared and certified teachers are more successful with students (Wilson, Floden, & Ferrini-Mundy, 2001). In one review it was stated that "the available research suggests that among students who become teachers, those enrolled in formal preservice preparation programs are more likely to be effective than those who do not have such training" (Evertson, Hawley, & Zlotnick, 1985, p. 8).

The debate continues over whether or not strong content knowledge and verbal ability are enough for being a quality teacher or if pedagogical preparation is necessary as well. Critics of teacher preparation programs believe that a more effective teaching force would be in place if teachers selected for the profession were those who achieved high scores on general ability tests. Although research has indicated that a relationship exists between student achievement and various measures of a teacher's verbal ability and content knowledge, these areas have not shown to be more consequential to student achievement than pedagogical knowledge and preparation for teaching (Darling-Hammond, 2006). Critics of teacher preparation programs state that there are studies (Ferguson & Ladd, 1996; Hanushek, 1992) that indicate that general academic and verbal ability of teachers are related to student achievement, and point to these studies as evidence that teacher effectiveness can be predicted from verbal ability (Walsh, 2001).

What critics of teacher preparation programs have failed to acknowledge is that these datasets did not include other measures of teacher knowledge and skill. The body of evidence regarding teacher preparation programs indicates that teachers are most effective when they not only know content knowledge but they also

understand how to transfer that knowledge to students. Knowing how students learn

and having a repertoire of instructional strategies to utilize in the classroom are the

core of pedagogical content knowledge (Grossman & Schoenfeld, 2005).

Concepts of Teacher Education

Learning how to teach requires new teachers to view and understand teaching

in ways that are very different from their own previous experiences as a student.

Three concepts must be fully addressed for a shift in teacher thinking and teaching

behaviors to occur. The first, referred to as the apprenticeship of observation, occurs

throughout the twelve years of experience in a traditional classroom from the other

side of the desk (Lortie, 1975). While this can be the source of motivation to become

a teacher, this observational experience has limits.   Students were not viewing their

teacher's actions within a "pedagogically oriented framework" (Lortie, 1975, p. 62).

This narrowly focused experience tends to fuel the myth that anyone can teach with

the apprenticeship of observation merely resulting in the imitation of superficial

aspects of teaching (Darling-Hammond, 2006).

The second concept has been referred to as the problem of enactment

(Kennedy, 1999). The actions referred to include a teacher's responsibility to

complete a wide variety of tasks, often at the same time. Critics of teacher

preparation programs believe that teacher preparation is too theoretical and that

teachers do not have the tools and experience to put ideas into action. Teachers must

know how students learn, which strategies will help, and also how to present

information clearly, lead discussions, manage discourse, organize groups, assign

useful tasks, manage behavior, and make quick decisions (Darling-Hammond, 2006).

This brings to light the need for appropriately guided and extensive clinical experiences that provide teacher candidates with rich opportunities to manage multitasking in the classroom.

Having the ability to understand and react to the multi-faceted needs in the classroom, which vary from social to academic, is another concept all teachers must address. Jackson (1974) refers to this as the problem of complexity. Today's new teachers have the responsibility to prepare a diverse group of students, which requires a different type of learning than they may have experienced as a student. Classrooms today are filled with academic, linguistic, and cultural diversity. Students need to be provided with authentic opportunities in the field to think and respond critically in order to perform at high levels. Therefore, teachers must learn how to balance teaching subject matter with teaching students in a manner that addresses their varied backgrounds and interests.

Learning to teach is no easy feat and comes with its own set of unique challenges. New teachers must be willing and able to view teaching from a whole new perspective, regardless of what was learned during their apprenticeship of observation. Teachers must also be able to overcome the problem of enactment by learning how to commingle theory and practice and content and pedagogy to ensure student success. Finally, the problem of complexity must be addressed so that students from varied backgrounds with ranging abilities are able to learn and grow in the classroom.

Challenges in Teacher Education

There are still challenges in the field of teacher education. The latest research and state attrition statistics indicate that retaining highly qualified teachers is an enormous issue across this country. Teachers today are facing large-scale issues that did not exist in the past, and these issues impact the day-to-day work in the classroom. English language learners (ELLs), students with disabilities, and growing transiency rates are major concerns. Teacher preparation programs today must continue to make university-school connections to assist teachers with meeting today's challenges. Teachers are being held accountable for student achievement, and their population of students is becoming more and more diverse.

Of course diversity in schools has always existed to some degree across the U.S., however schools have not always been held accountable for the success of all students. In recent years, the demographics in classrooms have rapidly changed. Almost thirty years ago, only 22% of students in the U.S. were students of color, but by 2035 demographers predict that students of color will make up the majority in our schools (Hodgkinson, 2001; U.S. Bureau of the Census, 2000). ELLs have risen from 1.5 million in 1985 to over 3.2 million in 1995, and this population continues to grow (Villegas & Lucas, 2002). Students receiving special education services have drastically increased during the past decade, also (National Center for Educational Statistics, 2002).

Today's teachers must be prepared to meet the needs of a wide variety of students. Research has shown that student achievement rates can increase when teachers incorporate cultural and language knowledge into their planning and lesson

implementation (Gandara, 2002; Garcia, 1993; Lee, 1995). Academic achievement

also increases when teachers know how to meet the needs of those students who have

cognitive differences and learning disabilities (Reynolds, Walberg & Weissberg,

1999). Teachers must have the knowledge and skills to implement a curriculum that

is culturally responsive and inclusive (Gay, 2000).

Retaining Quality Teachers

Teacher attrition across the United States rose to an alarmingly high level

during the 1990s (Easley, 2006). Contributions to teacher dissatisfaction and a

decline in teacher retention included such things as teacher workload, lack of

administrative support, conditions of employment and perceived status of the

profession (Danielson, 2002; Darling-Hammond, 2003). Approximately 200,000

teachers are prepared annually by current programs, and this would be enough to

meet the need if they all entered the teaching profession (American Council on

Education, 1999). However, researchers have concluded that anywhere from 18%

(Kotterman, 2000) to 40% (Darling-Hammond, 2000) are not immediately entering

the field.

The National Commission on Teaching and America's Future deemed teacher

attrition to be a "national crisis" when it released its *No Dream Denied: A Pledge to*

America's Children (2003) and stated that "the real school staffing problem is teacher

retention" (p. 6). The National Center for Educational Statistics reported that 7.4% of

teachers left the profession between 1999 and 2001 (Luekens, Lyter, & Fox, 2004).

For public school teachers ages 25-29, the turnover rate in 2000-2001 was almost

11% above the national average (National Center for Educational Statistics, 2002).

Over the years it appeared that the attrition rate was increasing when research showed that 16% of teachers left the profession within the first three years during the 1960s, and that percentage increased to 33% by the 1970s (Murnane, 1987). The National Center for Education Statistics (NCES) reported that almost 10% of all teachers leave the profession before completing their first year in the profession, and over 20% of public school teachers leave within the first three years (Rosenow, 2005). To be even more specific, 50% of teachers who leave do so by the end of their 5th year in the profession (Eggen, 2001; Johnson, 2004).

A variety of factors have been researched over the years with regard to teacher attrition rates. Among the highest reasons for exiting the profession early were discipline and classroom management issues and inadequate administrative support (Harrell, Leavell, Van Tassll, & McKee, 2004; Ingersoll, 2001; Johnson, 2004). While most teachers did not list salary as a primary reason for leaving, they did cite such things as a lack of professionalism and collegiality (Bolton, 2002; Mills, 2001; Recruitment and Retention Project, 2001). More recently, disruptive students and uninvolved parents were also identified as contributing factors (McDonough, 2003). Job dissatisfaction has been cited as a major predictor of teacher attrition (Woods & Weasmer, 2002). This has been related to lack of materials, lack of parental support, lack of administrative support, student misbehavior, time pressures, and limited input into decisions (Abel & Sewell, 1999; Gonzalez, 1995; Jensen, Meyers & Mortorff, 1992; Shann, 1998).

Today's teachers face an increasing variety of concerns that were not present decades ago. These challenges include such areas as inclusion of students of varying

abilities, ESOL students, and *No Child Left Behind* mandates and regulations (Potter, Swenk, Shrump, Smith, & Weekly, 2001). There are also increased expectations in the areas of technology, cooperative learning, and differentiated instruction. These educational new tools to aid learning and challenges can be overwhelming for those just entering the profession. Although many beginning teachers expect to stay in the profession, others view teaching as a transition to another job, some in and some out of the educational realm. If positive aspects of the teaching profession are not highlighted or recognized, many new teachers will seek other employment.

Teacher attrition is costly to districts in a multitude of ways. Attrition can disrupt educational communities and programs intended to improve student learning (Bryk, Lee, & Smith, 1990; Ingersoll, 2001). Ingersoll (2001) stated that teacher attrition negatively affects school community and improvement efforts and that school community is essential in order for the focus to be on improvement of student learning. Next, several studies (Barnes, Crowe & Schaefer, 2007; Milanowski & Odden, 2007; Reichardt, 2006) have shown through cost analysis research that it requires approximately $10,000 to hire a new teacher when taking into consideration the time, actual expenditures, and training through the first year in the profession. Finally, attrition is also linked to the teacher experience gap because when teachers leave the profession, they are often replaced with less qualified teachers.

The most recent cost analysis regarding teacher attrition indicates that there is an enormous monetary factor tied to teacher attrition in schools. Pennsylvania is certainly not immune to the extremely high cost of teacher attrition. While Pennsylvania does not have any comprehensive teacher retention studies to date, the

state does maintain teacher attrition figures for each year. Conservatively estimated, Pennsylvania spends over $88 million per year on costs related to teachers who leave the profession. Pennsylvania also spends an additional $90 million per year replacing teachers who have transferred (Alliance for Excellent Education, 2005).

Impacting Student Success

Teacher knowledge of how to incorporate student cultures, experiences, and needs into the classroom will significantly influence what students learn and the quality of their educational learning opportunities (Banks, Cochran-Smith, Moll, Richert, Zeichner, LePage, Darling-Hammond, & Duffy, 2005). Teachers must be able to incorporate student background knowledge into instructional decision making (Gutierrez & Rogoff, 2003). Along with establishing links across cultures (Gay, 1993), teachers need to know how to generate and sustain genuine dialogue with their students so they can reference what the students know and monitor their success (Banks et al., 2005). Those who are culturally responsive should select classroom materials that are inclusive of perspectives and societal contributions of various groups (Delpit, 1995; Ladson-Billings, 2002).

Developing a classroom that values diversity also needs to incorporate opportunities for students who have various learning abilities. Teachers need to create classroom environments where students feel safe and able to share their ideas. Student strengths should be identified and utilized in ways that contribute to the work and discussions of the entire classroom (Cohen & Lotan, 1995). Observations, monitoring, and assessments are valuable ways in which teachers should gather information to determine if interventions and strategy changes may be needed.

Teacher preparation programs must ensure that teacher candidates receive the appropriate learning experiences, which enable them to view what a culturally responsive classroom looks like. Teacher candidates need to be given opportunities to observe and work alongside master teachers who model best practices. Teacher candidates must be able to experience and participate in such aspects of the school setting as special education meetings and language support service meetings. Establishing and developing relationships that allow teacher candidates the opportunity to learn and teach in a school that has developed formal and informal structures to promote equity is essential for effective teacher preparation programs (Darling-Hammond, 1994; Guadarrama, Ramsey, & Nath, 2002).

University-School Connection: Clinical Field Experiences

In order for successful learning to occur in a teacher education program, teachers must be given the opportunity to apply what has been learned and refine it (National Research Council, 2000). This "deliberate practice" should be purposeful and critical in nature in order to develop expertise (Ericsson, Krampe, & Tesch-Romer, 1993). Although traditional undergraduate programs placed student teaching at the end of the educational training program, many programs are now carefully including clinical experiences earlier in the program per state and NCATE recommendations. Some student teachers see theory and practice differently when taking coursework and participating in clinical experiences concurrently (Darling-Hammond & Hammerness, 2005). Carefully constructed field experiences allow teachers to reinforce, apply and synthesize concepts they have learned in class (Baumgartner, Koerner, & Rust, 2002).

Teacher education programs within and across states vary regarding clinical experiences. Programs differ on ideas regarding what clinical experiences should accomplish, when and where they should occur, if or how coursework should be entwined, and how many settings student teachers should experience (Darling-Hammond & Hammerness, 2005). Regardless of these differences in opinion, there must be clarity regarding the goals of the clinical experience, modeling of good practices, opportunities for practice, continuous formative feedback and coaching, and time for reflection (Collins, Brown, & Holum, 1991). This will allow novice teachers to practice and obtain feedback as they begin to develop their own expertise.

In traditional programs, the student teaching experience averages about 12 weeks, yet research suggests that more experiences with graduated responsibility can have a positive effect on student teachers (Baumgartner et al., 2002; LaBoskey & Richert, 2002; Orland-Barak, 2002). Studies have shown that longer student teaching experiences paired with theoretical coursework is associated with stronger teacher outcomes when applying learning to practice (Chin & Russell, 1995; Sumara & Luce-Kaplar, 1996). Therefore, a connection between the amount of clinical experiences as well as the time that they occur appears to be evident.

Support, guidance, and reflective dialogue during clinical work is critical for preservice teachers so that they can learn from their experiences. Teachers learn more when supported by experts rather than letting a teacher "sink or swim" during this time (Britzman, 1991) and guidance and peer support are important so that novice teachers receive modeling and feedback to grow (Rodriguez & Sjostrom, 1995).

NCATE implemented new standards which require teacher education programs to strengthen the clinical focus in their program. This change is intended to better prepare prospective teachers and increase student learning by situating teacher learning in the context of real classrooms. Previously, clinical experiences were often built around coursework; the new design will encourage colleges and universities to plan coursework around clinical experiences (Cibulka, 2009).

Professional Development School Model: A Model of Excellence

The Professional Development School (PDS) concept alters the traditional plan of teacher preparation. Some key features of a PDS concept include extensive experience within the school setting, frequent supervision, rich clinical experiences, sustained feedback, and participation in research and inquiry about teaching (Abdal-Haqq, 1998; Darling-Hammond, 1994). Although individual models differ, advocates hold to a strong convergence around the following four key goals: Improvement of student learning; preparation of educators; professional development of educators; research and inquiry into improving practice" (Teitel, 2003, p. 6). New teachers learn and grow as they work alongside experienced teachers to plan lessons and design and implement learning experiences for students (Holmes Group, 1990).

Several studies look specifically at PDS teacher preparation models. The research validates this type of clinical experience. In 2004, Kenreich, Hartzler-Miller, Neopolitan, and Wiltz looked at 100 PDS-prepared and traditionally prepared teachers from one specific university over a 3-year period. Their research found that after a 2-year period, more PDS-prepared teachers remained in the profession than those who were traditionally prepared. Teachers who were prepared through a PDS

experience declared that they felt more knowledgeable and prepared to teach (Gettys, Ray, Rutledge, Puckett, & Stepanske, 1999; Sandholtz & Dadlez, 2000; Yerian & Grossman, 1997), as opposed to traditionally prepared teacher candidates who felt significantly less sure of their ability to support student learning through the use of different teaching strategies (Darling-Hammond & Hammerness, 2005).

Although teacher education programs have no direct influence on the personal reasons why teachers leave the profession, teacher preparation programs could have an impact on school-based reasons for leaving the profession (Eberhard & Reinhardt, 2000; Gonzalez, 1995; Ingersoll, 2001; Marlow, Inman, & Betancourt-Smith, 1996). Teacher preparation programs that provide extensive experience in schools and those that immerse student teachers in all aspects of the school climate have a better chance at preparing teachers for the road ahead (Latham & Vogt, 2007). The PDS model does just that by purposefully seeking to create communities of practice and coherence between university coursework and teaching experiences (Darling-Hammond & Hammerness, 2005). These school-university partnerships emphasize inquiry about practice within learning communities. University faculty design and implement learning experiences for school faculty and students (Holmes Group, 1990).

One of the difficulties in constructing clinical experiences for prospective teachers has been developing sites that implement state-of-the-art practices. Universities must not only locate cooperative teachers but also ensure that these classrooms will be ones where prospective teachers can learn productively and advance knowledge and practice. The PDS concept strives to develop both school

practice and individual practice of new teachers (Darling-Hammond & Hammerness, 2005).

PDSs include qualitatively different clinical experiences than the traditional education preparation program. These clinical experiences provide frequent and sustained supervision and regular feedback. Collective planning, shared resources, and decision making between school and university personnel and participation in research and inquiry pertaining to teaching and teacher education are other key features that occur during PDS clinical experiences (Abdal-Haqq, 1998; Darling-Hammond, 1994). Many PDS experiences allow teacher candidates to also have the opportunity to work on school-wide experiences such as curriculum development, school reform, and action research, thus giving them the opportunity to experience and assume leadership positions in the school.

Nine Essentials of PDS

The term "professional development school" has been used to describe various school/college partnerships, thus causing a lack of consistency in the term. Because of this, the National Association for Professional Development Schools (NAPDS) developed nine essential requirements for a partnership to be considered a PDS. Although meeting these nine essentials may vary from one location to the next, all nine must be in place in order for a true and authentic PDS to exist. The essentials provide consistent expectations and a common understanding for partnerships to follow (NAPDS, 2008).

The nine required essentials of a PDS as cited by the NAPDS (2008) are:
- A comprehensive mission that is broader in its outreach and scope than the mission of any partner and that furthers the education profession and its responsibility to advance equity within schools and, by potential extension, the broader community;
- A school-university culture committed to the preparation of future educators that embraces their active engagement in the school community;
- Ongoing and reciprocal professional development for all participants guided by need
- A shared commitment to innovative and reflective practice by all participants;
- Engagement in and public sharing of the results of deliberate investigations of practice by respective participants;
- An articulation agreement developed by the respective participants delineating the roles and responsibilities of all involved;
- A structure that allows all participants a forum for ongoing governance, reflection, and collaboration;
- Work by college/university faculty and P-12 faculty in formal roles across institutional settings;
- Dedicated and shared resources and formal rewards and recognition structures
(NAPDS, 2008).

East Stroudsburg University's ELED PDS Program

East Stroudsburg University (ESU) is an NCATE accredited institution with a cohesive conceptual framework that develops beginning educators who are "reflective and deliberate decision-makers" (NCATE, 2005). The framework consists of a mission statement and philosophy, Beginning Educator Outcomes (BEOs), learning cycle framework, comprehensive assessment model, and teacher education initiatives.

The mission and philosophy provide direction for all ESU teacher educators and candidates as the candidates move through the four-year program. A set of BEOs outlines the expectations for teacher candidate success. The BEOs are divided into

four broad areas: content; learner and the learning environment; teaching and learning process; and professionalism. The conceptual framework supports a constructive model of teaching and learning and incorporates the acquisition of new knowledge, dispositions, and skills through a learning cycle. ESU's classroom assessment model is both comprehensive and research-based providing faculty and beginning educators with the necessary tools to make informed decisions about the assessment of student learning ("Teacher Education Programs Accreditation," 2005). The framework also highlights six teacher education initiatives, which provide opportunities for professional development and activities for students, faculty, and the larger community. Initiatives in the areas of technology, best practice, diversity, student success, collaboration, and continued professional growth are research-based and contribute to the well-being of all participants ("ESU Clinical Experience Handbook," 2005).

The Professional Development School partnership is the model chosen by ESU teacher educators as the strongest way to clinically prepare beginning teachers. University programs with PDS relationships can be found in Elementary Education (ELED), Special Education (SPED), Secondary Education (PSSE), and Health and Physical (H&PE) Education. The ELED PDS partnership model has been in existence since 1999 when the department, with the support of a Heinz grant, piloted a three-year voluntary, PDS cohort experience, encompassing a full academic year. An apprentice semester at the onset of the senior year involved five courses taken together as a cohort, with two days on campus and two days spent in a PDS

classroom with a mentor teacher. The teacher candidate then returned to the PDS site for half of their student teaching semester.

Based on the growing success of the PDS experience for candidates, mentors, faculty and students the ELED Professional Development School model was adopted program-wide. Beginning in the fall of 2003, all elementary education teacher candidates, whether ELED/ECED Dual, ELED/SPED Integrated or ELED with a concentration, would be required to complete an Apprentice II semester in a Professional Development School and then return to that same PDS classroom for half of their student teaching.

This Apprentice II semester involves faculty members from ELED, Reading, and Special Education departments and includes the same five methodology courses as the pilot semester. The focus of this semester is on teaching and integrating science and social studies with two literacy systems: visual arts and reading. Teaching is also differentiated to meet the needs of all learners. As pre-service teachers transition from the Apprentice II semester to resident student teaching, expectations increase (Pinciotti, 2006). (Table 1)

Teacher candidates continue to have many opportunities for collaboration, service learning and co-teaching. Mentor teachers at the PDS site engage teacher candidates in conversations related to planning, teaching and authentic assessment of student learning twice each week. Collaboration with a variety of university faculty members is also valuable for pre-service teachers because they are provided with opportunities to learn about leadership roles in the school and the community as well

as opportunities to gain knowledge regarding their respective disciplines (Pinciotti, 2006).

Table 1

Semester Descriptions for the 4-Year ESU ELED Program

Semester 1	General Education & Foundations of Education
Semester 2	General Education & Child Development and Cognition
Semester 3	General Education & Principles and Practices of Teaching
Semester 4	General Education & Concentration coursework (Special Education, Early Childhood Education, Reading, etc.)
Semester 5	General Education & Concentration coursework (Special Education, Early Childhood Education, Reading, etc.)
Semester 6	Apprentice I- Pedagogy courses in mathematics, language arts, children's literature, and music
Semester 7	Apprentice II- Pedagogy courses in science, reading, social studies, inclusion, and visual arts
Semester 8	Resident Student Teaching

Currently, ESU partners with five school districts and eighteen PDS sites to create a close working relationships which impact student and teacher learning. Approximately 400 ESU ELED teacher candidates are working at either an apprentice or student teacher level each academic year. In 2007, the University of South Carolina bestowed ESU with the Spirit of Partnership Award at the annual national conference. ESU received this honor for its support and contributions to the NAPDS vision and mission through collaboration and partnerships with K-12 schools. One concern is that there has never been a formal assessment of ESU's PDS program.

Purpose of the Study

Effective teachers make the difference in our schools and in the lives of children; high-quality clinical experiences help create these exceptional teachers. Teacher educators, principals, and teacher candidates need to support the connection between all of the components of a teacher preparation program. More specifically the connection between rich clinical field experiences in PDSs and new teachers' perceptions of self-efficacy, principals' perceptions of teacher competency, and a commitment to remain in the profession needs to be more fully explored. The purpose of this mixed-method study is to determine whether a relationship exists among preparation, perceptions of self-efficacy, competency, and the professional path of East Stroudsburg University (ESU) elementary education beginning teachers.

Research Question

What is the relationship between a PDS model of preparation, perceptions of self-efficacy, competency, and retention of East Stroudsburg University (ESU) elementary education (ELED) beginning educators over a five-year period?

Subsidiary Questions

1. What are ESU ELED PDS graduates' perceptions of self-efficacy regarding their teaching behaviors?

2. What are ESU ELED PDS graduates' perceptions of self-efficacy regarding their job responsibilities?

3. What are ESU ELED PDS graduates' perceptions of self-efficacy regarding their role as teacher leaders?

4. How does ESU ELED PDS graduate retention and attrition data relate to the national data on teacher retention and attrition?

5. What differences do Intermediate Unit 20 (IU20) elementary principals perceive exist between PDS prepared beginning teachers and traditionally trained beginning teachers in the areas of teaching behaviors, job responsibilities, and leadership?

6. How do IU20 elementary principals' perceptions relate to IU20 beginning teachers' perceptions in the areas of teaching behaviors, job responsibilities, and leadership?

Definition of Terms

The definitions of the following terms are included to assist in operationalizing and interpreting the study. These definitions will also clarify terms should the study be replicated.

Professional Development Schools. NCATE (2001) defined a PDS as having the following specific goals in its university/school partnership:

a. Student teaching, field placement, and onsite undergraduate coursework to allow additional time and immersion in the school environment

b. Improving student achievement as a primary focus

c. Professional development opportunities for teachers through the formation of a relationship with university faculty members

d. Improving teacher preparation, professional development, and student achievement through cooperative research

Self-efficacy. Self-efficacy refers to beliefs about one's capabilities to learn, execute, and/or perform behaviors at designated levels or attain designated goals (Zimmerman, 2000).

Clinical component. The clinical component consists of structured experiences for teacher candidates in K-12 schools.

Colonial intermediate unit #20 (IU20): The IU20 staff works with 13 school districts in Northampton, Monroe, and Pike Counties in Pennsylvania. IU20 staff provides support services to district administrators and teachers. The mission of IU20 is to strengthen local district programs and services for children and to provide leadership and assistance when needed.

Teacher attrition. Defined here as the teachers who leave the profession, teachers who leave to teach in another state, and those who leave public schools to teach in private schools.

Teacher retention. Teacher retention is defined as the number of teachers in any year who are still teaching in subsequent years (Texas Education Agency, 1998).

Teaching behaviors. For the purposes of this study, teaching behaviors will include cooperative learning, differentiated instruction, use of technology, implementation of curriculum, and collegiality.

Teacher responsibilities. For the purposes of this study, teacher responsibilities will include classroom management, student performance, state assessments, classroom safety, student motivation, routine paperwork duties, planning for instruction, participation in meetings, student data analysis, communication with parents, and professional development.

Teacher leadership. For the purposes of this study, teacher leadership will include curriculum development, committee work, and voluntary roles in the school.

Teacher education. Teacher education refers to university programs that help develop quality and effective teaching and learning strategies to use in the classroom (Hagger & McIntyre, 2000).

No Child Left Behind. The No Child Left Behind Act of 2001 (NCLB) is the first national legislation on education, and it became law in January 2002. NCLB requires an increased level of accountability for public school systems in the United States. Legislation is also included in NCLB regarding an increase in the quality of teachers.

Beginning educator outcomes (BEOs). The BEOs are identified by the ESU teacher education unit and are grouped into four categories: Content; Learner and Learning Environment; Teaching/Learning Process; and Professionalism.

Elementary certification. At the time of this study, elementary certification in the state of Pennsylvania allows candidates to teach grades K-6.

Beginning teacher. For the purposes of this study, a beginning teacher will be defined as an ESU ELED PDS prepared certified teacher who graduated during the Spring 2005 semester through Fall 2009 semester.

Teacher candidate. A teacher candidate, for the purpose of this study, will be defined as a student in a university teacher education program, pursuing certification.

Apprentice teacher. For the purposes of this study, the term apprentice teacher will be defined as an ESU ELED PDS student participating in a cohort Apprentice II semester prior to student teaching in a PDS site.

Student teacher. For the purpose of this study, a student teacher will refer to an ESU ELED PDS student who is working full-time in a classroom with a mentor.

Limitations

This research study will be non-experimental in design. Non-experimental research does not allow for the manipulation of the independent variable (ESU's ELED PDS program) and does not allow the primary researcher the option of assigning research participants to experimental and control groups. The researcher is, however, able to look back at what naturally happened in the past or look forward to see what will happen over time. Variables are viewed in relation to one another. The majority of educational research is non-experimental and provides evidence for causality that is exploratory in nature (Christensen & Johnson, 2008).

More specifically, the non-experimental design type will be retrospective. In retrospective research, the primary researcher locates information on variables by moving backward in time (Christensen & Johnson, 2008). In this research study, one limitation was attaining an appropriate number of responses to the initial teacher survey to obtain a viable population. Because some of the sample population graduated five years ago, locating all of the graduates proved to be challenging when taking into account that some may have changed their last name due to marriage or divorce, moved, and/or do not have a current address on file.

This study has several other limitations that must also be considered. First, the study was limited to one model. ESU's ELED PDS graduates from a designated five-year period will be the sole focus of the study. These graduates (n=727) will

cover the Spring 2005 semester through the Fall 2009 semester. No other ESU ELED graduates will receive the teacher survey.

Teachers who have left the field may have been reluctant to complete the survey. Therefore, this may have skewed the population. Also, instances may have occurred where some previous teachers do not feel comfortable disclosing their reason for leaving the profession. This may have resulted in a number of surveys that were not completed and returned.

Finally, only elementary principals in Intermediate Unit 20 (n=62) received the principal survey. The principals surveyed in this study may not have had any ESU ELED PDS graduates currently teaching in their building. Principals also may not have felt comfortable completing the survey if there is only one ESU ELED PDS graduate due to their confidentiality concerns. Confidentiality was assured throughout the entire process in order to encourage participation.

Organization of the Study

This dissertation is organized into five chapters as well as a reference section and appendices.

1. Chapter 1 begins with an introduction and follows with information pertaining to teacher education, including today's challenges and controversies surrounding teacher preparation. Following the research questions posed in this study, specific information regarding ESU's teacher education program, conceptual framework, and PDS model will be explained. The study limitations and definition of terms will also be included.

2. Chapter 2 outlines the review of the literature including background

   information relative to teacher education studies, clinical experiences studies,

   and attrition and retention studies. Information on mixed-methodology

   research is also included.

3. Chapter 3 describes the methodology used throughout the study. This chapter

   includes a description of the design of research, study participants/subjects,

   data collection procedures, instrument, and the treatment of data.

4. Chapter 4 provides the presentation and analysis of the data. The quantitative

   survey results and qualitative results are presented and a summary is included.

5. Chapter 5 contains an overview, summary of procedures and research

   findings, conclusions, and recommendations for further study.

CHAPTER 2

REVIEW OF LITERATURE

This study focuses on several areas related to teacher retention and beginning educators. How ESU ELED graduates fair as beginning teachers in terms of teaching behaviors, job responsibilities, and leadership was analyzed. The relationship between the PDS model on the retention of these graduates over a five-year period was examined. Retention data from the sample population was compared to the national data on teacher retention.

This chapter focuses primarily on a review of several bodies of existing literature. Research pertaining to teacher preparation and clinical experiences is included. Teacher attrition data, more specifically that which is focused on attrition rates, reasons for leaving the profession, job satisfaction, and curriculum issues, is provided. Finally, PDS research is also included. Teacher perceptions are also noted particularly on topics addressed by the research questions of this study including teaching behaviors, job responsibilities, and leadership.

Teacher Preparation & Clinical Experiences

Research regarding teacher preparation has been a topic of widespread discussion for several decades. While the topic of teacher preparation is not new, studies specific to the area of clinical experiences in teacher preparation are still being defined in relation to student teaching and preparation. This area continues to gain momentum as research proves its worth as a component of various teacher preparation programs.

In 1981, the Research in Teacher Education (RITE) program of the Research and Development Center for Teacher Education at the University of Texas at Austin conducted a large-scale, multi-site, multi-method descriptive study of student teaching. Participants responded to a variety of surveys and participated in interviews, classroom observations, and completed written journals. The overall purpose of this study was to describe the student teaching experience in terms of characteristics and behaviors of student teachers as well as the interactions of the student teachers with supervisors and faculty. The study found several flaws in the student teaching process. Researchers found that most student teachers were not aware of expectations, purposes and desired practices for student teaching. Student teachers also had difficulty connecting coursework with their clinical experiences. Also noted was that student teachers were not given opportunities to share their experiences that occurred during their clinical opportunities (Carter, 1981).

Tabachnick and Zeichner (1984) conducted a study that examined the role that student teaching played in the development of perspectives toward teaching. They interviewed student teachers at the beginning of their final student teaching semester and again at the end of their student teaching experience. Student teachers (n=40) were given a 47-item teacher belief inventory prior to student teaching that sought to assess their beliefs related to the teacher's role, teacher-pupil relationships, knowledge and curriculum, student diversity, the role of the community in school affairs, and the role of the school in society. Following the administration of this survey, 13 students were selected for a more intensive study. These 13 students were selected because their inventory responses varied greatly, and they appeared to be a

representative sample of all respondents. While student teaching, the study's 13

subjects were interviewed five times and observed three times. The data indicated

that student teaching did not result in a homogenization of teacher perspectives. The

subjects entered student teaching with a wide variety of teaching perspectives and

significant differences remained at the end of the student teaching experiences. In all

cases except three, the researchers found that teaching perspectives solidified but did

not change fundamentally during the student teaching semester. Tabachnick and

Zeichner also found that the subjects gained a more realistic perception of the job of

teaching and most grew increasingly confident in their abilities to handle classroom

issues in their preferred style.

The National Center for Research on Teacher Education (NCRTE) conducted

a longitudinal research study of Teacher Education and Learning to Teach (TELT)

between 1986 and 1990. NCRTE investigated the impact that a variety of approaches

had on teachers' knowledge and skills and the role of teacher preparation in relation

to the other influences on teacher learning (National Center for Research on Teacher

Learning [NCRTL], 1991). Over 700 teachers and teacher candidates participated in

completing the survey, while 160 participated in the follow-up interviews and/or

observations. The study attempted to gather information on what student teachers

and new teachers were taught about teaching students from different social, racial,

and ethnic backgrounds. The researchers found that when large Latino and Native

American populations existed in a school district, some teacher preparation programs

designed clinical experiences and student teaching semesters to foster teachers'

thinking about the role the students' backgrounds played. Unfortunately, this was not

the predominant discovery through the research. The study revealed that little or no attention to learner diversity and its role in teaching and learning was given during methods coursework (NCRTL, 1991).

The TELT study also focused on what teacher preparation programs felt was important to teach. The study found differences in the kind of content and pedagogical knowledge that teacher preparation programs determined to be necessary for teaching. There was a lack of consensus regarding what teacher candidates should be taught in these areas. Some teacher preparation programs required teacher candidates to take their discipline content knowledge and make the connections and applications on their own while other programs provided an integrated curriculum so that teacher candidates could take university classroom ideas and apply them into practice during clinical experiences. These differences suggest that various programs have not come to consensus regarding what is meant by teacher preparation. (NCRTL, 1991).

Potthoff and Kline (1995), from Wichita State University, conducted a study that explored three different clinical experience models. One hundred eighty preservice teachers were assigned to one of three models. Preservice teachers in model one met with faculty supervisors, cooperating teachers, and principals daily. Those preservice teachers assigned to model two met only with faculty supervisors after each observation. In model three, principals took the lead role and faculty supervisors only visited the school when asked to do so. All preservice teachers, regardless of which model they were assigned to, completed a teacher attitudes survey before and after their clinical experience. At the end of the clinical

experience, preservice teachers, cooperating teachers, and principals completed a field experiences satisfaction survey. When the teacher attitudes survey results were analyzed, post-test results from the attitudes survey indicated that scores from preservice teachers in model one were significantly higher than scores from the other models but that by the end of the field experience, attitudes across all three models were significantly less positive regarding teaching. The results of the pre-service teachers' satisfaction surveys were non-significant (Potthoff & Kline, 1995).

Metcalf, Hammer, and Kahlich (1996) conducted a quasi-experimental study designed to compare the effects of on-campus laboratory experiences with an intensive early field experience. Teachers' abilities to reflect on and explain pedagogical experiences as well as plan and implement organized lessons was compared between the on-campus laboratory and off-campus field experiences. The study sought to compare the effects of an extended and systematic on-campus clinical experience with a similarly extensive and systematic field-based experience. Prior to any teaching, the subjects (n=37) were all given a written case study to analyze as a pretest measure regarding the ability to think about and reflect on complex teaching and learning situations. Sixteen subjects participated in the off-campus clinical field experiences, while 21 participated in a series of on-campus laboratory teaching "simulations". All preservice teachers kept logs during their daily teaching activities, and they received written feedback from their supervisors every two weeks. The reflective data supported the efficacy of extended on-campus laboratory experiences because although both groups evidenced improvements from the beginning of the semester to the end, the laboratory teachers' organization, planning, and ability to

implement instruction improved more dramatically than that of the field teachers. The laboratory sequence was also more effective than the field experience in developing pedagogical performance. Although the study consisted of a small sample population, it does provide merit for extending on-campus laboratory experiences.

Lazar (1998), from West Chester University in Pennsylvania, conducted a study with preservice teachers in Philadelphia. Preservice teachers (n=15) completed clinical experiences in a Philadelphia elementary school two days per week for ten weeks. Prior to the clinical experiences, the preservice teachers completed a modified version of the Cultural Diversity Awareness Inventory (Henry, 1986). Preservice teachers asked the students in their class to complete various survey questions from the text *Literacy Assessments: A Handbook of Instruments*. Once the preservice teachers began teaching in the classroom, Lazar interviewed their students and conducted telephone interviews with their parent(s). At the end of the semester, preservice teachers wrote reflective statements regarding their growth, including descriptions of the specific experiences that appeared to be defining moments to their growth as teachers. They also filled out the Cultural Diversity Awareness Inventory again to compare their responses. The findings indicated that after spending ten weeks in these clinical experiences teaching, interviewing, and observing, many factors can influence the attitudes of preservice teachers during clinical experiences. Lazar also determined that mentor teachers need to provide frequent contact and feedback through meetings and dialogue journals. This would allow preservice teachers to discuss premature assertions and scrutinize their own experience so growth can occur.

Imbimbo and Silvernail (1999) conducted a study for the National Commission on Teaching and America's Future's Urban Initiative and New Visions for Public Schools, a nonprofit organization in New York City. During this study, a survey was conducted of nearly 3,000 beginning teachers in New York City regarding their perceptions of their preparation for teaching and their plans to remain in the profession. The study looked at teachers who were prepared through a variety of traditional teacher education programs as well as those who were prepared through alternative programs (Peace Corps, Teach for America, and Teacher Opportunity Corps) or who entered the profession without any formal teacher training. The survey consisted of 39 items grouped into five categories (student learning, critical thinking, understanding learners, developing instructional leadership, and using technology). The study found that traditionally certified teachers felt better prepared in all areas except preparation to use technology when compared with teachers who were prepared through alternative programs.

The study also found two specific programs, Bank Street College and Wagner College, enabled their elementary graduates to feel particularly well prepared in many areas. Bank Street had professional development school relationships and students completed a full year of student teaching with practicum experiences interwoven with coursework. Wagner also had a series of course-linked practicum experiences combined with the student teaching experiences. This resulted in about 24 weeks of supervised clinical work, with at least one urban placement. Both programs placed a strong emphasis on clinical work, which was tightly linked to coursework. The study also looked at teacher preparation related to attrition. Teachers who felt inadequately

prepared stated that they were significantly less likely to remain in the teaching profession. These results underestimate the relationship between retention and preparation because the sample does not take into account those who have already left the profession as beginning teachers (Imbimbo & Silvernail, 1999).

Grossman, Valencia, Evans, Thompson, Martin, & Place (2000) conducted a longitudinal study of beginning teachers as they taught writing in their language arts curriculum. This study followed 10 teachers from their student teaching placement into their first two years of full-time teaching. Researchers collected data by conducting five interviews and a minimum of five classroom observations each year. Interviews were also conducted with cooperating teachers, supervisors, and mentor teachers. Data analysis suggested that teachers drew upon techniques from their teacher preparation to develop their own classroom practice. During the teachers' second year of teaching was when pedagogical tools developed during student teaching became most evident. The results of this study suggest that what is learned during the clinical experiences of student teaching should not be expected to emerge fully during the first year of teaching, but rather develop gradually.

The last thirty years of teacher preparation research has included a variety of studies. While student teaching played a role in each study, there were some studies that focused on teacher preparation while it was occurring and some that studied the role of teacher preparation after it was completed. Of noteworthiness is that only two studies (Grossman et al., 2000; Imbimbo & Silvernail, 1999) followed student teachers into the beginning stages of their teaching career. The primary researcher

intends to focus on beginning teachers, which will add to this growing body of research.

A great deal of teacher preparation research is available, some of which focuses specifically on the clinical component. While this is true, the available research has shown that although some teacher programs do not effectively tie course work and clinical experiences together, those that do, produce strong, well-prepared teachers.

Teacher Attrition

Teacher attrition research falls into four main categories, although most studies touch upon multiple categories. These four categories include the following: attrition rates; reasons for leaving; job satisfaction; and curriculum issues.

Attrition Rates

One study (Reichardt, 2008) focused on teacher attrition rates in the state of Colorado between 1998 and 2004. During this span of time, the statewide average attrition rate varied from 14.4% to16.5%. Colorado schools are ranked by the Colorado Student Assessment Program (CSAP) into one of five categories: unsatisfactory; low; average; high; and excellent. The study found that the relatively high attrition rates in the unsatisfactory schools appeared to be associated with both the high number of novice teachers (1-3 years in the profession) and the school performance. These lower performing schools have higher levels of attrition and disproportionate numbers of novice teachers.

In 2007, the Utah Foundation analyzed teacher attrition rates across the state. The need for this study arose from increasing attrition rates among its teaching staff.

In 1994, the attrition rate in Utah was approximately 2%. By 2001 it had risen to 4.5%, and it was up to 6.3% in 2004. When the attrition rates from 2000-2004 were reviewed, almost 17% of those who left the teaching profession in Utah did so after teaching from 1-3 years. An additional 6% left without even completing their first year. Although this study did not specifically identify an exact number of teachers in the state of Utah, there were approximately 23,000 teachers in Utah as of 2006 ("Teacher Portal", 2011). Although data was not maintained on the exact reasons for teachers leaving, when district administrators were surveyed and asked to indicate what they felt would be the most effective way to decrease teacher attrition, all respondents in the study indicated that better salary and benefits would be their first choice, since Utah has the second lowest starting teacher salary out of the eight "mountain states". Reducing class size was another reason cited because Utah has the highest student-teacher ratio when comparing these same eight states (Utah Foundation, 2007).

Reasons for Leaving

Research has been conducted on teacher salaries and attrition. Goodlad (1984) reported that while pay is not the main reason why people enter the teaching profession, it ranked second in reasons for leaving. Johnson conducted similar research in 1990 when he interviewed 115 teachers and heard similar sentiments. Although initially entering the profession for non-financial reasons, low pay did later play a role in their leaving the classroom when it was compiled with inadequate working conditions.

A study conducted at State University of New York at Albany (Chapman, 1984) focused on teacher retention. Four hundred teaching certificate recipients from the University of Michigan were randomly selected from every other year between 1946 and 1978. A total of 5,764 graduates were contacted, and 2,933 (51%) responded. These graduates were then divided into three groups: those who taught continuously since graduating; those who started teaching but left teaching within five years; and those who did not teach at all since graduating. The respondents completed the Survey of Graduates with Teaching Certificates. One finding of this study was that many of the variables related to voluntary attrition were not easily influenced by the administrator's action. There was no direct relationship between administrator behavior and attrition. Other issues outside of the building administrator's control such as salary and job availability rated as more significant reasons for attrition. Survey results also identified that the quality of the first teaching experience was critical in determining subsequent attrition. The findings support arguments for the importance of student teaching experiences as part of preservice teacher preparation and indicate that actual classroom experience provides important information for career decision making (Chapman, 1984).

Johnson and Birkeland (2003) studied 50 new teachers during their first two years of teaching. These teachers were from a variety of public schools across the state of Massachusetts. Schools selected covered a wide range of diversity regarding socio-economic status, grade levels, and size. Johnson and Birkeland found that 11 of the teachers in their study left the profession during their first three years and of those 11, eight left for reasons related to job satisfaction. Factors listed by those who left

the profession were arbitrary and neglectful administrators, inadequate support from teaching colleagues, excessive teaching loads, and lack of curriculum and resources. The study also revealed that over half of the participants who stayed identified that they were "unsettled" due to organizational reasons, some of which were also mentioned by those who left the profession, such as unsupportive administrators, classroom management, lack of resources, and lack of parent resources (p. 589).

In 2004, the RAND Corporation compiled a review of teacher attrition research for the Education Commission of the States. After analyzing over 20 years of research, the RAND Corporation was able to report that the research on teacher attrition consistently supported several conclusions. Of the findings, research demonstrated that the youngest and least experienced teachers are the most likely to leave teaching. The review also found that higher salaries, nontraditional teacher education programs, mentoring and induction programs, greater autonomy and administrative support, better school discipline, and smaller class sizes are all associated with lower attrition rates (Guarino, Santibanez, Daley, & Brewer, 2004).

In 2007, a study focused on teacher attrition rates was conducted at California State University. Approximately 2,000 current and former California public school teachers were invited to participate in an online survey. Survey results indicated that of the teachers who left the profession for reasons other than retirement and personal reasons such as child rearing, pregnancy, etc., the reason identified as having the highest rate of dissatisfaction centered around bureaucratic impediments, such as excessive paperwork, an abundance of unnecessary meetings, frequent classroom interruptions, and the sense that standardized testing had become counter-productive.

The study also found that salary was less of a concern when compared with other work factors such as inadequate resources, planning time, and professional development (Futernick, 2007).

A variety of studies have focused on the reasons that teachers leave the profession. Some studies looked at a variety of reasons that caused teachers to leave while other studies focused on one specific reason, such as administrative influence. One of the primary researcher's goals is to look at the reasons why beginning teachers leave the teaching profession. Although several studies have been conducted on reasons for leaving the profession, studies specific to beginning teachers are lacking. This study will add to the body of research in this area.

Job Satisfaction

Research regarding teacher job satisfaction has identified that both intrinsic and extrinsic factors can have an effect on teacher job satisfaction (National Center for Educational Statistics [NCES], 1997). When the NCES analyzed teacher job satisfaction, they did so by grouping the variables into the following four categories:

- School Characteristics: School level, community type, percent of minority students, etc.

- Teacher Background Characteristics: Age, sex, race/ethnicity, years of teaching experience, education, etc.

- Workplace Conditions: Student behavior, family support, administrative support, routine duties, etc.

- Teacher Compensation: Salary, benefits, etc.

Overall, a high level of teacher satisfaction was connected to workplace conditions, while salary and benefits were at the lower end. Teachers who worked in private schools, elementary schools, low minority schools, and/or had administrative and family support, felt more satisfied than their peers (NCES, 1997). Researchers have determined that intrinsic factors such as classroom activities, student characteristics, and perceptions regarding teacher control over the class, play a crucial role in teacher satisfaction (Lee, Dedrick, and Smith, 1991). Salary, school safety, and availability of school resources are all extrinsic factors that can also affect teacher satisfaction (Bobbitt, Leich, Whitener, & Lynch, 1994; Choy, Bobbitt, Henke, Medrich, Horn, & Lieberman, 1993).

In 2003, researchers in Tennessee mailed a questionnaire to 1,354 teachers who had left teaching positions at Tennessee public schools within their first 10 years. Of the 36% who responded (n=487), Tennessee teachers were most dissatisfied with professional prestige and salary and benefits. After childrearing/pregnancy (29%), the highest-ranking reason for leaving was lack of support by administrators (17%) and salary and benefits (8%) (Tennessee Tomorrow Inc., 2007).

In 2004, New York City Schools conducted a phone survey of 2,781 teachers. Teachers were divided into three groups: new teachers (with up to five years of experience); mid-career teachers (with 6-24 years of experience); and eligible retirees (for those with 25 or more years of experience). The survey revealed that salary and benefits, school safety, and discipline were areas that caused the most dissatisfaction among teachers in all three groups. New teachers were more specifically dissatisfied with class size (39%), availability of instructional materials and supplies (44%), and

discipline and safety (51%). When asked about future plans to remain in the New York City education system, nearly 30% of new teachers stated that it was "unlikely" that they would still be teaching in a New York City school in three years (Miller, 2004).

Teacher job satisfaction is an area that has been widely researched. Both Tennessee and New York City have conducted widespread studies specific to teacher job satisfaction. Both studies looked at beginning teachers during the study, although only the New York City study specifically looked at teachers with less than five years of teaching experience. The primary researcher hopes to add to this body of research by providing specific statistical information on beginning teachers in Pennsylvania.

Curriculum Issues

During the earlier part of this decade, a new area of research started to find significance in education. The impetus for the attention to curriculum research may have been the implementation of *No Child Left Behind*, which legislated for an increase in teacher quality. Increased attention was now focused on what teachers were teaching, and the research started following suit by studying the impact of curriculum areas in relation to new teachers.

Kauffman, Johnson, Kardos, Liu, and Peske (2002) conducted interviews with 50 first- and second-year Massachusetts teachers. Few of these novice teachers felt that they received appropriate and necessary guidance about what to teach and how to teach it. Instead, they described a "curriculum void" (p. 283). Thus, in their first few years, teachers reported feeling overwhelmed by having to prepare curriculum and lessons simultaneously. When follow-up interviews were conducted with these same

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teachers two years later, some had left teaching, in part, because of the inadequacy of the curriculum. In 2003, Kauffman (2004) expanded on his first study when he randomly surveyed 295 second-year elementary teachers in Massachusetts, North Carolina, and Washington. Over 75% reported insufficient direction in many curriculum areas, most widely in the areas of science and social studies.

Neild, Useem, Travers, and Lesnick (2003) surveyed newly hired K-12 teachers in Philadelphia and found that they, too, lacked curricular guidance. By the end of their first week of school, 266 out of the 598 new teachers reported that they had yet to receive the district's curriculum scope and sequence for the courses that they were instructing. Newly hired teachers identified these curricular delays as a major frustration.

Curriculum issues are a relatively new focus area for teacher research. Only two curriculum-specific studies have been conducted within the last ten years. Despite the fact that both studies cited shortcomings regarding new teachers and curriculum issues, follow-up studies have yet to be conducted. The primary researcher's study will address the area of curriculum with the hope of providing information and data that can be built upon in future research studies.

Professional Development Schools

School-university partnerships have been considered to be a method of improving teaching, learning, and teacher preparation for the past few decades (Holmes Group, 1986; Levine, 1992). PDSs and universities partner together on improving teacher education, preparing future teachers through professional

development experiences, increasing student achievement, and conducting research (Castle, Fox, & O'Hanlan-Souder, 2008).

From 1992-1996 research was conducted that compared the experiences of student teachers in the University of California, Riverside's (UC Riverside) PDS model with graduates from other universities in southern California. Data was collected through a variety of methods including meetings with supervisors, site visits, and document analysis. PDS students, non-PDS students, cooperating teachers, administrators, and university supervisors also completed interviews and end of the year surveys. The surveys included a series of Likert scale ratings as well as open-ended questions. Traditional program graduate information was compared to information gathered from the UC Riverside's PDS graduates. Survey results showed statistically significant differences between the PDS graduates and the non-PDS graduates in this study. The PDS graduates' survey scores indicated that they felt more a part of the school's culture than those graduates prepared through a traditional program. While student teaching, those in a PDS school also participated in more collaborative school-based activities than the traditionally prepared graduates. As first year teachers, the PDS graduates rated themselves significantly higher than the traditional school graduates regarding the effectiveness of their programs in easing the transition into teaching (Sandholtz & Dadlez, 2000).

A study conducted by Telese (1996) tracked changes in teacher candidates' attitudes and perceptions toward teaching by comparing survey responses prior to student teaching and at the conclusion of it. The results of the study found that 72% of the PDS graduates were working as full-time teachers. Telese compared attitudes

and perceptions of those PDS graduates to other beginning teachers who did not complete their training through a PDS and found significant differences. The PDS graduates rated themselves higher in areas such as working collaboratively with fellow teachers, building learning communities, and the ability to instruct diverse learners (Telese, 1996).

Guadarrama, Ramsey, and Nath (2002) conducted a study to determine if new teachers prepared in a PDS-based certification program were truly better prepared than those trained through Teach For America (TFA). Researchers hoped to determine the differences between these specific programs in regards to teacher effectiveness and student outcomes as measured by Stanford-9 reading and math scores. Through the study, it was determined that first-year PDS trained teachers performed better in performance based measures than those prepared through TFA. Although this was noted of first-year teachers, when comparing second-year teachers, there was no significant difference. Regarding student performance, students instructed by first-year PDS graduates attained higher scores in reading than their peers taught by TFA first-year graduates. When looking at math scores, students taught by PDS trained new teachers scored lower in math compared to their peers who were taught by TFA trained graduates. These findings suggest that PDS trained teachers and TFA trained teachers may have different strengths upon entry into the teaching profession.

In 1999, Fleener conducted a study of almost 2,000 graduates of teacher preparation programs from three Texas universities who entered the job market within the previous five years. Of those 2,000 graduates, 44.5% were PDS trained

graduates, while the other 55.5% were non-PDS trained teachers. Of those surveyed, 8.8% of the total population left the profession. While 6.7% of those were traditionally prepared teachers, only 2.1% were PDS trained teachers. The study did find higher attrition rates for traditionally trained Hispanic teachers and male teachers, thus possibly pointing to an important value added by a PDS for teachers of color and males (Fleener, 1999).

In a similar study, Runyan, Parks, and Sagehorn (2000) studied students at Pittsburg State University in Kansas. A teacher needs assessment questionnaire was used to determine developmental stage differences in teachers as well as to compare PDS prepared student teachers with those who were not PDS trained. Both before and after student teaching, the PDS trained candidates were better able to identify and develop the skills that the researchers correlated with good teaching than non-PDS trained student teachers. The researchers also addressed the importance of longer and more sustained immersion in clinical school settings.

Sandholtz and Wasserman (2001) conducted a comparative study of a traditional teacher preparation program and a PDS model associated with the same university. Twenty-six student teachers were included in their study, 18 of whom participated in the non-PDS program and the remaining 8 were in the PDS model. The study used data sources such as a quantitative survey, interviews, and observations to gather data regarding problems, benefits, and program components. Thirty-three cooperating teachers were also included in the study and information was collected the same way. Although differences were not statistically significant, students in the traditional program indicated that they had slightly more problems

with organizing class work, motivating students, dealing with student differences, and determining student learning levels. The study reported that PDS trained student teachers had significantly fewer concerns and greater self-efficacy regarding student learning and addressing disciplinary concerns than those who were not trained through a PDS. Non-PDS students also listed "self" issues such as time management, organizing work, and finding resources as areas of concern. Cooperating teachers gave a higher overall rating to the PDS program than the traditional program.

A longitudinal, mixed-method study was conducted in Maryland from 2001-2006. The sample population (n=87) received a 27-item survey, which included statements regarding teacher preparation. Seven follow-up interviews were also conducted. After five years since graduating, more PDS prepared teachers (n=24) remained in the profession when compared to those who were not PDS trained (n=18). PDS trained teachers also felt more confident in their teaching and well-prepared to assume leadership positions (Neapolitan, Hartzler-Miller, Kenreich, Wiltz, Schafer, Proffitt, Kirmani, & Bolton, 2008).

From 2001-2003, research was conducted at North Dakota State University. The study focused on the immersion of teacher candidates (n=14) into a PDS site for as much of their field experience as possible. During this three-year period, a minimum of three interviews and two observations occurred with the teacher candidates from the beginning of their PDS experience through student teaching. The study looked at the effect of a PDS on the preparation of teacher candidates and led to several outcomes regarding PDS preparation on teacher candidates. Candidates spoke of the value that they placed on the perceptions the students had of them and

the development of relationships that were built on mutual trust and respect with cooperating teachers. Teacher candidates indicated that they had time to develop skills to deal with the process of learning to teach. Teacher candidates noted that their confidence level decreased as they progressed through the program because they did not realize how much they did not know. The experience of being in a PDS site for extensive clinical experiences enabled the candidates to realize that they still had a lot to learn about teaching (Duffield, 2005).

In 2003, a study similar to that of Sandholtz and Wasserman was conducted to measure student teachers' sense of teacher self-efficacy. The study (Paese, 2003) took student teacher candidates from one university and divided them into two groups. Half of the subjects went to a traditional student teaching placement, while the other half went to a PDS-type placement. Although the researcher called the latter placements "PDS", the study is not specific enough to detail whether or not all PDS characteristics were present in enough depth for it to be classified as an authentic PDS placement. The researcher found that although there were no significant differences between the two groups of students upon their entrance into student teaching, there were striking differences at the completion of the student teaching period. Those in the "PDS" placement were more confident of their preparation and had a strong self-efficacy regarding their impact on student learning. The researcher also noted that all "PDS" student teachers (n=24) entered the teaching profession upon graduation, while less than 80% of graduates in the other group did (Paese, 2003).

In 2003, three types of teacher preparation programs were compared at universities in Massachusetts. PDS models, traditional preparation models, and a seven-week alternative training program called the Massachusetts Institute for New Teachers (MINT) were compared in the study. Surveys were returned by over 270 new teachers who had been prepared by one of these three methods in the state. The survey data showed significantly higher scores by the PDS graduates regarding their preparation and effectiveness as educators. PDS respondents rated their PDS preparation training as "excellent" in 68.8% of the responses, while only 16.7% of the traditionally trained and 9.4% of the MINT students did so. Regarding coursework and clinical experiences, 81% of the PDS graduates issued a rating of "excellent" as compared to 62% of the traditional program graduates and 16% of the MINT graduates (Pine, Maloy, Seidman, & Ludlow, 2003).

In 2002, Reynolds, Ross, and Rakow conducted a study at George Mason University regarding the impact of the preparation of preservice teachers. These researchers compared the effectiveness of teacher graduates from a regular preparation program with that of those prepared through the PDS program. Students completing the regular preparation program completed a traditional student teaching experience, while those in the PDS program completed a full year internship. The researchers found that teachers who completed internships with an experienced teacher through a PDS program were judged by their principals to be significantly better in balancing the varied demands of teaching than those who completed a traditional program. Reynolds, Ross, and Rakow also surveyed the teachers to see if they intended to remain in the teaching profession. While 95% of PDS prepared

teachers stated that they did, only 74% of traditionally prepared teachers reported their plan to remain in the profession (Reynolds, Ross, & Rakow, 2002).

In 2003 another study at George Mason University compared PDS and non-PDS graduates with a specific emphasis on measures of teacher quality such as planning, instruction, professionalism, and assessment (Castle, Fox, & O'Hanlan-Souder, 2006). Despite the fact that all students had virtually the same coursework prior to student teaching and very similar scores on PRAXIS I, there were clear differences at the end of the student teaching period. PDS teacher candidates were rated significantly higher by their cooperating teachers in several areas including planning and preparation, assessment, and instruction and management. "It was almost as if the non-PDS teacher candidates were *practicing* for the real thing while the PDS teacher candidates were *doing* the real thing" (Castle, Fox, & O'Hanlan-Souder, 2006, p. 22).

Ridley, Hurwitz, Davis-Hackett, and Knutson-Miller (2005), researchers from Arizona State University, conducted a comparative study from 2002-2004 to determine whether or not a PDS-based teacher preparation program was more effective in preparing elementary education teachers than a traditional teacher preparation program. In the comparative study, retention of teaching knowledge, lesson planning, teaching effectiveness, and post-lesson reflective evaluation were analyzed. Students in both programs were compared over a two-year period, which represented their final year in the PDS program (phase I) and their first year of teaching (Phase II). During Phase I, 10 PDS students and 15 traditional students participated in the study. Phase II included 14 graduates of the PDS program, only

seven of whom were also included in Phase I. Twelve traditional graduates participated in Phase II.

Participants of this study were measured in various ways. Phase I participants completed a multiple choice exam designed to assess knowledge of various teaching skills. Written lesson plans were assessed during both phases of the study. Teaching lessons were videotaped for assessment purposes, and participants also answered two open-ended questions following the videotaping experience. Lesson plans, videotaped lessons, and open-ended questions were all evaluated using rubrics created by the study's research team. Experienced teachers were trained to use the rubrics for scoring purposes. Results were measured during Phase I and Phase II of the process. During Phase I of the study, although PDS teacher candidates trended higher in all areas, there was no significant difference between the two study groups. During Phase II, significant differences were noted in several areas including evaluating lesson plans, teaching effectiveness, and post-lesson reflection. (Ridley et al., 2005).

The research regarding the positive impact of PDSs is evident. Cooperating teachers and principals rated PDS prepared teacher candidates higher in several areas than non-PDS prepared teacher candidates, and students produced higher academic gains when prepared by PDS trained teachers. The research also signifies that those who were trained through a PDS are more likely to remain in the teaching profession when compared with those not trained through the PDS model. Research surrounding the effectiveness of PDS preparation models and the graduates they produce continues to grow. This study is intended to add to this growing body of research by

incorporating PDS research with administrative input in the areas of teaching behaviors, job responsibilities, and leadership.

Conclusion

Teacher preparation is a widely debated topic in education. Despite multiple research studies that have shown the benefits of the PDS experience, many beginning teachers enter the profession from a traditional student teaching placement. While the research base on teacher preparation has grown tremendously, there are still gaps that must be filled.

The primary researcher's study is intended to fill various gaps that still exist in the current research. This study is intended to focus specifically on teachers who were prepared through a PDS experience. Along with analyzing the professional path of the sample population, survey results specific to the areas of teaching behaviors, job responsibilities, and leadership will also be analyzed. More specifically, research voids, such as the areas of technology integration and curriculum, will be addressed in this study.

CHAPTER 3

METHODOLOGY

Teacher preparation has been and continues to be a recurring focus in education. While few would argue that improved teacher quality in the classroom would lead to more academically successful students, the question and controversy still remains as to how to accomplish this task. Programs and experiences that prepare teachers for the realities of the teaching profession are essential.

This mixed-method study focused on the professional path of East Stroudsburg University's (ESU) elementary education (ELED) graduates from the Spring 2005-Fall 2009. The study also analyzed how the sample population faired as beginning teachers in relation to teaching behaviors, job responsibilities, and leadership. The relationship between the professional development school (PDS) model on the retention of ESU ELED graduates over a five-year period was also examined. The national data on teacher retention was compared to the retention data of the sample population. Principals were surveyed to compare their satisfaction with ELED PDS graduates to their traditionally trained colleagues.

Research Design

The study's design provided the opportunity to gather information using a multitude of methods. This mixed-methods study allowed for the use of two quantitative data collection phases: a teacher survey and a principal survey. The implementation of follow-up teacher interviews provided insightful qualitative data, which contributed to the triangulation of the data.

Rationale

A mixed-method design was selected to address the research questions of this study. The combination of both quantitative and qualitative research components was deemed appropriate and necessary for this study. A sequential mixed-method design was the specific design utilized. The quantitative phase of this study was conducted via electronic surveys, and then a separate qualitative phase was completed. This method allowed the researcher to have the flexibility of using quantitative and qualitative approaches throughout the study.

Participants

Participants were from two specific populations: beginning teachers and principals who employ them. This study focused on ESU's ELED graduates from a pre-selected five-year period. Self-efficacy of teacher perceptions on three dimensions is also addressed in this study.

Population/Subjects

The subjects selected for this study were all graduates of ESU's ELED program between the Spring 2005 and Fall 2009. ESU's ELED PDS partnership has been in existence for more than five years, but the study participants were only from this selected five-year period. During this five-year period, a "to scale" program was in effect at ESU, which indicates that all elementary education majors were required to participate in the PDS model. Along with surveying the identified graduates, a second survey was also distributed to elementary principals in Colonial Intermediate Unit #20 (IU20) to assist with the triangulation of the data.

Method of Selection of Sample/Subjects

Participants in this research study were graduates from ESU who received certification in ELED. Participants were in one of the following three majors: straight ELED; dual early childhood education (ECED) and ELED; or integrated special education (SPED) and ELED. All students participated in a two-semester experience in a professional development school (PDS). During the first semester the role was that of an apprentice, while the second semester was as a resident student teacher. ESU was selected because it has been utilizing a PDS model since 1999 and a "to scale" program since 2003. This targeted population allowed the researcher to ascertain survey and interview information from beginning graduates related to their perceptions of self-efficacy regarding their teaching behaviors, job responsibilities, and role as teacher leaders.

Size, Demographics, Variables

East Stroudsburg University was founded in 1893 as a normal school and served as a preparatory school for students who wanted to pursue a career in teaching. In 1927 the institution changed its name to East Stroudsburg State Teachers College. In 1960 another name change occurred. The new name, East Stroudsburg State College, reflected the addition of a liberal arts and science curriculum. The school achieved university status in 1983. Today, East Stroudsburg University offers 68 majors and 27 concentration areas.

Located in Monroe County in the northeastern part of Pennsylvania, ESU currently has over 7,500 students enrolled. Each academic year, approximately 400 teacher candidates teach two semesters in a PDS learning community ("Elementary

Education PDS History", 2011). Undergraduate students account for 84% of the student population and 16% are graduate students. Females make up 54% of the population, while 46% are males. In-state residents account for 75% of the students, while the remaining quarter are out-of-state residents.

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Instruments/Materials

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Three instruments were used to gather data for this study. First, a teacher survey was created and distributed to all ESU ELED graduates from Spring 2005-Fall 2009. Next, a survey was disseminated to all elementary principals in IU20. Finally, teacher interviews were conducted on a stratified sample of those who volunteered for the interview portion of this study.

Teacher Survey

The teacher survey (appendix A) was created online using a web-based data collection site called Survey Monkey (www.surveymonkey.com). The survey was then accessed by participants using a designated online link that was sent to them. The survey consisted of an initial group of demographic questions such as state of residence, state of employment, years teaching, etc. Specific questions were posed to obtain the necessary information to determine each graduate's professional path. Following these initial questions were a series of questions in a matrix format. Each question was posed and a series of sub-categories for each question was given. All teacher survey questions focused on the research questions posed. The survey questions focused on beginning teachers in the areas of teaching behaviors, job responsibilities, and leadership. Additional questions included:

- How well do you feel your PDS program prepared you in the following areas?

- How satisfied are you with the following aspects of your teaching career?

- Would you be willing to participate in a 15-20 minute follow-up interview?

The survey was distributed to the sample population via email and/or through the United States Postal Service (USPS). For those in the population who had a valid email address on file, the survey information was initially disseminated via email. This email list was created by hand utilizing information gathered from various sources. All participants, including those who received the initial email, also had the survey information mailed to their home. The mailed information contained a link to access the survey online. Name and email information regarding survey participants was obtained from ESU's College of Education and the Office of Field Experiences.

Principal Survey

The principal survey (appendix B) was created online and distributed to all participants via email. Demographic questions were asked at the beginning of the survey to determine if principals had any PDS prepared graduates in their current teaching faculty. If they did, the survey directed them to Likert scale questions. The Likert scale on the principal survey had the same answer choices as the teacher survey. All principal survey questions focused on the research questions presented in this study. The questions were divided into the areas of teacher behaviors, responsibilities, and leadership. Principals were asked to compare traditionally prepared beginning teachers to those who were prepared through a PDS clinical or field-based model.

The survey was distributed via an email list. This email list was created by

hand utilizing information gathered from the internet. All IU20 school district

principal email addresses are listed on the IU20 webpage, so the contact information

was obtained in this manner. The survey link was emailed to each principal at his/her

school email address.

Interview

The teacher interview questions (appendix C) were created based on the prior

qualitative research work that was conducted at California State University by Ken

Futernick, Ph.D. The questions posed to interviewees focused on common themes

that appeared to be relevant in previous studies, new areas that lacked a wealth of

research, and themes that emerged through the teacher survey. These questions

allowed the primary researcher to focus on beginning teachers related to the areas of

teaching behaviors, job responsibilities, and leadership. Teacher retention

information was also gathered. Topics covered with those who are currently in a full-

time, contracted teaching position were as follows:

- Leadership positions and opportunities

- Curriculum

- Accountability factors

- Parent communication

- Preparation through a PDS program

- Technology

- Salary

- Strengths/Weaknesses of coursework and clinical experiences

Those who are not currently teaching in a full-time contracted teaching position were asked questions pertaining to:

- Returning to the classroom

- Teaching and learning conditions

- Preparation through a PDS program

- Previous topics listed above

      Twelve interviews were conducted using a stratified sample from those who volunteered to participate in the interview portion of this study. Interviews were conducted on the following population:

Table 2

Interviewees by Graduation Semester and Employment Status

Interviews (n=12)	Employed in a full-time contracted teaching position	Not Employed in a full-time contracted teaching position
1-2 years since graduating	3	1
3 years since graduating	1	2
4-5 years since graduation	2	3

Function/Tool Development

      A teacher survey, principal survey, and teacher interview questions were developed for use in this research study. The teacher survey and interview questions were based on previous surveys, but they were adapted and modified to meet the needs of this study in a manner that best addressed the research questions. The function of these instruments was to allow the primary researcher to obtain

information related to beginning teachers' perceptions regarding teaching behaviors, job responsibilities, and leadership, while looking at the professional path of the sample population. The principal survey was used to gather comparative information on PDS graduates versus non-PDS graduates in these same areas.

Teacher Survey

The teacher survey was created from two surveys utilized during previous educational research studies conducted in the past five years. The first survey was created by Linda Darling-Hammond as part of a mixed-method study designed to collect extensive data about teacher education programs and the abilities of their graduates (Darling-Hammond, 2006). Dr. Futernick from California State University created the second survey used. Dr. Futernick's survey, created as part of a research study aimed at teacher shortages in California, examined professional and personal reasons why teachers left the profession. Although both surveys contained various questions that were found to be beneficial and worthwhile when creating a new survey, neither of the previous surveys specifically addressed PDS preparation. A combination of both surveys was essential, while also incorporating specific questions targeted at the professional path of ESU PDS graduates. Written permission to use information from Linda Darling-Hammond's survey and Dr. Futernick's survey was granted (appendices D & E respectively).

Principal Survey

Dr. Jeffrey Scheetz, from ESU's Professional and Secondary Education Department, created the principal survey that was referenced. The principal survey was first used as part of a study conducted in 2007 at ESU to address research gaps

and obtain principals' opinions regarding equality of teacher preparation and the role of PDS in that preparation. This previous principal study also hoped to enhance recruitment by providing rationale for principals to have their schools partner with ESU by documenting the benefits of employing teachers who had participated in the PDS partnership. Written permission to use the previous survey created by Dr. Scheetz was granted (appendix F).

Interview

Like a portion of the teacher survey questions, some of the teacher interview questions were also based on the research that was conducted by Dr. Futernick at California State University. A purposive sample of those who volunteered for the interview portion were selected to participate in the interview portion of the study, as indicated in Table 2. This purposive sample is based upon the semester of graduation. Some interviewees were from the population who are currently teaching in a full-time contracted position, while the remaining half of the interviews were with volunteers who are not currently in a full-time, contracted teaching position. The primary objective in conducting the follow-up interviews was to gather additional information about teacher behaviors, responsibilities, and leadership.

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Validity and Reliability

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As previously stated, the teacher survey and interview questions were both created by the primary researcher based on previous surveys. While some of the information remained the same from the original surveys, most of the questions were tailored to the research questions of this current study. Therefore, validity and

reliability checks were completed prior to utilizing the surveys in this research study.

Teacher Survey

The teacher survey was tested for validity based on several procedures. Five experienced teachers were asked to review the questions for relevance. All teachers serving on this validation committee had at least five years of full-time teaching experience. Each of the teachers stated whether or not they felt the questions were acceptable or not. If all agreed that it was an acceptable question, it advanced to the next validation phase. Questions that did not pass were rewritten and the process started again. Once making it through the first validation phase, the next round began. The questions were issued to a second group of five experienced teachers. Again, each teacher had at least five years of full-time teaching experience. The validation process followed the same steps as listed above.

The teacher survey was also examined for internal consistency reliability. A group of five teachers was asked to participate in this reliability exercise. All of the teachers involved in the reliability examination had at least five years of full-time teaching experience. Since a 1.00 reliability coefficient is a perfect score, the aim is to get as close to 1.00 as possible.

Principal Survey

Like the teacher survey, several procedures were utilized to test for validity on the principal survey. Five experienced principals, all of whom had a minimum of five years experience as a building administrator, were asked to review the questions for relevance. Each stated whether or not they felt the questions were acceptable or not. Once all agreed that a question was acceptable, it advanced to the next phase.

Questions that did not meet with unanimous approval were rewritten and began the process again. After all questions made it through this initial phase, the next round started. The questions were issued to a second group of five experienced principals, each of whom had a minimum of five years of administrative experience. The validation process followed the same steps as listed above.

A check for internal consistency reliability was completed on the principal survey in a similar manner to that of the teacher survey. A group of principals was asked to participate in this reliability exercise. Like before, the principals involved in the reliability examination each had at least five years of building-level administrative experience.

Interview

To test the validity of the interview questions, a pilot study was conducted to allow the primary researcher the opportunity to test many aspects of the proposed research. The purpose of the pilot study was not be to gather data, but rather to learn about the research process, interview schedule, and questioning techniques. Piloting intentions were identified upfront so the respondents were aware that the researcher was asking for information pertaining to the questions themselves to ensure that they are clear and appropriate. Respondents were aware that their role in this process was to answer the questions asked with the purpose of improving them. The respondent was also able to provide valuable feedback regarding the length of the interview and the introduction from the primary researcher. Once the pilot study was completed, the primary researcher was able to revise questions in preparation for the actual data collection.

Procedures for Distribution and Completion

ESU's Institutional Review Board approved procedures for the distribution
and completion of the teacher survey, principal survey, and interviews. These
procedures allowed the primary researcher to gain the appropriate permission prior to
completing each phase of the research study.

Teacher Survey

Respondents gave consent to participate in the survey portion of this study
when they went to the online link. The consent notification was on the first page of
the teacher survey, and respondents needed to click "agree" before being allowed to
view and complete the remainder of the survey. A spreadsheet of ESU's ELED PDS
graduates from Spring 2005 through Fall 2008 was obtained from Dr. Pamela
Kramer-Ertel, Dean of ESU's College of Education, on June 26, 2009. This
spreadsheet contained student names, year of graduation, mailing address, and email
addresses (if available). Because not all email addresses were supplied, all teachers
received survey information via the USPS using the contact information provided on
the spreadsheet from Dr. Kramer-Ertel. The spreadsheet of graduates for the Spring
and Fall semesters of 2009 was obtained from ESU's Field Experience Office on June
1, 2010. The office supplied graduate names, mailing addresses, and personal email
addresses (if available).

The consent information on the first page of the teacher survey introduced the
primary researcher and provided a description of the study. The minimal risks and
benefits were detailed in this document, also. Confidentiality and security were also
addressed. As previously stated, the first question on the survey asked respondents to

provide informed consent to participate in the study and complete the survey. When the respondents provided this consent by clicking "agree", the survey continued. If they did not provide this approved consent, the survey was not displayed.

The questions on the teacher survey were designed to answer the research question and subsidiary questions previously listed in Chapter 1. Survey participants were asked to respond to questions through the use of a Likert scale. Open-ended questions were optional. Since enough responses to the initial survey were not received in the first mailing, a follow-up reminder postcard was sent via email and/or through the USPS.

Principal Survey

All 13 superintendents in IU20 received a copy of the Superintendent Approval Letter (Appendix G) via an email. This letter asked the superintendent to provide permission for the primary researcher to contact and survey the elementary principal(s) in his/her district for the purposes of the study, which were clearly detailed in the letter. The Superintendent Approval Letter asked each superintendent to provide a written response granting permission for this contact to be initiated by the primary researcher. Once this written permission was granted from the superintendent, the next phase began. When no response was received from the superintendent through the first emailed solicitation, a follow-up email and letter were initiated.

Like the teacher survey, the principal survey consent information was detailed on the first page of the online survey. The consent information introduced the primary researcher and provided a description of the study. The minimal risks and

benefits of the study were detailed. Confidentiality and security were also addressed. When the participants accessed the survey using the provided link, the first question asked them to provide informed consent to participate in the study and complete the survey. If they provided this consent, the survey continued. If they did not provide this approved consent, the survey was not displayed.

The questions on this survey were designed to answer the research question and subsidiary questions previously listed in Chapter 1. Survey participants were asked to respond to questions through the use of a Likert scale. When an adequate amount of responses to the survey were not received in the first mailing, a follow-up reminder was sent via email.

Interview

The qualitative piece included in this research study helped ensure that the research findings accurately reflected the teacher survey results. When teacher respondents completed the survey, they were asked if they would be willing to participate in a brief follow-up interview. The primary objective for conducting the interviews the respondents the opportunity to elaborate on various aspects of the survey and provide their perceptions of self-efficacy related to teacher behaviors, job responsibilities, and leadership.

All interviews were conducted over the telephone and recorded. The primary researcher reviewed the purpose of the study, confidentiality, and security at the beginning of the interview. Each interviewee granted verbal permission to participate in the interview and have the interview recorded for the purpose of use in the study.

Consent Procedures

Consent procedures were created and approved by ESU's IRB. As previously stated, these consent procedures were created for both the teacher survey and the principal survey as well as the interview portion of this research study. Safeguards were put in place to ensure that consent was attained from respondents prior to participating in any portion of the study.

Teachers

All teachers received the survey consent information a minimum of three times. Teachers received this information the first time when initial contact was made, which was either via email or through the USPS as previously explained. Each teacher received a second copy of the consent procedures during the postcard follow-up mailing. When he/she went to the online survey link, the consent information was available for a third time. Each teacher needed to grant consent on the survey by clicking "agree" before the survey questions were accessible.

For those teachers who participated in the interview portion of the study, the interview consent information was obtained orally. Since the interviews were recorded and transcribed, there is a record of each interviewee granting verbal permission. Halfway through the interview, the primary researcher once again asked each interviewee to restate his/her consent for participation in the interview.

Principals

Like the teachers, all principals received the consent information three times. Principals received the consent information the first time when initial contact was made, which was done via email since all IU20 principal email addresses were

obtained through the IU20 website. Each principal received a second copy of the

consent information when he/she received the follow-up email reminder. The final

consent reminder was viewed when principals went to the online survey link. Each

principal needed to grant consent on the survey by clicking "agree" before the survey

questions were accessible.

Invalidity and Minimization (Biases)

As mentioned previously, a mixed-methods research study was utilized. By

combining multiple methods and data sources, the primary researcher hoped to

overcome the intrinsic bias that comes from single methods. The primary researcher

acknowledges a favorable bias toward PDSs and currently works in an elementary

school that is directly involved with the PDS partnership at East Stroudsburg

University.

Procedures

The informed consent information was created and approved by ESU's

Institutional Review Board for the Protection of Human Subjects. This information

introduced the primary researcher and provided a description of the study. The risks

and benefits were detailed in this document, also. Upon completing the survey, a

sample of all teacher respondents who indicated that they would participate in a

follow-up interview were contacted as specifically detailed previously.

Teacher Survey

A survey was used to gather quantitative data from the study participants. The

survey questions were designed to address a variety of areas including perceptions

regarding teaching behaviors, job responsibilities, and leadership, potential reasons

for leaving the profession, and feelings regarding a multitude of experiences encountered in the teaching profession. Participants accessed the survey through an online link. Along with the survey link, the consent information was also included. After reading the consent information, teachers were given the option of clicking on the survey link, which redirected them to the survey.

Principal Survey

IU20 elementary principals were also surveyed regarding their perceptions about teacher preparation. Like the teacher survey, the questions in the principal survey focused on the areas of teacher behaviors, responsibilities, and leadership. Principals were emailed the consent information and survey link. After reading the consent information and clicking "agree", the survey was available for principals.

Interview

The qualitative phase of this research study helped ensure that the research findings accurately reflected the survey results. When respondents completed the survey, they were asked if they would be willing to participate in a brief follow-up interview. The primary objective for conducting the interviews was to gather information related to the survey responses and address factors for leaving and staying that were most frequently cited by the entire group. The interviews also allowed the primary researcher to have the respondents identify and describe various factors in greater detail than feasible through the sole use of a quantitative survey. All interviews were conducted over the telephone. The interviews were recorded and then transcribed to allow the opportunity to review the responses when necessary.

Analysis Strategy

The teacher survey, principal survey, and interview questions were all analyzed with regard to the research questions posed in this study. Since the majority of information was descriptive in nature, various charts and graphs were created to visually display the information. The qualitative data is included with the quantitative data in Chapter 4 to demonstrate levels of validation.

Teacher Survey

Descriptive data was collected and analyzed through the use of the teacher survey. The six Likert scale responses were charted/graphed through various visual means to determine if strengths and weaknesses were visible. Likert scale data was also grouped and analyzed by areas of agreement as well to determine patterns within the data. The qualitative data was also incorporated into the responses. Key words and phrases were analyzed from the interview responses and used for summarization and comparisons. These responses, along with the analysis of the quantitative data, was used to answer the questions posed in Chapter 1. Chapter 4 contains information obtained from the quantitative components of the study, the surveys, and will also include a summary of the respondents' demographical information and complete documentation of the quantitative data.

Principal Survey

Like the teacher survey, descriptive data was analyzed by looking at the Likert scale responses from the principal survey. The responses were analyzed to determine strengths and weaknesses in each area and contribute to the triangulation of data. A correlational comparison of principal responses and IU20 teacher responses was also

conducted. Aggregated data from IU20 teacher surveys was compared to principal responses. After comparing these two data sets, the data was visually represented in bar graph format. This data can be found in Chapter 4.

Interview

When looking at the qualitative data, connections were made among the answers that were given. Determinations were made regarding the answers given, how the answers connected to each other, and what themes, trends, and patterns emerged and gave shape to the data that was collected through the interviews. Qualitative data was coded and categorized for analysis. The coding system was created at the beginning of the interview process and displayed in a table. Once all of the interviews were coded, information was incorporated into the quantitative survey responses. Again, this information is included in Chapter 4.

Timeframe

Data collection occurred mainly over a three-month period. Teacher surveys and principal surveys were disseminated in October 2010. Teacher interviews were conducted shortly thereafter in November and early December 2010.

Teacher Survey

Teacher survey distribution preparation began during the Spring of 2010. Contact information for ESU's ELED PDS graduates meeting the study criteria was secured through ESU's College of Education. Once this information was obtained, an email list and mailing list of potential survey participants was created. The pilot reliability and validity testing were then conducted. The survey was distributed to the sample population in October 2010. At the end of October 2010 a reminder email

will be sent to the email distribution list and a follow-up postcard was mailed through the USPS.

Principal Survey

Preparation for the principal survey distribution also began in the Spring of 2010. Once the primary researcher completed and verified the teacher survey list, construction of the principal survey email list began. This email list included all IU20 elementary principals. The principal survey was distributed to those on this list in October 2010. A reminder email was then sent to the email distribution list in late October.

Interview

The interview pilot study was also conducted in the Spring of 2010. Once questions were validated, they were ready for use after the surveys were completed. Interviews began to be conducted in November 2010, and they were completed in early December 2010.

<div align="center">

Safeguarding the Subjects

</div>

At the beginning of the survey, teachers and principals were assured that confidentiality would be maintained throughout the process. They were also informed that their participation was voluntary, and they could withdraw their participation at any time. The survey results are being kept in a password-encrypted database on the primary researcher's computer. A password is necessary to log onto the primary researcher's computer, and a second password is necessary to access the survey results.

During the interview process, the teachers were asked to provide consent to be recorded. The tape recording device and all data/transcriptions are being stored in a locked filing cabinet and storage room at Governor Wolf Elementary School, 1920 Butztown Rd., Bethlehem, PA. The primary researcher is the only person who has a key to this locked filing cabinet, and full interview transcriptions will not be shared.

Benefits of the Study

The most important purpose for conducting this research is to add to an ever-growing body of knowledge regarding PDSs. A review of the literature revealed no relevant research regarding the professional path of ESU's PDS graduates. Current PDS research is of interest at both the state and national level by widely respected organizations in the educational field. Information regarding this research study will be submitted for presentation at an upcoming Pennsylvania Association of Colleges and Teacher Educators (PAC-TE) conference in 2011. A proposal will be submitted to do a concurrent session during this conference with the following identified objectives:

- To develop an understanding of the Professional Development School (PDS) model of teacher education

- To further the knowledge-base regarding the benefits of the PDS model

- To disseminate information regarding a specific research study

- To explore how the PDS model impacts beginning teachers

- To discuss the relationship between the PDS model of teacher preparation and teacher retention/attrition

The primary researcher also intends to submit a proposal to present at the 2012 National Association of Professional Development Schools (NAPDS) conference. Additionally, a proposal will be submitted to write a journal article for inclusion in the nationally published journal *School University Partnerships*.

Conclusion

The primary researcher gathered significant data for review and analysis by utilizing the quantitative and qualitative methods detailed in this chapter. In order to add to the trustworthiness of the data, triangulation occurred, also. This incorporated the teacher survey results, principal survey results, and interviews in order to increase confidence in the research findings. Chapter 4 will articulate the results of the methodologies performed.

The information collected and analyzed addressed the questions posed previously in Chapter 1. The primary researcher reviewed the professional path of ESU's ELED PDS graduates and addressed how they fair as beginning teachers in the areas of teaching behaviors, job responsibilities, and leadership. Teaching behaviors such as the utilization of cooperative learning strategies, the implementation of differentiated instruction in the classroom, the use of technology during instruction, and the implementation of curriculum were also analyzed. Teacher responsibilities, including classroom management strategies, student motivation, planning for instruction, student data analysis, and communication with parents are also addressed in the study. Beginning teachers were also given the opportunity to identify their preparation and participation in leadership roles in the school setting such as committee work, curriculum development, and any other voluntary roles that they

may assume. These results were also compared to the national data on teacher retention.

This study is intended to provide additional research in a field that continues to grow. Although a number of studies have been conducted in the area of teacher preparation, studies specific to PDS preparation continue to evolve. This study includes teachers and principals, thus providing research from various stakeholders in the field of education to add to the growing body of research.

CHAPTER 4

DATA AND ANALYSIS

The purpose of this research study was to determine if there was a relationship between the professional development school (PDS) model on the preparation, perceptions of self-efficacy, competency, and retention of East Stroudsburg University's (ESU) elementary education (ELED) beginning educators over a five-year period. The research study's purpose was to ascertain answers to the following questions:

1. What are ESU ELED PDS graduates' perceptions of self-efficacy regarding their teaching behaviors?

2. What are ESU ELED PDS graduates' perceptions of self-efficacy regarding their job responsibilities?

3. What are ESU ELED PDS graduates' perceptions of self-efficacy regarding their role as teacher leaders?

4. How does ESU ELED PDS graduate retention and attrition data relate to the national data on teacher retention and attrition?

5. What differences do Intermediate Unit 20 (IU20) elementary principals perceive exist between PDS prepared beginning teachers and traditionally trained beginning teachers in the areas of teaching behaviors, job responsibilities, and leadership?

6. How do IU20 elementary principals' perceptions relate to IU20 beginning teachers' perceptions in the areas of teaching behaviors, job responsibilities, and leadership?

Data was gathered from three sources, which included a survey of ESU's PDS ELED graduates from 2005-2009, interviews with select respondents from each year of the study, and a survey of IU20's elementary principals. Descriptive data was gathered through the surveys, which allowed the primary researcher to generate a variety of visual references to describe and display the data, including bar graphs, pie charts, and tables. After the charts and graphs were created, pertinent interviewee information was interspersed throughout to add to the richness of the quantitative data.

Participants

Participants were from two specific populations: beginning teachers and principals who employ them. This study focused on ESU's ELED graduates from the pre-selected five-year period.

Teacher Survey

The subjects selected for this study were all graduates of ESU's ELED program between the Spring 2005 and Fall 2009 semesters. ESU's ELED PDS partnership has been in existence for more than five years, but the study participants only covered this selected five-year period. During this five-year period, a "to scale" program was in effect at ESU.

As detailed in Chapter 3, the survey was distributed to the sample population by mail and/or email. The primary researcher did an initial mailing through the United States Postal Service (USPS) as well as an email invitation to participate. Approximately three weeks later, a second USPS mailing was done as well as a second email invitation. Of the 727 people from the sample population who were

invited to participate, 58 responses were returned to the primary researcher as undeliverable without a forwarding address. Once returned, the names were searched online in Google ® as well as on Facebook ® in an attempt to locate updated contact information. Of the remaining 669 graduates, 106 (15.8%) participated in the survey.

Principal Survey

Along with surveying the identified graduates, a different survey was distributed to elementary principals in IU20. The only principals not included were those who worked in the Easton Area School District because their superintendent would not grant permission for the survey to be distributed.

As previously detailed in Chapter 3, the principal survey was distributed to participants via email. All principal email addresses are kept on file at the IU20 office and are available for downloading from the IU20 website. Because of this, the primary researcher was able to attain all email addresses necessary for the survey distribution. As previously stated, the only IU20 elementary principals not included in this study were those from the Easton Area School District (n=8) because their superintendent would not allow them to participate. The invitation and survey link were then sent to all remaining elementary principals in IU20 (n=54). After approximately four weeks, the invitation and email were both sent out again. Of the 54 elementary principals in IU20, 28 (52%) of them responded to the survey.

Answers from the principal surveys were utilized when answering questions five and six of this research study. The gathered information was analyzed and displayed visually in various charts and graphs throughout this study. Principal data was also analyzed in conjunction with the teacher data that was gathered.

Interview

Interview participants were selected from survey respondents. All interviewees volunteered to participate in the qualitative portion of the study. The selection of the interview participants was not random, but rather it was based upon the year of graduation and whether or not the person had secured a full-time job as a teacher. A total of twelve interviews were conducted. Six of the interviewees are those graduates who secured full-time teaching positions since graduating, and the remaining six interviewees did not. (Table 3)

Table 3

Survey Respondents, Interview Respondents, and Teaching Status

Graduation Year	Survey Respondents by Graduation Semester (n=101)	Survey Respondents Who Also Volunteered to be Interviewed (n=45)	Currently Employed in a Full-Time, Contracted Teaching Position (n=30)	Not Employed in a Full-Time, Contracted Teaching Position (n=13)
2005	30	17	16	1
2006	20	7	5	2
2007	22	5	4	1
2008	10	5	2	3
2009	15	7	1	6
Undefined	4	4	2	0

The primary researcher attempted to attain two full-time, contracted teachers and two graduates who had not secured a full-time, contracted teaching position from each of the following groupings: 2005-2006 (4-5 years since graduation); 2007 (3

years since graduation); 2008-2009 (1-2 years since graduation). The determination was made to group the interviewees by "contracted" (C) or "not contracted" (N) for a variety of reasons. First, full-time, contracted teachers are formally and informally evaluated multiple times each school year by administration. Additionally, contracted teachers are also required to participate in district-wide and building-specific professional development activities. Contracted teachers are also required to attend faculty meetings each month, complete district induction activities, as well as conduct parent-teacher conferences. There is no guarantee that day-to-day substitute teachers and/or long-term substitute teachers are required to complete any of these activities and trainings.

There was only one person who had not secured a full-time, contracted teaching job from 2005 who indicated on the survey that she would be interested in being interviewed. Despite repeated attempts to contact her, she did not return the primary researchers phone calls. Therefore, she was not interviewed, which left no interviews for the year of 2005. (Table 4)

Table 4

Interview Amounts by Year and Employment Status

Graduation Year	Employed in a Full-Time, Contracted Teaching Position	Not Employed in a Full-Time, Contracted Teaching Position
2005	2	0 (No volunteers)
2006	1	2
2007	1	1
2008	1	1
2009	1	2

Interviews were scheduled with the selected volunteers and conducted over the phone. Interviews were conducted with the twelve volunteers throughout a 6-week period. The primary interviewer called each interviewee and asked for permission to record the interview. All interviewees granted verbal permission for the interviews to be recorded. The primary researcher explained to each interviewee that questions could be skipped if he/she did not feel comfortable answering them. Interviewees were also informed that questions could be repeated if necessary. Interviewees were thanked for their participation in completing the survey and their willingness to volunteer for the interview portion of the study. The primary researcher explained that interview responses would be coded to maintain confidentiality. By allowing participants the opportunity to opt-out of questions and assuring that confidentiality would be maintained throughout the entire study, the primary researcher created a trusting atmosphere, thus allowing interviewees to answer openly and honestly.

The primary researcher conducted the interviews in a private office behind closed doors. The interviewees were put on speakerphone so that the interviews could be clearly recorded on a digital recording device. Standard questions were asked to each interviewee based on the research questions that the primary researcher was attempting to answer. Based on interviewee responses, there were times when follow-up questions and/or clarifying questions were asked by the primary researcher. The interviewees were again thanked for their time prior to ending the call.

Upon completion of each interview, the recordings were downloaded for transcription, coding, and filing. The digital voice recordings were transcribed utilizing a computer program called Dragon Dictation®. Once the Dragon Dictation® program was completed, the primary researcher listened to each digital voice recording a second time to correct errors that may have occurred through the use of the Dragon Dictation software. Digital recordings were saved on the primary researcher's computer in password-encrypted, coded files.

After the transcriptions were completed, there were various interviews that needed further clarification. Because of the language used by some of the interviewees, it was necessary to clarify some of the terminology provided by the interviewees. The interviews were interpreted and clarification was provided throughout this study whenever possible. For example, throughout the interviews, the term "PDS" was often stated. However, sometimes PDS was interpreted to be the Apprentice II semester *and* student teaching, while other times it was interpreted as solely Apprentice II *or* student teaching. Again, the determination was made by the primary researcher based upon the context of the question and corresponding answer.

Interviews were coded with the following information: Interview number (one through 12), year of graduation, and either an "C" (contracted) or "N" (not contracted). Interviewees who are currently employed in a full-time, contracted teaching position were coded with a "C", while those interviewees who do not currently have a full-time, contracted teaching position were coded with a "N". For example, the first interview conducted was coded as "Interviewee #1-2009-C" to indicate that this particular interviewee graduated in 2009 and is currently employed in a full-time, contracted teaching position. Once the interviews were transcribed and coded, the primary researcher looked for themes throughout the interviews related to the specific research questions. (Table 5) Interviewee responses are included throughout Chapter 4 to provide richness to the quantitative survey responses.

Table 5

Interviewee identification codes, graduation year, and employment status

Identification Code	Year of Graduation	Employment Status	State of Employment
Interviewee #1-2009-C	2009	Full-time Teacher	PA
Interviewee #2-2006-N	2006	Former long-term substitute; current day-to-day substitute	PA
Interviewee #3-2007-N	2007	Working in the business field	NJ
Interviewee #4-2006-C	2006	Full-time Teacher	NV
Interviewee #5-2008-C	2008	Full-time Teacher	PA
Interviewee #6-2008-N	2008	Day-to-Day substitute & part-time child development center employee	NC
Interviewee #7-2007-C	2007	Full-time Teacher	PA
Interviewee #8-2009-N	2009	Classroom aide	NJ
Interviewee #9-2005-C	2005	Full-time Teacher	NJ
Interviewee #10-2009-N	2009	Unemployed	(living in PA)
Interviewee #11-2006-N	2006	Day-to-Day substitute and mother	PA
Interviewee #12-2005-C	2005	Full-time Teacher	PA

Additional qualitative data was also obtained through open-ended responses provided on the teacher survey. Various open-ended responses have been incorporated into the study along with the qualitative survey data. This information has been coded in a similar manner as the interviewees' data. Instead of using the interviewee number, the survey number is used instead. For example, Survey #74-2009-N indicates that the survey respondent was the 74th person who completed the

survey, and he/she has not yet secured a full-time, contracted teaching position. The

use of these open-ended responses allows additional qualitative responses to be

included in this study, thus enriching the triangulation of the data.

<p align="center">**Characteristics of Participants**</p>

As previously stated, the data used for this study was gathered from the

teacher survey responses of 106 participants as well as interviews with 12 of those

survey respondents. Survey respondents indicated the ESU program from which they

graduated, whether or not they are currently employed in a full-time teaching

position, the classroom setting, state of employment, and state of residence.

ESU Program

While students at ESU, those in the elementary education (ELED) program

had the opportunity to select one of three program tracks: ELED with a

concentration; elementary education/early childhood education ELEC/ECED (dual);

or elementary education/special education ELED/SPED (integrated). In this case, 68

respondents indicated that they graduated from the ELED with a concentration

program. Eleven people graduated from the dual ELED/ECED program, and the

other 27 people completed the ELED/SPED integrated program. (Figure 1)
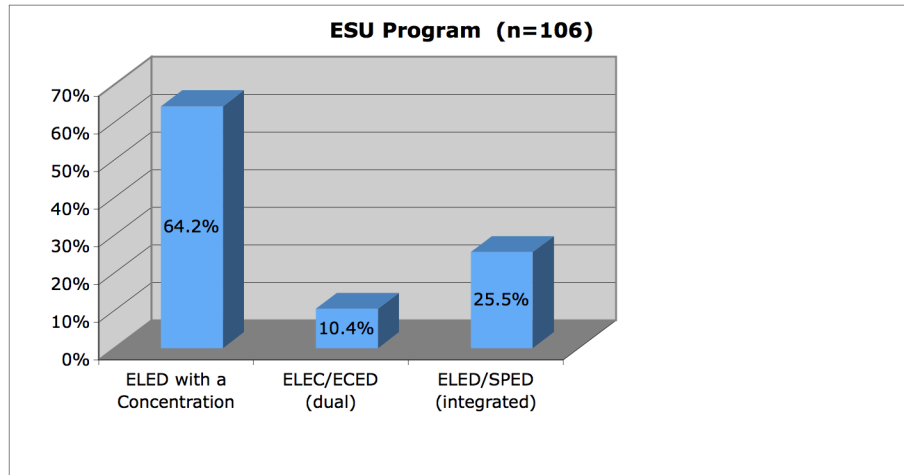
Figure 1. Percentage of study participants by program.

Graduation Semester

Survey respondents were asked to identify their graduation semester. Nine respondents did not indicate which semester they graduated. The semester with the most respondents (n=20) was Spring 2005. Spring 2006 and Spring 2007 each had 13 graduates. The remaining semesters, in order, are as follows: Fall 2005 (n=10); Fall 2007 (n=9); Spring 2008 and Fall 2009 (n=8); Fall 2006 and Spring 2009 (n=7); and Fall 2008 (n=2). (Figure 2)
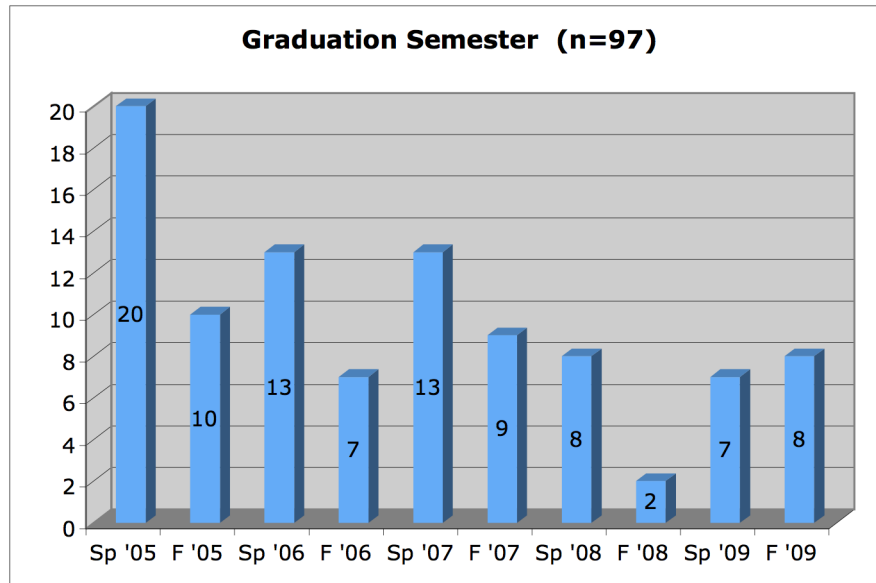
Figure 2. Number of respondents who graduated each semester from Spring 2005 through Fall 2009.

Current Residence

Demographic data collected from the survey indicated that participants currently reside in a variety of states across the country. Most respondents live in Pennsylvania, which made up 73.6% (n=78) of the total, and New Jersey, which made up 16% (n=17). This data is not surprising given the fact that the location of ESU is in the northeast portion of Pennsylvania, only a few miles from the New Jersey border. Four respondents (3.8%) live in California, and two (1.9%) live in Virginia. Alaska, North Carolina, Nevada, New York, Texas, and Washington each represent 1% (n=1 each) of the survey respondents. (Figure 3)
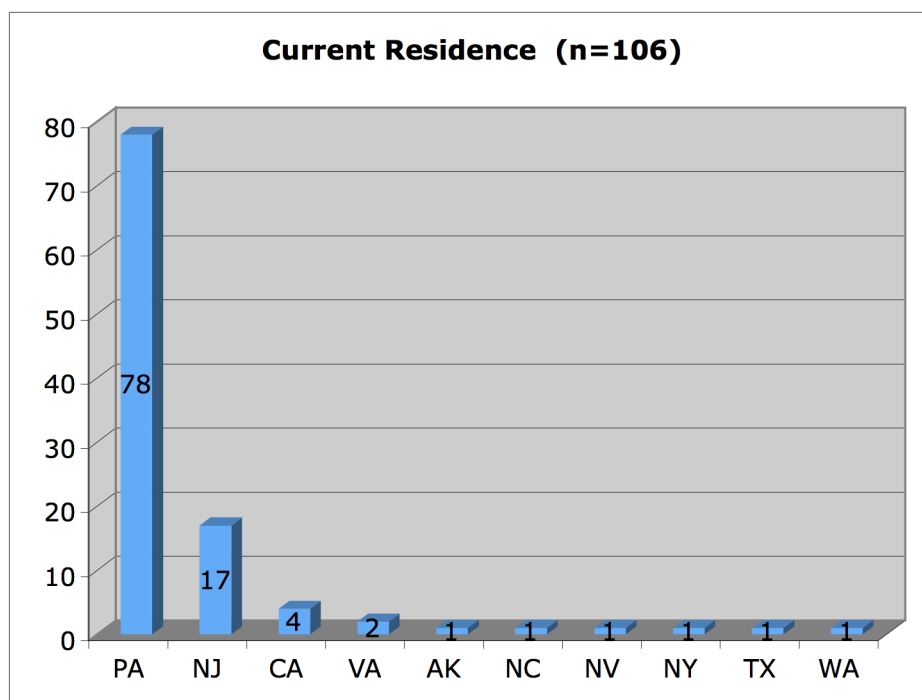
Figure 3. Number of teacher survey respondents by state.

Current Employment

Of the 106 respondents, 67% (n=71) indicated that they are currently

employed in a full-time, contracted teaching position. As with the state of residence,

most respondents are employed in Pennsylvania (76% or 54 respondents) and New

Jersey (13% or 9 respondents). Two respondents (2.7%) teach in Virginia.

California, Alaska, Nevada, New York, Texas, and Washington each employ one

respondent (1.4%). (Figure 4)

Interviewee #4-2006-C was able to quickly secure a full-time teaching

position when she moved to Nevada. She reflected back on her move:

When I moved here, I literally graduated from East Stroudsburg and got a job

right away. At the time, they were looking for 4000 teachers when I got the

job. I got started three weeks after I got here [Las Vegas].
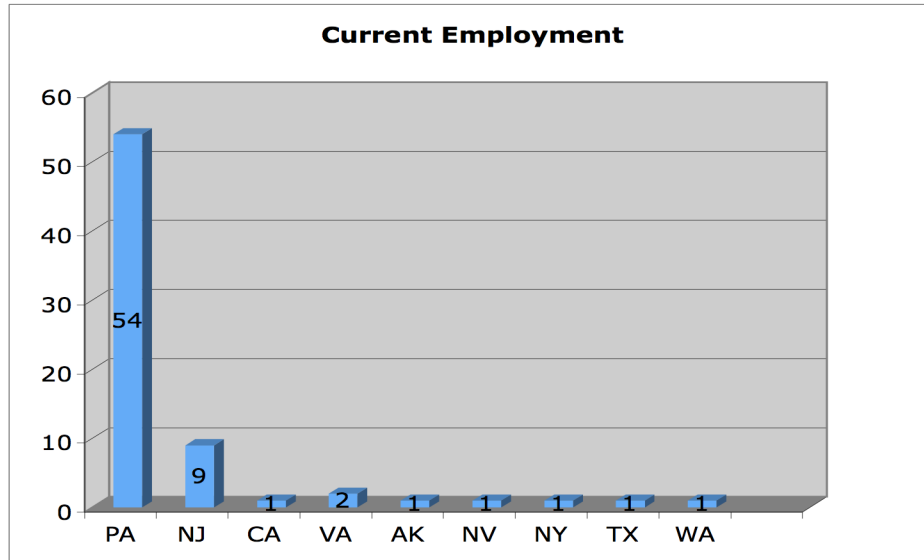
Figure 4. Number of employed teachers by state.

Contracted Teaching Position

Survey respondents were asked to indicate whether or not they were currently working in a full-time, contracted teaching position. Of the 106 respondents, 67% (n=71) indicated that they are currently working in a full-time, contracted teaching position, while the remaining 33% (n=35) are not. (Figure 5)
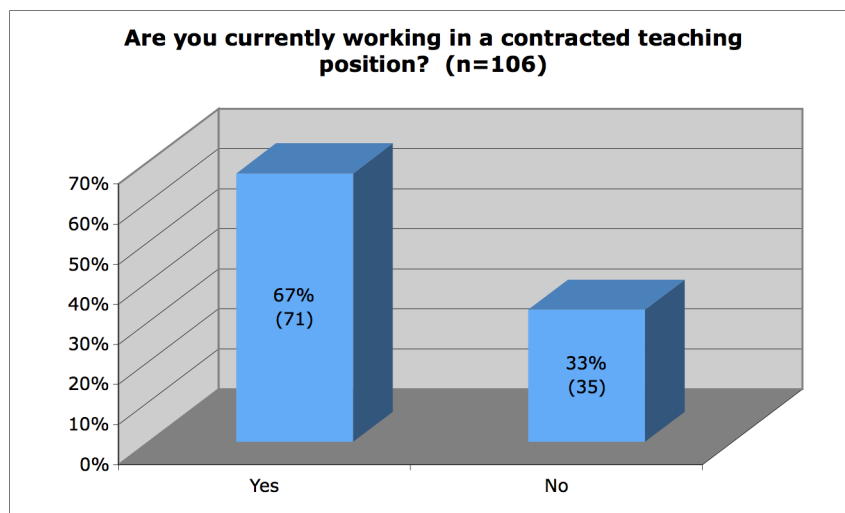
Figure 5: Percentage and number of respondents employed in a full-time, contracted teaching position.

Interviewee #2-2006-N graduated five years ago. Since graduating, she held

multiple long-term substitute positions, but none led to a full-time, contracted

position. She is currently a day-to-day substitute teacher. She expressed her

frustration with her current situation and what would have helped her during her PDS

preparation:

I think ESU as a whole needs to address dealing with the educational system.

At no point did anyone ever say, "It can take you six years to get a job." I

graduated right before dual certification was really popular. It wasn't until the

Spring semester of my senior year that someone said, "You might want to get

your special education certificate." At that point we're already in student

teaching so it's too late. We all just wanted to be done at that point. At that

point we didn't really have the opportunity. I felt that they [professors] just

wanted to get us out in four years. I felt that was the mentality. Instead of

worrying about getting us out in four years, get us out in five years and help

get us a job! I've been out five going on six years, and I still don't have a real

position. I kind of had to get more credits and more stuff on my own. I just

took classwork to get ESL certified, but I had to pay for the $4000 fee out-of-

pocket. If I had known ahead of time that I was probably going to be

unemployed five years later, I would've taken an extra year and gotten the

ESL certification as an undergraduate. It would've been tremendously

cheaper, or I would have gotten reading certified or special education

certified. It would have stunk at the time to pay a little extra, but I would be

so much more ahead of the game now. I don't think that ESU really touched

on the actual educational system once you're out there. For some of us who graduated, we were JUST elementary education, and we have nothing else going for us. I feel like ESU let us down on the politics of school….how to find a school and a job. You can't just send in a resume or cover letter. You really have to put out feelers. You have to get to know people. I don't think they really ever prepared us for that. I remember sitting in Abeloff [a building at ESU] two weeks prior to graduation having a mock interview session. I feel like it should probably be a whole semester class or at least a couple sessions where you're working more directly rather than 400 people and two people on the stage.   I feel like it should have been more structured regarding how to do an interview more thoroughly or how to follow up on an interview. I mean, you send out cover letters to so many places and you get disheartened. In reality, I don't really think that it's any specific candidate that's doing anything wrong. It's just that we didn't understand the system coming out. We didn't know that it would take this long, and you still have to play the game so much. I can remember sitting in Abeloff and thinking, "This is such a waste of time." We're just sitting here, and we're not learning anything and you just think, looking back five years from the future, if we just had time to sit down and actually think about not giving those trite answers. They would say, "Oh, you need to practice your answers" and really you're practicing the same answer that every other graduate is practicing… "I'm the best candidate for this job because I'm sincere, and I want to work here." It's those trite lines instead of actually coming up with several legitimate reasons why you are the

correct candidate for the position. I wish they would have helped us hone in on our skills a little bit.

Interviewee #3-2007-N is currently employed in a full-time job outside of the educational field. Despite her inability to secure a teaching position, she still felt like her PDS experience fully prepared her. She stated the following:

I didn't end up going down that path. I had an opportunity to work, and I went with that. I applied for teaching jobs and went on a couple interviews. I ended up here in the business world. I got done with school, and I really just wanted to work. I had an opportunity to work. I had an internship that I was doing during the summers and winters when I was coming home from college, and they offered me a position. I ended up just taking that position. I just think that the PDS experience [Apprentice II and student teaching] definitely prepared me to be ready to go out to the teaching world. Every day we were there for hours doing tons of work. We were always in the field doing work. I would just say that the PDS program was top notch, and it definitely prepared me to become a teacher…even though I didn't!

Survey #51-2008-N expressed her satisfaction regarding her experiences at ESU:

PDS is definitely a program that ESU needs to keep. The hours are long and the work is hard, but this just teaches you how to manage your time effectively an how to be a team player. PDS helped me prepare to juggle many different things at once. Although I have not had a full time teaching job yet, I feel that PDS prepared me for that experience.

Setting

Those who are currently employed in a teaching position (n=71) were asked to indicate if their current school setting fell into any of the following three areas: Special education classroom; inclusive classroom; and/or a school in IU20. Respondents may have selected more than one response in this category based on the setting of their classroom. Only 57 respondents who indicated that they were employed in a full-time teaching position answered this question. Nineteen respondents (33.3%) indicated a special education placement. Of these 19 respondents, 16 of them were ELED/SPED (integrated) graduates, while the remaining three were ELED graduates. Forty-four respondents (77.2%) identified with an inclusive classroom setting. Of the respondents, 17.5% (n=10) indicated that they currently work in IU20. (Figure 6)
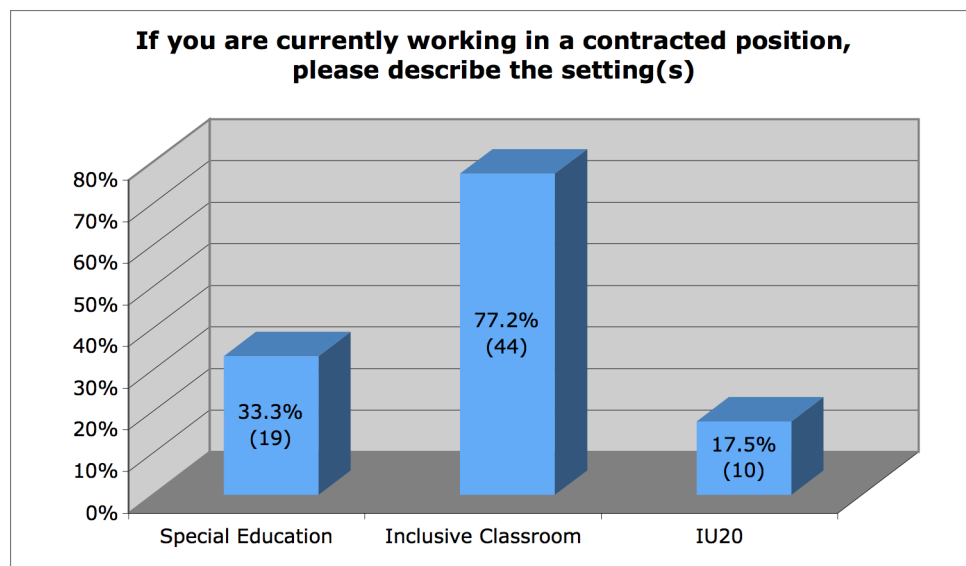
Figure 6: Percentage and number of survey respondents by setting.

Grade Level

Respondents who are currently employed in a full-time teaching position (n=71) were asked to indicate which grade level(s) they currently teach. Respondents may have selected more than one answer in this category when applicable. Most respondents are working in grade 5 (n=20), followed by grades 4 and 6 (n=12), grades K, 2, and 3 (n=11), and grade 1 and 7 (n=10). One respondent is employed in a pre-K classroom. Five respondents work in grades 8, 10, 11, and/or 12, and four respondents are employed in grade 9.

Respondents who are working in grades 7-12 fell into one of two categories. Since the ELED/SPED degree grants graduates a K-12 degree in special education, some graduates may be working in a special education classroom at grades 7-12. Other graduates teaching at grade levels 7-12 were those who attained graduate degrees in various subjects. (Figure 7)
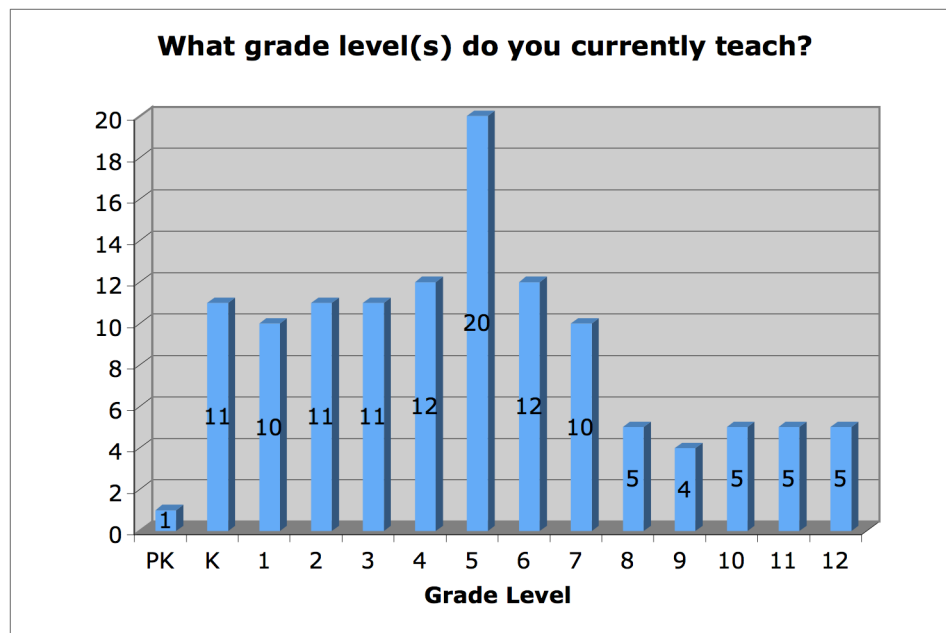
Figure 7: Number of respondents teaching at each grade level.

PDS Constructs: Why are PDSs Effective?

The PDS experience creates a mindset and way of being purposeful in its preparation of teachers. PDS constructs and key components of PDS partnerships enable teacher candidates to obtain valuable experiences, as evidenced by research. PDS partnerships provide opportunities for teacher candidates to participate in collaborative school-based activities (Sandholtz & Dadlez, 2000; Telese, 1996) that assist with teacher development (Castle, Fox, & O'Hanlan-Souder, 2006; Ridley et al., 2005). Developing communication skills and working collaboratively with others (Telese, 1996) is another benefit of PDSs. Working with others provides teacher candidates the opportunity to develop school-based and cohort-based relationships (Duffield, 2005; Sandholtz & Wasserman, 2001). These relationships allow teacher candidates to fully participate in the school culture and profession (Neapolitan et al., 2008; Sandholtz & Dadlez, 2000). The PDS experience provides opportunities to engage in authentic work through clinical experiences (Duffield, 2005; Pine, Maloy, Seidman, & Ludlow, 2003; Runyan, Parks, & Sagehorn, 2000). Inquiry-based thinking (Ridley et al., 2005; Runyan, Parks, & Sagehorn, 2000) and self-efficacy regarding student learning (Paese, 2003; Sandholtz & Wasserman, 2001) are added benefits of PDS partnerships. Ultimately, all of these constructs provide teacher candidates with the opportunity to have a positive impact on student learning (Castle, Fox, & O'Hanlan-Souder, 2008; Duffield, 2005; Guadarrama, Ramsey, & Nath, 2002). Many of these key concepts will be further developed through the quantitative and qualitative responses generated throughout this study.

One of the key components of the PDS experience is that of the mentoring process. Researchers have suggested that mentoring has positive impacts on beginning teachers (Danielson, 1999; Feiman-Nemser, 1996; Holloway, 2001). This mentoring relationship allows learning to occur through a collaborative process with clinical experiences in the actual school setting (Awaya, McEwan, Heyler, Linsky, Lum, & Wakukawa, 2003). The ability to be self-reflective during various clinical experiences allows for capacity-building for new teachers (Costa & Garmston, 1994).

Question 1: What are ESU ELED PDS Graduates' Perceptions of Self-Efficacy Regarding Their Teaching Behaviors?

Survey respondents identified their level of agreement in several areas related to teaching behaviors. Previous research has identified gaps in preparation and causes of teacher attrition surrounding various aspects of teaching behaviors (Imbimbo & Silvernail, 1999; Kauffman, 2004; Kauffman et al., 2002; Metcalf, Hammer, & Kahlich, 1996; NCRTL, 1991; Neild et al., 2003; and Tabachnick & Zeichner, 1984). The fours areas identified were as follows: Employing cooperative learning strategies; implementing curriculum; using technology for instruction; and utilizing differentiated instruction. Participants were asked to select one of the following six options from a Likert scale: Strongly agree; agree; slightly agree; slightly disagree; disagree; or strongly disagree. Of the 106 survey respondents, three people did not answer the questions in this section. There were 103 total respondents for this particular category.

Employing Cooperative Learning Strategies

Respondents were asked to indicate their level of agreement regarding how well their PDS experience prepared them to employ cooperative learning strategies in the classroom. Forty-eight people (46.6%) strongly agreed with this statement, while 41.8% (n=43) agreed. The remaining 12 respondents were divided as follows: 5.8% (n=6) slightly agreed; 1.9% (n=2) slightly disagreed; 1% (n=1) disagreed; and 2.9% (n=3) strongly disagreed. (Figure 8)

Figure 8. Percentage and number of respondents who perceive that their PDS experience prepared them in the area of employing cooperative learning strategies.

When isolating the levels of agreement from the levels of disagreement, it can be determined that a large majority of respondents perceived that their PDS experience prepared them to employ cooperative learning strategies. By combining the three levels of agreement (strongly agree, agree, and slightly agree), it can be

stated that 94.2% (n=97) of the respondents agreed, to varying degrees, that they were

prepared to use cooperative learning strategies in the classroom. The remaining 5.8%

(n=6) of the respondents disagreed, to varying degrees (slightly disagree, disagree,

and strongly disagree), with this statement. (Figure 9) With over 94% of respondents

indicating a favorable level of agreement in this area, it can be stated that ESU's

ELED graduates overwhelming perceived that their PDS experience prepared them to

employ cooperative learning strategies in the classroom.

TEACHING BEHAVIORS:
Employing Cooperative Learning Strategies
(n=103)

5.8%

■ Levels of Agreement

■ Levels of Disagreement

94.2%

Figure 9. Levels of agreement and disagreement regarding whether
or not respondents were adequately prepared in the area of
employing cooperative learning strategies.

Implementing Curriculum

The second area in the teaching behaviors category was implementing

curriculum. When asked to provide a level of agreement/disagreement regarding

PDS preparation in this area, the majority of responses fell into the top two areas:

strongly agree (41.7% or n=43) and agree (36.9% or n=38). Twelve respondents

(11.7%) slightly agreed that their PDS experience prepared them in the area of implementing curriculum. Four respondents (3.9%) slightly disagreed, three respondents (2.9%) disagreed, and three respondents (2.9%) strongly disagreed. (Figure 10)
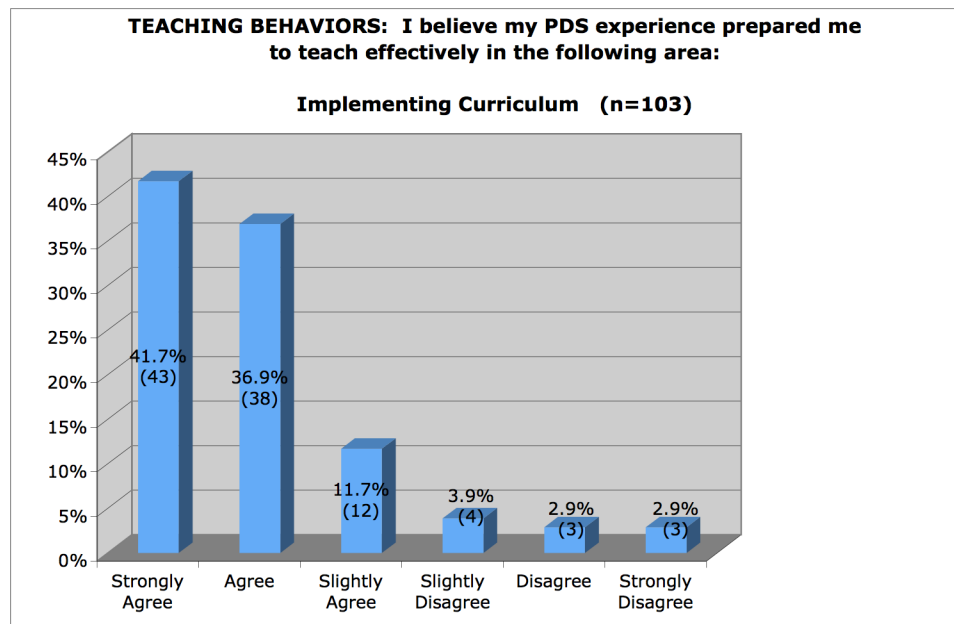
Figure 10. Percentage and number of respondents who perceive that their PDS experience prepared them in the area of implementing curriculum.

When analyzing all the data collected in the area of implementing curriculum, the results showed that the majority of respondents perceived varying levels of agreement in this area. After totaling the strongly agree, agree, and slightly agree responses, 90.3% (n=93) of those who completed the survey perceived that their PDS experience prepared them to effectively implement curriculum. Ten people accounted for the remaining 9.7% of the total respondents who expressed varying degrees of disagreement with this statement by answering either slightly disagree, disagree, or strongly disagree. (Figure 11)

TEACHING BEHAVIORS:
Implementing Curriculum (n=103)

9.7%

90.3%

- Levels of Agreement
- Levels of Disagreement
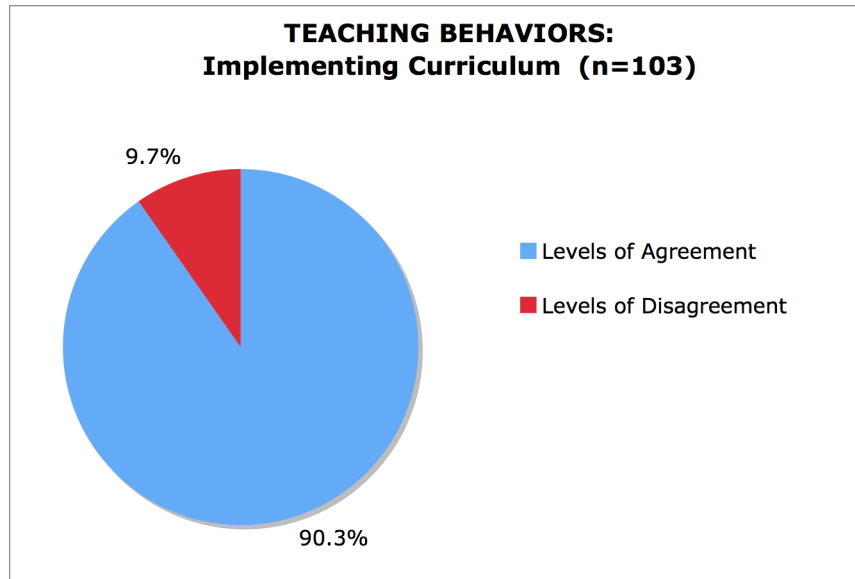
Figure 11. Levels of agreement and disagreement regarding whether or not respondents were adequately prepared in the area of implementing curriculum.

Interviewee #5-2008-C recalled touching upon curriculum implementation during her coursework, although she indicated that it truly "clicked" for her when she was in her clinical experiences. She stated the following:

I think each [education] class kind of touched on it especially in PDS [Apprentice II semester], but it was kind of like "Pick one curriculum and do one lesson out of it [Apprentice I]." I can't even remember the curriculum that I picked. Everyday Mathematics sticks out, but doing one lesson out of a curriculum really isn't going to prepare you. When I got to PDS [Apprentice II semester] and student teaching, it was like, "OK! Here's how you look at the scope and sequence!"

Like Interviewee #5-2008-C, Interviewee #10-2009-N recalled little emphasis on curriculum during her college coursework, but she clearly recalled her cooperating teacher covering it during her student teaching. She explained:

In terms of PDS [Apprentice II semester and student teaching] in the coursework, we went over curriculum guides, and I believe they [professors] brought in a district's one, but going into my placement she [cooperating teacher] had us actually go over curriculum guides, so I got to see what the progression or the scope and sequence was throughout the year. Then she showed me a highlighted part of where I would come in and what I would be teaching. She was very big with hands-on things.

Unlike Interviewee #5-2008-C, Interview #8-2009-N did not seem to realize how far-reaching the area of curriculum really was until she started her first teaching position in New Jersey. She recalled:

I see more now that I'm in the field that there are curriculum meeting teams and curriculum planning and aspects of how can we get to these kids [her students] in the future with curriculum. That was not really touched upon. We definitely learned about standards and core content, but there was nothing ever mentioned about the curriculum at all or anything going beyond that… and that each school or district is different in what they plan, so I think that we [PDS graduates] had the impression that it [curriculum] was just the Pennsylvania standards and that was it. I'm in New Jersey, and obviously we have state standards, too.

Survey #14-2006-C explained his/her view of preparation in the area of curriculum implementation and how it impacts her classroom today:

Curriculum implementation is a constant issue today. My PDS experiences taught me how to use the curriculum and still bring real-life experiences into the classroom.

Although over 90% of survey participants indicated a favorable response regarding their PDS experience in the area of implementing curriculum, there was still almost 10% who did not believe that they were adequately prepared in this area. The interviewee responses appear to highlight some perceived weaknesses regarding coursework in this area both from respondents who are currently employed in a full-time teaching position and those who do not. The clinical experience also appears to be a strength in preparing students to implement curriculum.

Using Technology for Instruction

Survey respondents identified their levels of agreement and disagreement as to whether or not their PDS experience adequately prepared them in the area of using technology for instruction. When asked to indicate whether or not their PDS experience prepared them in this area, the results were as follows: Strongly agree 22.3% (n=23); Agree 32% (n=33); Slightly agree 27.2% (n=28); Slightly disagree 8.8% (n=9); Disagree 5.8% (n=6); and strongly disagree 3.9% (n=4). (Figure 12)

TEACHING BEHAVIORS: I believe my PDS experience prepared me to teach effectively in the following area:
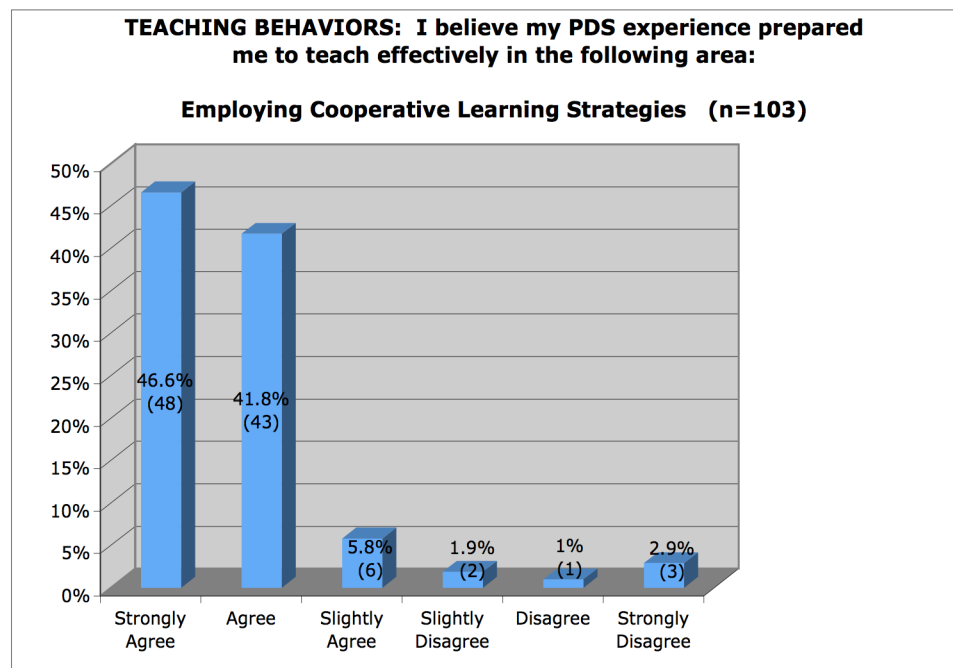
Using Technology for Instruction (n=103)
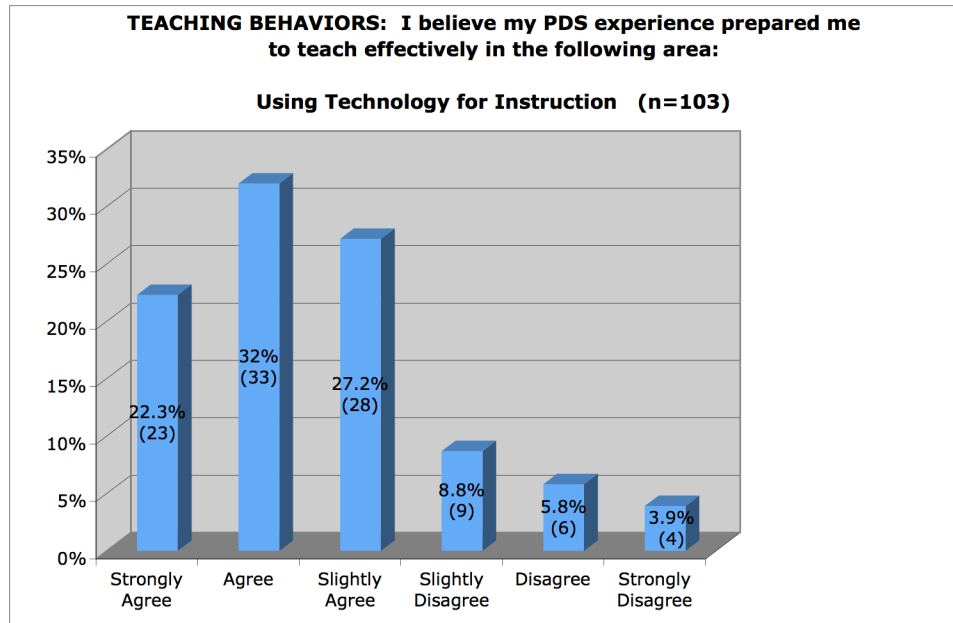
Figure 12. Percentage and number of respondents who perceive that their PDS experience prepared them in the area of using technology for instruction.

The area of using technology for instruction did not yield as high of a positive response compared to the previous two areas in the teaching behaviors category. Of the survey respondents, 81.5% (n=84) indicated a response in one of the three levels of agreement: Strongly agree, agree, or slightly agree. This means that 81.5% of the respondents believe that their PDS preparation was appropriate in the area of using technology for instruction. The remaining 18.5% (n=19) expressed a level of disagreement in this area, thus resulting in a response in the area of slightly disagree, disagree, or strongly disagree. (Figure 13)
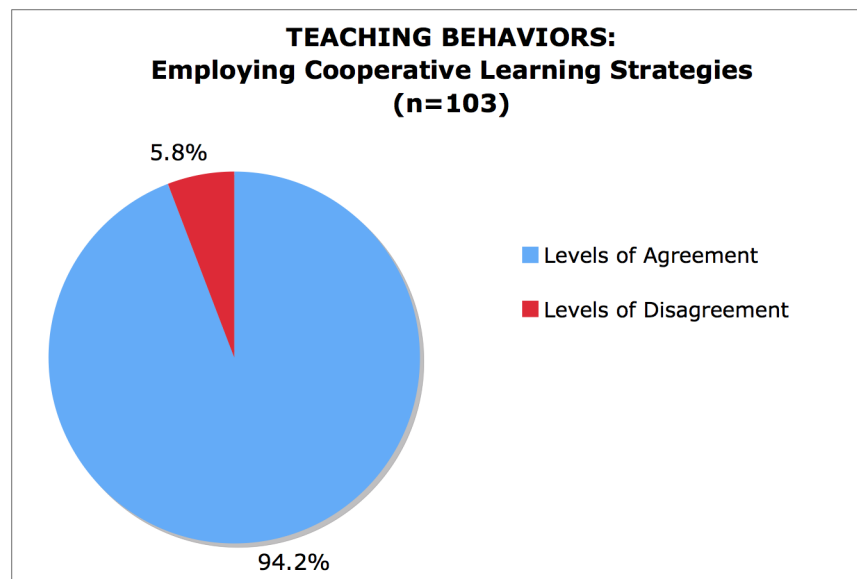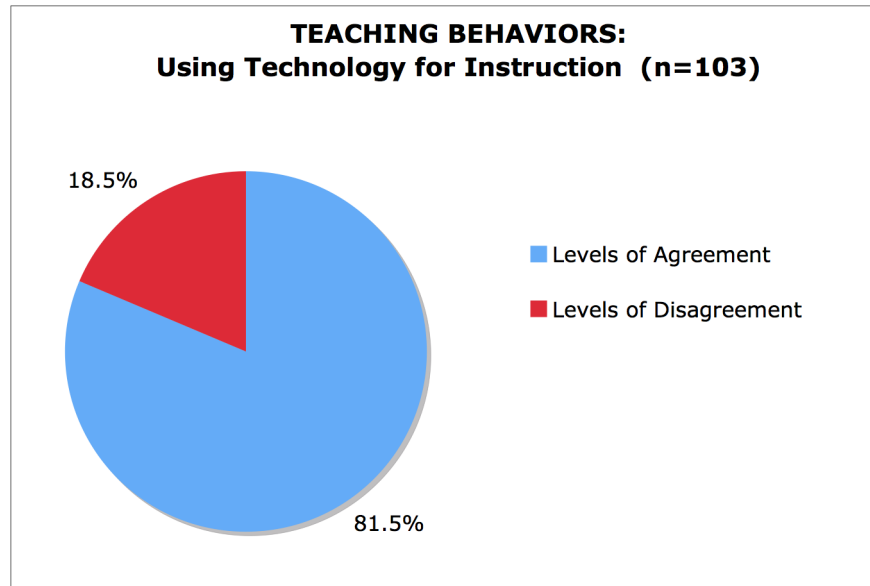
Figure 13. Levels of agreement and disagreement regarding whether or not respondents were adequately prepared in the area of using technology for instruction.

During the interview portion of this study, several interviewees expressed concern regarding the lack of preparation in the area of technology during their PDS experience. Some felt that it was area that was neglected during the preparation phase, while others felt that it was less about the preparation and more about the student teaching placement that was assigned.

Interviewee #5-2008-C, who currently works with students who have various educational disabilities, expressed concerns regarding her preparation in the area of technology. She explained that although her current employer has a lot of technology available for use, she felt that the lack of preparation in the area of technology was the biggest weakness of her preparation. She explained it as follows:

We have iPods, iPads, and SMART boards in about 90% of the classrooms. The administrators have iPads, so as far as the technology in our school, we have plenty of it. As for my time at ESU, I don't really think it prepared me

that well to be honest with you. It was something that I had an interest in on my own, and I took that and did my own research. The one class that we had the MComm I believe…I don't remember what it was exactly called…that was focused so much on different things. Like we had to make a "projector"?…I don't even know what they're called anymore…those like "slides"?… transparencies! We had to make those, and I don't even have one of those machines to my classroom. I just feel like that kind of stuff maybe if they could have gotten more ahead on the up-and-coming technology. We spent so much time on that kind of stuff and making a PowerPoint. Whereas, I don't really think PowerPoint is the best instructional tool now that I know what I know. I think maybe our time would have been better spent studying assistive technology or mobile devices. I probably missed that kind of stuff by like a year or two, but I think that would have been more helpful.

Currently an instructional aide in an elementary school, interviewee #8-2009-N stated that her natural curiosity in the area of technology helped her fill the void. She elaborated by stating the following:

I already feel like I'm strong in that area, but if I didn't have the little bit of technology that I had in my student teaching, then I do not think I would have been prepared for what I have now, especially in the school district where I'm at. We have a SMART board in almost every single room. It is amazing, but there is so much to do that I wish I had more that I could bring. I feel like I am a step behind. Because I am curious, I am trying to figure this all out, but there was no planning for that especially. I created a lot of lessons in

technology because I was curious, but there was no actual preparation or planning a lesson around using technology.

Another employed teacher, interviewee #7-2007-C, recalled taking a computer course during college, but she did not feel that there was any carryover into the coursework or student teaching. She is currently taking technology-related training courses provided through her district to learn skills that she perceived were not taught during her PDS preparation. She recalled the following:

With technology, I think, definitely there should have been some kind of technology course incorporated into the program or classwork. I know that we had to take the MComm course prior to that, but I just feel like there was just so much more that they could have done. It wasn't really pushed to incorporate it as much as it should have been.

Interviewee #6-2008-N, who is currently a substitute teacher, also expressed concerns regarding her preparation in this area. She felt that her lack of preparation has hindered her current job search. She stated:

I did the PDS program [Apprentice II and student teaching] in 2007, and I cannot really recall what we did that was geared a lot toward technology. Especially now with a lot of classrooms having a SMART board, I don't recall being introduced to that. I used a lot of transparencies. I guess they thought that was the main technology. I did not do a lot on the computer or anything like that. The schools where I was at did not have SMART boards, but the schools where I substitute taught after graduating had them. And the schools

now where I'm substituting have them. I absolutely think that I would have been better prepared to answer the [interview] questions a lot better.

Interviewee #4-2006-C, an employed teacher in Nevada, felt that the area of technology preparation could have been stronger, but she also recognized that some student teaching placements did not have access to state-of-the-art technology. She stated:

I had to learn. Honestly, I don't think that PDS [Apprentice II and student teaching] can do much to help you unless the schools have the technology in them. Now I'm working with SMART boards, there wasn't anything like that when I did my student teaching. We had an overhead and transparencies. I think technology preparation during PDS [Apprentice II and student teaching] would be a hard thing to do. It really depends on what type of technology you have. I know that in my [current] school we need to look at different programs that kids can go on such as Study Island and Accelerated Reader. We have to pull data from those programs and then use it, too. When I came here I didn't know any computer programs because we didn't use that at all in my [student teaching] classrooms, and then here there are so many.

Like Interviewee #4-2006-C, Interviewee #10-2009-N also recognized that much of the technology preparation was based on the student teaching placement that was assigned. She expressed concerns with her technology training during her coursework, but she also recognized that she was fortunate to have been assigned to complete her student teaching with someone who was proficient in this area. She recalled:

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I think it was all about the placement. As far as the PDS instruction [pre-

apprentice coursework], we got a little bit, but it was not like what I received

in the schools. My cooperating teacher at the time was finishing her Masters

degree in instructional technology, so she was the guru of the school in terms

of what we could do next. Once a week we used videos. It wasn't Skype. I

don't remember what it was called, but we did it with another school in the

district. We read a novel together. We were always doing something with

NASA online, but it was just our class. I had the challenge homeroom. We

got the gifted kids. Three of the students had GIEPs, so I was lucky in the fact

that I had the cream-of-the-crop [gifted students] in fourth grade. We were

able to always have some sort of technology, and I don't think the laptop cart

ever moved from our room. If I ever wanted to do laptop things, I had it

available so my cooperating teacher always had me incorporate some sort of

technology into all of my lessons. If my students finished early, they could go

on the laptops, so there was always something for them to do.

Several survey respondents also provided feedback in the area of technology.

Survey #67-2009-C stated, "While in PDS, I was introduced to the SMART board."

Survey #27-2009-C provided his opinion regarding preparation in this area:

I think that PDS was a meaningful experience, but there should have been

more instruction on using technology in the classroom, specifically, using

SMART boards, iPods, and mobile computer labs.

Survey respondents perceived the area of using technology for instruction as

the weakest of the four areas analyzed in the teaching behaviors category. Keeping in

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mind that the respondents cover a five-year period, part of the reason for almost a fifth of all respondents feeling as if they were not prepared may be due in part to the ever-changing world of technology. Several of the respondents also recognized that the exposure to technology rested largely on the school at which they were assigned during their clinical experiences. Despite changes in technology through the years, the area of using technology for instruction does appear to be an area where growth can be made at the university level to ensure that graduates are adequately prepared.

Utilizing Differentiated Instruction

The final area analyzed in the teaching behaviors category was utilizing differentiated instruction. Respondents selected strongly agree and agree most frequently, 35.9% (n=37) and 44.7% (n=46) respectively. Ten respondents (9.7%) selected slightly agree. The remaining responses fell into the following range: Slightly disagree received 2.9% (n=3) of responses, disagree 3.9% (n=4) and strongly disagree 2.9% (n=3). (Figure 14)

TEACHING BEHAVIORS: I believe my PDS experience prepared me to teach effectively in the following area:

Utilizing Differentiated Instruction   (n=103)

Figure 14. Percentage and number of respondents who perceive that their PDS experience prepared them in the area of utilizing differentiated instruction.

The data revealed that a large majority of respondents perceived that their PDS experience prepared them to utilize differentiated instruction. When grouped together, the strongly agree, agree, and slightly agree responses accounted for 90.3% (n=93) of the total. The ten remaining people (9.7%) of the 103 who responded did not indicate a favorable experience in this area, thus resulting in ten people who expressed varying levels of disagreement (slightly disagree, disagree, and strongly disagree). (Figure 15)

TEACHING BEHAVIORS:
Utilizing Differentiated Instruction

9.7%

■ Levels of Agreement

■ Levels of Disagreement

90.3%

Figure 15. Levels of agreement and disagreement regarding whether or not respondents were adequately prepared in the area of utilizing differentiated instruction.

Interviewee #10-2009-N credited her special education courses [as an integrated major] for teaching her about differentiated instruction. She stated the following as a key point to remember for those completing PDS coursework without an emphasis on the special education component:

> We heard about the term [differentiated instruction] all through our 100, 200, and 300 level classes. It was talked about a lot, but it was not talked about in the elementary education [Pre-Apprentice II] classes. It was more so in the special education classes. I know that differentiated instruction happens when you have special needs students in the class, but differentiated instruction should happen at all levels in the elementary school or the high school. I think it was only focused on in special education. I knew a lot about it because I had two special education classes, but not all of the early childhood students

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had it. They needed to take some of those courses. I had more of a

background about it [differentiated instruction].

Survey #36-2007-C also provided information regarding differentiated

instruction in the classroom:

One area that became very critical not only in my teaching career but also in

my personal life was in the area of special education integration and

differentiated instruction. We were taught to be able to teach any child with

any issue and be able to do so effectively. We were trained so effectively to

be able to think ahead in many different directions to differentiate our

instruction and give accommodations for any student. This is a critical aspect

of teaching today in my opinion.

Over 90% of respondents indicated a favorable level of agreement in this area.

Although not as high as the area of employing cooperative learning strategies, the

perceived preparation in the area of using differentiated instruction was almost

identical to the level of agreement in the area of implementing curriculum. While the

large majority of respondents indicated a favorable response in this area,

differentiated instruction is an area of preparation that will continue to be a focal

point in education. It is imperative that the PDS experience prepares graduates to

differentiate instruction with the special education population as well as regular

education students.

Summary

Overall, the teaching behaviors category appears to be one with great

strengths in terms of perceived preparation, but there are still areas where growth can

and should be made in order to fully prepare all PDS graduates. While an analysis of the results showed great consensus as to the strengths of employing cooperative learning strategies, implementing curriculum, and utilizing differentiated instruction, the area of using technology for instruction appears to be one where growth may be needed. Although over 80% of respondents provided positive responses, this was still weaker than the other three areas. Continuing to strive for improvement in the area of using technology for instruction will assist in the preparation of PDS graduates, and hopefully assist all of them with attaining a full-time teaching position.

Question 2: What are ESU ELED PDS Graduates' Perceptions of

Self-Efficacy Regarding Their Teaching Responsibilities?

Respondents were asked to identify their level of agreement is several areas regarding teacher responsibilities. The six areas identified were: Analyzing data to inform instruction; communicating with parents; developing lessons that impact student learning; implementing classroom management strategies; maintaining a safe classroom; and motivating students. Research was previously conducted in these areas of teaching responsibilities, and these areas have been linked to teacher attrition (Johnson & Birkeland, 2003; Kauffman et al., 2002; Marlow et al., 1996; Miller, 2004; Ridley et al., 2005; Sandholtz & Wasserman, 2001). Two survey respondents did not answer the questions in this category. When responding, participants (n=104) were asked to use one of six choices from a Likert scale. The choices were as follows: Strongly agree; agree; slightly agree; slightly disagree; disagree; or strongly disagree.

Analyzing Data to Inform Instruction

Respondents (n=104) were asked to indicate their level of agreement as to how well their PDS experience prepared them in the area of analyzing data to inform instruction. The majority of responses fell into the categories of agree, which received 34.6% (n=36) of the responses, and slightly agree, with 30.8% (n=32). Strongly agree received 22.1% (n=23) of the responses. The three categories on the opposite end of the Likert scale each attained less than 5% of the responses. Slightly disagree and disagree received 3.8% (n=4) each, and strongly disagree received 4.8% (n=5). (Figure 16)
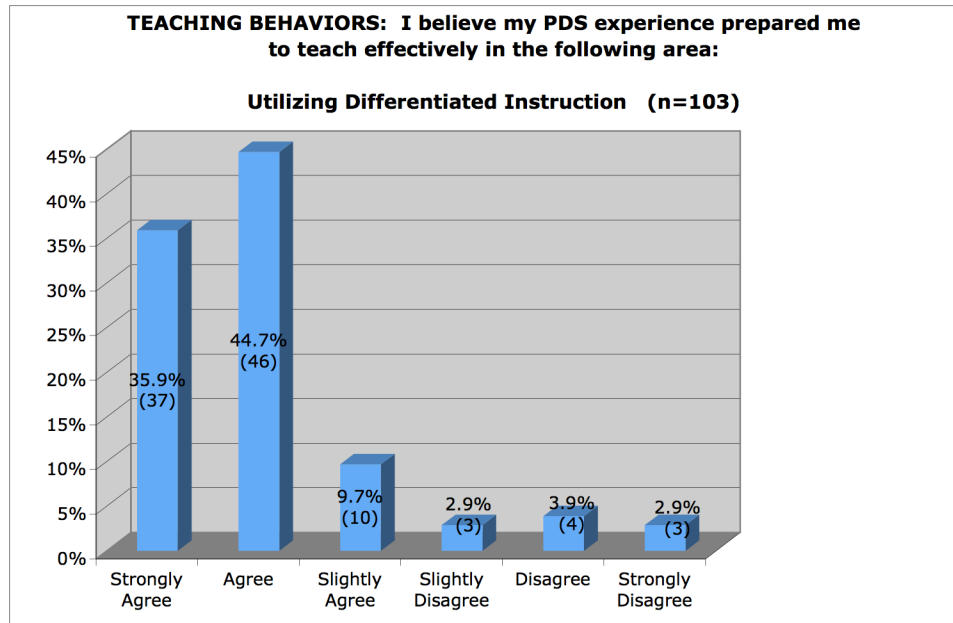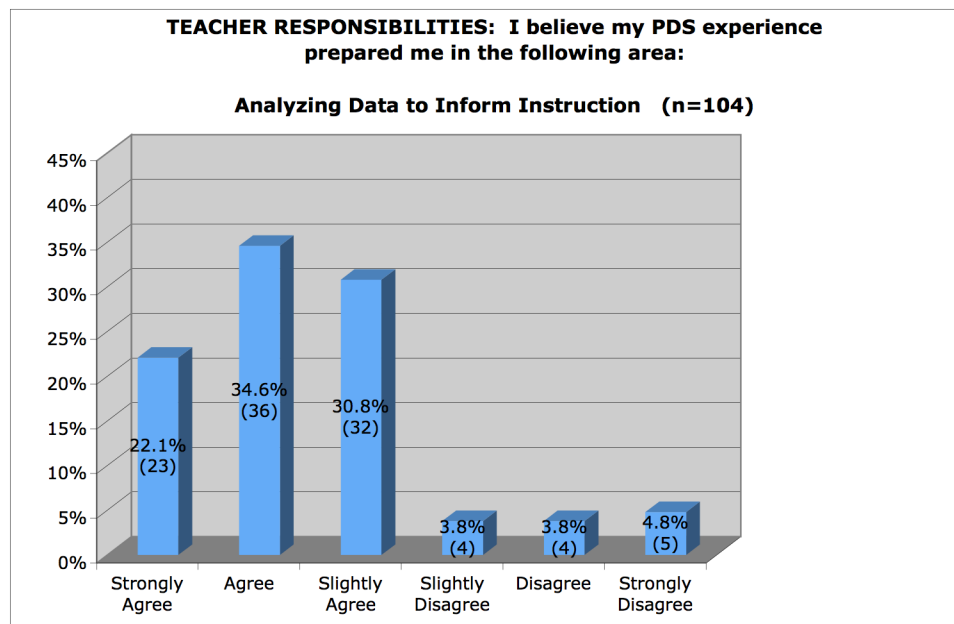

Figure 16: Percentage and number of respondents who perceive that their PDS experience prepared them in the area of analyzing data to inform instruction.

In the area of analyzing data to inform instruction, the majority of responses were favorable. When grouping the three areas of agreement and the three areas of disagreement together, it can be stated that 87.5% (n=91) of participant responses

agreed, to varying degrees, that they were prepared in the area of analyzing data to inform instruction. Conversely, 12.5% (n=13) did not believe that their PDS experience prepared them in this area. (Figure 17)

TEACHER RESPONSIBILITIES:
Analyzing Data to Inform Instruction (n=104)
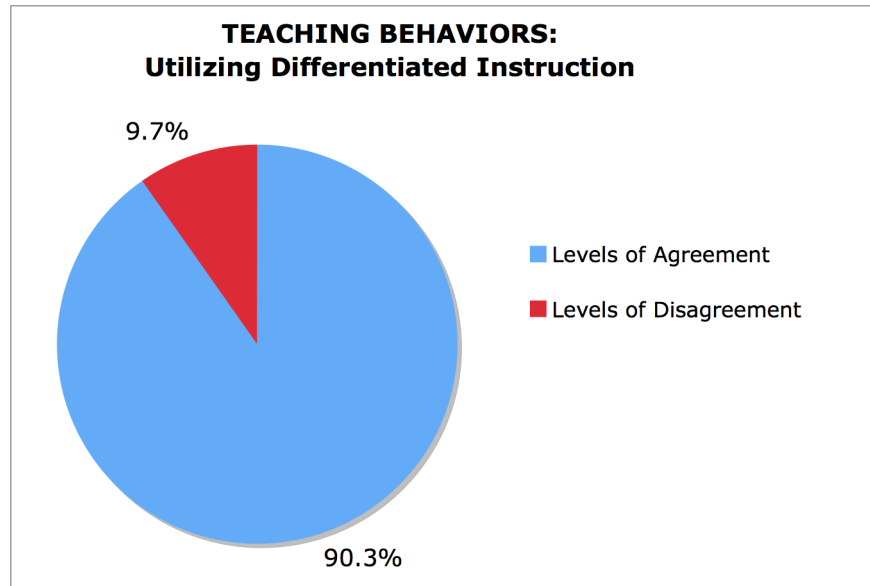
12.5%

■ Levels of Agreement

■ Levels of Disagreement

87.5%
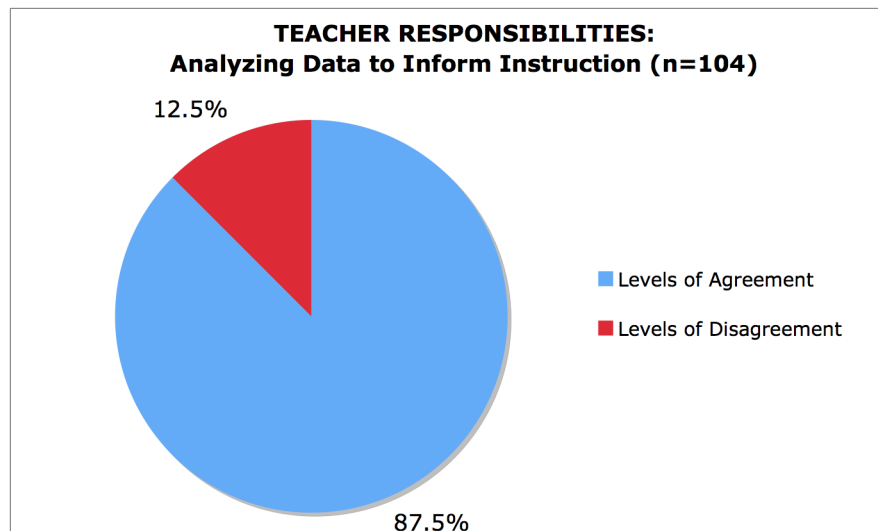
Figure 17. Levels of agreement and disagreement regarding whether or not respondents were adequately prepared in the area of analyzing data to inform instruction.

Interviewee #4-2006-C felt that data-driven decision-making could have been stronger during her PDS experience. She stated:

In PDS [Apprentice II and student teaching] they didn't tell you anything about state tests. They didn't tell you anything about item analysis or emergent or meets or exceeds standards and how to hit those kids in different groups and things like that. What I learned in PDS was guided reading groups and so then you have groups for reading, but it's just so much more than that. With our statistics there's DIBELS and then you put the DIBELS into AIMS Web and then you have to track the AIMS Web and then you have to do fluency weekly, so it's a lot of work! When I first came [to Las Vegas] I had no idea what they were talking about. I just thought that you put your grades

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in your grade book! In student teaching I was like, "Oh, look at how fun.

You put little fives here, and this is 100% there."…and now that's not even it

at all!

Interviewee #7-2007-C had difficulty even recalling a lot of data analysis that

occurred throughout her PDS preparation. She stated:

Really the only analyzing that we did when we were making our portfolio was

when we looked at the student projects and their products and we had to pick

out three of the best. That was kind of how we did it. It was not really, "Well

what are you going to do if these three kids didn't get it?"

When asked about using data to inform instruction, Interviewee #8-2009-N

stated that most of what she learned in this area came from her graduate coursework

rather than her PDS preparation. She stated:

I am actually taking graduate courses now, and they talk a lot about data.

Now, being in a classroom, I often refer to data to help me and what I am

doing. I don't think a lot of data was even discussed. We did journals, but we

didn't really collect data or analyze things enough.   I don't think it

[Apprentice II] prepared us to use data. Again, I think it was used, but it was

never stated that this is what you should use and then continue using.

Overall, the majority of respondents (87.5%) perceived that they were

prepared in the area of analyzing data to inform instruction, but there was a notable

amount who disagreed (12.5%). Interviews conducted with survey respondents

verified that both employed and unemployed teachers felt that their PDS experience

could have better prepared them in this area.

Communicating With Parents

Survey respondents identified their levels of agreement and disagreement in the area of communicating with parents. When asked to indicate whether or not their PDS experience prepared them in this area, the results were as follows: Strongly agree 12.6% (n=13); agree 26.2% (n=27); slightly agree 35.9% (n=37); slightly disagree 11.7% (n=12); disagree 8.7% (n=9); and strongly disagree 4.9% (n=5). The area with the highest amount of responses was in the slightly agree category. (Figure 18)
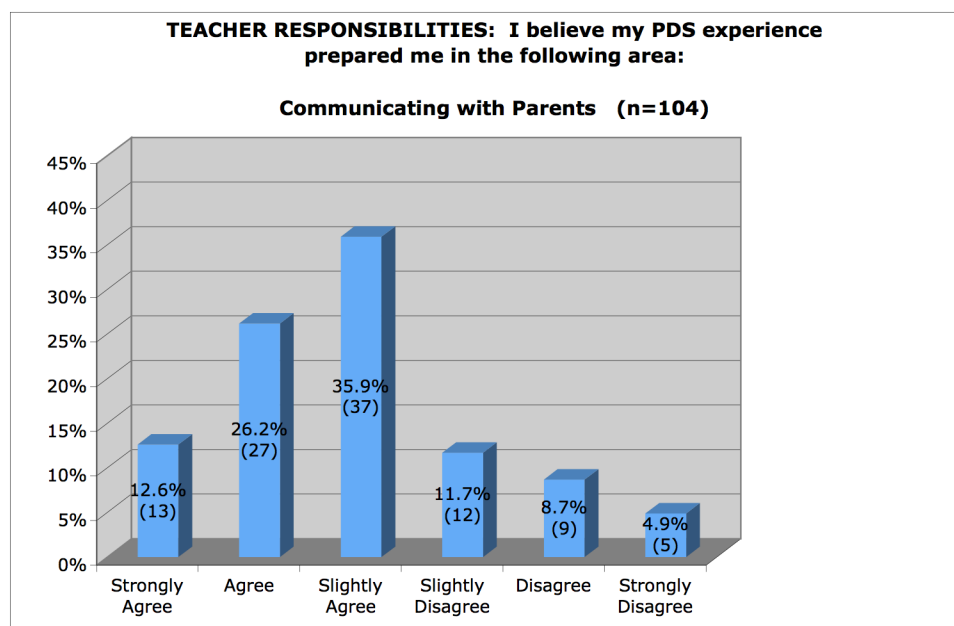
Figure 18. Percentage and number of respondents who perceive that their PDS experience prepared them in the area of communicating with parents.

When analyzing the area of communicating with parents, overall, approximately three quarters (74.7%) of the responses were positive. This percentage was calculated by grouping strongly agree, agree, and slightly agree response rates together. By combining the three levels of disagreement, 25.3% (n=26) of

respondents indicated a level of disagreement with their PDS preparation in the area of communicating with parents. (Figure 19)

TEACHER RESPONSIBILITIES:
Communicating with Parents (n=104)

25.3%

74.7%

■ Levels of Agreement
■ Levels of Disagreement

Figure 19: Levels of agreement and disagreement regarding whether or not respondents were adequately prepared in the area of communicating with parents.

Interviewee #6-2008-N felt that there was really only so much training that could be done in this area and that more of it relied heavily on the cooperating teacher that was assigned during student teaching. She also accepted responsibility for her own weakness in this area. She stated:

> I think ESU did what they could, but until you are really in the classroom or in the field you get more experience. I unfortunately had a host teacher who I wish now that I'm looking back would have given me more responsibility in the area of communication. The only thing that I can really recall was the initial brochure that I sent home to introduce myself to the parents. I sat in on parent teacher conferences, but I just sat. There was no input from me. That is a weakness that I've gotten better at in my job now, but I know I really did not learn that in the PDS experience.

Interviewee #10-2009-N also felt that the amount of interaction that she had

with parents was due largely to her cooperating teacher. She stated:

> I came in at a time when it was not teacher conferences or open house. It
>
> wasn't any special time [of the school year], but I did come in a different
>
> placement for open house and conferences. We were asked if we wanted to
>
> be part of the conferences, and I said, "Sure! Why not!" because I would get
>
> the experience. My cooperating teacher allowed me to be there. I didn't really
>
> say that much, but it was just the experience of being there. Visualizing it and
>
> then actually seeing it was nice. Once I took over I was able to have parents
>
> sign tests, and then I was able to get that parent interaction. A note would
>
> come back, and she would let me take care of that. I was able to take things to
>
> the office and go to night events like movie night and music night and meet
>
> the parents. That didn't happen so much at a previous placement, so I guess it
>
> really does depend upon the placement.

Survey #81-2006-C's response verifies how important it is to ensure that

student teachers be allowed to take an active role in parent/teacher conferences during

their placement:

> One of the most beneficial experiences for me was attending the parent-
>
> teacher conferences with my mentor teacher. When it came time for me to do
>
> it on my own, I felt like I was a veteran!

The area of communicating with parents mirrored the responses to the

previously analyzed area of using technology to inform instruction, which was in the

teaching behaviors category. Like the technology area, communicating with parents

evoked the greatest amount of disagreement in its category. With over 25% of survey respondents indicating that their PDS experience did not adequately prepare them in this area, the interviewees also expressed, like several interviewees in the technology area, that their exposure or lack of exposure in the parent communication area was based highly on their clinical experiences and cooperating teacher.

Developing Lessons That Impact Student Learning

The third area in the teacher responsibilities category was developing lessons that impact learning. The majority of responses (55.8%, n=58) fell into the strongly agree range. Thirty-two respondents (30.8%) agreed that their PDS experience prepared them in the area of developing lessons that impact student learning, and nine respondents (8.7%) slightly agreed. There were very few respondents who disagreed to any level; only five respondents expressed that their PDS experience did not prepare them to develop lessons that impact student learning. Two respondents (1.9%) slightly disagreed, one respondent (1%) disagreed, and two respondents (1.9%) strongly disagreed. (Figure 20)

TEACHER RESPONSIBILITIES: I believe my PDS experience prepared me in the following area:

Developing Lessons that Impact Student Learning (n=104)

Figure 20. Percentage and number of respondents who perceive that their PDS experience prepared them in the area of developing lessons that impact student learning.

Over 95% of the respondents indicated a positive perception of their PDS preparation in the area of developing lessons that impact student learning. When combining the strongly agree, agree, and slightly agree responses, 95.3% (n=99) of them fell into this range. Only 4.7% (n=5) of the respondents disagreed, to varying degrees, with having a positive perception in this area. (Figure 21)

TEACHER RESPONSIBILITIES:
Developing Lessons that Impact
Student Learning (n=104)
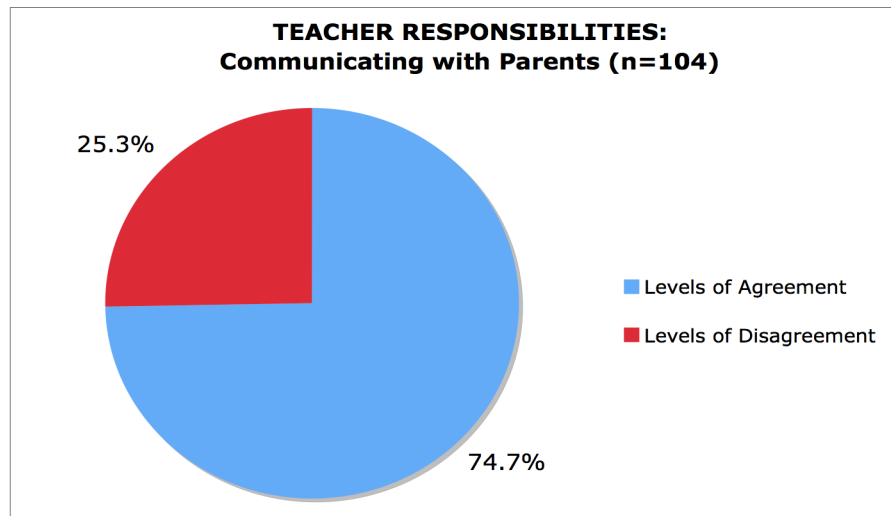
4.7%

■ Levels of Agreement

■ Levels of Disagreement

95.3%

Figure 21. Levels of agreement and disagreement regarding whether or not respondents were adequately prepared in the area of developing lessons that impact student learning.

Interviewee #2-2006-N, who is currently a day-to-day substitute teacher with previous long-term substitute teacher experience, felt that she was well prepared in this area during her coursework. She stated:

I felt that through the methods [Apprentice II] classes, they [professors] really taught you how to teach. They gave specific examples of how to do so. Earlier classes [Pre-Apprentice II] just taught us how to structure lessons, but the methods [Apprentice II] classes gave us concrete examples. I can remember specifically using things from the methods courses in my classroom.

Interviewee #11-2006-N echoed her belief that she, too, was well prepared in the area of lesson planning, but she did express some difficulty with lesson planning in the area of science. She stated:

We must have written I don't even know how many lesson plans on five or six

different subjects that we were involved in! We had to be writing lessons

every day, so that definitely helped me be prepared. Sometimes I thought

some of the science was a little difficult, but I'm not really a science person.

A lot of the stuff was experimentation and us having to do lessons centered

around that. For kindergarten it was hard to create scientific things.

Sometimes I thought some of that stuff was just a bit much…but obviously

you have to have the science because it is very important. Sometimes I just

had a tough time creating lessons for the various grade levels.

Interviewee #3-2007-N expressed her excitement and gratitude for working

with a wonderful cooperating teacher during both her Apprentice II semester and her

student teaching placement. She shared her lesson planning opportunities:

I was lucky enough to have a good teacher when I first got there. I did my

PDS [Apprentice II] with her. I was going to see her twice a week, and I was

pretty hands-on. She was allowing me to do a lot, and I went during my

student teaching year to fourth grade and like I said, I loved it. I was literally

preparing every lesson for the students. I was so hands-on. I sat in on

conferences. I met with parents. Yeah, I definitely had a great experience

there, but what was even better was when I went back to my kindergarten

class. My teacher had a lot going on. Her father ended up getting sick, and

she was out of school a lot. She had a vacation prepared for two weeks, so it

was basically my classroom for almost a month. All I had in the classroom

was a substitute, but I did everything. I did the daily lessons. I would take her

daily plans, and I would go off of them and put my own spin on them, which was nice. I really got to know the kids. It was great! It was like I literally had my own classroom.

Interviewee #7-2007-C explained the natural progression of taking what was learned during her PDS experience and carrying it over into her lesson planning process now that she is a full-time, contracted teacher. She reflected:

I do think that PDS [Apprentice II and student teaching] definitely prepared us during the lesson planning process. It made me naturally think of giving a little bit of a motivation before the lesson, planning it out, doing direct instruction or guided instruction, independent instruction, and then assessment. I feel like I naturally do that now with all of the lesson plans. That's how we were taught. I feel like it's just a natural thing now, which I think is a really good thing in terms of PDS.

Developing lessons that impact student learning was clearly a strength for study participants during their PDS experience. All the interviews conducted in this area reinforced the over 95% positive response rate that was attained through the survey. ESU's ELED PDS graduates clearly felt prepared in this area.

Implementing Classroom Management Strategies

In the teacher responsibilities category, the fourth area analyzed was whether or not the PDS experience prepared graduates to implement classroom management strategies. Strongly agree was the most commonly selected response receiving 39.4% (n=41). Thirty-seven (35.6%) respondents agreed with the statement that their PDS experience prepared them to appropriately implement classroom management

strategies, while 19.2% (n=20) slightly agreed.   Two people (1.9%) slightly

disagreed, while four respondents (3.8%) strongly disagreed. (Figure 22)
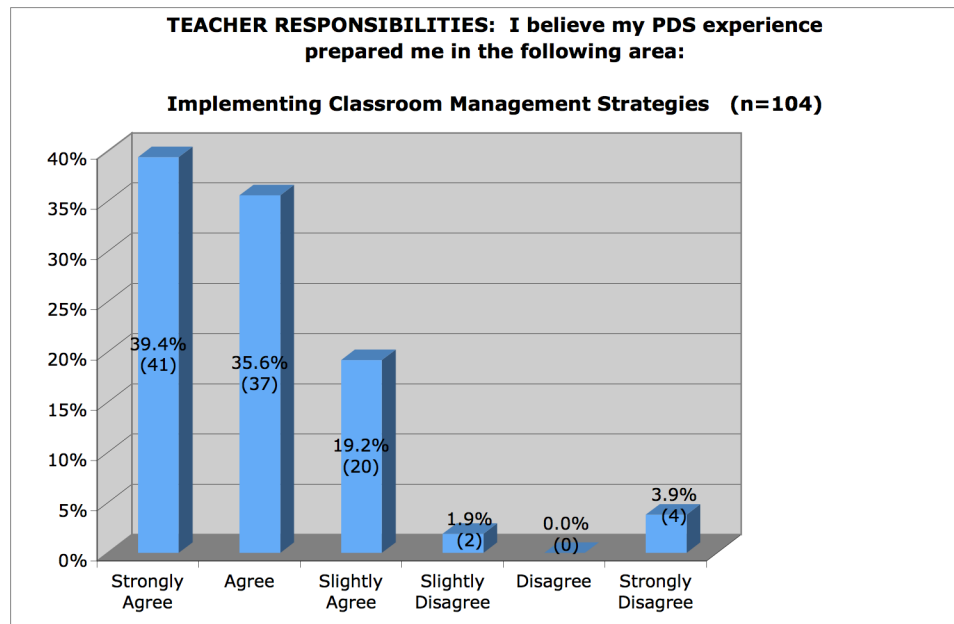
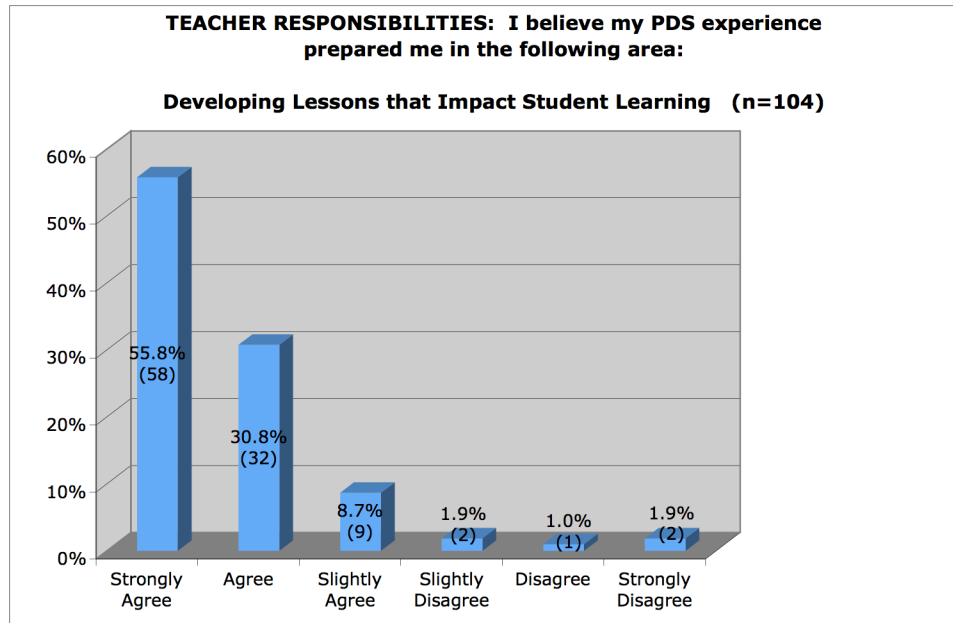*Figure 22*. Percentage and number of respondents who perceive that their PDS experience prepared them in the area of implementing classroom management strategies.

Once analyzed, the data revealed that a large majority of respondents

perceived that their PDS experience adequately prepared them to effectively

implement classroom management strategies. When grouped together, the strongly

agree, agree, and slightly agree responses accounted for 94.2% (n=98) of the total.

Only six people (5.8%) of the 104 who responded did not indicate a favorable

experience in this area, thus resulting in levels of disagreement. (Figure 23)

TEACHER RESPONSIBILITIES:
Implementing Classroom Management Strategies
(n=104)

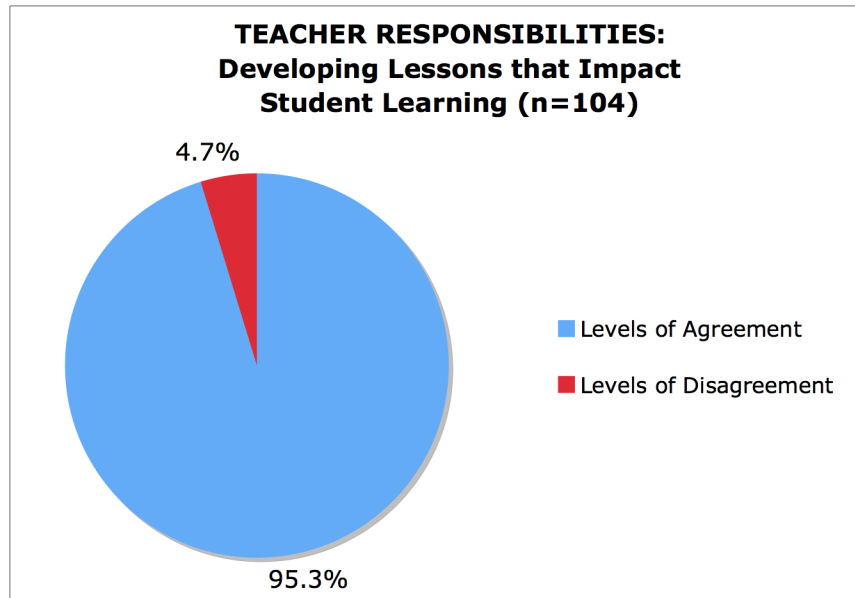*Figure 23*. Levels of agreement and disagreement regarding whether or not respondents were adequately prepared in the area of implementing classroom management strategies.

Interviewee #12-2005-C recalled learning about classroom management during her PDS training. She stated:

> They definitely did teach us about classroom management. I remember all the teachers and professors at some point touching on it. I remember writing many papers on classroom management and definitely learning about it in the field as well…in both of my placements.

Like the results attained in the developing lessons area, respondents expressed a high level of agreement with the perception that their PDS experience prepared them to implement classroom management strategies. This was clearly another area of strength for the program as a whole, which was verified through interview responses, also.

Maintaining a Safe Classroom

Survey respondents were asked whether they felt that their PDS experience adequately prepared them to maintain a safe classroom. When responding, 45.2% (n=47) strongly agreed that they were prepared in this area, 35.6% (n=37) agreed, and 13.5% (n=14) slightly agreed. Of the remaining responses, 3.8% (n=4) slightly disagreed that their PDS training had prepared them to maintain a safe classroom, while 1.9% (n=2) strongly disagreed with this statement. (Figure 24)
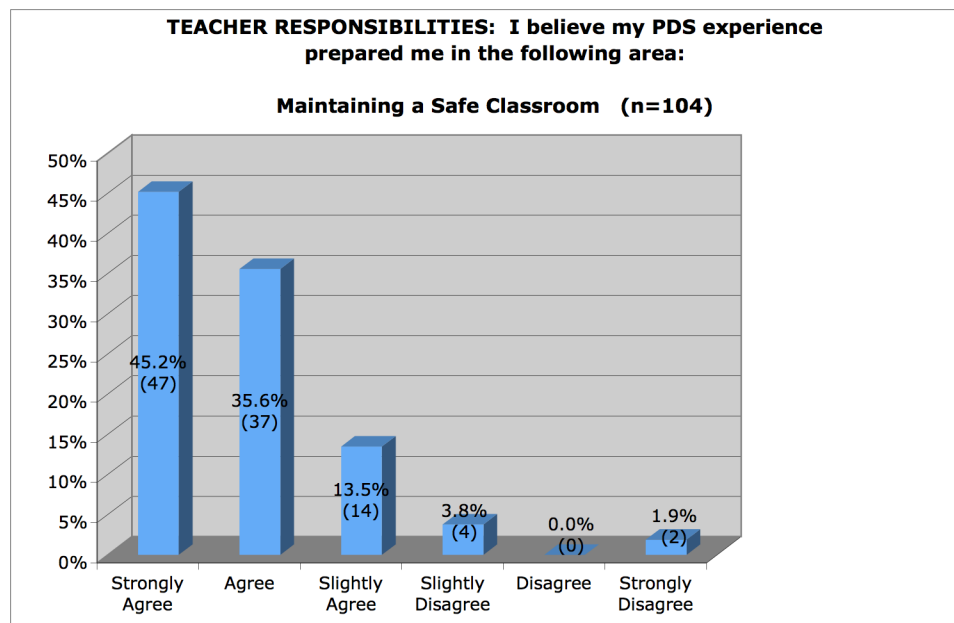
Figure 24. Percentage and number of respondents who perceive that their PDS experience prepared them in the area of maintaining a safe classroom.

When reviewing the data collected in the area of maintaining a safe classroom, the results show a large majority of respondents perceived varying levels of agreement in this area. After totaling the strongly agree, agree, and slightly agree responses, 94.3% (n=98) of those who completed the survey identified that they believed that their PDS experience prepared them to maintain a safe classroom. The other respondents (n=6) accounted for the remaining 5.7% of the total of whom

expressed varying degrees of disagreement with this statement by answering either slightly disagree or strongly disagree. (Figure 25)
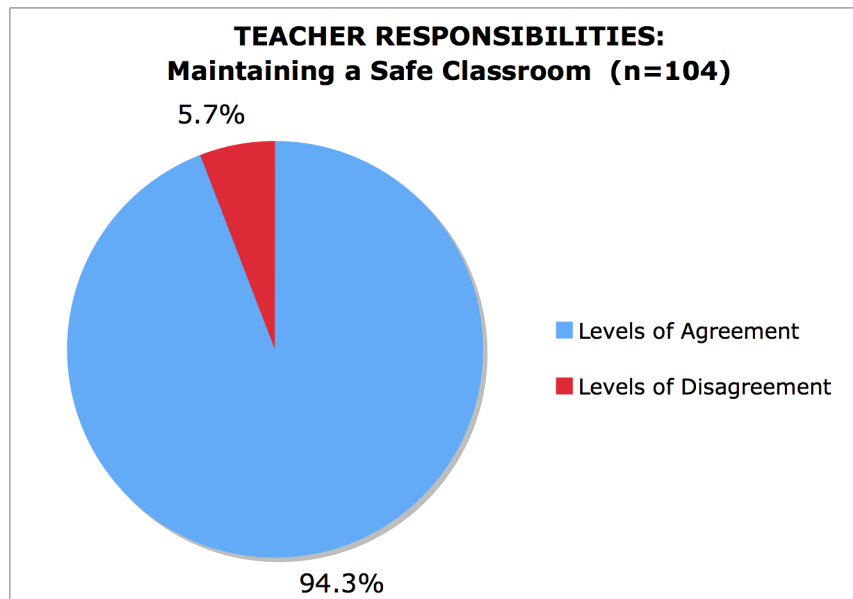
Figure 25. Levels of agreement and disagreement regarding whether or not respondents were adequately prepared in the area of maintaining a safe classroom.

The area of maintaining a safe classroom was also another area of strength in the teacher responsibilities category. Like the two previous areas in this category, ESU's ELED PDS graduates unequivocally indicated that they felt like they were prepared to maintain a safe classroom.

Motivating Students

The final area that was analyzed based on survey results in the teacher responsibilities category was the area of motivating students. In this area, 48.1% (n=50) of the respondents strongly agreed that they were prepared to motivate students, 35.6% (n=37) agreed, and 8.7% (n=9) slightly agreed. Six respondents (5.8%) slightly disagreed that their PDS training prepared them to motivate students, while two people (1.9%) strongly disagreed. (Figure 26)

TEACHER RESPONSIBILITIES: I believe my PDS experience prepared me in the following area:

Motivating Students (n=104)

Figure 26. Percentage and number of respondents who perceive that their PDS experience prepared them in the area of motivating students.

The final area in the teacher responsibilities category, like the other areas, yielded a strong positive response. Of the respondents, 92.3% indicated a response in one of the three levels of agreement: strongly agree, agree, or slightly agree. The remaining 7.7% of respondents expressed a level of disagreement by indicating a response of slightly disagree or strongly disagree. (Figure 27)

TEACHER RESPONSIBILITIES:
Motivating Students (n=104)
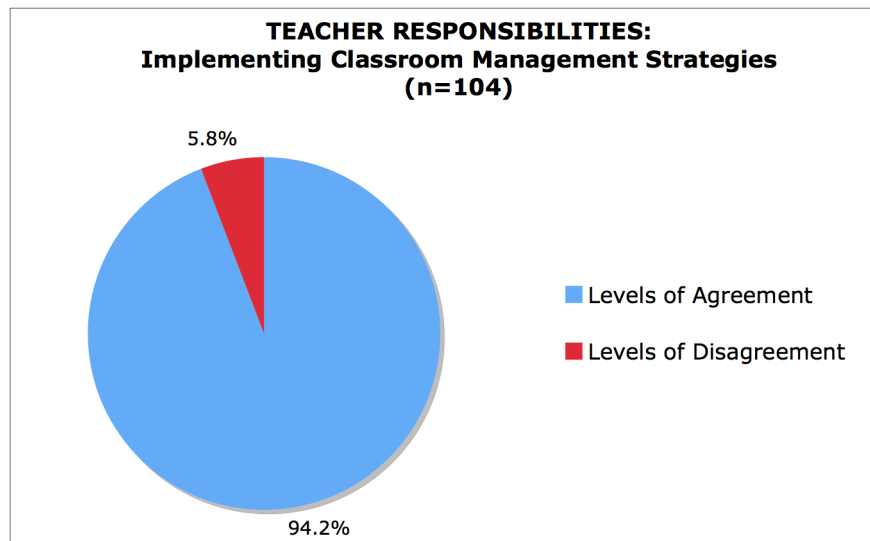
7.7%

■ Levels of Agreement

■ Levels of Disagreement

92.3%

Figure 27. Levels of agreement and disagreement regarding whether or not respondents were adequately prepared in the area of motivating students.

Interviewee #5-2008-C talked out how she currently uses technology in her teaching position to motivate students. As discussed previously, interviewee #5 expressed concern over the lack of technology preparation, and she pointed to this example of what she is currently doing in her classroom as a reason to improve exposure to recent technology during PDS training:

It [Technology] is awesome!...and the kids love it! They respond so well to it. Even in our situation, our kids have so many behavioral issues. When you put an iPod in front of them, the classroom turns into a "normal" classroom because they're so engaged, and they want to be reading and doing math on them. That is really cool! It [Technology] drives my instruction. When they want to come to school, and they tell their parents that they love coming to school…It's so cool!

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Motivating students was another area of strength throughout the PDS experience. With an over 92% agreement rate, teachers indicated that they were adequately prepared to motivate students. An interviewee gave her personal account to add a real-life perspective.

Summary

Like the teaching behaviors category, the teacher responsibilities category contains many perceived strengths and only one weaker area. The areas of developing lessons that impact student learning, implementing classroom management strategies, maintaining a safe classroom, motivating students, and analyzing data to inform instruction were all identified as clear strengths of the PDS experience. This is verified through the data which revealed that over 87% of all survey respondents in each area agreed that they were well-prepared by their PDS experience. Contrarily, the area of communicating with parents was viewed as a weaker area of preparation by survey respondents. Interviewees provided supplemental information regarding all areas, thus adding to the depth and body of research in the teaching behaviors category.

Question 3: What are ESU ELED PDS Graduates' Perceptions of Self-Efficacy Regarding Their Role as Teacher Leaders?

Survey respondents were asked to identify their level of agreement in several areas related to teacher leadership. Teacher leadership has been previously researched and poor preparation in this category has been linked to teacher attrition (Imbimbo & Silvernail, 1999; Kauffman et al., 2002; Neapolitan, 2008; Neild et al., 2003; Ridley et al., 2005). In the category of teacher leadership, five areas were

analyzed: Advocating for students and the teaching profession; assuming leadership roles; developing curriculum; evaluating curriculum and materials; and participating on committees. Participants were given a Likert scale of the following six options and asked to select one: Strongly agree; agree; slightly agree; slightly disagree; disagree; or strongly disagree. Of the 106 survey respondents, three people did not answer the questions in this section, thus resulting a total of 103 respondents.

Advocating for Students and the Teaching Profession

The first area analyzed in the teacher leadership category was advocating for students and the teaching profession. Respondents were asked if they believed that their PDS experience prepared them in this area. The response most frequently selected was agree, which was selected by 35.9% (n=37) of the respondents. Strongly agree was selected by 29.1% (n=30) of those who completed the survey, while 26.2% (n=27) chose slightly agree. Those with a less favorable perception of how well they were prepared in this area were as follows: 4.9% (n=5) slightly disagreed that their PDS experience prepared them in this area. Of the remaining four respondents, 1% (n=1) disagreed and 2.9% (n=3) strongly disagreed. (Figure 28)
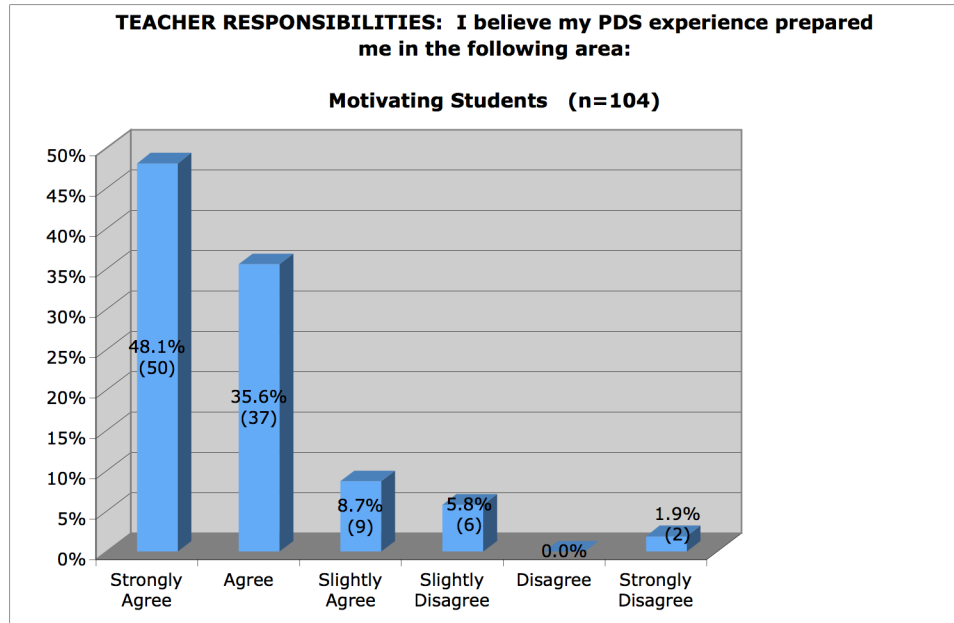
Figure 28. Percentage and number of respondents who perceive that their PDS experience prepared them in the area of advocating for students and the teaching profession.

Over 91% of the respondents indicated a positive perception of their PDS preparation in the area of advocating for students and the teaching profession. When combining the strongly agree, agree, and slightly agree responses, 91.2% (n=94) of them combined for this level of agreement. The remaining 8.8% (n=9) of the respondents disagreed, to varying degrees, with having a positive experience in this area. (Figure 29) With an over 91% agreement rate, it is evident that this area is perceived as a strength in the teacher leadership category.

TEACHER LEADERSHIP:
Advocating for Students & the
Teaching Profession (n=103)

8.8%
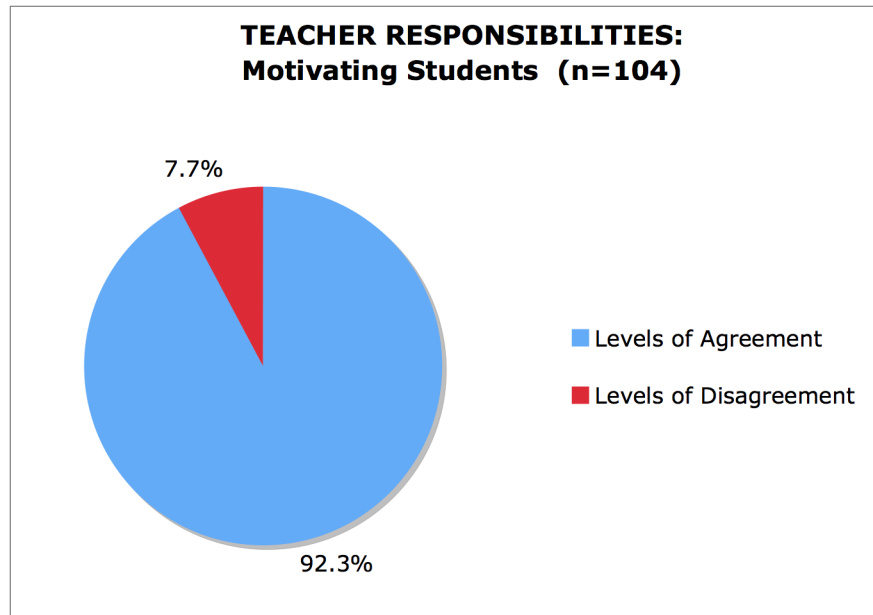
91.2%

■ Levels of Agreement

■ Levels of Disagreement
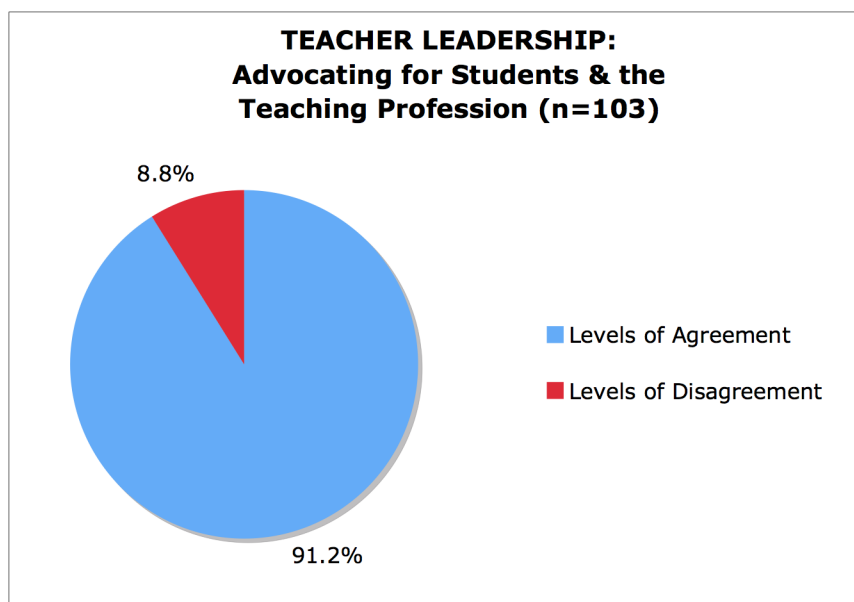
Figure 29. Levels of agreement and disagreement regarding whether or not respondents were adequately prepared in the area of advocating for students and the teaching profession.

Assuming Leadership Roles

Survey respondents were asked whether they felt that their PDS experience adequately prepared them to assume leadership roles in their district and/or school. When responding, 32% (n=33) strongly agreed that they were prepared in this area, 38.8% (n=40) agreed, and 21.4% (n=22) slightly agreed. Of the remaining responses, 4.9% (n=5) slightly disagreed that their PDS training had prepared them to assume leadership roles, while 2.9% (n=3) strongly disagreed with this statement. (Figure 30)

TEACHER LEADERSHIP: I believe my PDS experience prepared me in the following area:

Assuming Leadership Roles (n=103)
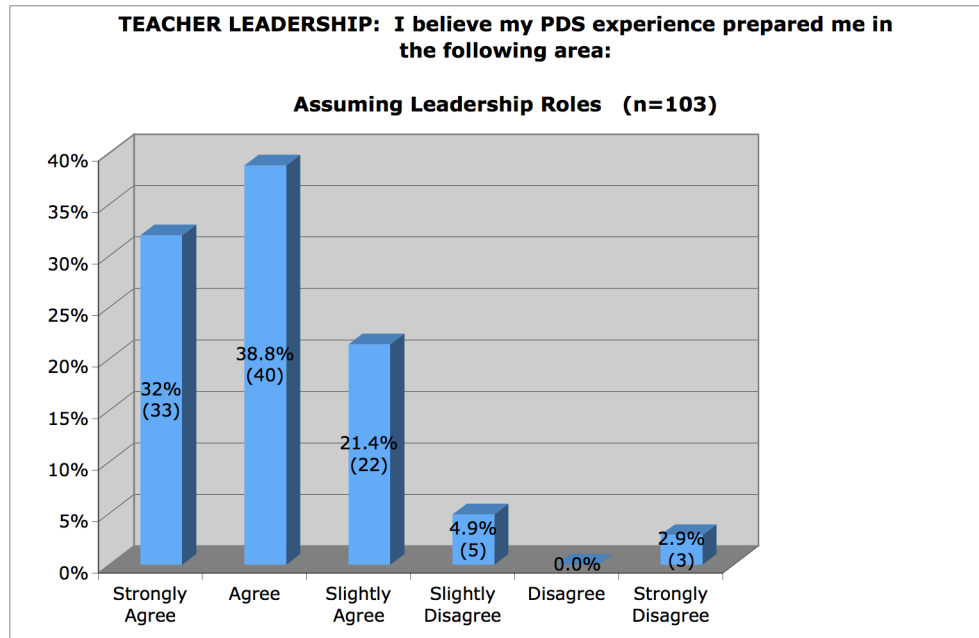
Figure 30. Percentage and number of respondents who perceive that their PDS experience prepared them in the area of assuming leadership roles in the school community.

Upon review of the data, over 92% of all respondents agreed, to varying levels, that their PDS experience prepared them in the area of assuming leadership roles. By combining the strongly agree, agree, and slightly agree responses, 92.2% (n=95) of all of them fell into this range. The remaining eight respondents (7.8%) identified varying levels of disagreement by indicating that they did not believe that their PDS training had prepared them to assume leadership roles in the school community. (Figure 31)

TEACHER LEADERSHIP:
Assuming Leadership Roles (n=103)

7.8%

■ Levels of Agreement

■ Levels of Disagreement

92.2%
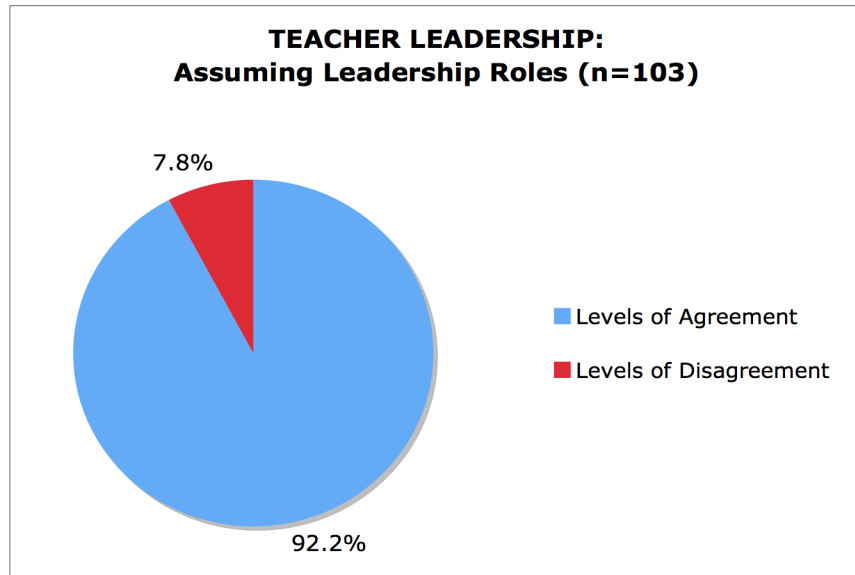
Figure 31. Levels of agreement and disagreement regarding PDS preparation in the area of assuming leadership roles.

Several of the employed PDS graduates currently hold some type of leadership position within their school. Interviewee #1-2009-C informed me that he is currently the teachers' union building representative. Interviewee #5-2008-C is the technology coordinator for her building. Interviewee #12-2005-C is currently a cooperating teacher assisting in her school's PDS partnership. Interviewee #7-2007-C spoke about one of the leadership roles that she assumes within her school:

> I am on a literacy team. It's a building team. This is my first year on it. We make the assessments that align with the curriculum, so this year we are looking at those assessments and how they are aligning to the PSSAs and what is not really in our anthology and what we need to focus on more. We are trying to look at that and find ways to modify the text and ways that we can incorporate certain skills that may not be in our curriculum.

Survey #77-2008-C explained how PDS helped her in a personal way, thus leading to her success in the area of curriculum:

My leadership in the school has skyrocketed, mostly because of my confidence in handling parents, teachers, and students. My training in the PDS experience provided me with that confidence.

Another strength of the PDS experience is that respondent results indicated that the majority clearly felt that they were prepared to assume leadership positions. The interviews that were conducted reinforced the survey results. Of the six interviews conducted with full-time teachers, four of them have assumed a leadership role in their school and/or district.

Developing Curriculum

Respondents identified levels of agreement and disagreement as to whether or not their PDS experience adequately prepared them in the area of developing curriculum. When asked to indicate whether or not their PDS experience prepared them in this area, the results were as follows: Strongly agree 25.2% (n=26); agree 30.1% (n=31); slightly agree 20.4% (n=21); slightly disagree 11.7% (n=12); disagree 5.8% (n=6); and strongly disagree 6.8% (n=7). (Figure 32)
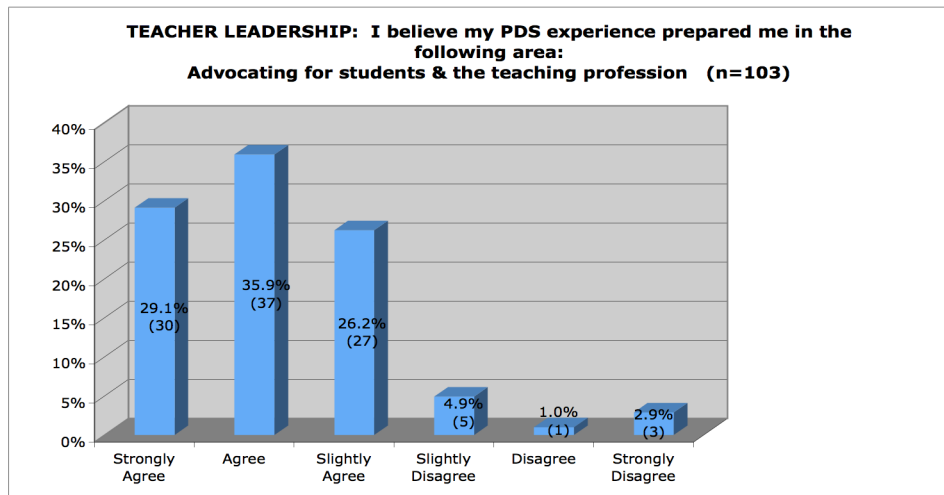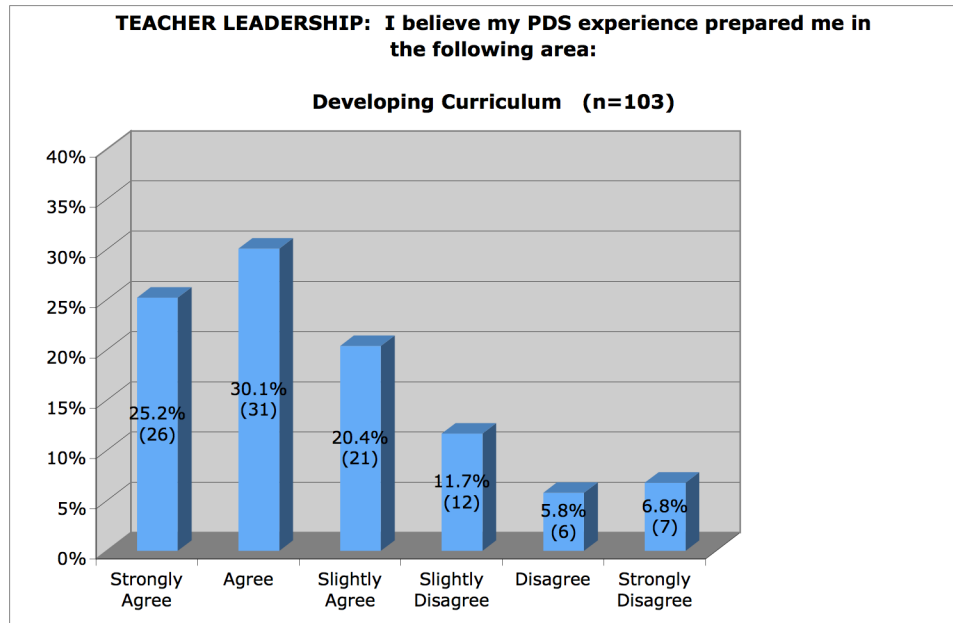
Figure 32. Percentage and number of respondents who perceive that their PDS experience prepared them in the area of developing curriculum.

The data revealed that three-quarters of all respondents perceived that their PDS experience prepared them to develop curriculum. When clustered together, the strongly agree, agree, and slightly agree responses accounted for 75.7% (n=78) of the total. The remaining people who responded (n=25) did not perceive that they had been prepared in this area, thus resulting in 24.3% of respondents expressing levels of disagreement (Figure 33)

TEACHER LEADERSHIP:
Developing Curriculum (n=103)

24.3%

■ Levels of Agreement

■ Levels of Disagreement

75.7%

Figure 33. Levels of agreement and disagreement regarding PDS preparation in the area of developing curriculum.

Interviewee #7-2007-C, an employed teacher, stated that she felt that her growth with curriculum development was a learning experience. She explained this by stating the following:

I would say that I'm learning as I go. In PDS [Apprentice II] I felt that we were just told to make our own lesson plans. Other than the teacher giving us a little bit of input and what we were learning for the year, I don't think I really looked too much at the district curriculum. It was more like, "They're learning about George Washington, so I'll do a lesson on George Washington."

Interviewee #8-2009-N expressed that she really wasn't aware that curriculum was such a large part of the education world. She appeared to perceive her lack of exposure during her PDS experience as her rationale for not being involved in curriculum writing. She stated:

There is curriculum planning that occurs all year long. There was no

preparation in that, so how could I even say that I wanted to be on that

[curriculum] committee with no background knowledge?

Data results identified a significant difference between how prepared ESU's

ELED PDS graduates felt in the area of *implementing* curriculum as compared to how

prepared they felt in *developing* curriculum. As presented previously, over 90% felt

prepared to implement curriculum, while only approximately 76% of these same

respondents felt prepared to develop curriculum. Since curriculum development

plays such a key role in schools, it appears that a greater emphasis is needed in this

area during the PDS experience, as curriculum development is perceived as weaker

than other areas.

Evaluating Curriculum and Materials

Survey respondents identified their levels of agreement and disagreement in

the area of evaluating curriculum and materials. Respondents indicated whether or

not their PDS experience prepared them in this particular area, and the results were as

follows: Strongly agree 23.3% (n=24); agree 35.9% (n=37); slightly agree 17.5%

(n=18); slightly disagree 14.6% (n=15); disagree 4.9% (n=5); and strongly disagree

3.9% (n=4). (Figure 34)

TEACHER LEADERSHIP: I believe my PDS experience prepared me in the following area:

Evaluating Curriculum & Materials (n=103)

Figure 34. Percentage and number of respondents who perceive that their PDS experience prepared them in the area of evaluating curriculum and materials.

Like the previous area of developing curriculum, approximately three-quarters of all respondents believed that their PDS experience had prepared them to evaluate curriculum and materials. When analyzing the amount of responses given for strongly agree, agree, and slightly agree, it can be stated that 76.7% (n=79) of respondents believe that their PDS training prepared them in this area. The remaining 23.3% (n=24) of responses, identified a level of disagreement with this statement identified by those who answered slightly disagree, disagree, or strongly disagree on the survey. (Figure 35)

TEACHER LEADERSHIP:
Evaluating Curriculum & Materials (n=103)

23.3%

76.7%
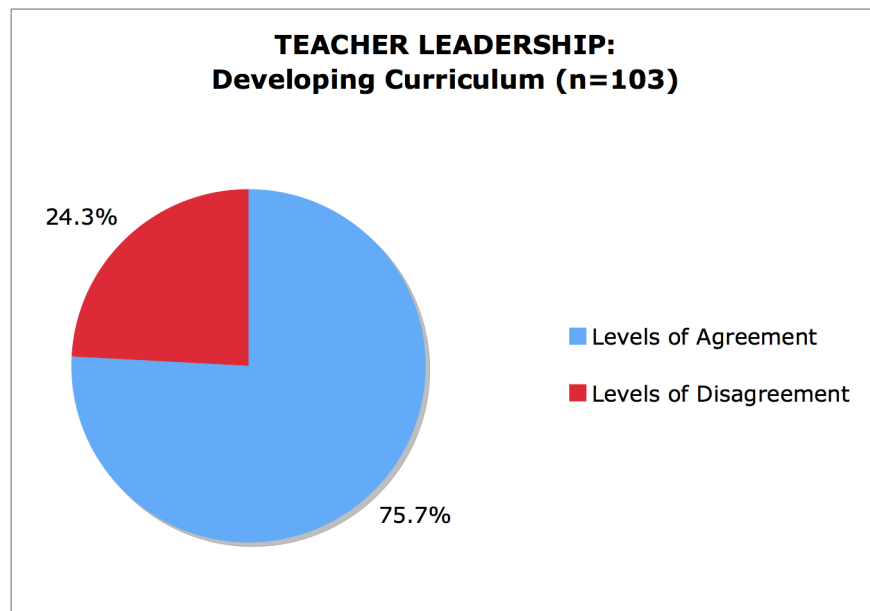
■ Levels of Agreement
■ Levels of Disagreement
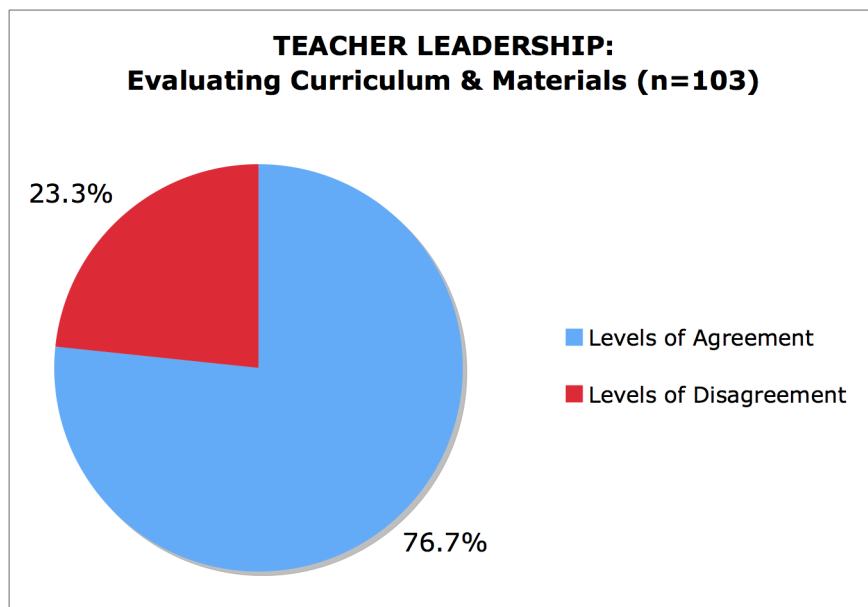
Figure 35. Levels of agreement and disagreement regarding PDS preparation in the area of evaluating curriculum and materials.

Interviewee #9-2005-C expressed concern over the lack of exposure to multiple curriculum materials in various subject areas. As an employed teacher, she now grasps the idea of incorporating her prior knowledge with learning new information. She stated:

> I think the PDS experience [Apprentice II] was great and the student teaching experience was great, but a lot of it was kind of directed toward one curriculum. For example you're doing FOSS and it was good to be exposed to it, but I don't know if that was as valuable as it could have been to be quite honest. You got out to a school, and they had never heard of FOSS. Then you go to do this specific math program, and then you got into a school and they do something totally different. I felt that you got into a school and every school is different and you still have to learn their materials and blend what you know and what they have.

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Like the previous category of *developing* curriculum, *evaluating* curriculum and materials is viewed as a weakness of PDS preparation as well. Since curriculum development and evaluation tend to go hand-in-hand at the school and district level, it should be no surprise that the perceived weaknesses in these two areas mirror each other so closely. In the developing curriculum area, only 75.7% felt prepared in this area, while 76.7% felt prepared to evaluate curriculum and materials.

Participating on Committees

The final area that was analyzed in the category of teacher leadership was whether or not the PDS experience had prepared graduates to participate on committees in the school community. The responses in this area were as follows: 17.5% (n=18) strongly agreed; 21.4% (n=22) agreed; 24.3% (n=25) slightly agreed; 22.3% (n=23) slightly disagreed; 8.7% (n=9) disagreed; and 5.8% (n=6) strongly disagreed that their PDS training had prepared them to participate in committees. (Figure 36)

TEACHER LEADERSHIP: I believe my PDS experience prepared me in the following area:
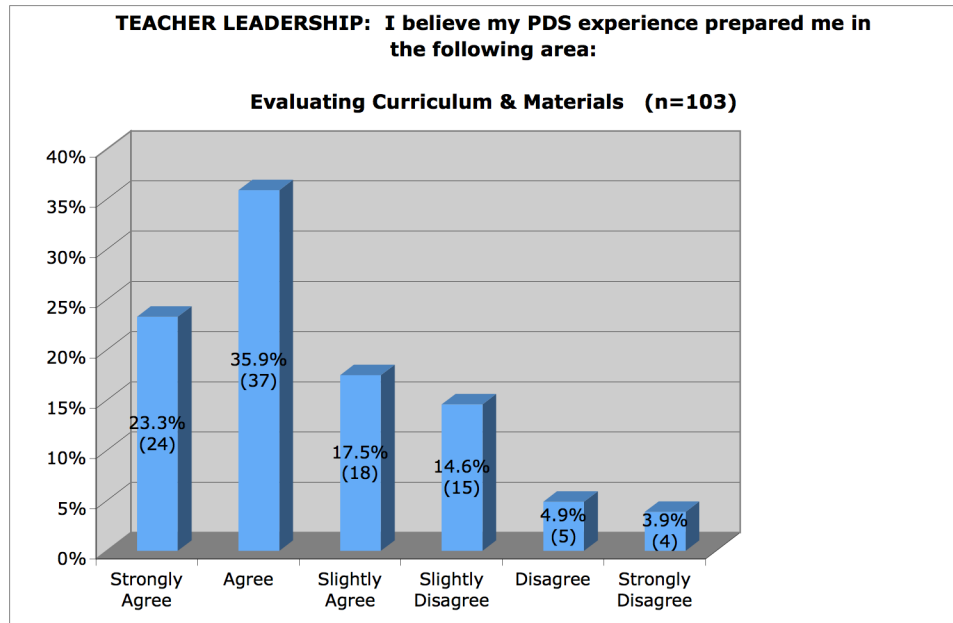
Participating on Committees (n=103)
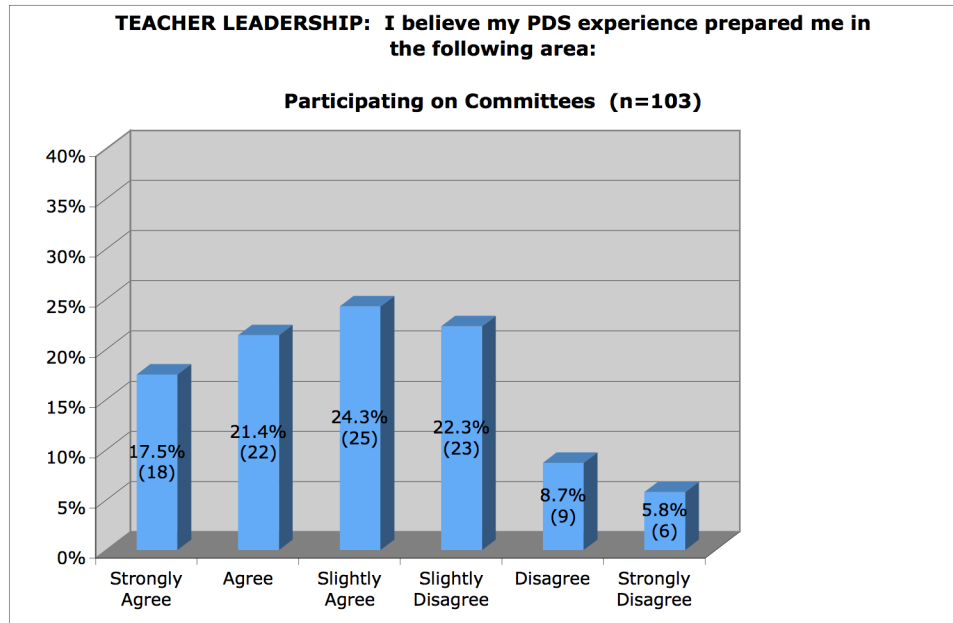
Figure 36. Percentage and number of respondents who perceive that their PDS experience prepared them in the area of participating on committees.

The data revealed that participating on committees evoked the highest amount of disagreement for any of the areas analyzed in the category of teacher leadership. The strongly agree, agree, and slightly agree responses in the area of participating on committees, when grouped together, accounted for 63.2% (n=98) of the total. The remaining respondents (n=38 or 36.8%) disagreed, to varying levels, that their PDS preparation adequately prepared them to participate on committees. These respondents (n=38) answered slightly disagree, disagree, or strongly disagree. (Figure 37)

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TEACHER LEADERSHIP:
Participating on Committees (n=103)

36.8%

63.2%

■ Levels of Agreement

■ Levels of Disagreement
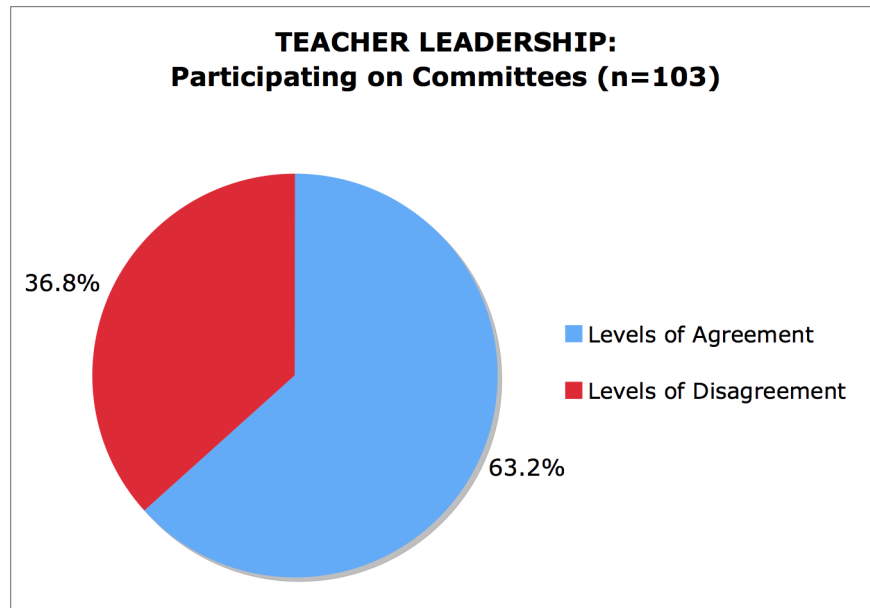
Figure 37. Levels of agreement and disagreement regarding PDS preparation in the area of participating on committees.

In stark contrast to the 92.2% of graduates who felt prepared to assume leadership roles, only 63.2% prepared to participate on committees. This is the lowest level of perceived preparedness in any of the areas analyzed in any of the three categories. Like other areas, this may be due in part to the student teaching placement and/or the cooperating teacher that is assigned. Not all schools and districts utilize committees as frequently as others, so it is possible that the PDS experience did not provide hands-on experiences in this area for all graduates.

Summary

The teacher leadership category contains multiple areas of perceived strengths and weaknesses. In this specific category there are more perceived weaknesses than strengths, which is different than the two previously analyzed categories. While assuming leadership roles and advocating for students and the teaching profession are perceived strengths of the teacher leadership category. Approximately one quarter of

respondents do not feel prepared in the areas of *developing* curriculum as well as the area of *evaluating* curriculum and materials, and over 36% do not feel that their PDS experience prepared them to participate on committees. When looking at all three categories analyzed in this study, PDS graduates perceive that their overall greatest areas of weakness are in this category.

Question 4: How Does ESU ELED PDS Graduate Retention and Attrition Data Compare to the National Data on Teacher Retention and Attrition?

Several studies regarding teacher retention and attrition have been conducted during the last twenty years, and all of them found beginning teachers leaving the profession in droves (Eggen, 2001; Johnson, 2004; Karge, 1993; Marlow & Inman, 1997; Rosenow, 2005). Additional studies have been conducted to identify reasons beginning teachers left the profession, and the reasons included workload, lack of administrative support, conditions of employment, salary, disruptive student, and overall job dissatisfaction (Danielson, 2002; Darling-Hammond, 2003; Harrell et al., 2004; Ingersoll, 2001; Johnson, 2004; Mills, 2001; Woods & Weasmer, 2002).

ESU ELED PDS Graduate Retention and Attrition Data

Of the 106 respondents who completed the teacher survey, eight of them (7.5%) indicated that they left a contracted position within the last two years. Respondents had the opportunity to indicate a reason(s) as to why they left their contracted position. Some respondents identified more than one reason. Reasons for leaving included the following: Not granted tenure (n=1); Took a teaching position in a different district (n=3); Moved from the area (n=4); Laid-off (n=4); Dissatisfied with the working conditions (n=2); and Dissatisfied with the compensation (n=2).

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None of the eight respondents volunteered for the interview portion of this study, so no qualitative information was available to support this quantitative data. (Figure 38)

Reasons Teachers Left a Contracted Position Within the Last Two Years

Reason	Value
Dissatisfied with the compensation	2
Dissatisfied with working conditions	2
Laid-off	4
Moved from the area	4
Took position in another district	3
Not granted tenure	1
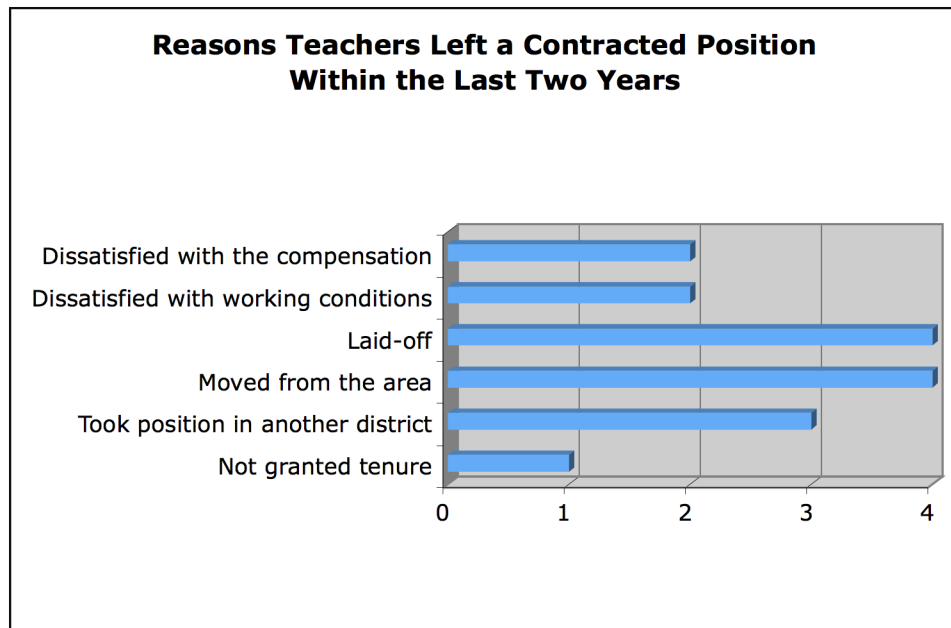
Figure 38. Reasons why teachers left a contracted position within the last two years.

Although Interviewee #7-2007-C is currently employed in a full-time teaching position, she expressed the stress and pressure that come from being in a school that has not made Adequate Yearly Progress (AYP) under the requirements of No Child Left Behind for many years in a row. She shared how this pressure led her to consider looking for a teaching position in another school within her district:

> The State comes in and it put more restrictions on you. There are certain things that you can't do. The things I learned in PDS [Apprentice II and student teaching] such as the fun books and things like literature circles, you cannot do when you're N7 [on the state's warning list for not meeting adequate yearly progress]. You strictly look at your books and your teaching manual and then that's it. Your blocks are in minutes a day. So we cannot do

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anything but the teacher manual for 90 minutes of reading each day…or the

70 minutes of math. It was very, very structured. It's very data-driven and

very statistical, so I don't even feel like I'm really teaching. I'm just playing

the AYP game… this little game with the goal of passing the test. It's very

uncomfortable, and I don't feel like a teacher because it's very test-oriented. I

know other schools are not as bad, so I think I may transfer out because it just

becomes so much, that you lose focus. Clark County is huge. I think it's the

fourth largest district in the United States. At first, people were able to move

from school to school to school. We have 300 elementary schools in our one

district. It's insane. Now we've had such huge budget decreases, and they are

actually cutting more teachers next year…that pretty much everybody has to

stabilize where they are. Nobody can move, so when the transfer list does

come out, I plan on looking at it and making some phone calls. We actually

do have two PDS schools in the area that I would like to get in contact with,

so hopefully that works out.

Interviewee #5-2008-C, another full-time, contracted teacher, addressed the

issue of salary, which, as shown in the research, is one of the reasons linked to

teacher attrition (Chapman, 1984; Johnson & Birkeland, 2003; Marlow et al, 1996;

Utah Foundation, 2007). She stated:

I guess if I was unhappy then maybe I would view salary as a way to just say

that it's not worth it. If there were other factors I guess then I would probably

say that I could go to the business world and make triple this. As long as I'm

happy doing what I'm doing, then that's alright with me.

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Overall, there are various similarities and differences between the national research and the results specific to ESU ELED PDS study. Like some of the previous studies conducted during the last twenty years, ESU ELED PDS graduates also expressed dissatisfaction with their working conditions and compensation (salary) as reasons for leaving a contracted teaching position. The ESU ELED PDS study found that 7.5% of the survey respondents left a teaching position in the last two years, but some of them (n=3) accepted teaching positions in another district. Therefore, of the eight respondents who left teaching positions in the last two years, only five of them left the teaching profession altogether. This is 4.7% of the total respondents (n=106). Again, as previously stated, none of these respondents volunteered for the interview component of this study, so no supporting qualitative data is available.

Autonomy or Control Over Your Own Classroom

Teachers were asked to provide their input regarding whether or not they were satisfied with the level of autonomy or control over their own classroom. The majority of respondents indicated that they agreed (38.7%) or strongly agreed (45.1%) that they were satisfied with the autonomy that they had over their classroom. The remaining responses fell into the following areas: 9.7% slightly agreed; 2.2% disagreed; and 4.3% strongly disagreed. (Figure 39)
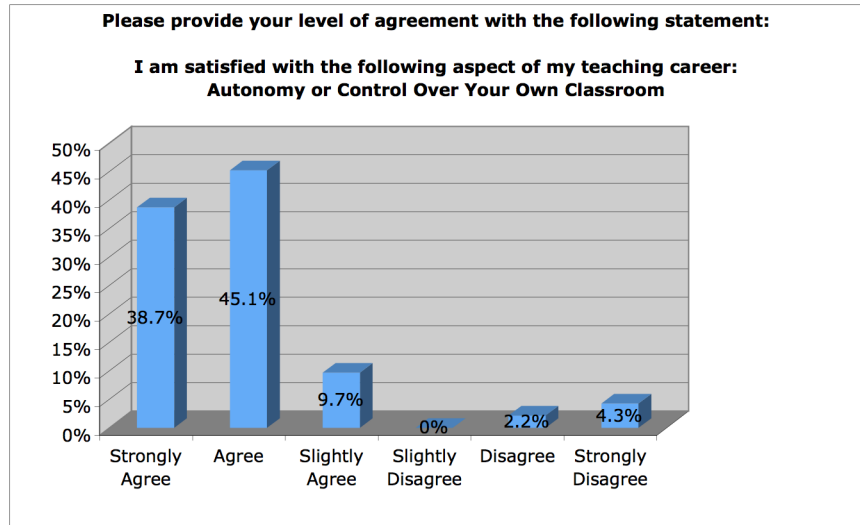
Figure 39. Percentage of respondents who expressed satisfaction regarding autonomy or control over their own classroom.

The data revealed that there was an overwhelming positive response regarding teacher satisfaction in this category. Positive levels of agreement (strongly agree, agree, and slightly agree) were indicated by 93.5% of teachers. The remaining 6.5% expressed levels of disagreement (slightly disagree, disagree, and strongly disagree) regarding the autonomy or control that they have over their own classroom. (Figure 40)

Teacher Satisfaction:
Autonomy or Control Over Your Own Classroom

6.5%

■ Levels of Agreement

■ Levels of Disagreement

93.5%
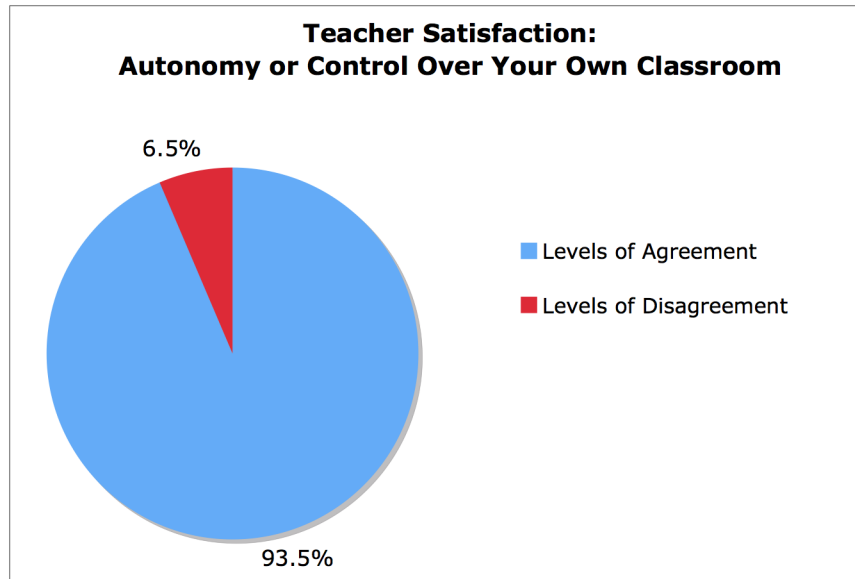
Figure 40. Levels of agreement and disagreement pertaining to teacher satisfaction in the area of classroom autonomy or control.

Class Size

Teachers provided their level of satisfaction regarding their class sizes. As with the category of autonomy over the classroom, the majority of responses again well into the areas of agree (41.3%) and strongly agree (26.1%). The remaining responses were as follows: 14.1% slightly agreed; 9.8% slightly disagreed; 7.6% disagreed; and 1.1% strongly disagreed. (Figure 41)
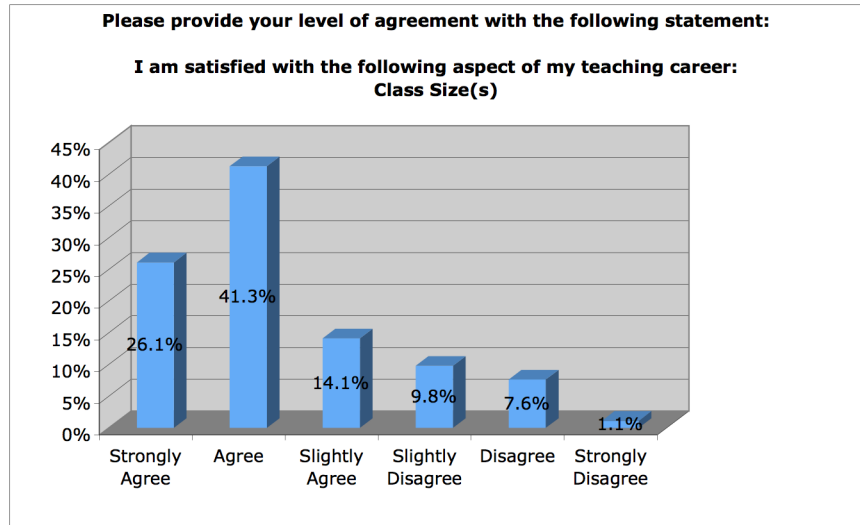
Figure 41. Percentage of respondents who expressed satisfaction regarding their class size.

When compared with the previous area of autonomy of the classroom, the levels of agreement pertaining to the area of class size were not as favorable. Approximately one-fifth (18.5%) of all teacher respondents indicated varying levels of disagreement when discussing their level of satisfaction regarding their class size. The remaining respondents (81.5%) expressed varying levels of agreement. (Figure 42)

**Teacher Satisfaction:
Class Size**

18.5%

81.5%

■ Levels of Agreement

■ Levels of Disagreement
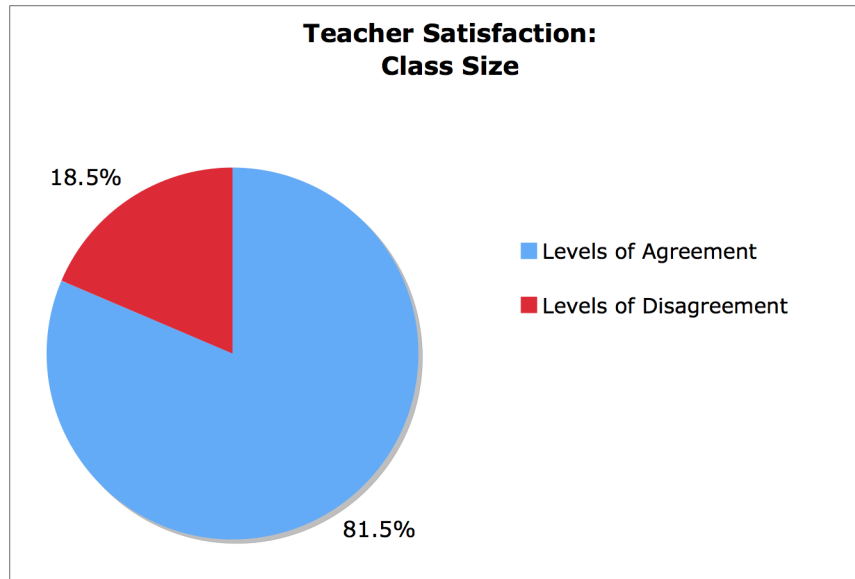
Figure 42. Levels of agreement and disagreement pertaining to teacher satisfaction in the area of class size.

General Work Conditions

In the category of teacher satisfaction regarding general work conditions, the responses were almost all favorable. Respondents with favorable responses were as follows: 31.1% strongly agreed that they were satisfied with their general work conditions, while 47.8% agreed and 15.6% slightly agreed. The percentage of respondents who indicated a less favorable response were as follows: 2.2% slightly agreed; 2.2% disagreed; and 1.1% strongly agreed. (Figure 43)

Please provide your level of agreement with the following statement:

I am satisfied with the following aspect of my teaching career:
General Work Conditions
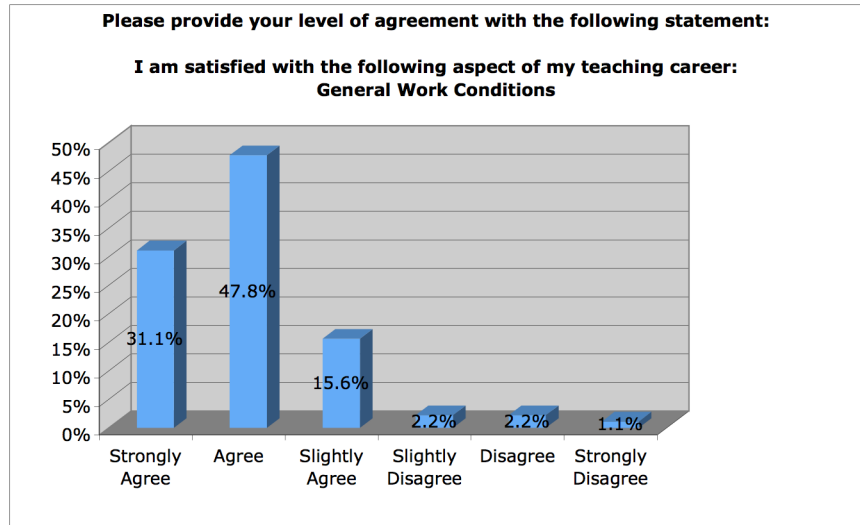
Figure 43. Percentage of respondents who expressed satisfaction in the area of general work conditions.

In the category of general work conditions, the results were almost all favorable. Over 94% of the respondents indicated a positive response regarding their general work conditions by selecting strongly agree, agree, or slightly agree. There were very few negative responses. When grouped together, those who responded with an unfavorable response of slightly disagree, disagree, or strongly disagree made up the remaining 5.5%. (Figure 44)
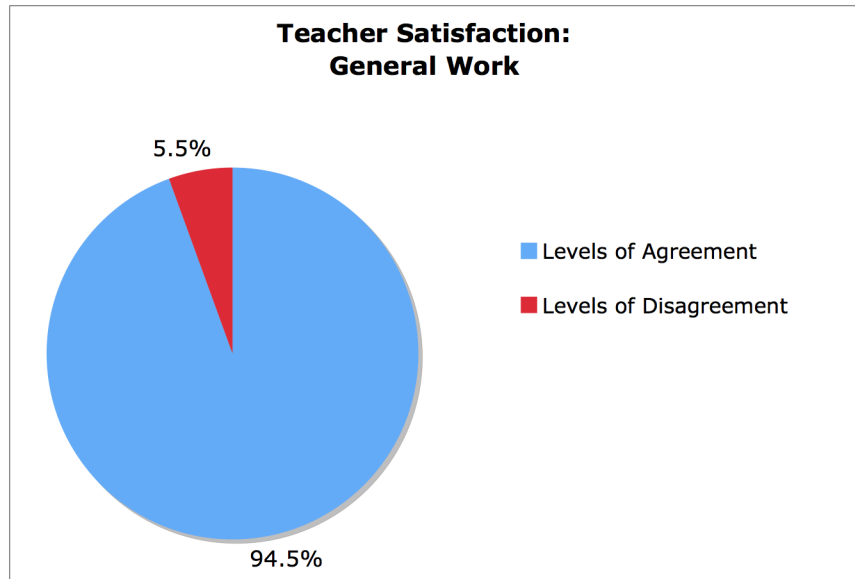
Figure 44. Levels of agreement and disagreement pertaining to teacher satisfaction in the area of general work conditions.

Quality of the Curriculum

Teachers identified their level of satisfaction in the category of quality of the curriculum. The area of agree received over 44% of the responses, indicating a large percentage of teachers favorably view the quality of the curriculum that they use in their classroom. Other areas receiving a large percentage of the responses were strongly agree (17.4%) and slightly agree (25%), both of which are also favorable responses. The remaining responses fell into the following categories: 7.5% slightly disagreed; 2.2% disagreed; and 3.3% strongly disagreed. (Figure 45)

Please provide your level of agreement with the following statement:

I am satisfied with the following aspect of my teaching career:
Quality of the Curriculum
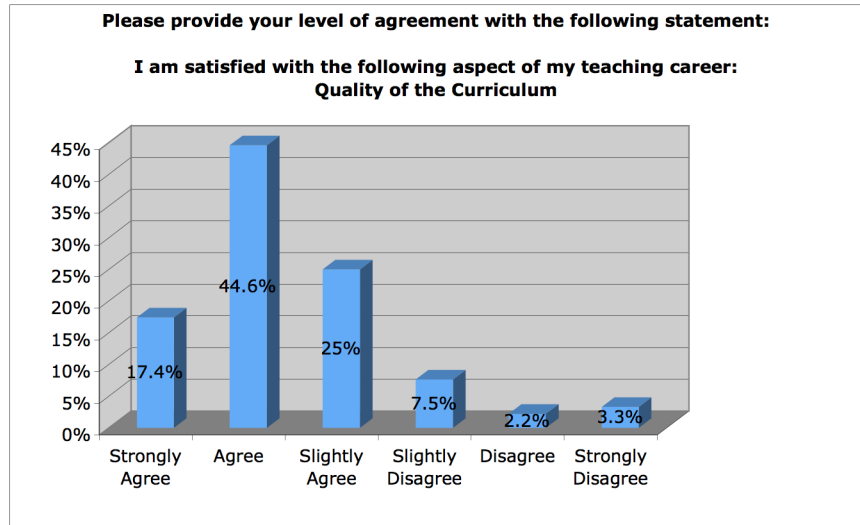
Figure 45. Percentage of respondents who expressed satisfaction in the area of quality of the curriculum.

As with the previous categories, the large majority of teacher respondents indicated a positive level of agreement when discussing their satisfaction regarding the quality of the curriculum. By grouping the strongly agree, agree, and slightly agree responses together, a strong level of agreement is apparent. Eighty-seven percent of the respondents provided a positive response in this area, while only 13% of the teacher respondents expressed varying levels of disagreement. (Figure 46)

**Teacher Satisfaction:
Quality of the Curriculum**

13%

- Levels of Agreement
- Levels of Disagreement

87%
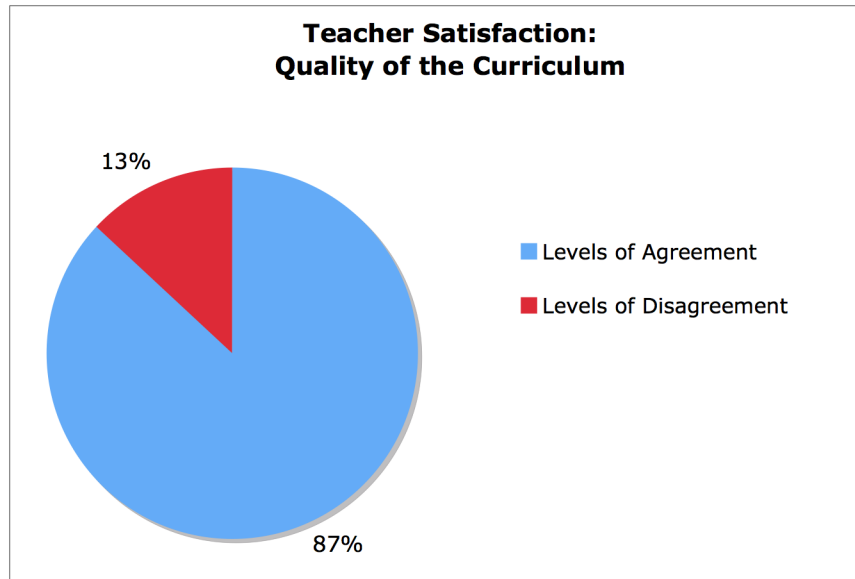
Figure 46. Levels of agreement and disagreement pertaining to teacher satisfaction in the area of quality of the curriculum.

Safety of the School Environment

The area of safety of the school environment elicited the highest percentage of positive responses out of all the teacher satisfaction categories. Over half of all the respondents (51.1%) agreed that they were satisfied in the area of safety of the school environment. An additional 34.7% strongly agreed and 12% slightly agreed. Of the remaining responses, 1.1% disagreed and another 1.1% strongly disagreed. (Figure 47)

Please provide your level of agreement with the following statement:

I am satisfied with the following aspect of my teaching career:
Safety of the School Environment
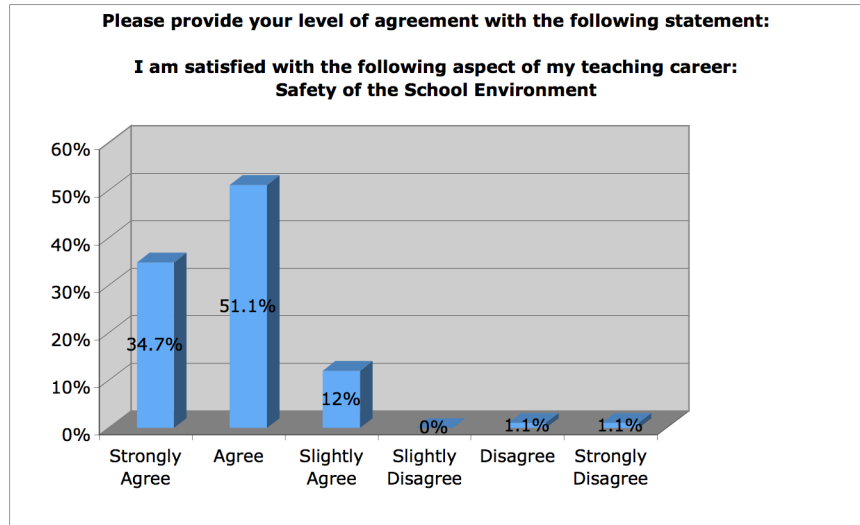
Figure 47. Percentage of respondents who expressed satisfaction in the area of safety of the school environment.

The data revealed a very favorable response regarding current teachers' satisfaction regarding the safety of the school environment. After grouping the various levels of agreement together, it became evident that teachers were extremely satisfied with this aspect of their career. Over 97% of respondents indicated that they were satisfied in this area, while only 2.2% were displeased. Of all the areas that were surveyed regarding teacher satisfaction, the area of safety of the school environment was the one that elicited the highest percentage of favorable responses. (Figure 48)

Teacher Satisfaction:
Safety of the School Environment

2.2%

■ Levels of Agreement

■ Levels of Disagreement

97.8%
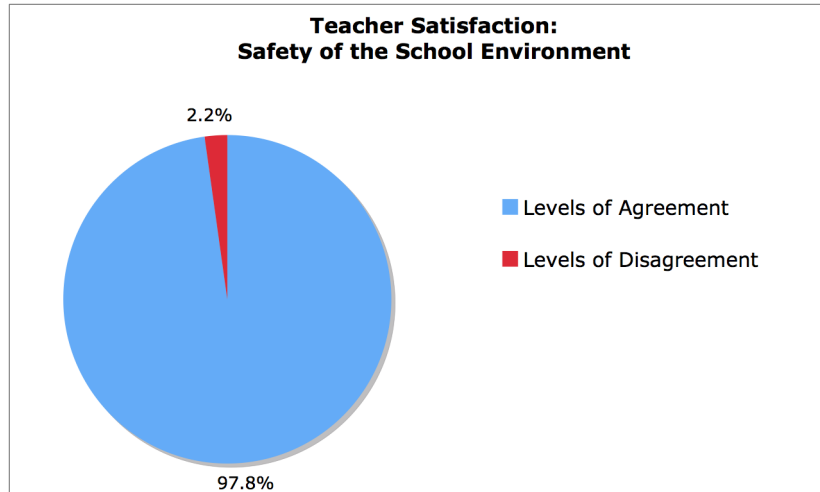
Figure 48. Levels of agreement and disagreement pertaining to
teacher satisfaction in the area of safety of the school environment.

Salary

While the area of safety of the school environment produced responses that
were clustered in a few areas, the area of salary was quite the opposite. Teacher
responses regarding satisfaction in this area were spread across all six areas. The
positive responses were as follows: 13% strongly agreed; 38% agreed; and 23.9%
slightly agreed. Those responses that were less favorable were as follows: 10.9%
slightly disagreed; 6.5% disagreed; and 7.7% strongly disagreed. (Figure 49)
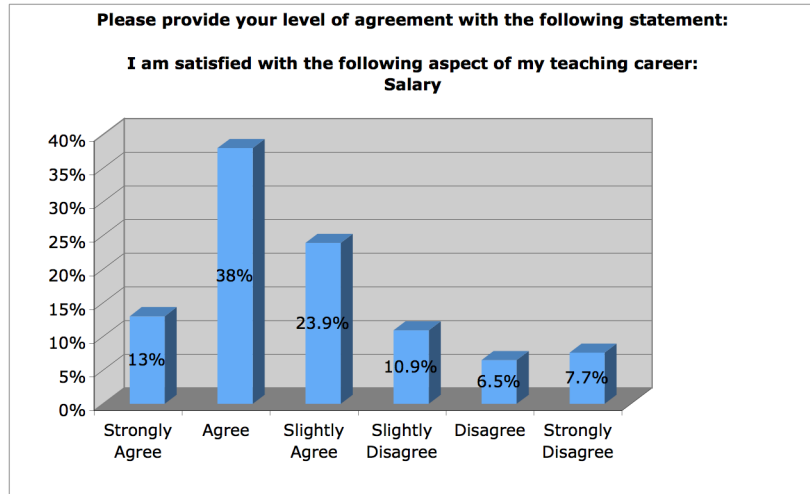
Figure 49. Percentage of respondents who expressed satisfaction
in the area of salary.

When reviewing the data in the area of salary, it became apparent that the area

of salary was one with a wide range of responses. When grouped together, the

positive responses accounted for almost three-quarters of the total. While 74.9% of

the responses were favorable, as expressed by those who responded with answers of

strongly agree, agree, and slightly agree, the remaining responses were not as

favorable. Over one quarter of the responses received indicated that teachers were

not satisfied in the area of salary. (Figure 50)

**Teacher Satisfaction:
Salary**

25.1%

74.9%

■ Levels of Agreement

■ Levels of Disagreement
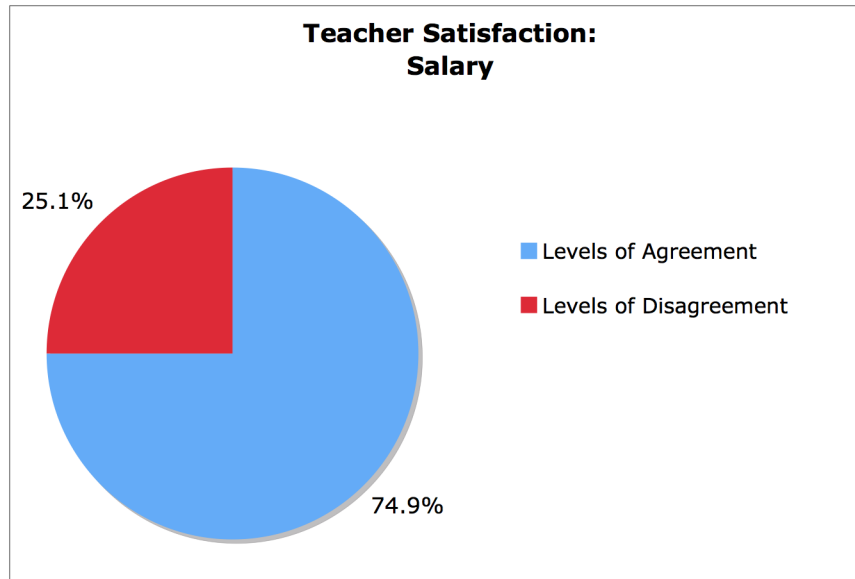
Figure 50. Levels of agreement and disagreement pertaining to
teacher satisfaction in the area of salary.

School Learning Environment

The majority of the responses in the area of school learning environment

showed a favorable opinion regarding school learning environment. The majority of

responses fell into the top two areas: strongly agree (36.3%) and agree (41.7%). The

agree of slightly agree also received an additional 15.4% of the positive responses.

The less favorable responses were rather limited as follows: slightly disagree 4.4%;

disagree 1.1%; and strongly disagree 1.1%. (Figure 51)

Please provide your level of agreement with the following statement:

I am satisfied with the following aspect of my teaching career: School Learning Environment
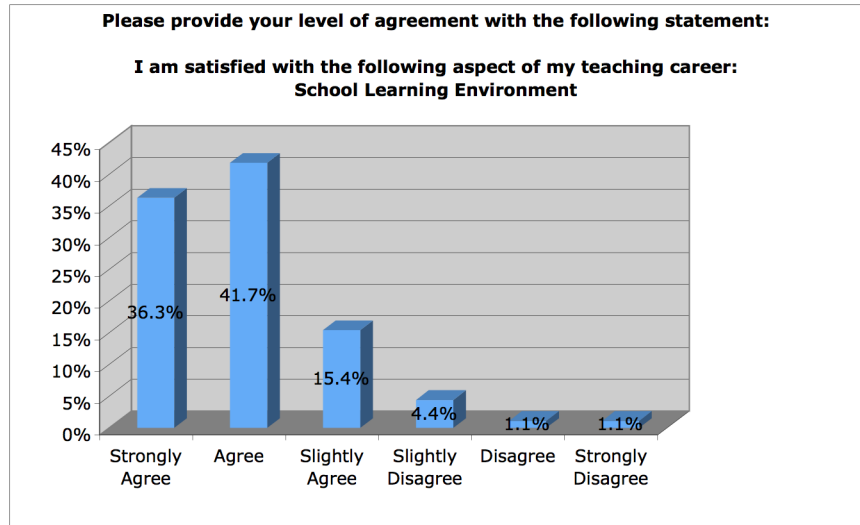
Figure 51. Percentage of respondents who expressed satisfaction in the area of school learning environment.

Teacher satisfaction in the area of the school learning environment were very favorable among respondents. When grouping the favorable responses together, 93.4% of respondents were satisfied to varying levels with their school learning environment. The data also revealed that there were 6.6% of respondents who did not have a favorable satisfaction level regarding the school learning environment. (Figure 52)

Teacher Satisfaction:
School Learning Environment

6.6%

■ Levels of Agreement

■ Levels of Disagreement

93.4%
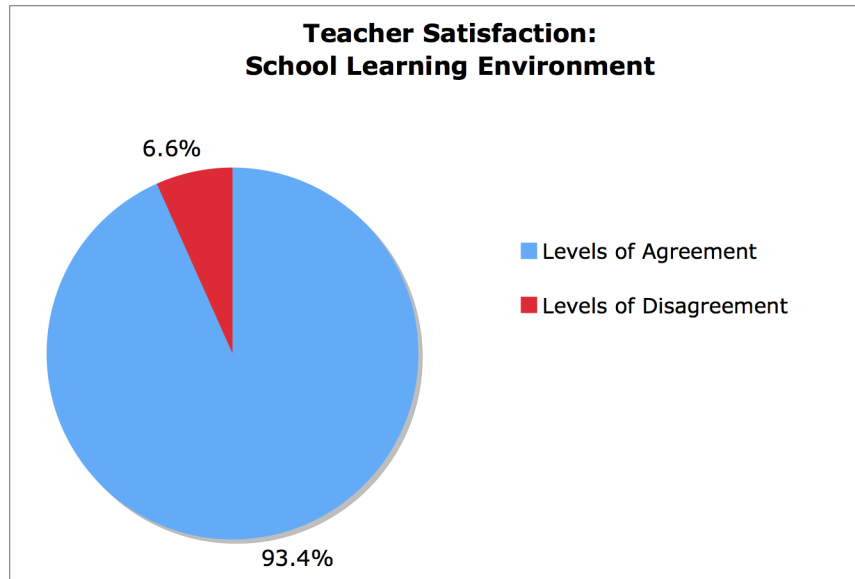
Figure 52. Levels of agreement and disagreement pertaining to teacher satisfaction in the area of school learning environment.

Student Discipline and Behavior

While there were a number of positive responses regarding teacher satisfaction, the area of school discipline was one that garnered more negative responses than a number of other areas in the teacher satisfaction category. The data identified a large percentage of respondents who were satisfied with the area of student discipline and behavior: strongly agree 28.6%; agree 36.3%; and slightly agree 18.7%. Although there was a high percentage of those with a positive response, there was also 8.7% who slightly disagreed; 6.6% who disagreed; and 1.1% who strongly disagreed with being satisfied in this area. (Figure 53)

Please provide your level of agreement with the following statement:

I am satisfied with the following aspect of my teaching career:
Student Discipline & Behavior
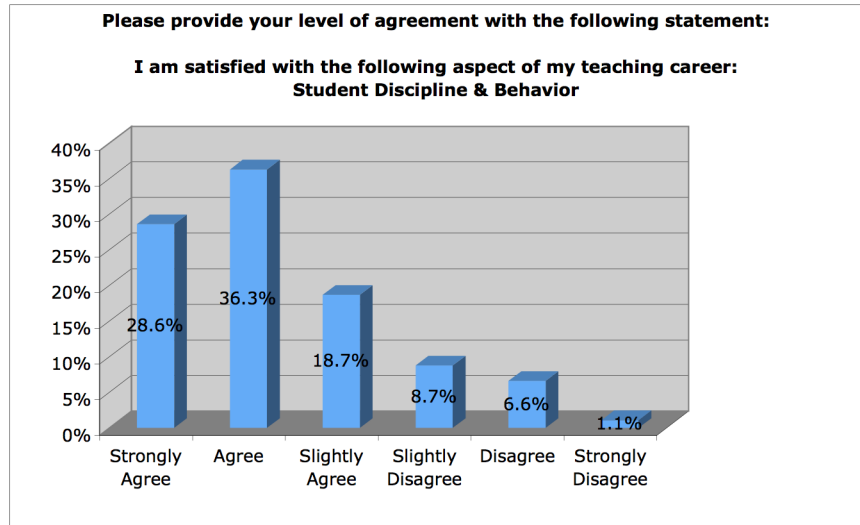
Figure 53. Percentage of respondents who expressed satisfaction in the area of student discipline and behavior.

The data indicated that while there were a large percentage of respondents who felt satisfied in this area, there was also a noteworthy percentage of respondents who expressed levels of disagreement. Of the respondents, 83.6% indicated varying levels of agreement (strongly agree, agree, and slightly agree). The remaining 16.4% were those who identified levels of disagreement (slightly disagree, disagree, and strongly disagree) with being satisfied in the area of student discipline and behavior. (Figure 54)

Figure 54. Levels of agreement and disagreement pertaining to teacher satisfaction in the area of student discipline and behavior.

Support From the Principal

The area of support from the principal evoked a large majority of positive responses. Forty-four percent of respondents strongly agreed that they were satisfied in the area of support from the principal. An additional 26.3% agreed and 18.7% slightly agreed. There were also some respondents who did not express levels of satisfaction in this area. Of these respondents, 5.5% slightly disagreed; 4.4% disagreed; and 1.1 % strongly disagreed. (Figure 55)
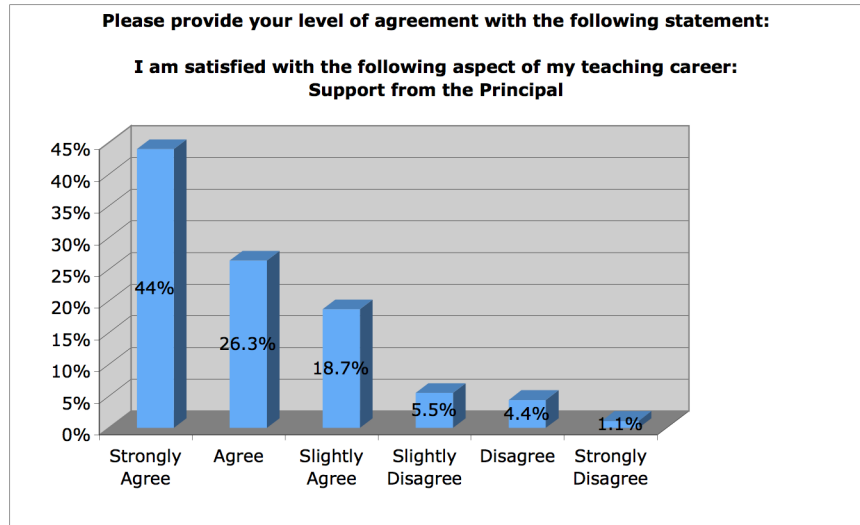
Figure 55. Percentage of respondents who expressed satisfaction in the area of support from the principal.

A large majority of the respondents indicated varying levels of agreement regarding their satisfaction pertaining to the level of support from their principal. Eighty-nine percent of respondents were satisfied with the level of administrative support, while the remaining 11% were not satisfied in this area. (Figure 56)
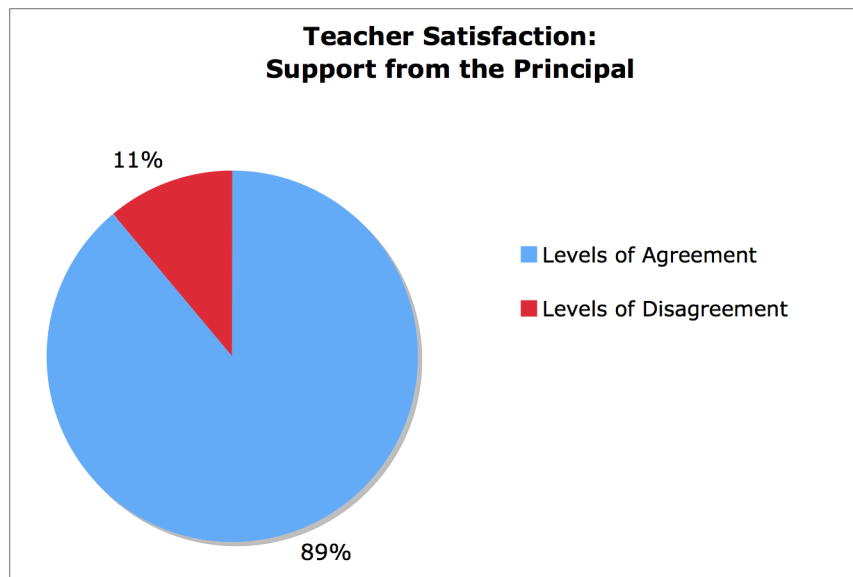
Figure 56. Levels of agreement and disagreement pertaining to teacher satisfaction in the area of support from the principal.

Teaching Load

The area of teaching load was one where the responses were clustered mainly in four of the six Likert response areas. The most popular response was agree, which received 34.7% of the responses. The next three responses were very close in percentages: strongly agree 20.7%; slightly agree 26.1%; and slightly agree 14.1%. Over 40% of all responses in the area of teaching load fell in the middle of the Likert scale (slightly agree and slightly disagree). The remaining responses were in the areas of disagree and strongly disagree. Each received 2.2% of all responses. (Figure 57)
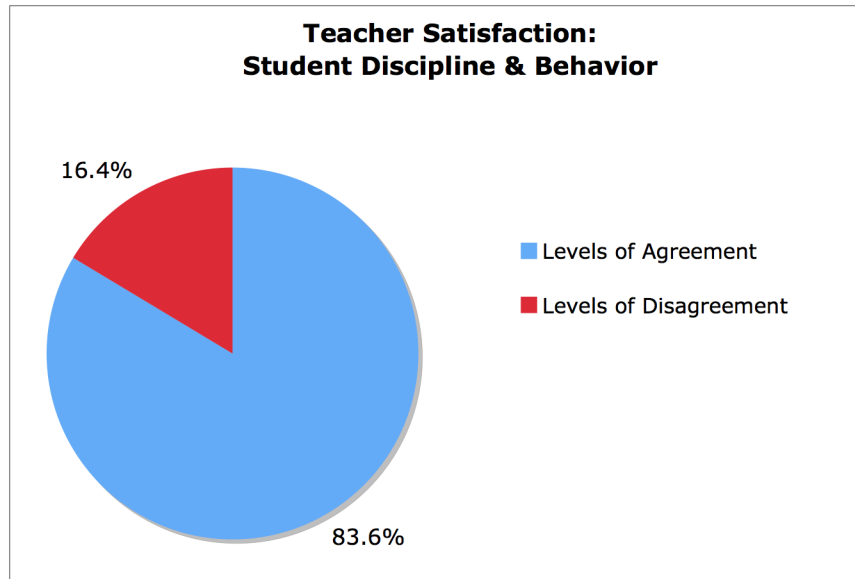

Figure 57. Percentage of respondents who expressed satisfaction in the area of teaching load.

The overall levels of agreement and disagreement in the area of teaching load were the same as that of the class size. Almost one-fifth of the respondents (18.5%) identified levels of disagreement surrounding their satisfaction with their teaching load. The remaining 81.5% expressed levels of agreement, thus indicating their satisfaction in this area. (Figure 58)
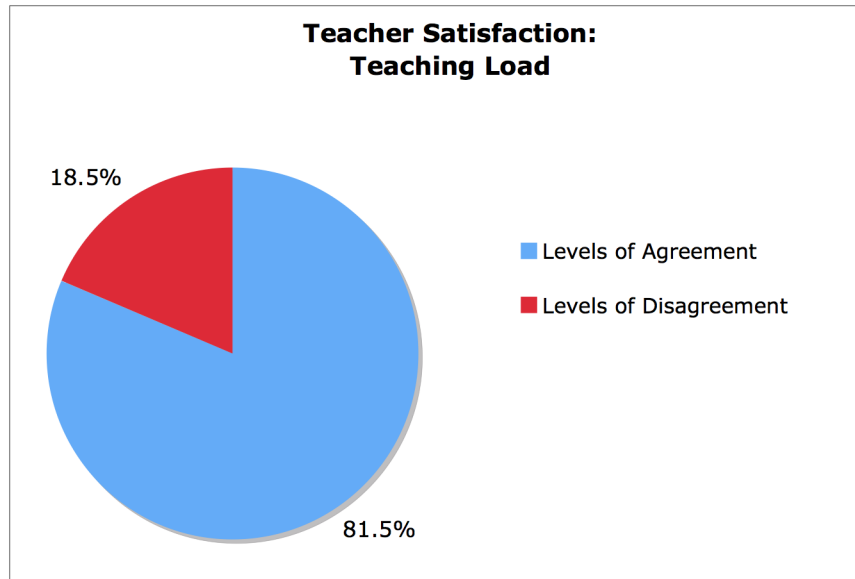
Figure 58. Levels of agreement and disagreement pertaining to teacher satisfaction in the area of teaching load.

Technology Resources

Satisfaction regarding technology resources was another category, like teaching load, where the most widely selected response was agree, an indication of satisfaction in this area. Another 27.1% strongly agreed that they were satisfied with their technology resources and 18.5% slightly agreed. At the opposite end of the Likert scale, 9.8% of respondents slightly disagreed; 5.4% disagreed; and 2.2% strongly disagreed. (Figure 59)
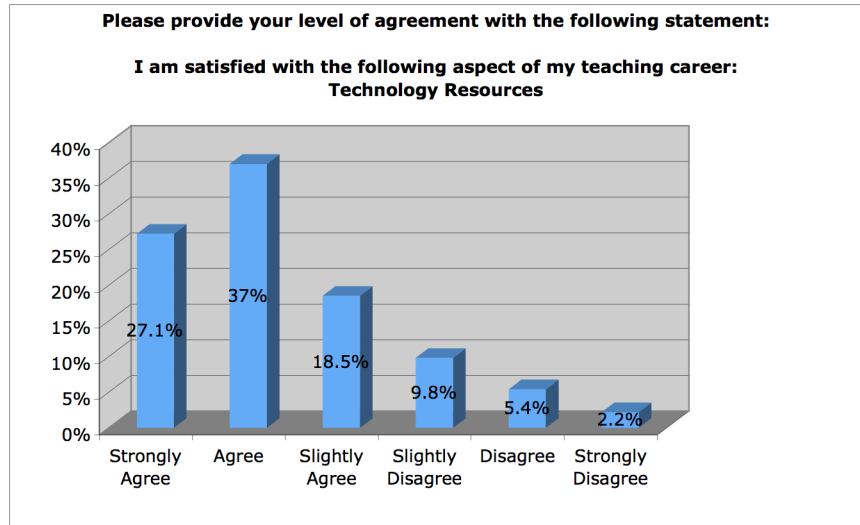
Figure 59. Percentage of respondents who expressed satisfaction in the area of technology resources.

While a large majority of respondents expressed levels of agreement regarding their satisfaction, there was still a rather large group of respondents who were not satisfied. Almost one-fifth (17.4%) of respondents were not satisfied with technology resources. On the other hand, 82.6% of respondents were. (Figure 60)
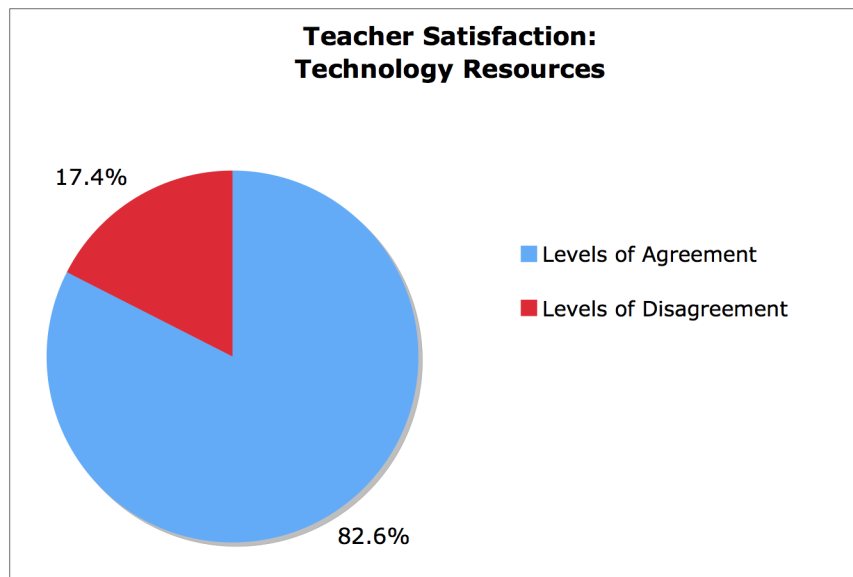
Figure 60. Levels of agreement and disagreement pertaining to teacher satisfaction in the area of technology resources.

Technology Training

Going hand-in-hand with satisfaction pertaining to technology resources was that of technology training. Likert responses were similar between the two categories. Again, the most widely selected response was agree (34.8%), followed by strongly agree (21.7%) and slightly agree (22.8%). There were also over 20% of respondents who were not satisfied with their technology training: 15.2% slightly disagreed; 1.1% disagreed; and 4.4% strongly disagreed. (Figure 61)
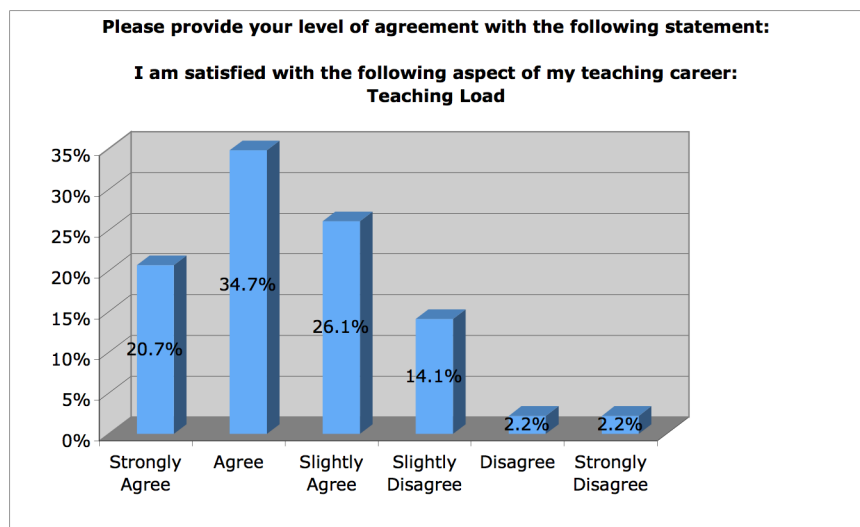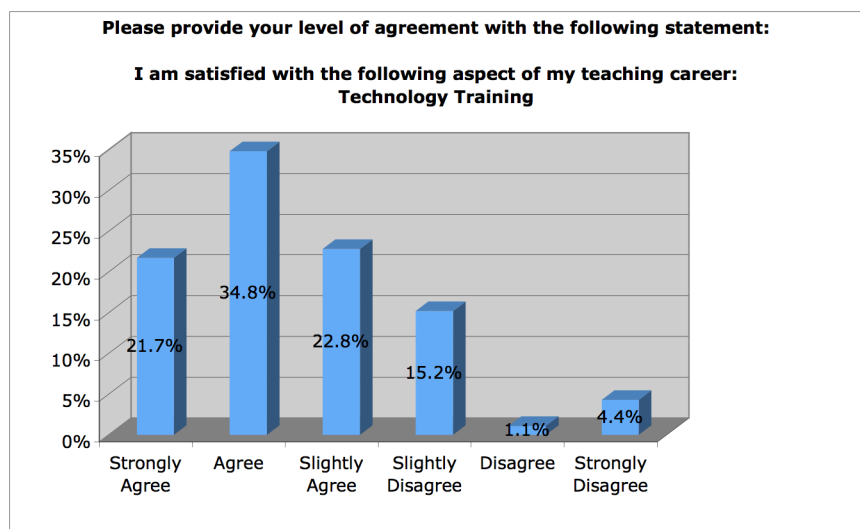

Figure 61. Percentage of respondents who expressed satisfaction in the area of technology training.

Levels of agreement and disagreement in the area of technology training were very similar to technology resources. Levels of disagreement accounted for slightly over one-fifth of all responses (20.6%). The remaining 79.4% were those who were satisfied with their technology training and expressed levels of agreement. (Figure 62)

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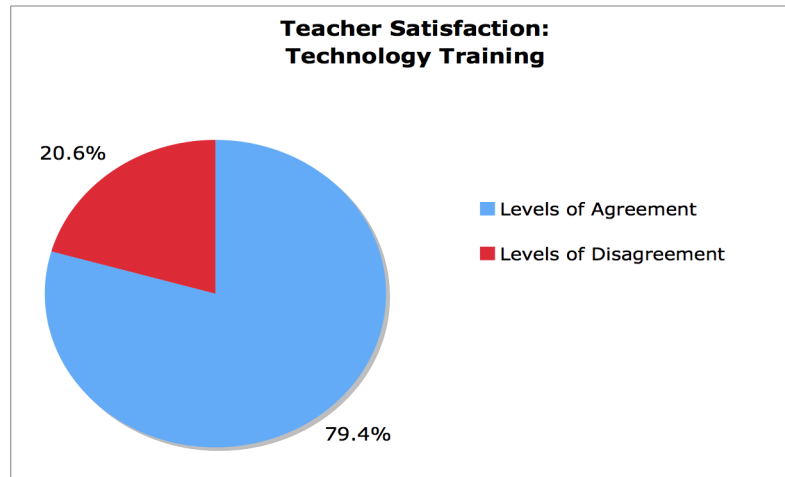
Figure 62. Levels of agreement and disagreement pertaining to teacher satisfaction in the area of technology training.

National Data on Teacher Retention and Data

The most recent research conducted on teacher retention and attrition was the 2008-2009 Teacher Follow-up Survey (TFS) (Keigher & Cross, 2010). The TFS was conducted by the U.S. Census Bureau and sponsored by the National Center for Education Statistics (NCES) within the U.S. Department of Education. The objective of the TFS was to provide information and statistics regarding mobility, attrition, and retention of K-12 teachers across the country. The total base number of public school teachers who were included in the initial study was 3,380,300. The results regarding how many stayed, moved, and left their position can be viewed in Table 6.

Table 6

2008-2009 TFS Results for All Teachers Regardless of Years of Experience

Category of Teacher	Amount	Percentage
"Stayers"- Same school in '08-'09 as the previous year	2,854,900	84.5%
"Movers"- Still teaching in '08-'09, but at a different school than the previous year	255,700	7.6%
"Leavers"- Left the teaching profession	269,800	8%

When reviewing data specific to beginning public school teachers with 1-3

years of experience (n=580,500), the percentages shifted, as evidenced in Table 7.

Table 7

2008-2009 TFS Results for Only Those Teachers With 1-3 Years of Experience

Category of Teachers	Amount	Percentage
"Stayers"- Same school in '08-'09 as the previous year	448,500	77.3%
"Movers"- Still teaching in '08-'09, but at a different school than the previous year	79,440	13.7%
"Leavers"- Left the teaching profession	52,600	9.1%

Data from this survey indicated a variety of reasons why public school

teachers "moved" to another position. (Table 8)

Table 8

2008-2009 TFS Results Identifying Reasons Why Public School Teachers Moved Positions

Reasons for Moving	Percentage
Other factors	32%
Personal life factors	26.2%
School factors	16.1%
Contract not renewed / Laid-off	10.7%
Assignment or credential factors	7.5%
Salary and/or job benefits	4%
Classroom factors	1.8%
Student performance factors	1.6%

Data provided by the TFS also provided information as to why public school teachers left teaching altogether. (Table 9)

Table 9

2008-2009 TFS Results Indicating Reasons Why Public School Teachers Left the Teaching Profession

Reasons for Leaving the Profession	Percentage
Personal life factors	42.9%
Other factors	17.1%
Other career factors	14.8%
School factors	9.8%
Contract not renewed/ Laid-off	5.3%
Salary and/or job benefits	4%
Student performance factors	3.5%
Assignment or credential factors	1.2%

When comparing the results gathered by the primary researcher during the recent survey to the data provided by the TFS, common themes emerged. In both surveys, being laid-off or moving accounted for some of the highest percentages and reasons for leaving a position. In addition, in both surveys, other factors such as salary and work conditions were at the lower end in terms of percentages and reasons. The data provided by the primary researcher's survey regarding the number of teachers who left was a very small sample (n=8), thus limiting the amount of data able to be analyzed, but still allowing for general comparisons to be made.

Summary

Overall, there were some definite similarities between the ESU ELED PDS retention and attrition data, but differences also emerged. In general, while 9.1% of beginning teachers left the teaching profession during the 2008-2009 TFS study, only 4.7% of beginning teachers indicated that they left the profession in the recent study conducted with ESU ELED PDS graduates. This may be due in large part to the current economical issues going on in our society today, which will be further discussed in Chapter 5. Similarities became apparent in the data when analyzing the reasons people left a position. Common themes such as being laid-off, personal life factors (such as moving), and salary were present in both data samplings.

Question 5: What Differences Do Intermediate Unit 20 (IU20) Elementary

Principals Perceive Exist Between PDS Prepared Beginning Teachers

and Traditionally Trained Beginning Teachers in the Areas of

Teaching Behaviors, Job Responsibilities, and Leadership?

In order to triangulate the data, a principal survey was distributed to all the elementary principals in Colonial Intermediate Unit #20 (IU20). The survey allowed principals the opportunity to evaluate their new teachers and compare those who had PDS experience with those who did not. The only principals not included in the distribution of this survey were those in the Easton Area School District because the superintendent would not grant permission for the district's elementary principals to participate. The survey was sent to the remaining 54 elementary principals in IU20, and 28 (52%) of them responded. The principals who received the survey are the current principals at elementary schools in IU20.

Recent Hires

IU20 elementary principals were asked if they hired any classroom teachers in the last five years. Of the 28 elementary principals who responded to this question, 76.9% of IU20 elementary principals (n=20) indicated that they hired teachers within the last five years. The remaining 23.1% (n=6) did not hire any new teachers.

Elementary principals who indicated that they hired classroom teachers within the last five years (n=20) were then asked two follow-up questions. First they were asked to indicate how many teachers they hired during the last five years. The total number of classroom teachers hired by these 20 IU20 elementary principals during the last five years was 58. Principals were then asked to drill-down even further and determine if those newly hired teachers were PDS prepared, thus indicating that they participated in professional development schools as an integral part of their teacher education program. Of the 58 teachers hired, 10 (17.3%) of the teachers were PDS trained. (Figure 63)
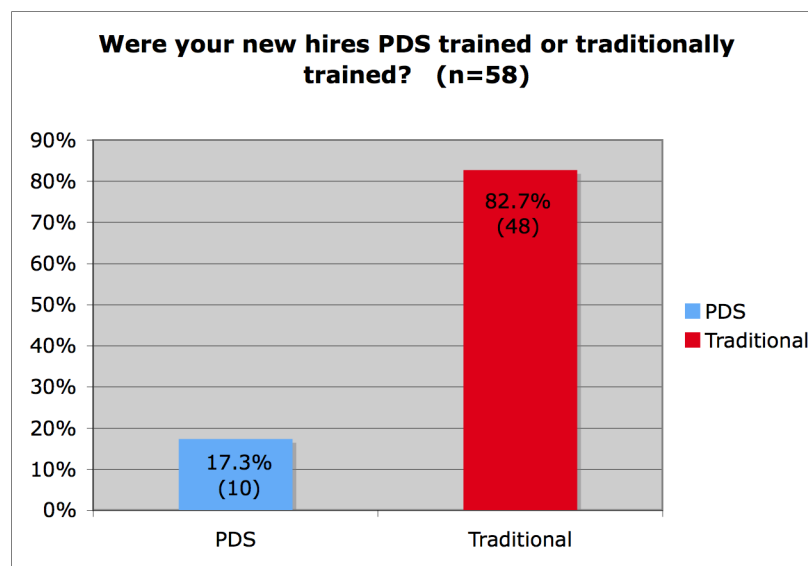
Figure 63. Teacher preparation: PDS model or traditional

Teaching Behaviors

IU20 elementary principals who completed the survey identified their level of agreement in eight areas related to teaching behaviors. Of these eight areas, four of them were also on the teacher survey. These four areas were as follows: Employing cooperative learning strategies; implementing curriculum; using technology for instruction; and utilizing differentiated instruction. Principals were asked to select one of the following six options from a Likert scale: Strongly agree; agree; slightly agree; slightly disagree; disagree; or strongly disagree. Since the IU20 principals were evaluating PDS prepared teachers compared to traditionally prepared teachers, the only principals who completed this section on the survey were those (n=7) who hired PDS prepared teachers during the last five years. Previous research conducted over the last ten years in the area of teaching behaviors has given principals the opportunity to compare PDS prepared teachers with non-PDS prepared teachers, but the study conducted by the primary researcher will provide more specific data than the previously conducted studies (Guadarrama, Ramsey, & Nath, 2002; Runyan, Parks, & Sagehorn, 2000; Sandholtz & Dadlez, 2000).

Employing cooperative learning strategies. Survey respondents were asked to indicate their level of agreement as to whether or not PDS prepared teachers were more effective than non-PDS prepared teachers regarding the use of cooperative learning strategies in the classroom. Of the seven principals who responded, 57.1% (n=4) indicated that they strongly agreed that PDS-trained teachers employed these strategies more effectively than traditionally trained teachers. Two principals (28.6%) agreed with this statement while one principal (14.3%) slightly agreed.

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There were no principals who expressed any level of disagreement (slightly disagree, disagree, or strongly disagree). Because of this, it is apparent that principals perceive that their PDS prepared teachers are more prepared than their non-PDS prepared colleagues in this area. (Figure 64)

Figure 64. Percentage and number of IU20 elementary principals who indicated their belief that PDS prepared teachers more effectively employ cooperative learning strategies than their non-PDS prepared colleagues.

Implementing district curriculum. Elementary principals were asked to indicate their level of agreement or disagreement with the statement that compared to traditionally trained teachers, PDS-trained teachers more effectively implement the district curriculum. Of the seven principals who responded to this section, 42.9% (n=3) strongly agreed with this statement and another 42.9% (n=3) agreed. The remaining principal (14.3%) slightly agreed with this statement. No levels of disagreement (slightly disagree, disagree, or strongly disagree) were identified regarding this statement. Like the previous area of employing cooperative learning strategies, principal respondents in this area also fully agreed that their PDS prepared

teachers are more effective than their non-PDS prepared teachers in the area of

implementing district curriculum. (Figure 65)

Figure 65. Percentage and number of IU20 elementary principals who indicated their belief that PDS prepared teachers more effectively implement the district's curriculum than their non-PDS prepared colleagues.

Utilizing technology. Survey respondents were asked to indicate whether or

not PDS-trained teachers were more effective than traditionally trained teachers in the

area of utilizing technology. All principals who responded to this section (n=7)

indicated varying levels of agreement as follows: 28.6% (n=2) strongly agreed;

28.6% (n=2) agreed; and 42.9% (n=3) slightly agreed. As with the previous two

areas in the teaching behaviors category, principals indicated their belief that their

PDS prepared teachers are more effective in the area of utilizing technology than the

non-PDS prepared teachers they employ. (Figure 66)

TEACHING BEHAVIORS: Of the new teachers hired, I believe the PDS-trained teachers are more effective than traditionally-trained teachers in the following area:

Utilizing Technology (n=7)
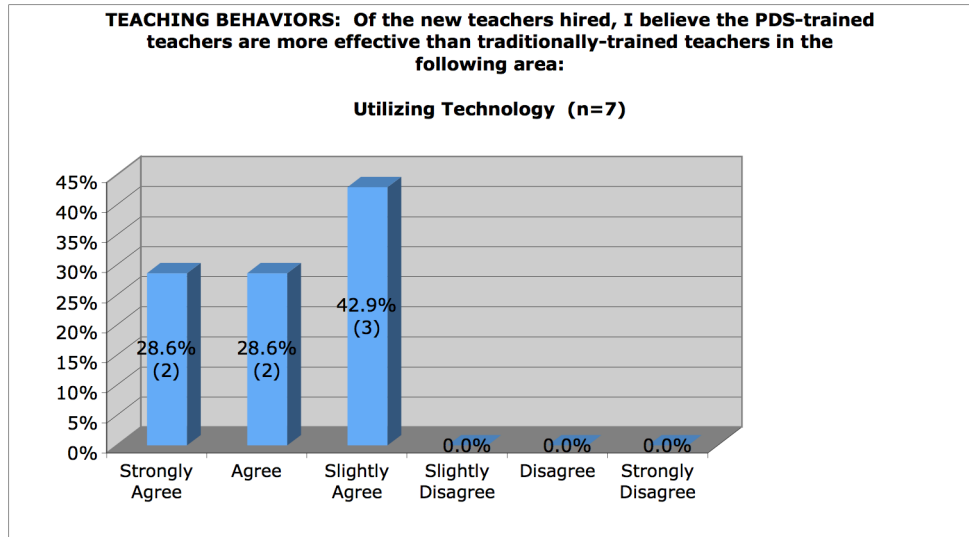
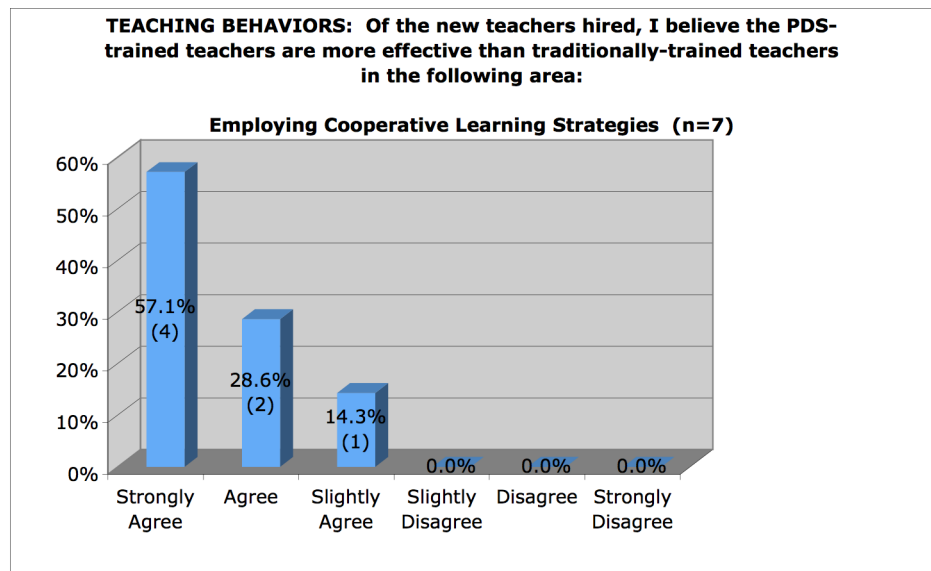*Figure 66*. Percentage and number of IU20 elementary principals who indicated their belief that PDS prepared teachers more effectively utilize technology than their non-PDS prepared colleagues.

Utilizing differentiated instruction. Survey participants were asked to identify whether they felt that PDS-trained teachers were more effective than non-PDS prepared teachers in the area of utilizing differentiated instruction. Of the seven principals who responded, all of them strongly agreed or agreed with this statement. Three principals (42.9%) strongly agreed, while four (57.1%) agreed. Again, like the other three areas in the teaching behaviors category, principals indicated that their PDS prepared teachers are more effective than their non-PDS prepared colleagues in the area of utilizing differentiated instruction. (Figure 67)

TEACHING BEHAVIORS: Of the new teachers hired, I believe the PDS-trained teachers are more effective than traditionally-trained teachers in the following area:
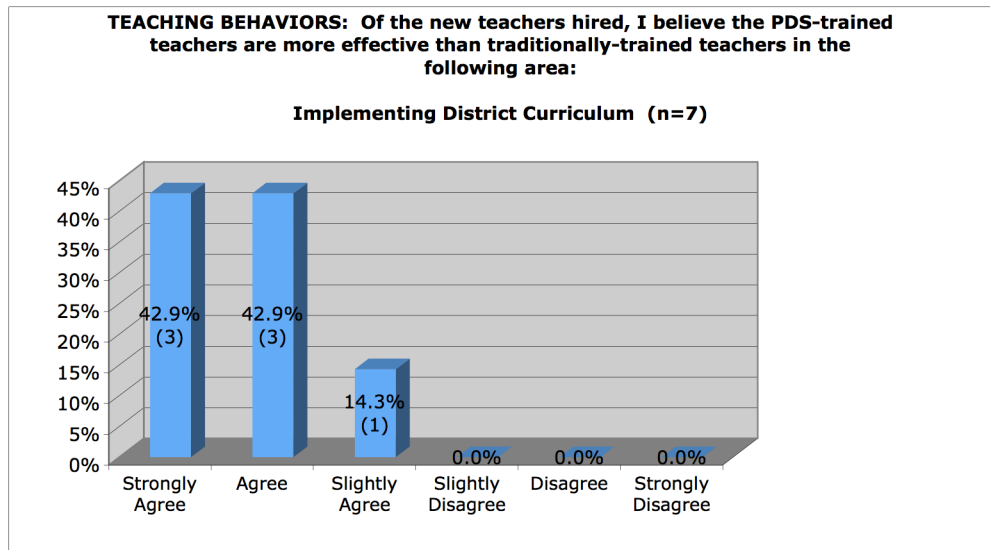
Utilizing Differentiated Instruction (n=7)
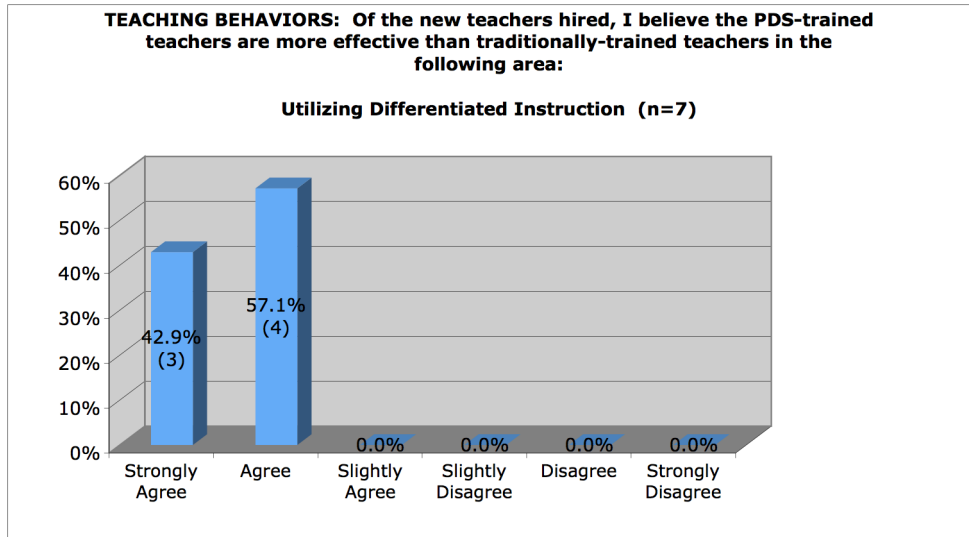
Figure 67. Percentage and number of IU20 elementary principals who indicated their belief that PDS prepared teachers more effectively utilize differentiated instruction strategies than their non-PDS prepared colleagues.

Summary. The teaching behaviors category gave principals the opportunity to indicate whether they felt that their PDS prepared teachers were more effective than their traditionally trained teachers in eight areas. In addition to the four aforementioned areas in the teaching behaviors category, additional areas analyzed were as follows: Using a variety of assessment methods; employing questioning techniques; engaging students in lessons; and working with children with various disabilities. (Table 10)

Table 10

IU20 Elementary Principals' Percentage of Agreement and Disagreement When Comparing the Effectiveness of PDS Prepared Teachers with Traditionally Trained Teachers in the Teaching Behaviors Category

Teaching Behaviors-Principals	Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree
Utilizing differentiated instruction	42.9%	57.1%	0%	0%	0%	0%
Using a variety of assessment methods	42.9%	42.9%	14.3%	0%	0%	0%
Providing cooperative learning activities	57.1%	28.6%	14.3%	0%	0%	0%
Employing questioning techniques	28.6%	42.9%	28.6%	0%	0%	0%
Utilizing technology in the classroom	28.6%	28.6%	42.9%	0%	0%	0%
Engaging students in lessons	71.4%	14.3%	14.3%	0%	0%	0%
Implementing district curriculum	42.9%	42.9%	14.3%	0%	0%	0%
Working with children with various disabilities	57.1%	14.3%	14.3%	14.3%	0%	0%

More specifically, the principal survey allowed elementary administrators the opportunity to compare their PDS prepared teachers with their non-PDS prepared counterparts in four areas in the teaching behaviors category: Employing cooperative learning strategies; implementing curriculum; using technology for instruction; and utilizing differentiated instruction. In all four of the areas, principals expressed total agreement that their PDS prepared teachers are more effective than their non-PDS

trained teachers. This full agreement indicates that principals found the category of

teaching behaviors to be a strength of the ESU ELED PDS preparation.

When combined, the levels of agreement and disagreement verified high

percentages of strength in all areas. In seven of the eight analyzed areas, principals

expressed 100% agreement that their PDS prepared teachers were more effective than

their traditionally trained teachers. The remaining area, working with children with

various disabilities, also appeared to be an area of strength with 85.7% of the

principal respondents expressing agreement. (Table 11)

Table 11

Levels of Agreement and Disagreement Identified by IU20 Elementary Principals
Regarding the Effectiveness of Their PDS Prepared Teachers Compared to Their
Traditionally Trained Teachers in the Teaching Behaviors Category

Teaching Behaviors-Principals	Level of Agreement	Level of Disagreement
Utilizing differentiated instruction	100%	0%
Using a variety of assessment methods	100%	0%
Providing cooperative learning activities	100%	0%
Employing questioning techniques	100%	0%
Utilizing technology in the classroom	100%	0%
Engaging students in lessons	100%	0%
Implementing district curriculum	100%	0%
Working with children with various disabilities	85.7%	14.3%

Teacher Responsibilities

IU20 elementary principals were asked to identify their level of agreement in seven areas regarding teacher responsibilities. Although previous research in the area of teacher responsibilities has afforded principals the opportunity to compare PDS prepared teachers with non-PDS prepared teachers, the study conducted by the primary researcher will provide more specific data than prior studies completed during the last ten years (Castle, Fox, & O'Hanlan-Souder, 2006; Pine et al., 2003; Reynolds, Ross, & Rakow, 2002; Ridley et al., 2005; Runyan, Parks, & Sagehorn, 2000; Sandholtz & Wasserman, 2001). Four of the areas identified were also asked of the teachers on their survey. These areas were: Analyzing student data; communicating with parents; having better prepared lessons; and implementing consistent and fair classroom management strategies. Since the IU20 principals were comparing PDS prepared teachers with non-PDS prepared teachers, the only principals who completed this section on the survey were those (n=7) who hired PDS prepared teachers during the last five years. When responding, participants were asked to use one of six choices from a Likert scale. The choices were as follows: Strongly agree; agree; slightly agree; slightly disagree; disagree; or strongly disagree.

Analyzing student data. Principals indicated their level of agreement as to whether they believed that their PDS prepared teachers were more effective than their non-PDS prepared teachers in the area of analyzing data. Of the seven respondents, 28.6% (n=2) strongly agreed, 42.9% (n=3) agreed, and 28.6% (n=2) slightly agreed. In the first area of the teacher responsibilities category, all the principal respondents

agreed that their PDS prepared teachers were more effective than non-PDS prepared

teachers. (Figure 68)

TEACHER RESPONSIBILITIES: Of the new teachers hired, I believe the PDS-trained teachers are more effective than traditionally-trained teachers in the following area:

Analyzing Data to Inform Instruction (n=7)

Figure 68. Percentage and number of IU20 elementary principals who indicated their belief that PDS prepared teachers more effectively analyze data to inform instruction than their non-PDS prepared colleagues.

Communicating with parents. Regarding the area of communicating with

parents, IU20 elementary principals were asked to indicate their perception that PDS-

trained teachers more regularly communicated with parents when compared with non-

PDS trained teachers. The responses were as follows: Strong agreement was

identified by 28.6% (n=2) of the principals while 57.1% (n=4) slightly agreed. One

principal (14.3%) slightly disagreed with this statement. Although the majority of

principals (85.7%) agree that their PDS prepared teachers more regularly

communicated with parents than non-PDS trained teachers, this is the first area

analyzed where any level of disagreement was present. (Figure 69)

Figure 69. Percentage and number of IU20 elementary principals who indicated their belief that PDS prepared teachers more regularly communicate with parents than their non-PDS prepared colleagues.

Developing lessons that impact student learning. The next area that was evaluated by IU20 elementary principals was having better prepared lesson. Principals were asked to indicate their level of agreement or disagreement with the statement that PDS prepared teachers developed lessons of a higher quality than non-PDS prepared teachers. All principals who responded (n=7) expressed varying degrees of agreement as follows: Two principals (28.6%) strongly agreed, two principals agreed (28.6%), and three principals (42.9%) slightly agreed. This full agreement indicates that all principal respondents believe that their PDS prepared teachers are more effective in the area of developing lessons that impact student learning than their non-PDS prepared colleagues. (Figure 70)

TEACHER RESPONSIBILITIES: Of the new teachers hired, I believe the PDS-trained teachers have better prepared lessons than traditionally-trained teachers in the following area:

Developing Lessons that Impact Student Learning (n=7)

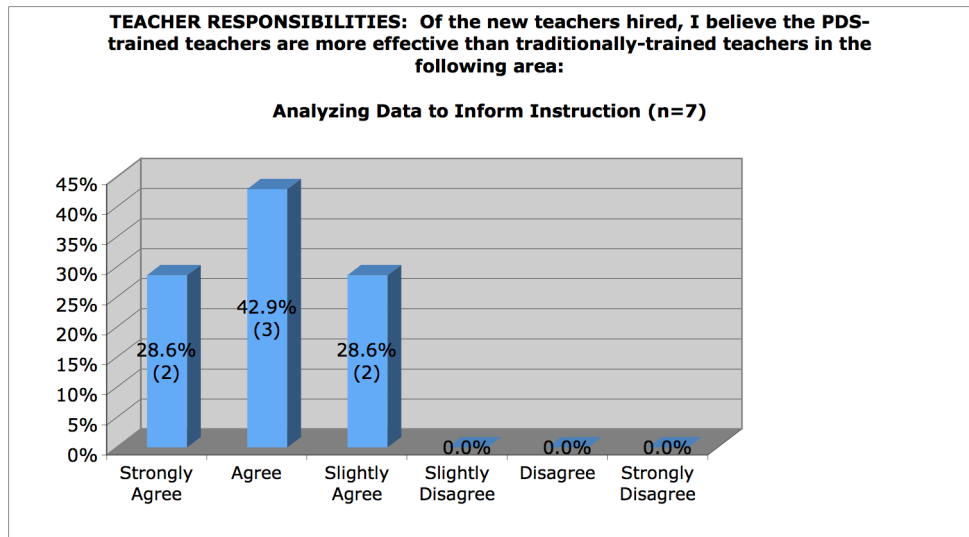*Figure 70.* Percentage and number of IU20 elementary principals who indicated their belief that PDS prepared teachers have better prepared lessons that impact student learning than their non-PDS prepared colleagues.

Employing fair and consistent classroom management techniques. IU20 elementary principals were asked to indicate their level of agreement regarding whether PDS prepared teachers employed fair and consistent classroom management techniques when compared with their non-PDS prepared counterparts. Results were spread across four of the six Likert responses as follows: One principal (14.3%) strongly agreed; one agreed (14.3%); three slightly agreed (42.9%); and two slightly disagreed (28.6%). In the category of teacher responsibilities, this area is the one with the most widespread results from the principals. Responses varied across four levels, ranging all the way from strong agreement to slight disagreement. (Figure 71)
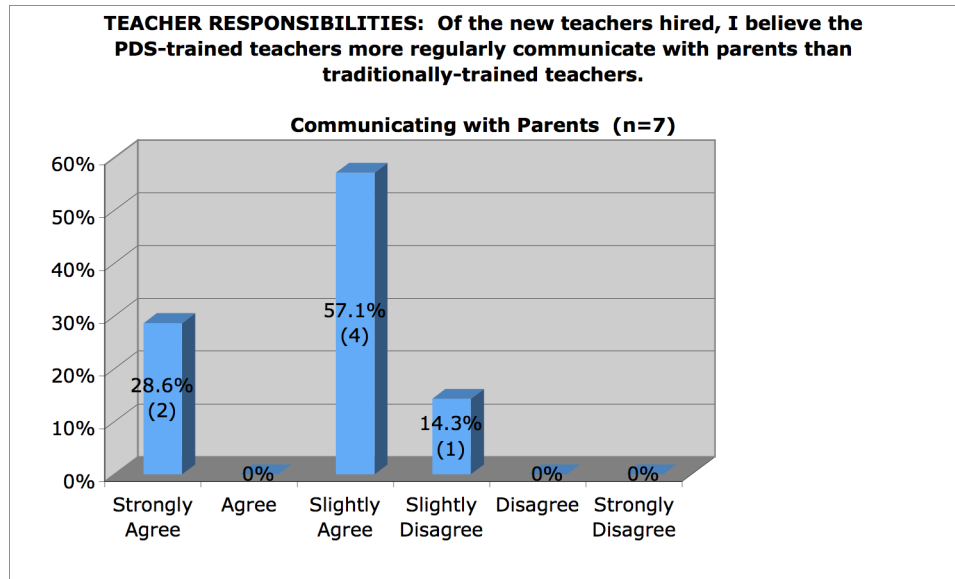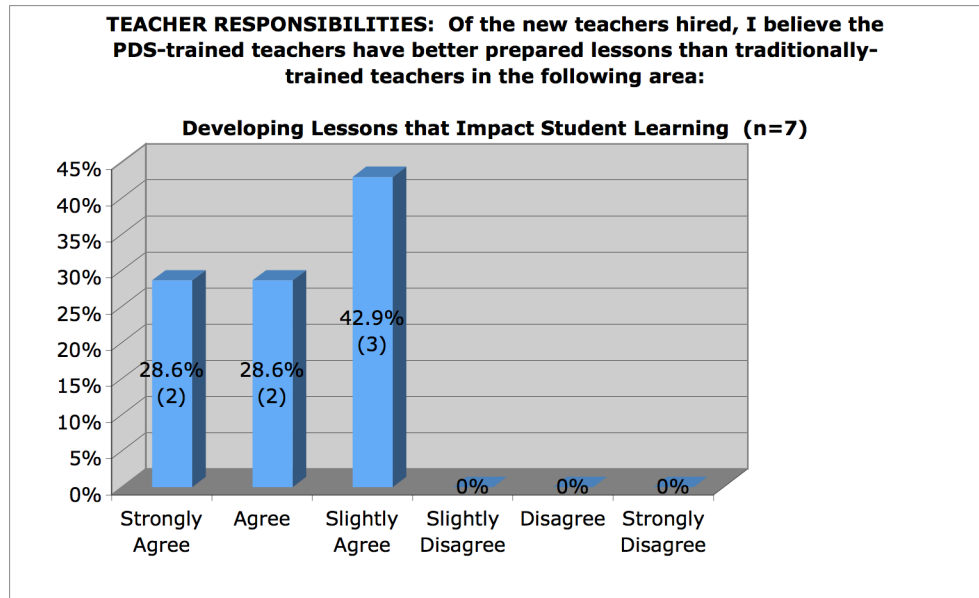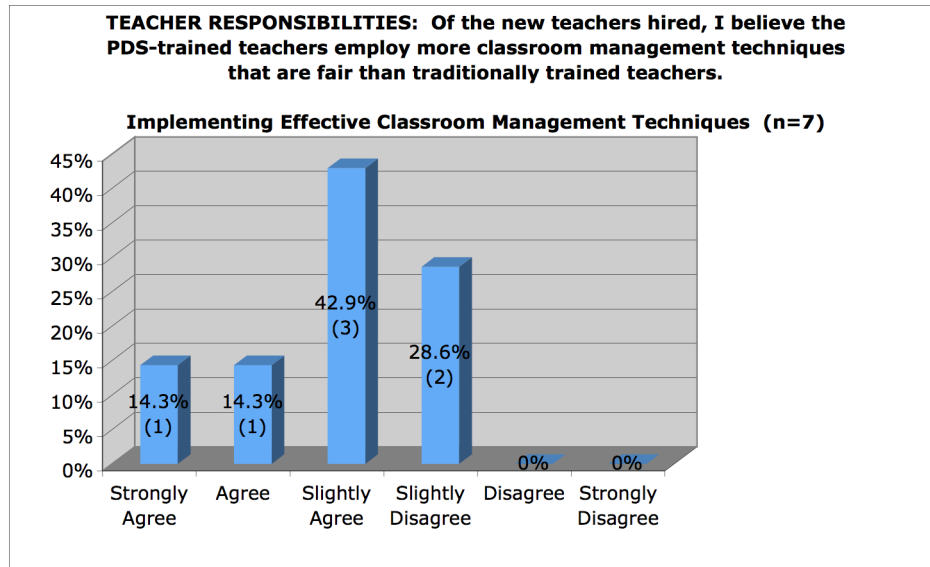
Figure 71. Percentage and number of IU20 elementary principals who indicated their belief that PDS prepared teachers employ more classroom management techniques that are fair and consistent than their non-PDS prepared colleagues.

Summary. The teaching responsibilities category produced many areas of strength, although not quite as high as the teaching behaviors category. IU20 elementary principals compared their PDS prepared teachers with their traditionally trained teachers in seven teaching responsibilities areas. In the areas of analyzing student data, understanding and following school/district procedures and rules, and having better prepared lessons, the principals all agreed that their PDS prepared teachers were stronger in these areas. The areas of regularly communicating with parents, more effectively using praise to promote student success, more consistently communicating with students regarding classroom procedures, and employing more fair and consistent classroom management techniques all garnered greater levels of agreement for their PDS prepared teachers than their traditionally trained teachers. (Table 12)

Table 12

IU20 Elementary Principals' Percentage of Agreement and Disagreement When Comparing Their PDS Prepared Teachers with Traditionally Trained Teachers in the Teaching Responsibilities Category

Teaching Responsibilities-Principals	Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree
Analyzing student data	28.6%	42.9%	28.6%	0%	0%	0%
Understands and follows school/district procedures and rules	14.3%	57.1%	28.6%	0%	0%	0%
Have better prepared lessons	28.6%	28.6%	42.9%	0%	0%	0%
More regularly communicates with parents	28.6%	42.9%	57.1%	14.3%	0%	0%
More effectively uses praise to promote student success	28.6%	28.6%	28.6%	14.3%	0%	0%
More consistently communicates with students regarding classroom procedures	14.3%	28.6%	42.9%	14.3%	0%	0%
Employ more fair and consistent classroom management techniques	14.3%	14.3%	42.9%	28.6%	0%	0%

IU20 elementary principals were given the opportunity to compare their PDS

prepared teachers with their non-PDS prepared counterparts in four of the seven

teacher responsibilities areas: Analyzing data to inform instruction; communicating

with parents; developing lessons that impact student learning; and implementing

effective classroom management strategies. Unlike the teaching behaviors category

where all principals expressed agreement in all four of the areas, this did not occur in the teacher responsibilities category. While all principals agreed that their PDS prepared teachers were more effective in the areas of analyzing data to inform instruction and developing lessons that impact student learning, not all principals indicated this same agreement in the other two areas. In the areas of communicating with parents and implementing effective classroom management strategies, although the majority of principals felt that their PDS prepared teachers were more effective in these two areas, there were principals who did not agree, thus levels of disagreement were present.

Overall, all seven of the teaching responsibilities areas produced responses from principals indicating higher levels of agreement than disagreement when comparing their PDS prepared teachers to their traditionally trained teachers. As previously stated, three areas elicited 100% agreement from principals, another three areas received 85.7% agreement, and the last of the seven analyzed areas received 71.4% agreement. (Table 13)

Table 13

Levels of Agreement and Disagreement Identified by IU20 Elementary Principals Regarding the Effectiveness of Their PDS Prepared Teachers Compared to Their Traditionally Trained Teachers in the Teaching Responsibilities Category

Teaching Responsibilities-Principals	Level of Agreement	Level of Disagreement
Analyzing student data	100%	0%
Understands and follows school/district procedures and rules	100%	0%
Have better prepared lessons	100%	0%
More regularly communicates with parents	85.7%	14.3%
More effectively uses praise to promote student success	85.7%	14.3%
More consistently communicates with students regarding classroom procedures	85.7%	14.3%
Employ more fair and consistent classroom management techniques	71.4%	28.6%

Teacher Leadership

The final category that IU20 elementary principals were asked to identify their

level of agreement with was teacher leadership. Previous research conducted in the

area of teacher leadership gave principals the opportunity to compare PDS prepared

teachers with non-PDS prepared teachers, but the study conducted by the primary

researcher will provide more specific data than studies conducted during the last ten

years (Neapolitan et al., 2008; Runyan, Parks, & Sagehorn, 2000). Of the six areas

analyzed on the principal survey, four of these areas were also addressed on the

teacher survey: Seeking opportunities to acquire and demonstrate leadership; participating on district curriculum writing committees; participating on school/district committees/teams; and volunteering to advise clubs. Since the IU20 principals were comparing PDS prepared teachers with non-PDS prepared teachers, the only principals who completed this section on the survey were those (n=7) who hired PDS prepared teachers during the last five years. When responding, participants were asked to use one of six choices from a Likert scale. Like the teacher survey, the choices for this survey were as follows: Strongly agree; agree; slightly agree; slightly disagree; disagree; or strongly disagree.

Acquire and demonstrate leadership. IU20 elementary principals were asked to compare PDS prepared teachers and non-PDS prepared teachers to see if they agreed that PDS prepared teachers more consistently seek opportunities to acquire and demonstrate leadership qualities. When responding, 28.6% (n=2) strongly agreed; 42.9% (n=3) agreed; and 28.6% (n=3) slightly agreed. There were no principals who exhibited any level of disagreement. All principal respondents agreed that their PDS prepared teachers are more effective in their ability to seek opportunities to acquire and demonstrate leadership than their non-PDS prepared colleagues. (Figure 72)
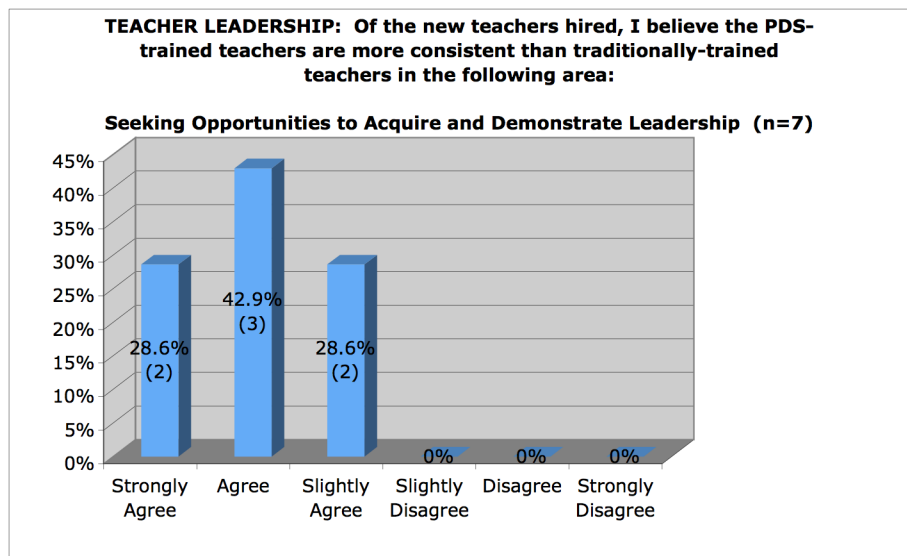
TEACHER LEADERSHIP: Of the new teachers hired, I believe the PDS-trained teachers are more consistent than traditionally-trained teachers in the following area:

Seeking Opportunities to Acquire and Demonstrate Leadership (n=7)

Figure 72. Percentage and number of IU20 elementary principals who indicated their belief that PDS prepared teachers more consistently seek opportunities to acquire and demonstrate leadership more consistently than their non-PDS prepared colleagues.

Volunteering for curriculum writing committees. Another area on the principal survey in the teacher leadership category was volunteering for curriculum writing committees. Principals were asked to express their level of belief that PDS prepared teachers were more consistently involved with volunteering on curriculum writing committees than non-PDS prepared teachers. Of the seven principals who responded, 57.1% (n=4) agreed; 28.6% (n=2) slightly agreed; and 14.3% (n=1) slightly disagreed. Although the majority of principals believe that their PDS prepared teachers more consistently volunteer for curriculum writing committees, there was one principal who did not indicate agreement in this area. (Figure 73)
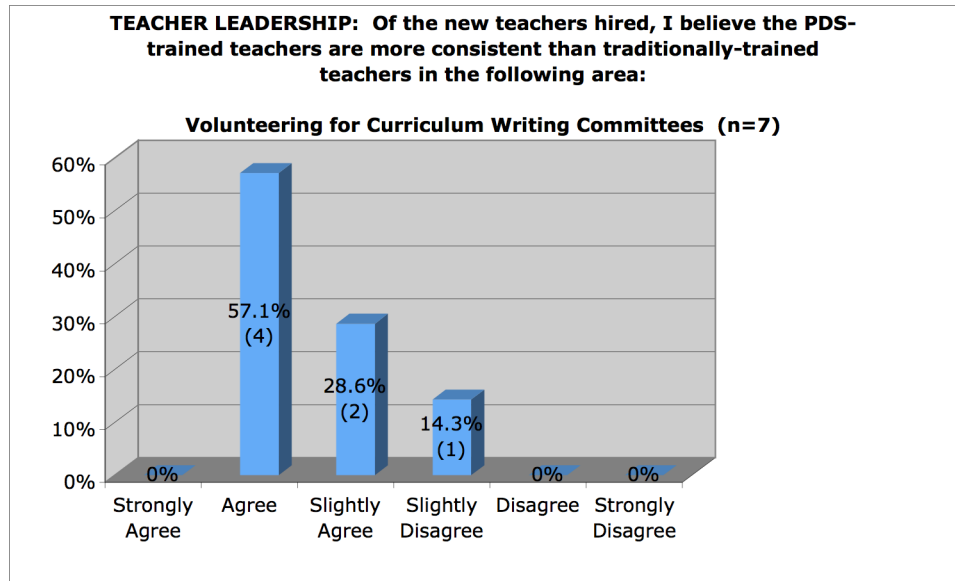
194

Figure 73. Percentage and number of IU20 elementary principals who indicated their belief that PDS prepared teachers volunteer for curriculum writing committees more consistently than their non-PDS prepared colleagues.

Working on school/district committees/teams. Principals were asked to express their level of agreement with the statement that PDS prepared teachers are more consistent than their non-PDS prepared counterparts in terms of working on school/district committees/teams. Although one principal (14.3%) slightly disagreed with this statement, the remaining responses were positive. Two principals (28.6%) agreed and four principals (57.1%) slightly agreed that PDS prepared teachers were more effective on school/district committees/teams. Like the previous area of volunteering for curriculum writing committees, the area of working on school/district committees/teams produced the same result, with all principals except one indicating agreement that their PDS prepared teachers are more effective in this area than their non-PDS prepared colleagues. (Figure 74)
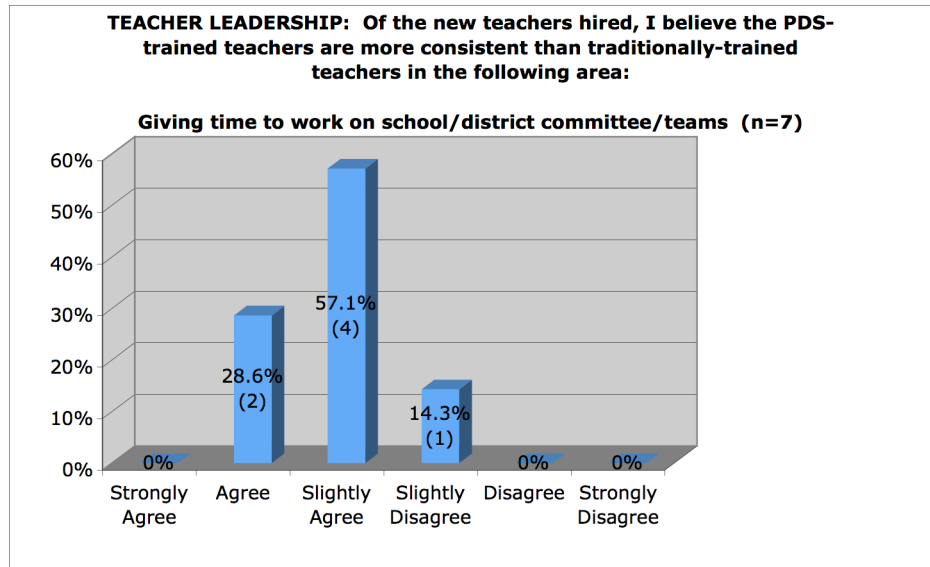
TEACHER LEADERSHIP: Of the new teachers hired, I believe the PDS-trained teachers are more consistent than traditionally-trained teachers in the following area:

Giving time to work on school/district committee/teams (n=7)

Figure 74. Percentage and number of IU20 elementary principals who indicated their belief that PDS prepared teachers more consistently give their time to work on school/district committees/teams than their non-PDS prepared colleagues.

Volunteering to advise clubs in the building. Principals were asked to indicate whether PDS prepared teachers took a more active role in volunteering to advise clubs than non-PDS prepared teachers. The response from the principals was spread across five of the six Likert responses. Five of the seven principals expressed varying levels of agreement as follows: One principal (14.3%) strongly agreed; two (28.6%) agreed; and two (28.6%) slightly agreed. There were also two principals who indicated levels of disagreement. One principal (14.3%) slightly disagreed and another principal (14.3%) disagreed. The area of volunteering to advise clubs resulted in the greatest range of responses from the principals. Spanning across five of the six Likert responses, answers ranged from strongly agree down to disagree. Based on these responses, this is the area where principals identified the greatest weakness in their PDS prepared teachers when compared to their non-PDS prepared colleagues. (Figure 75)
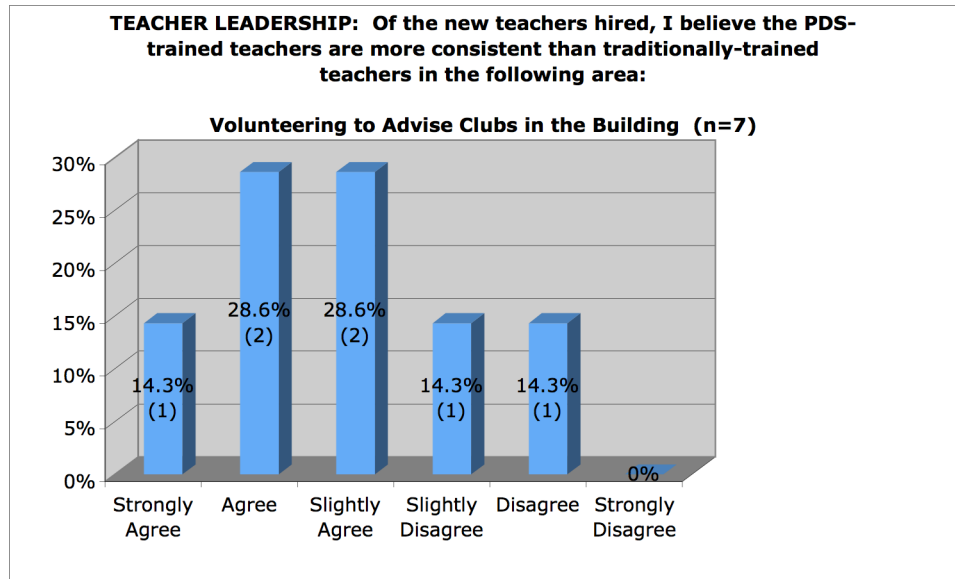
196

TEACHER LEADERSHIP: Of the new teachers hired, I believe the PDS-trained teachers are more consistent than traditionally-trained teachers in the following area:

Volunteering to Advise Clubs in the Building (n=7)

Figure 75. Percentage and number of IU20 elementary principals who indicated their belief that PDS prepared teachers more consistently give their time to volunteer to advise clubs than their non-PDS prepared colleagues.

Summary. In the category of teacher leadership, the elementary principals' survey contained six areas for analysis. In addition to the four areas previously addressed, the areas of exhibiting leadership qualities and exhibiting a greater potential for leadership were also analyzed. Table 14 specifies the percentages of the six Likert scale responses for each area. (Table 14)

Table 14

IU20 Elementary Principals' Percentage of Agreement and Disagreement When Comparing the Effectiveness of PDS Prepared Teachers with Traditionally Trained Teachers in the Teacher Leadership Category

Teacher Leadership-Principals	Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree
Seek opportunities to acquire and demonstrate leadership qualities within the building/district	28.6%	42.9%	28.6%	0%	0%	0%
Exhibit leadership qualities	28.6%	42.9%	28.6%	0%	0%	0%
Exhibit a greater potential for leadership	28.6%	28.6%	42.9%	0%	0%	0%
Volunteer to work on district curriculum writing committees	0%	57.1%	28.6%	14.3%	0%	0%
Give their time to work on school/district committees/teams	0%	28.6%	57.1%	14.3%	0%	0%
Volunteer to advise various clubs in the building	14.3%	28.6%	28.6%	14.3%	14.3%	0%

More specifically, there were four areas in the teacher leadership category that appeared on both the principal survey as well as the teacher survey. Elementary principals from IU20 were given the opportunity to compare their PDS prepared teachers with their non-PDS prepared teachers in four areas regarding teacher leadership: Seeking opportunities to acquire and demonstrate leadership; participating on district curriculum writing committees; participating on school/district committees/teams; and volunteering to advise clubs. While all principals agreed that their PDS prepared teachers were more effective in the area of seeking opportunities to acquire and demonstrate leadership, not all principals expressed this same

agreement in the other three areas. In the areas of volunteering for curriculum writing committees, giving time to work on school/district committees/teams, and volunteering to advise clubs in the building, although the majority of principals felt that their PDS prepared teachers were more effective in these two areas, there were principals who did not agree. All three areas contained principals who expressed levels of disagreement.

Overall, the levels of agreement and disagreement expressed by elementary principals in the teacher leadership category mirrored the responses in the teaching responsibilities category. In both categories, there were multiple areas with 100% agreement from principals, additional areas of strength and one lower, yet relatively strong, area. In the teacher leadership category, the areas of seeking opportunities to acquire and demonstrate leadership qualities within the building/district, displaying leadership qualities, and exhibiting a greater potential for leadership all received 100% agreement from the elementary principals. The areas of volunteering to work on district curriculum writing committees and giving time to work on school/district committees/teams received 85.7% agreement, and volunteering to advise various clubs in the building received 71.4% agreement. (Table 15)

Table 15

Levels of Agreement and Disagreement Identified by IU20 Elementary Principals Regarding the Effectiveness of Their PDS Prepared Teachers Compared to Their Traditionally Trained Teachers in the Teacher Leadership Category

Teacher Leadership-Principals	Level of Agreement	Level of Disagreement
Seek opportunities to acquire and demonstrate leadership qualities within the building/district	100%	0%
Exhibit leadership qualities	100%	0%
Exhibit a greater potential for leadership	100%	0%
Volunteer to work on district curriculum writing committees	85.7%	14.3%
Give their time to work on school/district committees/teams	85.7%	14.3%
Volunteer to advise various clubs in the building	71.4%	28.6%

Question 6: How Do IU20 Elementary Principals' Perceptions Compare

to IU20 Beginning Teachers' Perceptions in the Areas of Teaching

Behaviors, Job Responsibilities, and Leadership?

Although a number of studies have focused on professional development schools, the primary researcher could not locate any research that compared data from principals and beginning teachers regarding perceptions of PDS preparation. This study will provide some comparative data in this new area of research. Data from the IU20 beginning teachers (n=10) and elementary principals who employ PDS prepared beginning teachers (n=7) were compared to see if there were any common themes

between the teachers' perceptions regarding their preparation and the way that elementary principals actually view their current work in these same areas.

Teaching Behaviors

In the teaching behaviors category, data was gathered in four areas. The areas of employing cooperative learning strategies, implementing district curriculum, utilizing differentiated instruction, and utilizing technology were all analyzed to see if there were any differences between the perceptions of the IU 20 elementary principals compared to the perceptions of the elementary teachers they employ. Additionally, levels of agreement and disagreement were also determined for each of these four areas.

Employing cooperative learning strategies. IU20 beginning teacher perceptions were compared to the data gathered from IU20 elementary principals in the area of employing cooperative learning strategies. When comparing the perceptions of the IU20 beginning teachers with the data gathered from the elementary principals, there were definite similarities. The majority of teacher scores and principal scores fell in the strongly agree and agree areas, thus indicating that the perception of teachers that they were adequately prepared in this area is also viewed favorably by the principals. (Figure 76). It can also be stated that 100% of both the teachers and principals expressed levels of agreement to varying degrees (strongly agree, agree, or slightly agree) in the area of employing cooperative learning strategies. This data verifies that IU20 elementary principals and teachers' perceptions in the area of employing cooperative learning strategies are very similar, as evidenced by the responses all falling in the three levels of agreement. (Figure 77)
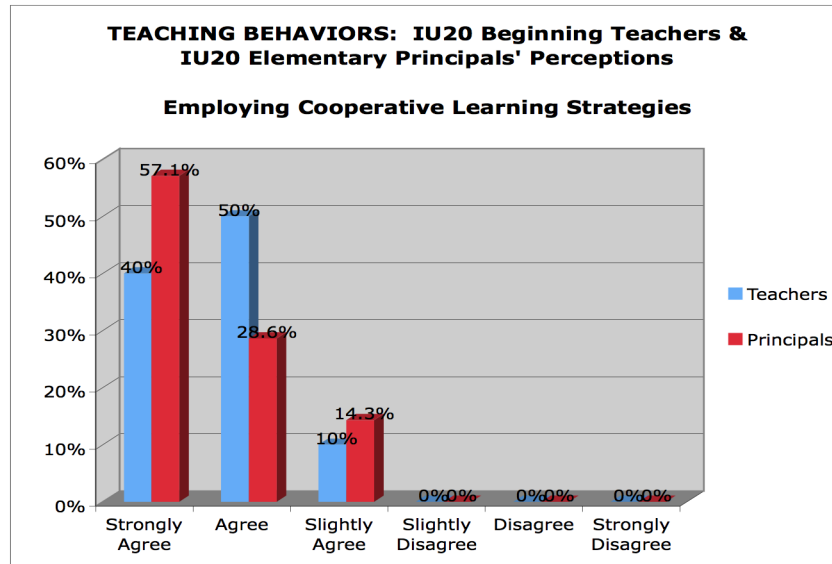
Figure 76. Comparison of IU20 beginning teachers' perceptions with that of the IU20 elementary principals in the area of employing cooperative learning strategies.
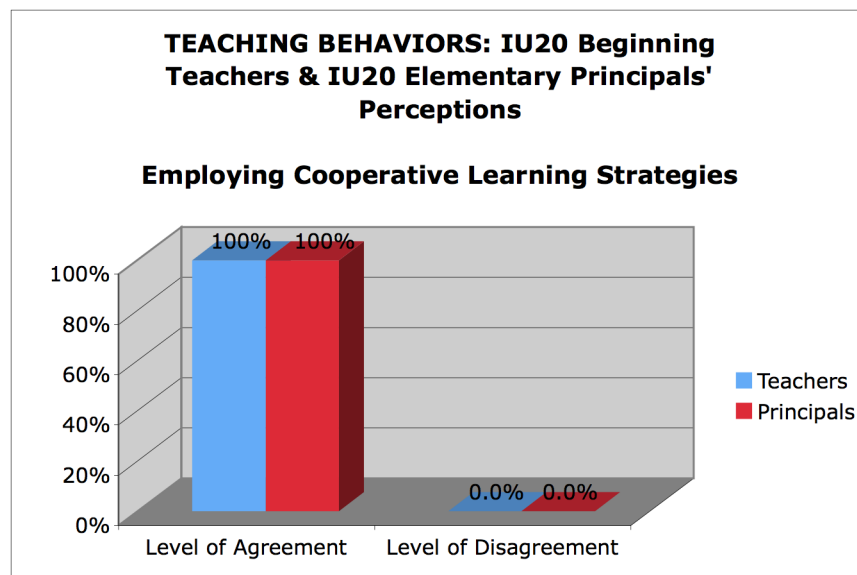

Figure 77. Levels of agreement and disagreement between IU20 beginning teachers and IU20 elementary principals in the area of employing cooperative learning strategies.

Implementing district curriculum. In the area of implementing district curriculum, data gathered regarding perceptions of IU20 beginning teachers was compared to the IU20 elementary principal data. When comparing the perceptions of

the IU20 beginning teachers with the data gathered from the elementary principals, the majority of the teacher scores and principal scores fell in the strongly agree and agree areas. After totaling the scores in these two areas, 80% of teachers strongly agreed or agreed that they were prepared to implement district curriculum, and 85.8% of principals strongly agreed or agreed that their PDS prepared teachers were stronger than non-PDS prepared teachers in this area. (Figure 78) As was the case with employing cooperative learning strategies, it can also be stated that 100% of both the teachers and principals expressed levels of agreement to varying degrees (strongly agree, agree, or slightly agree) in the area of implementing district curriculum. This data, like the data in employing cooperative learning styles, verifies that IU20 elementary principals and teachers' perceptions in the area of implementing district curriculum are very similar, as evidenced by the responses all falling in the three levels of agreement. (Figure 79)
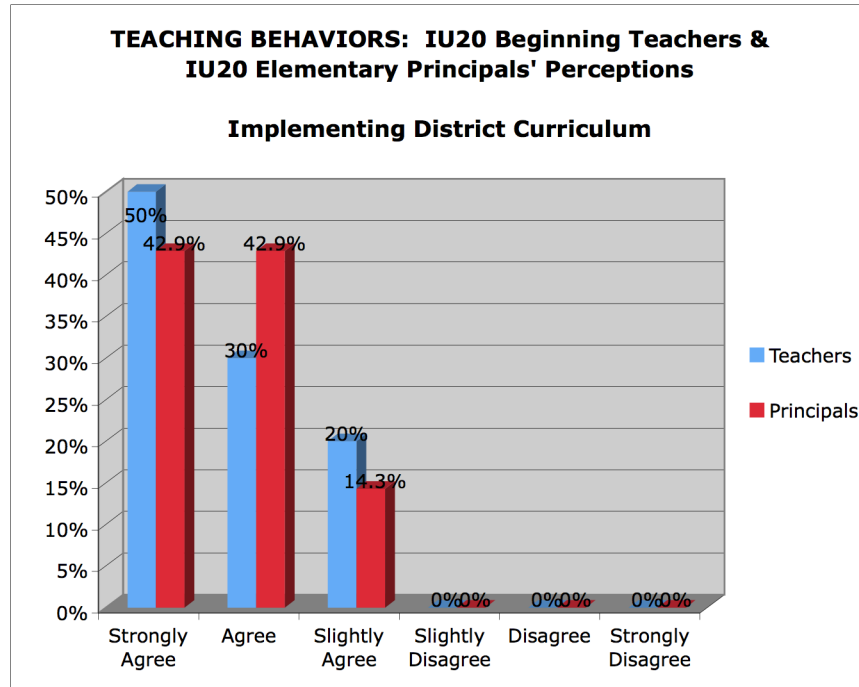
Figure 78. Comparison of IU20 beginning teachers' perceptions with that of the IU20 elementary principals in the area of implementing district curriculum.
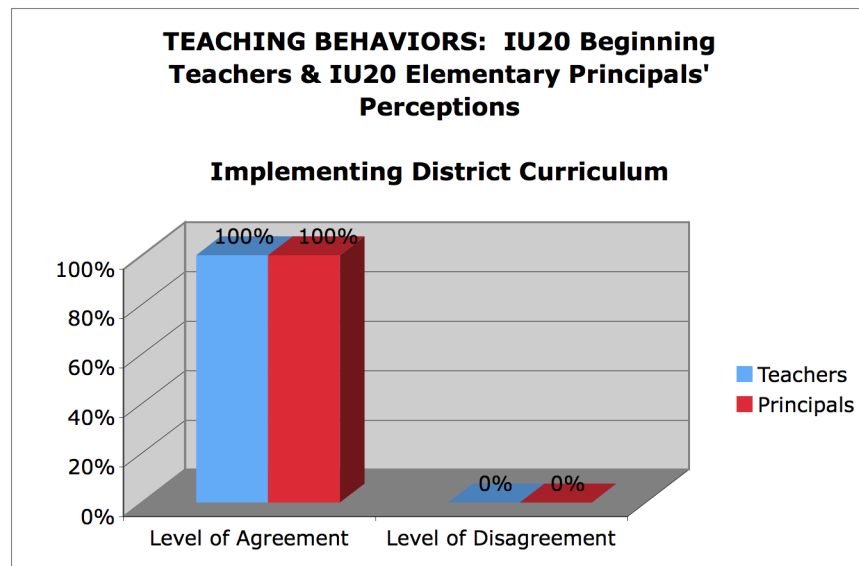

Figure 79. Levels of agreement and disagreement between IU20 beginning teachers and IU20 elementary principals in the area of implementing district curriculum.

Utilizing differentiated instruction. When viewing the data that was

gathered regarding perceptions of IU20 beginning teachers and IU20 elementary

principals in the area of utilizing differentiated instruction, a similar pattern emerged.

Once again, the majority of the teacher scores and principal scores fell in the strongly

agree and agree categories. When totaling the responses in both categories, 90% of

teachers indicated that they strongly agreed or agreed that their PDS experience

prepared them to utilize differentiated instruction, while 100% of principals strongly

agreed or agreed that their PDS prepared teachers were effective in this area. (Figure

80) When comparing the levels of agreement and disagreement for teachers and

principals in the area of utilizing differentiated instruction, 100% of principals and

teachers identified levels of agreement to varying degrees (strongly agree, agree, or

slightly agree) in this area. IU20 elementary principals and teachers had almost the

exact responses in this area. Almost all responses fell in the strongly agree and agree

range. This is the area in the teaching behaviors category that both groups perceived

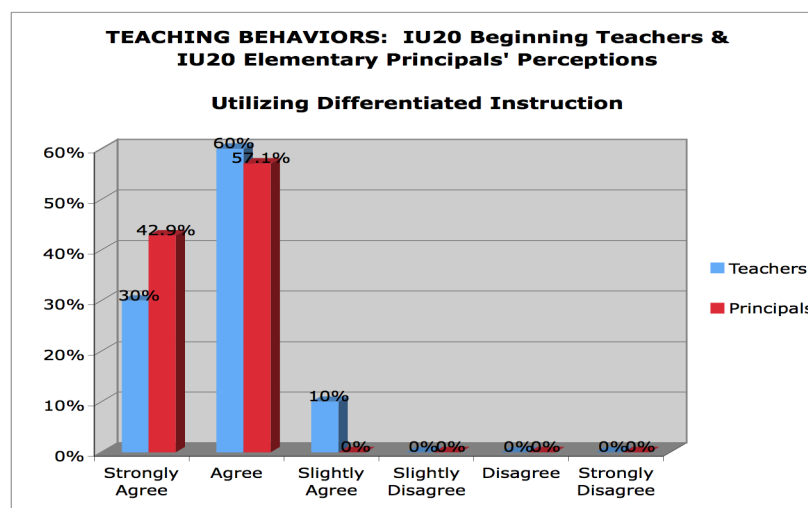as the strongest area in terms of preparation and implementation. (Figure 81)

Figure 80. Comparison of IU20 beginning teachers' perceptions
with that of the IU20 elementary principals in the area of utilizing
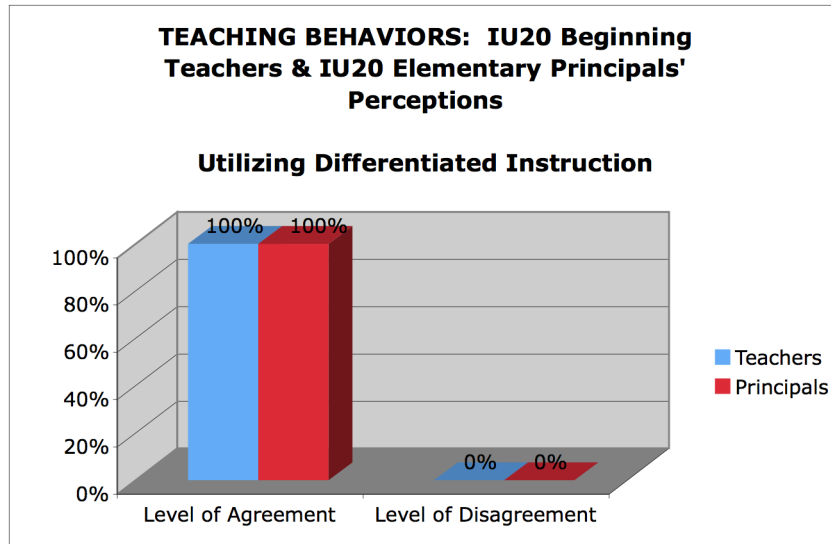differentiated instruction.

TEACHING BEHAVIORS: IU20 Beginning Teachers & IU20 Elementary Principals' Perceptions

Utilizing Differentiated Instruction

Figure 81. Levels of agreement and disagreement between IU20 beginning teachers and IU20 elementary principals in the area of utilizing differentiated instruction.

Utilizing technology. Of the four areas compared regarding teaching behaviors, the scores for perceptions regarding utilizing technology were the lowest given by both the teachers and the principals. Although all the principals expressed levels of agreement, it should be noted that 42.9% selected slightly agreed, thus leaving only little more than 57% combined for the strongly agree and agree areas. This is unlike the previously discussed areas in the teaching behaviors category. Also noted in the area of utilizing technology, which is unlike the other three teaching behaviors areas, was 20% of teachers who disagreed with the statement that their PDS experience prepared them to utilize technology in the classroom. (Figure 82) For the only time in the four areas compared in the teaching behaviors category, there is an area of disagreement present from the teachers surveyed. (Figure 83)
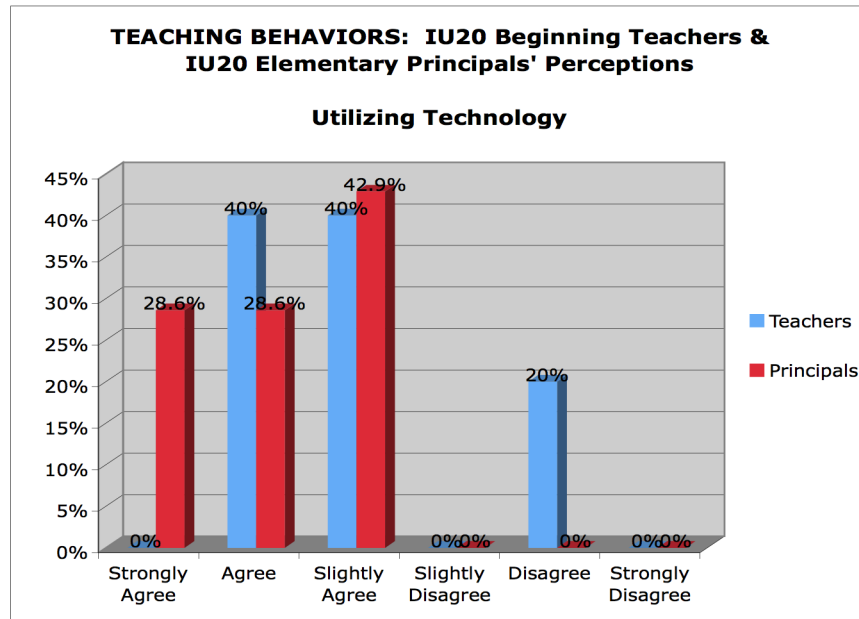
Figure 82. Comparison of IU20 beginning teachers' perceptions with that of the IU20 elementary principals in the area of utilizing technology.
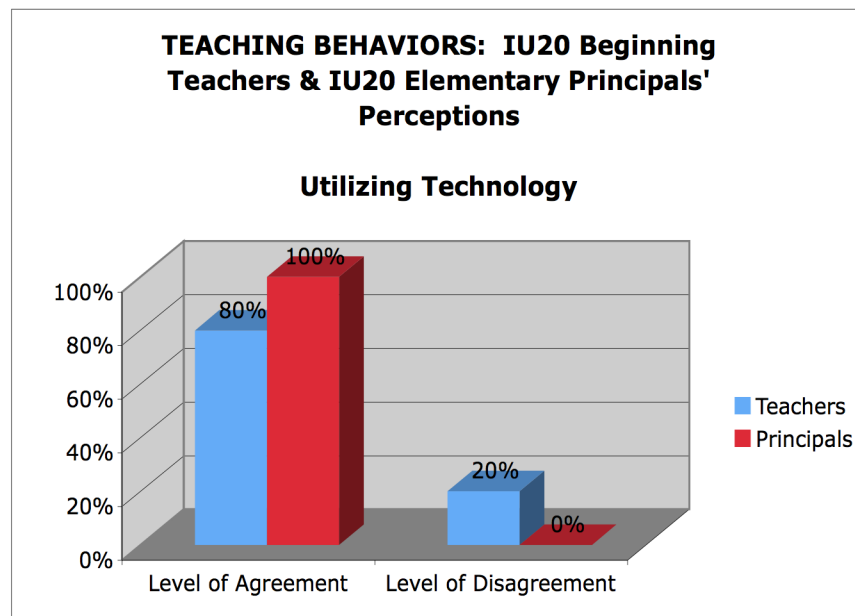

Figure 83. Levels of agreement and disagreement between IU20 beginning teachers and IU20 elementary principals in the area of utilizing technology.

Summary. IU20 elementary principals and the PDS prepared teachers they employ provided information in four areas in the teaching behaviors category.

Teacher perceptions regarding their preparation in the teaching behaviors category were compared with how principals viewed their impact in the school as compared with their non-PDS prepared colleagues. In the areas of employing cooperative learning strategies, implementing district curriculum, and utilizing differentiated instruction, teachers perceived that they were prepared in these areas and principals concurred. The only area in the teaching behaviors category that showed any disparity was that of utilizing technology. In this area, some IU20 PDS prepared teachers perceived that their PDS experience did not prepare them, although all of the IU20 principals felt that their PDS prepared teachers were more effective than their non-PDS prepared peers in this area.

Teacher Responsibilities

Like the teaching behaviors category, four areas were also analyzed in the teacher responsibilities category. The areas compared for analysis were as follows: developing lessons that impact student learning, implementing effective classroom management techniques, analyzing data to inform instruction, and communicating with parents. Along with a comparison of results, levels of agreement and disagreement were also determined.

Developing lessons that impact student learning. The first area compared in the teacher responsibilities category was developing lessons that impact student learning. When looking at the data from the teachers, all strongly agreed or agreed that their PDS experience prepared them to develop lessons that impact student learning, but it should be particularly noted that the percentage of teachers who strongly agreed was 70%. Unlike the 70% of teachers who strongly agreed, only

28.6% of the principals strongly agreed. There was also over 40% of principals who

only slightly agreed that their PDS prepared teachers were better than non-PDS

prepared teachers in this area. (Figure 84) All responses from the teachers and

principals fell into the levels of agreement range. (Figure 85) Although all the

principals agreed that their PDS prepared teachers are developing lessons that impact

student learning more effectively than their non-PDS prepared peers, the degree to

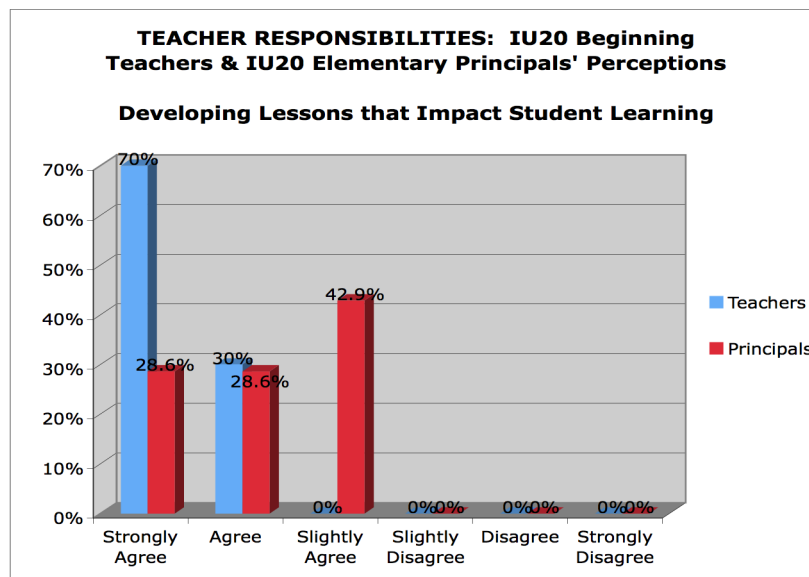which they agreed was not as strong as that of the teachers themselves.

Figure 84. Comparison of IU20 beginning teachers' perceptions
with that of the IU20 elementary principals in the area of
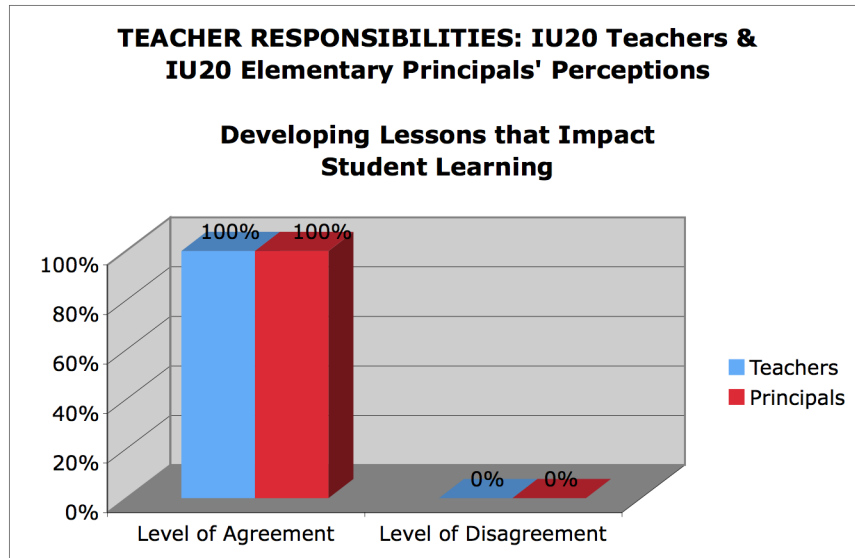developing lessons that impact student learning.

Figure 85. Levels of agreement and disagreement between IU20 beginning teachers and IU20 elementary principals in the area of developing lessons that impact student learning.

Implementing effective classroom management techniques. IU20 beginning teacher perceptions were compared to the data gathered from IU20 elementary principals in the area of implementing effective classroom management techniques. The data from the IU20 PDS prepared beginning teachers indicated that 80% of them strongly agreed or agreed that their PDS experience prepared them in this area, and only a small minority (10%) strongly disagreed. Although 80% of the teachers perceived that they were adequately prepared to implement effective classroom management techniques, when viewing the data from the IU20 principals, this area is not a strength when compared to the other categories examined thus far. Approximately 30% of the IU20 elementary principals strongly agreed or agreed that the PDS prepared teachers were more effectively prepared in this area than their non-PDS counterparts. There were also principals (28.6%) who slightly disagreed that the PDS prepared teachers were more effectively prepared in this area. (Figure 86) The

area of implementing effective classroom management strategies is the first area where there have been levels of disagreement present by both the PDS prepared IU20 beginning teachers and the IU20 principals. The data verifies that not all of the principals believe that their PDS prepared teachers are more effectively implementing classroom management techniques, and one of the PDS prepared teachers expressed a similar opinion. This resulted in responses in the levels of disagreement range. (Figure 87)

TEACHER RESPONSIBILITIES: IU20 Beginning Teachers & IU20 Elementary Principals' Perceptions

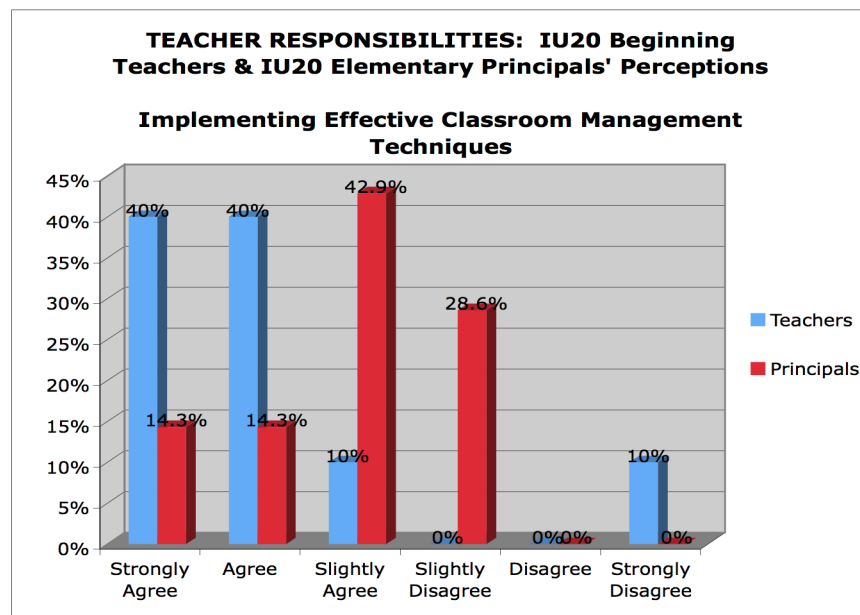**Implementing Effective Classroom Management Techniques**

Figure 86. Comparison of IU20 beginning teachers' perceptions with that of the IU20 elementary principals in the area of implementing effective classroom management techniques.
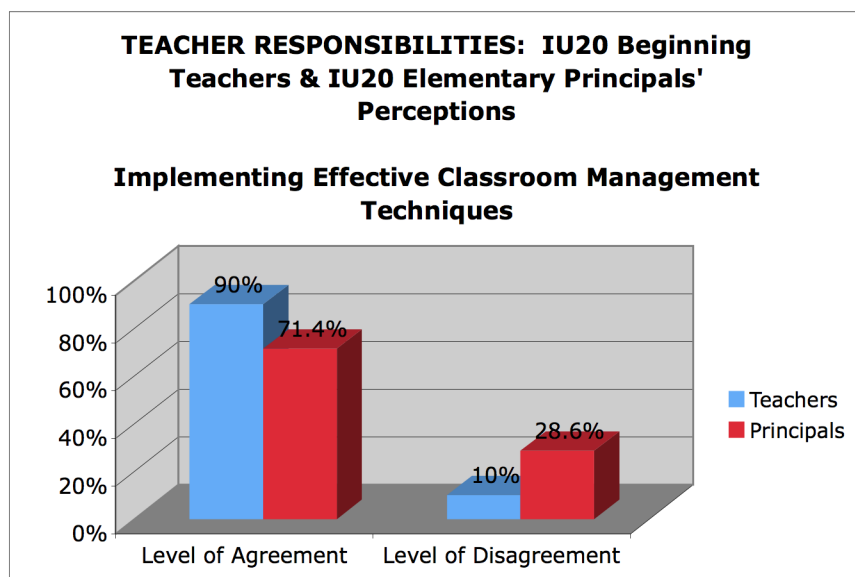
TEACHER RESPONSIBILITIES: IU20 Beginning Teachers & IU20 Elementary Principals' Perceptions

Implementing Effective Classroom Management Techniques

Figure 87. Levels of agreement and disagreement between IU20 beginning teachers and IU20 elementary principals in the area of implementing effective classroom management techniques.

Analyzing data to inform instruction. In the area of analyzing data to inform instruction, data gathered regarding perceptions of IU20 beginning teachers was compared to IU20 elementary principal perceptions. When comparing the perceptions of the IU20 beginning teachers with the data gathered from the elementary principals, approximately 70% of teachers and principals gave scores in the agree or slightly agree area. Although this is a similarity between the teachers and principals, the noticeable difference can be seen when looking at the where the remaining 30% of ratings fell. When looking at the remaining 30%, the majority of the principals strongly agreed that PDS prepared teachers more effectively analyze data to inform instruction, while 20% of teachers did not feel that they were adequately prepared in this area. (Figure 88) The levels of agreement and disagreement in the area of analyzing data to inform instruction are represented in Figure 89. Like the area of utilizing technology, 20% of teachers believed that they

were not adequately prepared to analyze data to inform instruction, although all of the

principals felt that their PDS prepared teachers are more effective than their non-PDS
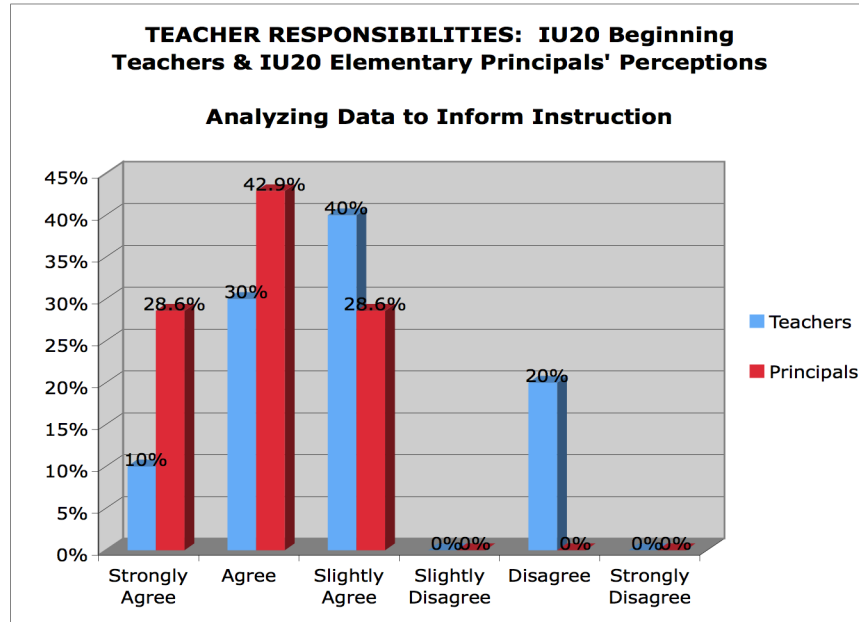
prepared colleagues in this area.

Figure 88. Comparison of IU20 beginning teachers' perceptions with that of the IU20 elementary principals in the area of analyzing data to inform instruction.
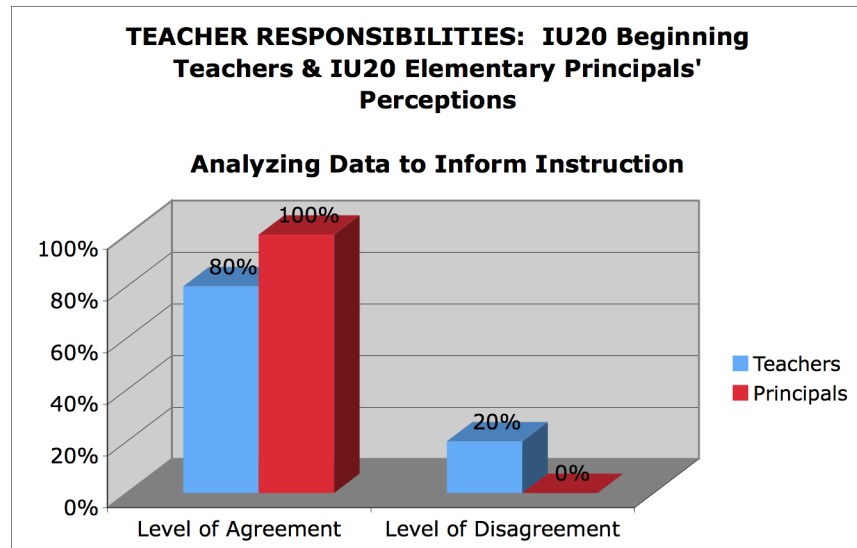

Figure 89. Levels of agreement and disagreement between IU20 beginning teachers and IU20 elementary principals in the area of analyzing data to inform instruction.

Communicating with parents. The final area in the teacher responsibilities category that was analyzed was communicating with parents. IU20 beginning teacher perceptions were compared to the data gathered from IU20 elementary principals in this area. Over 75% of the IU20 PDS prepared teachers expressed levels of agreement (strongly agree, agree, or slightly agree) regarding their preparation in the area of communicating with parents. Over 80% of the IU20 elementary principals data indicated that they felt that their PDS prepared teachers were more effective in the area of communicating with parents than their non-PDS prepared teachers. (Figure 90)

Like the area of implementing effective classroom management techniques, this was another area where there was also a pocket of teachers and principals who expressed levels of disagreement. Twenty percent of teachers disagreed or strongly disagreed that they were appropriately prepared during their PDS experience to communicate with parents, and 14.3% of principals expressed a level of disagreement, too. (Figure 91) The area of communicating with parents was one where the levels of agreement and disagreement were very similar. Although the 80% of teachers and almost 86% of principals expressed levels of agreement, this is one area where pockets of disagreement were present by both groups.
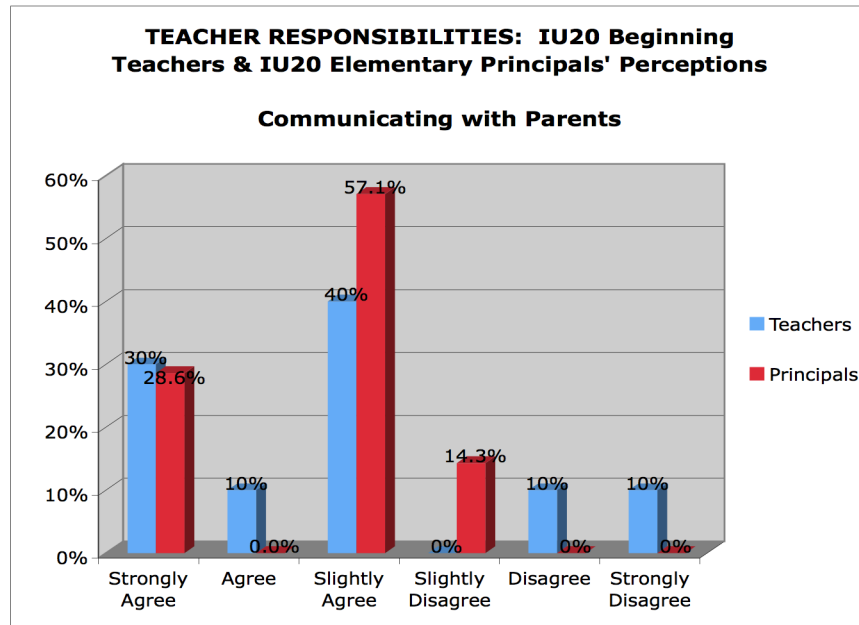
Figure 90. Comparison of IU20 beginning teachers' perceptions with that of the IU20 elementary principals in the area of communicating with parents.
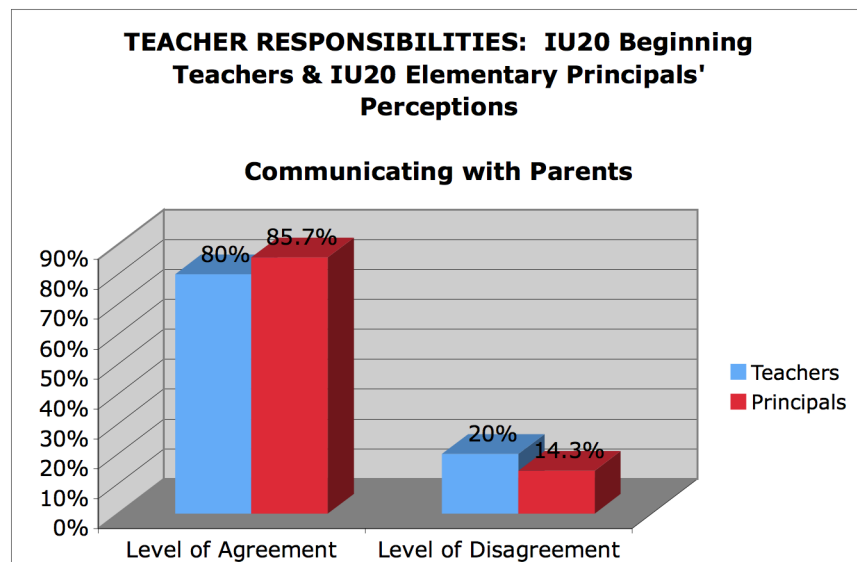

Figure 91. Levels of agreement and disagreement between IU20 beginning teachers and IU20 elementary principals in the area of communicating with parents.

Summary. IU20 elementary principals and the PDS prepared teachers they

employ provided information in four areas in the teacher responsibilities category.

Teacher perceptions regarding their preparation in the teacher responsibilities category were compared with how principals viewed their impact in the school as compared with their non-PDS prepared colleagues. In the area of developing lessons that impact student learning, teachers perceived that they were prepared in this area and principals agreed. The other three areas in the teacher responsibility category all showed disparities to various degrees. In the area of analyzing data to inform instruction, some IU20 PDS prepared teachers perceived that their PDS experience did not prepare them, although all of the IU20 principals felt that their PDS prepared teachers were more effective than their non-PDS prepared peers in this area. The opposite can be said regarding the area of implementing effective classroom management techniques. In this case, the teachers perceived that their preparation was stronger/more effective than what the principals perceived.

Teacher Leadership

There were two areas analyzed for comparison in the teacher leadership category. The areas analyzed were participating on committees/teams and volunteering for curriculum writing committees. Likert scale data was analyzed in each area to determine if there were differences in the perceptions between the elementary principals and the teachers they employ. Levels of agreement and disagreement were both analyzed for each of the areas listed, also.

Participating on committees/teams. IU20 beginning teacher perceptions in the area of participating on committees/teams was compared to the data gathered from IU20 elementary principals in the same area. Data gathered from the IU20 PDS prepared beginning teachers was spread across the board in terms of how well they

perceived their preparation in this area. Their responses spanned from 10% strongly agreeing down to 20% disagreeing regarding their PDS preparation to participate on committees/teams. The majority of principal responses fell in the middle of the Likert scale. The majority of principals (57.1%) slightly agreed that PDS prepared teachers were more effective when participating on committees/teams, while 14.3% slightly disagreed with this statement. (Figure 92)

Overall, when looking at the levels of agreement and disagreement, this is an area where teacher and principal responses were not necessarily similar. Over 85% of IU20 elementary principals indicated that they felt that PDS prepared teachers were more effective on committees/teams. On the other hand, only 60% of IU20's PDS prepared teachers felt that their experience had prepared them in this area. (Figure 93) There is a disparity found in this area. Although 40% (n=4) of IU20 beginning teachers who were PDS prepared perceived weaknesses in this area, it should be noted that only one principal (14.3%) expressed a level of disagreement, thus indicating that he/she does not believe that the PDS prepared teachers in the building are as effective in this area as non-PDS prepared teachers.
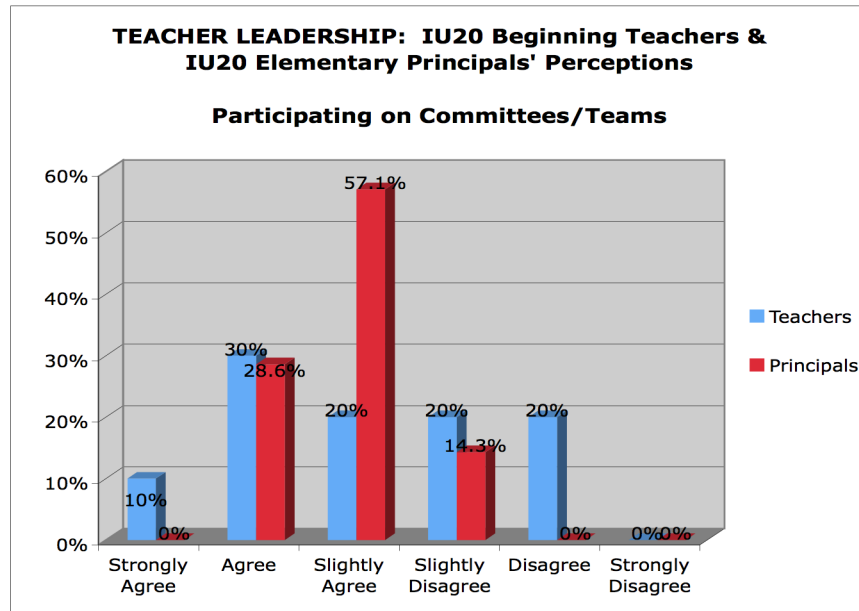
Figure 92. Comparison of IU20 beginning teachers' perceptions with that of the IU20 elementary principals in the area of participating on committees/teams.
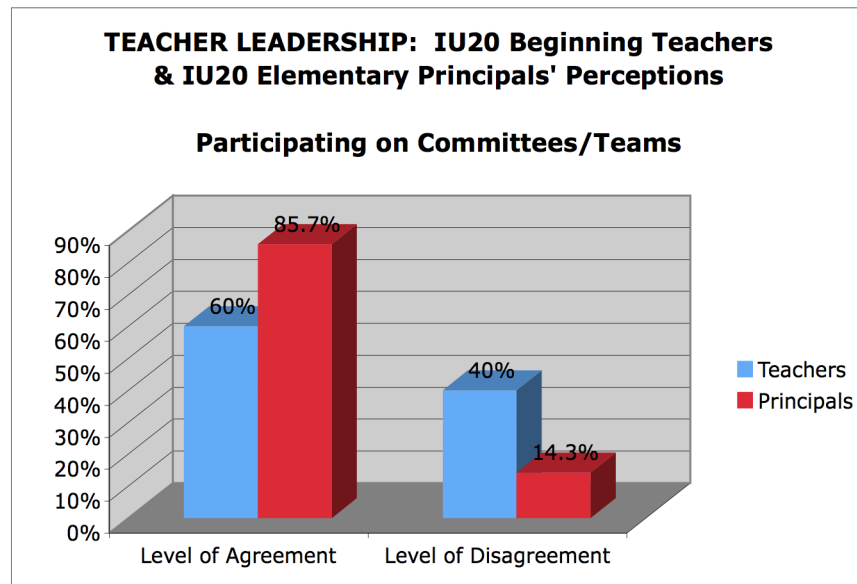

Figure 93. Levels of agreement and disagreement between IU20 beginning teachers and IU20 elementary principals in the area of participating on committees/teams.

Volunteering for curriculum writing committees. The final area analyzed in the teacher leadership category was volunteering for curriculum writing

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committees. Like the previously analyzed teacher leadership area of participating on

committees/teams, this more specific area regarding curriculum writing produced

similar data results. When IU20 beginning teacher perceptions were compared to the

data gathered from IU20 elementary principals, over 85% of the principals felt that

their PDS prepared teachers were more effective than non-PDS prepared teachers

when volunteering for curriculum writing committees. When data from the PDS

prepared teachers was analyzed, 70% of them agreed that they were prepared in this

area during their PDS experience. (Figure 94) There was also a percentage of

teachers (30%) and principals (14.3%) who expressed levels of disagreement.

(Figure 95) Overall, although 30% of the teachers felt that they were not prepared to

participate on curriculum writing committees during the PDS experience, 85.7% of

the principals felt that they were more effective in this area than their non-PDS
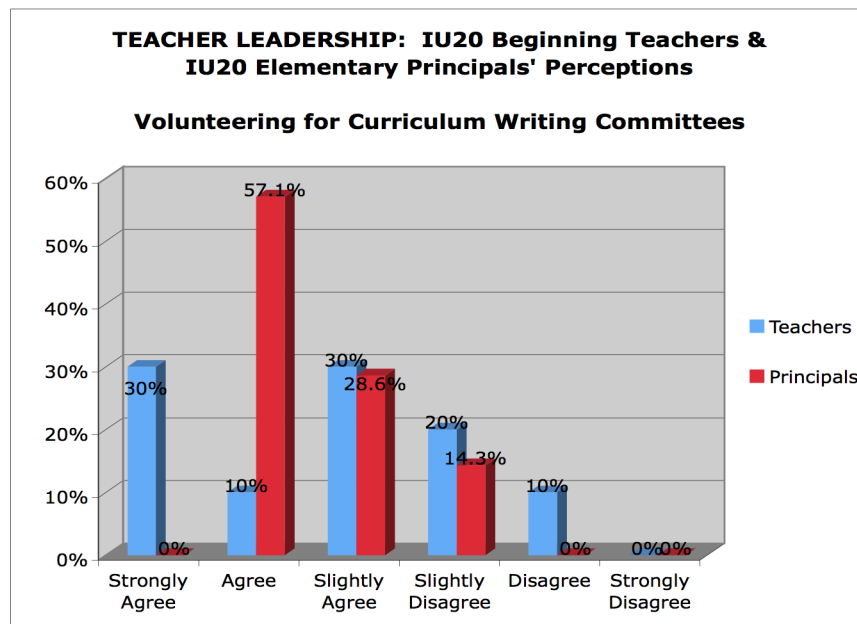
prepared counterparts.

Figure 94. Comparison of IU20 beginning teachers' perceptions with
that of the IU20 elementary principals in the area of volunteering for
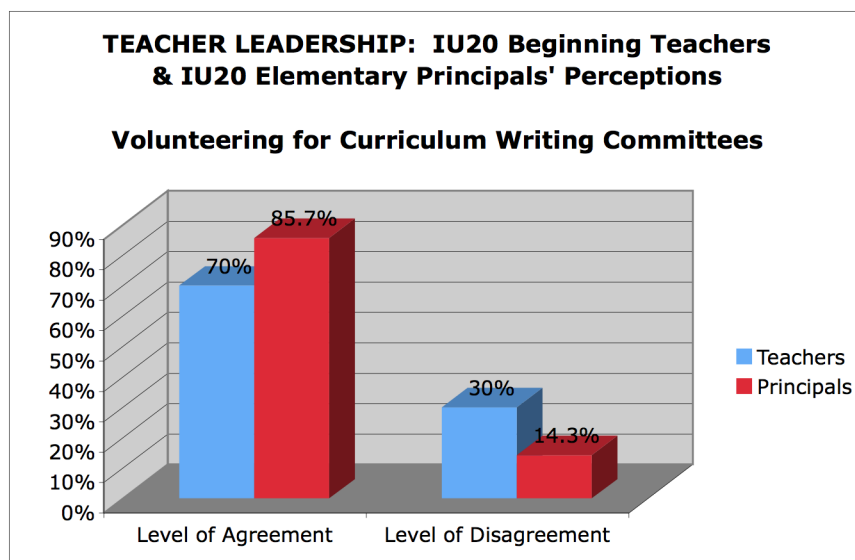curriculum writing committees.

TEACHER LEADERSHIP: IU20 Beginning Teachers & IU20 Elementary Principals' Perceptions

Volunteering for Curriculum Writing Committees

Figure 95. Levels of agreement and disagreement between IU20 beginning teachers and IU20 elementary principals in the area of volunteering for curriculum writing committees.

Summary. Elementary principals and PDS prepared teachers from IU20 provided information regarding their participation on committees/teams and volunteering for curriculum writing committees, two areas in the teacher leadership category. Teacher perceptions regarding their preparation in this category were compared with how principals viewed their impact in the school as compared with their non-PDS prepared colleagues. In the area of participating on committees/teams, teacher perceptions spanned across five of the six Likert response categories, while principal responses only crossed three areas, mostly toward the center of the scale. This same pattern held true for the volunteering for curriculum writing committees area as well. The data indicated that both teachers and principals did not perceive teacher preparation in this area to be particularly strong, thus resulting in areas of agreement and disagreement from both groups.

Conclusion

The teaching behaviors category appears to be one with many strengths and only one perceived weakness in terms of teacher and principal perceptions. Employing cooperative learning strategies was perceived to be a strength of PDS preparation by the teachers, while using technology was perceived as the biggest weakness in the preparation. Principals indicated that their PDS prepared teachers are more effective than their non-PDS trained colleagues, thus solidifying the belief that PDS is an effective means of preparation in the category of teacher behaviors.

The teacher responsibilities category had many strengths, which is similar to the data gathered in the teaching behaviors category, but there were also a perceived area of weakness, too. Five areas of strength were noted, and the area of communicating with parents was viewed as a weaker area of preparation by the teachers. There were also principals who perceived that there were concerns in the area of parent communication. In the area of implementing effective classroom management techniques, teacher perceptions were stronger than what the principals perceived.

Like the other categories, the teacher leadership category contained multiple areas of perceived strengths and weaknesses. This was the one category where teachers perceived more weaknesses in their preparation than strengths. Approximately one quarter of teacher respondents did not feel prepared to develop or evaluate curriculum, and over 36% did not feel that their PDS experience prepared them to participate on committees. This category produced the widest range of Likert responses in two particular areas, thus indicating disagreement between teachers

regarding their PDS preparation. It appears that teachers and principals both perceived that PDS preparation could have been stronger in several leadership areas.

While many researchers have agreed that teacher attrition is an area of widespread concern in the field of education, data in this area is lacking. Few studies have been conducted over the last ten years, and none have been linked to research related to PDS preparation. This study intends to fill a void in the current research that is available in this area.

Additional information regarding the findings, conclusions, and recommendations of this study will be discussed in Chapter 5, but one theme became apparent to the primary researcher throughout the course of conducting the study and interviews. Regardless of what strengths and weaknesses participants identified, there was an overwhelming sense of appreciation and respect for the PDS experience, even by the study participants who currently do not have a full-time teaching position. Interviewee #8-2009-N reflected on her PDS experience as follows:

> I think it [PDS] was very beneficial. I put a lot into it, so I got a lot out of it. It was really important. I feel like it was a lot of work, and it was really stressful and really crazy, but I felt like we were prepared. I feel like if it wasn't stressful and it wasn't hard, then more people would be doing it, and they would not be prepared for what it truly is like once they get a job. So that high pressure really helped! I think in my future it will help, too. Interviewee #6-2008-N stated the following:

> For as stressed out as I was during my time at ESU and how much I had no life, I loved having the PDS program. I was so thankful to be a part of that

program. It taught me so much in the field. It taught me how to manage my time and do all those sort of things. Especially going into student teaching I really felt like I had an upper hand going into that school. And going into the schools the semester before for two days over by a week, I definitely felt more prepared to be in the classroom when I was student teaching.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

Today's K-12 students are living in a world of rapid social, technological, and economical change. Because of this, the scope of what teachers are expected to address in the classroom has grown, and ensuring that all students are learning is a continuous challenge. Teachers are expected to implement the curriculum and assess students in ways that take into consideration a variety of diverse needs. One-size-fits-all no longer fits all. Ensuring that true student learning can occur requires that beginning teachers have the appropriate preparation to meet the needs of all students.

The Professional Development School (PDS) model offers a more authentic design for teacher preparation that takes many predictors for efficacy and teacher effectiveness into consideration. A PDS model includes intense clinical experiences in the field, thus providing for an extensive experience within the school setting. Key goals of a PDS include the improvement of student learning derived through the preparation of beginning educators, professional development of experienced educators, and continued research and inquiry to improve practice (Teitel, 2003).

The purpose of this research study was to determine if there was a relationship between the PDS model of preparation, perceptions of self-efficacy, competency, and retention of East Stroudsburg University's (ESU) elementary education (ELED) beginning educators over a five-year period. The researcher attempted to answer the following questions:

1. What are ESU ELED PDS graduates' perceptions of self-efficacy regarding their teaching behaviors?

2. What are ESU ELED PDS graduates' perceptions of self-efficacy regarding their job responsibilities?

3. What are ESU ELED PDS graduates' perceptions of self-efficacy regarding their role as teacher leaders?

4. How does ESU ELED PDS graduate retention and attrition data relate to the national data on teacher retention and attrition?

5. What differences do Intermediate Unit 20 (IU20) elementary principals perceive exist between PDS prepared beginning teachers and traditionally trained beginning teachers in the areas of teaching behaviors, job responsibilities, and leadership?

6. How do IU20 elementary principals' perceptions relate to IU20 beginning teachers' perceptions in the areas of teaching behaviors, job responsibilities, and leadership?

A mixed-methods approach was used to gather data for this study. Quantitative information was gathered from beginning teachers from this PDS and elementary principals through the use of two surveys, while the qualitative component was addressed through open-ended survey questions as well as follow-up teacher interviews. The subjects selected for this study were all graduates of ESU's ELED program between Spring 2005 and Fall 2009. Along with surveying the identified graduates, a second survey was also distributed to elementary principals in IU20.

Discussions of the Broad Implications

Professional Development Schools seek to address the challenges in teacher preparation that deal with the apprenticeship of observation, problem of enactment, and multi-faceted needs. These challenges are addressed by developing candidates' teaching behaviors, teacher responsibilities, and leadership skills. Those candidates who enhance their skills in these areas will be able to develop a sense of self-efficacy, which leads to job satisfaction. Ultimately, those who are satisfied with their job will want to stay in the profession, thus leading to increased teacher retention rates.

Limitations

Although the response rate of the principals was 52%, the response rate of the teachers (15.8%) was not nearly as high. Part of the reason for the low response rate from the graduates may have to do with the manner in which surveys were collected. Because all the principals had an active email address available, it is reasonable to conclude that all surveys reached their intended target. On the other hand, because the university does not keep personal email addresses for all graduates, using this means of gathering survey responses was rather limited. At the end of the student teaching placement, it is recommended that graduates complete some type of survey that would ask for updated contact information, including a personal, non-ESU email address. Most graduates only had an ESU email address on file with the university, but these email accounts are deactivated two weeks after graduation. Having this personal contact information on file would be beneficial should the university decide to conduct additional research in the future.

The study was also limited due to the number of principals who have hired PDS prepared teachers during the range of years identified in this research study. The nation's recession and the financial cuts to education at the state level have heavily impacted the budgets of individual school districts as well. Due to financial constraints on school districts, principals have not been able to hire as many teachers during the last five years as they may have prior to that. For example, the Bethlehem Area School District is the 6th largest school district in the state of Pennsylvania. The decrease in funding at the state level combined with the increase in health care costs, salaries, and other operating costs, caused the district to freeze hiring at the elementary level during the last four years. In addition, over 50 teachers were recently furloughed, many at the elementary level. Survey #63-2008-N explained that she started in a contracted position but was furloughed a few months later at the end of the school year due to budgetary issues. Survey #17-2009-N cited a similar story, indicating that budgetary cuts in New Jersey left her without a job, too. When this information is put in context to this study, it should be noted that it is not just PDS prepared teachers who are not being hired, but rather a total cut in hiring across the board has occurred. This clearly had an impact on the data collected for this study. If this same study would be conducted during a more positive time in the country's economy, results could be completely different.

The teacher survey itself had some specific limitations that should be addressed during future research. Prior to distribution, the primary researcher edited the teacher survey for content a number of times to shorten the length with the desire of enticing more respondents than would normally reply if the survey was longer in

length. Though the editing process managed to shorten the length of the survey while still maintaining the integrity of the research study, there was one particularly relevant area of study that could be included in the future. The main area that is recommended for future inclusion on the teacher survey is the area of diversity. The survey was limited because it did not specifically address the area of diversity, which includes racial and ethnic diversity as well as the area of learning disabilities, and English language learners (ELLs) in the classroom. While a few respondents addressed these topics during the qualitative portion of the study, the study would be enriched by the inclusion of this topic in future replications of this study.

Along with the content of the survey, another limitation of the study was the language utilized throughout the teacher survey and subsequent interviews. There was not a clear definition for respondents to differentiate between Apprentice I, Apprentice II, and student teaching. At times, respondents intermixed the terminology as "PDS", which then left the primary researcher to interpret the responses. The language used in some of the questions on the survey was rather vague (e.g. "maintaining a safe classroom" and "learning environment"), which may have limited the accuracy of these results if respondents were unclear as to what being requested by the researcher. Again, these limitations should be noted and addressed prior to replicating this study or using this teacher survey in the future.

Summary and Interpretation of the Research Findings

Through an analysis of the study's data, key strengths and weaknesses regarding beginning teachers' perceptions of their preparation in a professional development school partnership were discerned. Participants identified various

strengths and weaknesses during the survey as well as the follow-up interviews. The categories of teaching behaviors, teacher responsibilities, and teacher leadership were all analyzed during the study, and, more specifically, multiple areas within each of these categories. Job satisfaction in several areas was also addressed. Throughout the analysis, patterns emerged regarding what graduates perceived to be clear strengths and areas of need surrounding their teacher preparation coursework, apprentice semesters, and student teaching in a PDS.

Teaching Behaviors

For the purpose of this study, the areas of employing cooperative learning strategies, implementing curriculum, using technology for instruction, and utilizing differentiated instruction were analyzed in the teaching behaviors category. The primary researcher found that beginning teachers perceived several areas of strength in this category and one area of weakness. An analysis of the data showed that over 90% of beginning teachers perceived that they were well-prepared to employ cooperative learning strategies, implement district curriculum, and utilize differentiated instruction. Many beginning teachers did not feel that their teacher education courses and their clinical experiences in a PDS prepared them as well in the area of using technology. Only 81.5% perceived that their teacher preparation coursework and PDS preparation was effective in this area.

Principal responses in the teaching behaviors category were also very strong regarding PDS preparation. When comparing PDS and non-PDS prepared teachers, all the principals who completed this section of the survey agreed that their PDS prepared teachers were more effective than their non-PDS prepared teachers in all

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areas. Of the three categories in the study, this one received the highest scores from principals.

Teacher Responsibilities

For the purposes of this study, the following six areas were included in the teacher responsibilities category: Analyzing data to inform instruction; communicating with parents; developing lessons that impact student learning; implementing classroom management strategies; maintaining a safe classroom; and motivating students. Through an analysis of the data attained in this study, the primary researcher was able to determine that there were clearly many areas of perceived strength from beginning teachers. Over 87% of beginning teachers believed that their experience in a PDS prepared them in the areas of developing lessons that impact student learning, implementing classroom management strategies, maintaining a safe classroom, motivating students, and analyzing data to inform instruction. The area where beginning teachers indicated weaker preparation in this category was communicating with parents.

When asked to compare their PDS and non-PDS prepared teachers, principal responses were similar to the scores given by beginning teachers. Like the beginning teachers, principals also strongly felt that PDS prepared teachers were more effective than non-PDS prepared teachers when developing lessons that impact student learning. The two areas where the principal data indicated some possible areas of need were in the areas of implementing effective classroom management techniques and communicating with parents, which, as previously stated, was determined to be a perceived weakness from the beginning teachers as well.

Teacher Leadership

In the category of teacher leadership, five areas were analyzed: Advocating for students and the teaching profession; assuming leadership roles; developing curriculum; evaluating curriculum and materials; and participating on committees. Beginning teachers perceived that their most limited self-efficacy category regarding their preparation was that of teacher leadership. While the areas of advocating for students and the teaching profession and assuming leadership roles each received over 91% of survey respondents perceiving that they were well-prepared to be effective in these two areas, three other areas in this category did not fair as well. Almost 25% of respondents did not feel that their teacher training courses and their PDS experience prepared them in the areas of developing curriculum and evaluating curriculum and materials. The area of participating on committees received the lowest rating of any area in the three categories analyzed. Over one-third of all respondents (36.8%) did not perceive that their PDS experience prepared them to fully assume leadership on committees.

Like the beginning teachers' data that was analyzed, the results of the principal survey provided a consistent pattern. Although the overall results of the principal survey found that the majority of them felt that their PDS prepared teachers were more effective than their non-PDS counterparts, three of the areas analyzed (volunteering for curriculum writing committees, working on school/district committee/teams, and volunteering to advise clubs) did contain principals who felt that their non-PDS prepared teachers were more effective.

Recommendations

The primary researcher is optimistic that professors and administrators at ESU as well as their PDS partners will view this research study as a way of recognizing all of the strengths of PDS preparation while also using it to learn and grow from the teachers and principals who experienced it firsthand. This is the first wide-scale study of its kind, and it is the first to look at a graduate pool that spans across a 5-year period. Both the perceived strengths and areas of need determined from the quantitative data analysis and interviews should provide ESU personnel and its K-12 partners with discussion points and future direction for their PDS partnerships. Other universities with PDS partnerships would also benefit greatly from using this study's protocols and data to address strengths and weaknesses in their own program.

Teaching Behaviors: Areas of Strength

There were many areas of strength that became apparent during the analysis of the survey results as well as the interviews. In general, beginning teachers gave some of their highest ratings to their PDS preparation in the teaching behaviors category, more specifically in employing cooperative learning strategies, implementing district curriculum, and utilizing differentiated instruction. The interviews verified that these areas were viewed as strengths due in large part to the clinical experiences that the beginning teachers had during their full year in a PDS classroom. All three of these areas are ones that can be taught throughout various coursework, but are, more importantly, put into action during the Apprentice II semester and throughout student teaching.

The support for extensive clinical experiences can be best identified and described by a survey respondent him/herself. Survey #59-2006-C captured his/her feelings regarding the benefits provided through the clinical experience of student teaching:

> I really enjoyed my PDS experience. I felt that they were very difficult semesters [Apprentice II and student teaching], and at the time I questioned if this was the profession for me. In the end, I believe it helped me become a good teacher. I think the best part of PDS was getting to go into the classroom two days each week [Apprentice II semester] because the best experiences are the hands-on experiences. You can read all the articles, write papers, etc., but my best experiences in learning about curriculum, instruction, and differentiated activities came from my classroom experiences.

Teaching Behaviors: Areas of Need

The area of using technology for instruction was clearly the weakest perceived area from beginning teachers with regard to their teacher training coursework and student teaching preparation. Students of today, including K-12 students and college students, are more exposed to technology than ever before, which is a newer challenge for the university and its PDS partners. Most students use some form of technology every day, and this needs to be recognized and accepted at the college level and by the university's PDS partners.

Several recommendations can be taken by ESU and its PDS partners to address the area of using technology for instruction. First and foremost, university personnel must lead by example. The university is equipped with SMART board

technology in multiple classrooms used during the teacher training and PDS coursework, yet there is uncertainty as to whether or not the majority of PDS professors are currently utilizing this technology during instruction. Additional professional development may be needed for university staff in this area. University personnel could take advantage of their PDS partnerships by calling upon these K-12 counterparts to assist with training. This type of ongoing professional development is a key component of a PDS (Teitel, 2003), and it would be a perfect way to maximize the partnership.

Another step that is recommended for review by the primary researcher is the Media Communication and Technology (MComm) course that students take at ESU. While there is certainly a necessity for a technology course throughout the college experience, this one course alone is not enough. ESU personnel are encouraged to review the syllabus for this course to determine if what is being taught is truly relevant and up-to-date with what skills future teachers will need to have upon graduating and entering a classroom. The placement of this course during the 4-year program should also be reviewed. Perhaps the course is offered too early in the program, thus making what is learned in the course obsolete by the time students reach their student teaching experience. Another option to consider may be to embed the content of this course throughout other courses and/or the clinical experiences.

Lastly in the area of technology is the relationship that technology should play during the clinical experiences. Although some PDS school districts are "technology rich", others are not. This is an issue that needs to be addressed and taken into consideration when placing apprentice and student teachers. The interviews that were

conducted for this study indicated a disparity in this area for some of the graduates. The availability of technology in the K-12 placements was perceived to be "luck of the draw". A joint effort should be made by ESU personnel and its partners to determine what type of technology is available at each K-12 placement, perhaps through a technology needs assessment. Once the availability of technology has been determined, students at each PDS site could be required to use it during their time in the building. At this point, apprentice and student teachers are not required to consistently incorporate technology into their instruction during their student teaching placement.

Assistance should be given to apprentice and student teachers who do not have technology available for immediate, daily use. This may come in the form of professional development opportunities that allow them to learn and implement technology. Perhaps another way to acquire technology would be for universities to work with their K-12 partnering districts to write grants to acquire technology. Whatever the direction taken, the university and its partners are encouraged to be proactive to address the inequality that interviewees described during the course of this study. If these concerns go unaddressed, then some student teachers will graduate with more exposure to technology and preparation in this area than other students, which could put some graduates at an immediate disadvantage when interviewing for full-time teaching positions.

Teacher Responsibilities: Areas of Strength

The teacher responsibilities category had a number of key areas of strength as perceived by the graduates. Five of the six areas elicited strong positive responses

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from the graduates: Developing lessons that impact student learning; implementing classroom management strategies; maintaining a safe classroom; motivating students: and analyzing data to inform instruction. As detailed more specifically in Chapter 4, strong survey responses were expounded upon during the interviews. On several occasions graduates recalled learning about these areas during their teacher preparation coursework and then followed through with what was learned during their clinical experiences.

As previously stated, the strengths of the program appear to come from areas where there is a direct connection between the coursework and the clinical experiences. If the graduates did not perceive this connection, they did not view these areas as strengths of the program. In the case of these teacher responsibilities, the graduates saw the connection between learning and implementation. In other words, they saw the theoretical framework and rationale behind the real-life experiences of putting this information into practice.

Teacher Responsibilities: Areas of Need

Based on the graduates' survey responses, there appeared to be only one area of perceived need in the teacher responsibilities category: communicating with parents. This area could be addressed more effectively by additional utilization of the expertise and experience of the K-12 partners and university professors.

As previously discussed, communicating with parents is perceived by graduates to be an area that is hit-or-miss regarding exposure during the apprentice and student teaching experiences, but it is also an area that relies heavily on the clinical experiences. As discussed in Chapter 1, teachers face even greater challenges

today than ever before with regard to meeting the needs of all students, and part of the support system to meet the needs of all students is working with their parents and communicating with them frequently. Gathering experiences and exposure as to how schools work with parents on a regular basis is important for all apprentice and student teachers.

Parent communication was viewed by graduates solely in terms of the "obvious" opportunities for parent communication such as the pre-scheduled parent/teacher conferences that occur two or three times each year in school districts. Parent communication needs to be so much more than that if it is truly going to be effective. Apprentice and student teachers need to be exposed to the work that schools do with parents on a regular basis. This can include parental communication for IEP meetings, child study team meetings, instructional support team meetings, and response to intervention meetings to discuss students who are struggling academically, emotionally, and/or socially. A component should be built into the clinical experiences that require students to be aware of and participate in the work that formal parent organizations (PTAs, PTOs, etc.) do in the school. University personnel should work with their K-12 partners to ensure that apprentice and student teachers are exposed to these types of meetings and groups so that teacher candidates have experience in these areas prior to graduating.

Teacher Leadership: Areas of Strength

There were two key areas of strength that respondents identified regarding their PDS experience: Advocating for students and the teaching profession and assuming leadership roles. Data indicated that graduates felt as if they had the skills

and experience upon graduation in these two areas to carry over into the real world.

One of the interviewees felt that her experience in an on-campus educational

organization assisted with her knowledge of the education profession and that she was

then able to apply that to her clinical experiences. The research indicated that

graduates who are currently employed as full-time teachers are also valued leaders in

their school community. This became even more apparent when the interviews were

conducted.

Teacher Leadership: Areas of Need

Three perceived areas of need were identified by survey respondents and

verified through interviews: *developing* curriculum; *evaluating* curriculum and

materials; and participating on committees. The first two areas of need go hand-in-

hand, but it is interesting to note that when asked on the survey about their

preparation in *implementing* curriculum, this area was not viewed as a weak area.

This implies that while graduates felt prepared to implement curriculum, developing

it and evaluating materials were not perceived as strengths of the program. This

study's results mirror recent research, which has shown that curriculum areas are

often ones where beginning teachers initially struggle (Kauffman, 2004; Kauffman et

al., 2002; Neild et al., 2003). Participating on committees was the final area of need

expressed by the survey respondents, and, again, this has a lot to do with the clinical

experiences each student experienced. In some cases, teacher candidates were

actively involved in committees with their mentor teachers, but this was the exception

rather than the rule. The university is encouraged to work with its K-12 partnering

districts to determine what committees are available and how teacher candidates can be incorporated onto them in the district.

The areas of curriculum development and evaluating curriculum are often the most challenging for beginning, full-time teachers as well, so it was not surprising that these appear to be perceived weaknesses of the PDS experience also. Unfortunately, the economic downturn in society has put a strain on K-12 budgets, and school districts are not purchasing new textbooks and curriculum resources as quickly as they have in the past. Since curriculum writing and resources tend to go hand-in-hand at the district level, fewer curriculum writing initiatives are in place. Again, developing curriculum takes teachers' time, thus requiring financial compensation, which is something that a vast number of districts are not doing at this point due to financial constraints as a result of decreased state and national funding.

Knowing the condition of the economy on a national, state, and local level and the role that it plays on curriculum is important, but curriculum writing still needs to be addressed. Universities and their partners need to be working with apprentice and student teachers so that they have the opportunity to be exposed to ways that districts rewrite curriculum and resources that are used to accomplish this task. Again, technology plays a key role in curriculum and should be incorporated into this preparation. For example, the Standards Aligned System (SAS) website is available in the state of Pennsylvania to assist schools with curriculum writing and assessments that go along with curriculum. Other states have similar online curriculum resources available through their state departments of education, so exposure to these resources

is critical during the apprentice and student teaching semesters, even in a time of drastic budget cuts and reduced spending in the area of curriculum.

The final area of need in the category of teacher leadership appeared to be participating on committees. This area of concern could be remedied by continued work with K-12 partners. There are many committees operating throughout school districts, and it is important for university personnel to know what committees are available and when they meet. Much of the work that is done on district committees would also hit upon other areas of need that were previously identified through the study such as communicating with parents. At the district level, many committees incorporate parents into the process. Apprentice and student teachers should know what committees are available and participate on them whenever possible. Again, this will assist with addressing multiple perceived weaknesses, and it will also allow apprentice and student teachers to continue being exposed to the bigger picture of education.

Overall, many of the perceived weaker areas can be addressed, not only at the university level, but also at the school district level through new teacher induction programs. These induction programs are intended to support new teachers, and most programs include a combination of school and district in-service trainings, professional development opportunities, mentoring, and classroom observations (Berry, Hopkins-Thompson, & Hoke, 2002). Teacher induction itself is not uncommon, but induction that is responsive to the emerging needs of new teachers is (Smith and Ingersoll, 2004). If the university works closely with its K-12 partners,

many of these perceived weaknesses could be addressed through a comprehensive induction program.

Principal Perspective

As detailed in Chapter 4, principals believed that their PDS prepared teachers were more effective than their non-PDS prepared teachers in all areas analyzed in the categories of teaching behaviors, teacher responsibilities, and teacher leadership. Although principals viewed all areas favorably, some categories did not fare quite as well as others. The areas of volunteering to advise clubs, communicating with parents, implementing effective classroom management techniques, volunteering for curriculum writing committees, and working on school/district committees/teams all had principals who felt that their non-PDS prepared teachers were more effective than their PDS prepared teachers. Most of these areas were also identified as areas of need by the PDS prepared teachers themselves, but one category not previously addressed was that of implementing effective classroom management techniques.

Although PDS graduates perceived that they were prepared in the area of implementing classroom management techniques, the views expressed by the elementary principals cannot be discounted. This is an area that should be addressed by university personnel and its partners if administrators do not believe that their PDS prepared teachers are as effective in this area as their non-PDS peers. Classroom management techniques can be addressed through the existing relationships that the university has with its K-12 partners. Through the teacher interviews it appeared that classroom management techniques were covered during their teacher preparation coursework, but it is also recommended that classroom management techniques be

emphasized more frequently during the clinical experiences. By working with the cooperating teachers, apprentice and student teachers can be exposed first-hand to effective classroom management techniques. Apprentice and student teachers can also work with cooperating teachers to create behavior plans for individual students.

Clinical Experiences

One theme that clearly came through during the interview portion of the study was that the clinical component of the PDS experience was invaluable. Almost all of the interviewees discussed their classroom experiences, and many referenced what they learned throughout their coursework being implemented during the clinical experiences. Previous research has shown that clinical experiences allow teachers to reinforce and apply concepts previously learned in their coursework (Baumgartner, Koerner, & Rust, 2002). Because of the importance that many beginning teachers placed in their clinical experience, it is recommended that clinical experiences be reviewed in terms of requirements for the areas of need previously addressed. Areas such as the use of technology, implementing effective classroom techniques, communicating with parents, and developing and evaluating curriculum need to be better incorporated into these clinical experiences and required of all student teachers.

Teacher Attrition

As discussed in Chapter 4, the results of this study indicated that the percentage of ESU's ELED beginning teachers who left the teaching profession is less than the most recent national data available. While some of the credit for this low attrition rate is due to the preparation received while at ESU, it would be irresponsible to disregard the role that national, state, and local economies may play

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in this high retention rate. With the rising national unemployment rate and increasing cost of living, many teachers who have a job may be more likely to keep it rather than attempt to switch jobs and/or careers at this unstable time in the nation's economy even if they are dissatisfied with various aspects of their career.

Suggestions for Further Research

Several areas for further research emerged through the data analysis of this study. Areas addressed on the survey and through the interviews covered the categories of teaching behaviors, teacher responsibilities, and teacher leadership. More specifically, in each of these three categories, the areas selected for this study were those identified through the literature review as areas that were associated with teacher attrition. Because of this intentional limiting factor by the primary researcher, some important areas of preparation, such as those dealing with diversity in the classroom or reflective practice, were not included in this study. Student diversity and dealing with students with various academic needs should be addressed in future studies.

Another factor not analyzed in this study was that of grit. In other words, how much success regarding teacher effectiveness is truly about intrinsic talents and how much is related to deliberate practice (Lehrer, 2011). Perhaps some educators are more successful during their teacher preparation coursework and clinical experiences because they have grit and engage in deliberate practice more often than others (Duckworth, Kirby, Tsukayama, Berstein, & Anders-Ericsson, 2010). This new area of research is one that should be investigated in relation to the coursework and clinical experiences of teacher preparation.

Additional research should be conducted specifically in the area of technology. Because technology's impact on education is newer compared to other areas, the current research is rather limited. Research appears to be necessary to determine better ways to incorporate technology into the PDS model. This study identified areas of concern in both the coursework and the clinical experiences related to technology, so additional research in this area would be beneficial to address some of these concerns.

Additional research should be conducted with those beginning teachers who left the field of education altogether. Because very few respondents to the teacher survey indicated that they left a teaching position during the last two years and none of those respondents volunteered for the interview portion of the study, this area of research continues to be one with major gaps that need to be filled. Even the most recent data is purely quantitative in nature, thus missing crucial qualitative responses that could provide additional relevant details regarding teacher attrition concerns. If research could be conducted to tap into this specific population of former teachers, important data may be attained to fill in this missing "why" gap. Although quantitative research responses have been gathered from those who left the field, to truly understand *why* people leave the profession, qualitative information should be gathered on a larger scale than was possible through this current study.

On a broader scale, the surveys used in this study should be conducted with additional graduates from other colleges and universities that have a PDS model in place. This study focused on one university, but these surveys could provide beneficial information to any university willing to accept open and honest feedback

from its graduates. Ideally, both surveys could be used at the state level to study the effectiveness of the PDS model. For example, if the Pennsylvania State System of Higher Education (PASSHE) or the Pennsylvania Department of Education (PDE) would implement this study on a statewide level, a wealth of information could be attained pertaining to universities across the state.

Conclusion

Changes in today's society have sparked a reshaping of the mission of education, thus causing teacher preparation programs to follow suit. While the importance of preparing new teachers to meet the challenges of today's world may seem like common sense, *how* to prepare beginning teachers is still under fire both in and out of the educational field. One of the most authentic models of teacher preparation, Professional Development Schools, provides an alternative to the traditional path of clinical field work in teacher preparation and takes many predictors for teacher effectiveness into consideration.

The purpose of this research study was to determine if there was a relationship between the PDS model of teacher preparation, perceptions of self-efficacy, competency, and retention of ESU's ELED beginning educators over a five-year period. Throughout this study, data was gathered and analyzed related to teaching behaviors, teacher responsibilities, and teacher leadership. There are still gaps in the current research base surrounding teacher preparation. Despite multiple studies indicating the benefits of the PDS model, why are most teachers still entering the profession through a traditional preparation program? Continued research must be conducted on the merit of PDS preparation if the number of universities using this

model of preparation is expected to increase. This recent study will add to the current base of research.

ESU appears to have made a commitment to provide quality teacher preparation and clinical experiences for its elementary beginning educators. Graduates and principals expressed clear strengths in multiple areas within the teaching behaviors, teaching responsibilities, and teacher leadership categories. Their perceptions of preparation in the teaching behaviors category identified strengths pertaining to differentiated instruction, assessment methods, cooperative learning, student engagement, curriculum implementation, and questioning techniques. Strengths were also evident in multiple teacher responsibilities areas including analyzing student data, lesson preparation, student praise and motivation, maintaining a safe classroom, and following school rules and procedures. Finally, the areas of assuming leadership roles, advocating for students and the profession, displaying leadership skills, and exhibiting leadership potential appeared as key strengths in the category of teacher leadership. Overall, it is evident that graduate and principal perceptions are favorable regarding PDS preparation.

Preparation through a PDS appears to be a valuable means of providing teacher candidates with experiences that will carry-through to their life and career long after graduation is over. Survey #34-2005-C stated the following:

My PDS experience is still my pride and joy after teaching for five years. I still share stories and ideas from my PDS experience in many professional development sessions with my current co-workers.

In closing, perhaps the importance of teacher preparation and teacher retention can best be summed-up by professor and educational researcher Linda-Darling Hammond (Edutopia, 2008):

> Think about how hard it is to manage a birthday party for thirty kids. Then imagine what you need to do to actually accomplish learning goals with those kids over a long period of time. Then you can begin to get a glimpse of how much skill is really needed for teaching. So many people who are under-prepared get discouraged. They want to do a good job. They care about the kids. They're often coming into teaching because they feel a sense of mission, and if they don't have the tools, then it's very easy to get discouraged and to feel they can't be competent and effective. We'd be much better off to invest in high-quality preparation and have very effective career teachers in a stable teaching force than trying to be penny-wise and pound-foolish and not invest on the front end where it's so essential to be sure that teachers have the tools they need.

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      Educational Psychology, 25, 82-91.

You are invited to participate in a doctoral dissertation study regarding beginning educators teaching behaviors, job responsibilities, and leadership abilities. I am a doctoral candidate at East Stroudsburg University of Pennsylvania and Indiana University of Pennsylvania, and I am conducting this research project to fulfill the requirements of the degree. The objective of this survey is to determine if there is any statistically significant difference between beginning educators who are PDS (Professional Development School) trained versus those who are traditionally prepared. Information will be gathered regarding teaching behaviors, responsibilities, and leadership. This survey is being distributed to all East Stroudsburg University elementary education graduates from Spring 2005 through Fall 2009.

There are no known risks if you decide to participate in this research study, nor are there any costs for participating in the study. The information collected may not benefit you directly, but what I learn from this study should provide general benefits to the East Stroudsburg University PDS program and school districts seeking ways to increase teacher quality.

Several demographic questions are at the beginning of the survey as well as various sets of Likert Scale questions. Optional "comments" sections are available after each set of Likert questions. The approximate time to complete the on-line survey is 10 minutes. If you choose to participate, you will only be asked to provide your name if you volunteer for the optional follow-up interview portion. Again, this is completely voluntary. If you choose not to provide your name for the follow-up interview, no one will be able to identify you, nor will anyone be able to determine the building where you work. No one will know whether you participated or not in this study. All returned surveys, when not being gathered or analyzed, will be kept in a password-encrypted file with the primary researcher for a minimum of three years.

Your participation in all parts of this study is voluntary. If you choose to complete the survey, please click "agree" below, and the survey will begin.

If you have any questions or concerns about completing the questionnaire or about being in this study, you may contact me at 610-867-8191 ext 09900 or at jsponchiado@bethsd.org. You may also contact me if you wish to receive a copy of the final results of the study.

THIS PROJECT HAS BEEN APPROVED BY THE EAST STROUDSBURG UNIVERSITY OF PENNSYLVANIA INSTITUTIONAL REVIEW BOARD FOR THE PROTECTION OF HUMAN SUBJECTS. If you have any concerns about your rights in this study, please contact Dr. Shala Davis, IRB Administrator at 570-422-3336 or Dr. Patricia Pinciotti, Dissertation Committee Chairperson at 570-422-3356 or at ppinciotti@po-box.esu.edu.

Sincerely,
Jodi Sponchiado
Educational Leadership Doctoral Student

I have read and understand the Teacher Consent Form and agree to participate in the survey. I understand that my participation is voluntary, and I am allowed to withdraw my participation at any time. I also understand that my responses will be kept confidential.

- Agree

- Disagree

DEFINITIONS:

Beginning Teachers: Those who graduated between Spring 2005 and Fall 2009.

Professional Development Schools: The National Council for the Accreditation of Teacher Education (2001) defined a PDS as having the following specific goals in its university/school partnership:
a. Student teaching, field placement, and on-site undergraduate coursework to allow additional time and immersion in the school environment
b. Improving student achievement as a primary focus
c. Professional development opportunities for teachers through the formation of relationship with university faculty members
d. Improving teacher preparation, professional development, and student achievement through cooperative research

Teaching Behaviors: For the purposes of this study, teaching behaviors will include cooperative learning, differentiated instruction, use of technology, implementation of curriculum, and collegiality.

Teacher Responsibilities: For the purposes of this study, teacher responsibilities will include classroom management, student performance, state assessments, classroom safety, student motivation, routine paperwork duties, planning for instruction, participation in meetings, student data analysis, communication with parents, and professional development.

Teacher Leadership: For the purposes of this study, teacher leadership will include curriculum development, committee work, and voluntarily roles in the school.

When did you graduate from ESU?

Please select a semester from the drop-down menu:

I graduated in	

Which ESU program did you graduate from?

- ELED with a concentration

- ELED/ECED (dual)

- ELED/SPED (integrated)

If you participated in the "ELED with a concentration" option above, please list your concentration

Where do you currently live?
State:

If you are currently a full-time teacher, where are you working?
State:

Please indicate where you were in your professional path during each of the following semesters:

	Spring 2005	Fall 2005	Spring 2006	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009
Enrolled as an undergraduate	▪	▪	▪	▪	▪	▪	▪	▪	▪	▪
Enrolled as a graduate student	▪	▪	▪	▪	▪	▪	▪	▪	▪	▪
Day-to-day substitute teacher	▪	▪	▪	▪	▪	▪	▪	▪	▪	▪
Contracted teacher in a PA, non-PDS school	▪	▪	▪	▪	▪	▪	▪	▪	▪	▪
Contracted teacher in a PA, PDS school	▪	▪	▪	▪	▪	▪	▪	▪	▪	▪
Contracted teacher in a non-PA, non-PDS school	▪	▪	▪	▪	▪	▪	▪	▪	▪	▪
Contracted teacher in a non-PA, PDS school	▪	▪	▪	▪	▪	▪	▪	▪	▪	▪
Full-time job outside of the teaching profession	▪	▪	▪	▪	▪	▪	▪	▪	▪	▪
Decided not to pursue a career as a teacher	▪	▪	▪	▪	▪	▪	▪	▪	▪	▪

Other (please specify)

Are you currently working in a contracted teaching position?

▪ Yes

▪ No

If you are currently working in a contracted position, please describe the setting below. Check all that apply.

- ☐ Special education

- ☐ Inclusive classroom

- ☐ IU 20 (which includes the following school districts: Bangor, Bethlehem, Delaware Valley, Easton, East Stroudsburg, Nazareth, Northampton, Pen Argyl, Pleasant Valley, Pocono Mt., Saucon Valley, Stroudsburg, or Wilson)

Comments:

[   ]

What grade level(s) do you currently teach? Please check all that apply.

- ☐ Pre-K

- ☐ K

- ☐ 1

- ☐ 2

- ☐ 3

- ☐ 4

- ☐ 5

- ☐ 6

- ☐ 7

- ☐ 8

- ☐ 9

- ☐ 10

- ☐ 11

- ☐ 12

TOPIC: Teaching Behaviors
Please provide your level of agreement with the following statement:

I believe that my PDS experience prepared me to teach effectively in the areas listed below:

	Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree
Employing cooperative learning strategies	□	□	□	□	□	□
Implementing curriculum	□	□	□	□	□	□
Using technology for instruction	□	□	□	□	□	□
Utilizing differentiated instruction	□	□	□	□	□	□

Please feel free to provide additional information/comments regarding your PDS preparation in the area of teaching behaviors.

TOPIC: Teacher Responsibilities
Please provide your level of agreement with the following statement:

I believe that my PDS experience prepared me in the areas listed below:

	Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree
Analyzing data to inform instruction	□	□	□	□	□	□
Communicating with parents	□	□	□	□	□	□
Developing lessons that impact student learning	□	□	□	□	□	□
Implementing classroom management strategies	□	□	□	□	□	□
Maintaining a safe classroom	□	□	□	□	□	□
Motivating students	□	□	□	□	□	□

Please feel free to provide additional information/comments regarding your PDS preparation in the area of teacher responsibilities.

TOPIC: Teacher Leadership
Please provide your level of agreement with the following statement:

I believe that my PDS experience prepared me in the areas listed below:

	Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree
Advocating for students and the teaching profession	·	·	·	·	·	·
Assuming leadership roles	·	·	·	·	·	·
Developing curriculum	·	·	·	·	·	·
Evaluating curriculum and materials	·	·	·	·	·	·
Participating on committees	·	·	·	·	·	·

Please feel free to provide additional information/comments regarding your PDS preparation in the area of teacher leadership.

Please provide your level of agreement with the following statement:

I am satisfied with the following aspects in my teaching career:

	Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree
Autonomy or control over your own classroom	□	□	□	□	□	□
Class size(s)	□	□	□	□	□	□
General work conditions	□	□	□	□	□	□
Quality of the Curriculum	□	□	□	□	□	□
Safety of school environment	□	□	□	□	□	□
Salary	□	□	□	□	□	□
School learning environment	□	□	□	□	□	□
Student discipline and behavior	□	□	□	□	□	□
Support from the principal	□	□	□	□	□	□
Teaching load	□	□	□	□	□	□
Technology resources	□	□	□	□	□	□
Technology training	□	□	□	□	□	□

Please feel free to provide additional information/comments:

Have you left a contracted teaching position within the last two years?

- □ Yes
- □ No

You indicated that you left a contracted teaching position within the last two years. Please indicate how much each of the following items played a role in you leaving your position.

	Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree
I became an administrator.	·	·	·	·	·	·
I discovered that teaching was not the right career for me.	·	·	·	·	·	·
I entered a full-time graduate program.	·	·	·	·	·	·
I left for personal reasons (e.g. health, pregnancy, child rearing, etc.)	·	·	·	·	·	·
I moved away from the area.	·	·	·	·	·	·
I pursued another line of work.	·	·	·	·	·	·
I retired.	·	·	·	·	·	·
I took a teaching job in another district.	·	·	·	·	·	·
I was dissatisfied with the compensation.	·	·	·	·	·	·
I was dissatisfied with the working conditions.	·	·	·	·	·	·
I was laid-off.	·	·	·	·	·	·
I was not granted tenure.	·	·	·	·	·	·
I was transferred to another school within my district.	·	·	·	·	·	·

Please feel free to provide additional information:

Would you be willing to participate in a 15 minute follow-up interview, which will be conducted either by phone or in person?

- Yes

- No

Please provide your first name and telephone number(s). Also, please indicate whether you would prefer a phone interview, face-to-face interview, or if you have no preference. Thank you.

Thank you for your assistance. If you have any questions, please contact me.

If you volunteered to participate in a follow-up interview, I may be contacting you shortly.

Sincerely,
Jodi Sponchiado

Phone: 610-867-8191
Email: jsponchiado@bethsd.org

You are being invited to participate in a doctoral dissertation study regarding beginning educators teaching behaviors, job responsibilities, and leadership abilities. I am a doctoral candidate at East Stroudsburg University of Pennsylvania and Indiana University of Pennsylvania, and I am conducting this research study to fulfill the requirements of the degree. The objective of this survey is to determine if there is any statistically significant difference between beginning educators who are PDS (Professional Development School) trained versus those who are traditionally prepared. This survey is being distributed to all elementary principals located within the Colonial Intermediate Unit #20 boundaries.

There are no known risks if you decide to participate in this research study, nor are there any costs for participating in the study. The information collected may not benefit you directly, but what I learn from this study should provide general benefits to the East Stroudsburg University PDS program and school districts seeking ways to increase teacher quality.

The survey is anonymous and contains 3 sets of Likert Scale questions and an optional comments section after each set. The approximate time to complete the on-line survey is 10 minutes. If you choose to participate, you will not be asked to provide your name. No one will be able to identify you, nor will anyone be able to determine which building you work at. No one will know whether you participated or not in this study. All returned surveys, when not being gathered or analyzed, will be kept in a password-encrypted file with the primary researcher for a minimum of three years.

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Sincerely,
Jodi Sponchiado
Educational Leadership Doctoral Student

I have read and understand the Elementary Principal Consent Form and agree to participate in the survey. I understand that my participation is voluntary, and I am allowed to withdraw my participation at any time. I also understand that my responses will be kept confidential.

- Agree

- Disagree

DEFINITIONS:

Beginning Teachers: Those who graduated between Spring 2005 and Fall 2009.

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b. Improving student achievement as a primary focus
c. Professional development opportunities for teachers through the formation of relationship with university faculty members
d. Improving teacher preparation, professional development, and student achievement through cooperative research

Teaching Behaviors: For the purposes of this study, teaching behaviors will include cooperative learning, differentiated instruction, use of technology, implementation of curriculum, and collegiality.

Teacher Responsibilities: For the purposes of this study, teacher responsibilities will include classroom management, student performance, state assessments, classroom safety, student motivation, routine paperwork duties, planning for instruction, participation in meetings, student data analysis, communication with parents, and professional development.

Teacher Leadership: For the purposes of this study, teacher leadership will include curriculum development, committee work, and voluntarily roles in the school.

TOPIC: Teacher Behaviors
Please indicate your level of agreement with the following statements concerning PDS-prepared teachers employed since 2005.

Compared to traditionally prepared teachers, PDS trained teachers more effectively:

	Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree
- utilize differentiated instruction techniques in their classroom						
- use a variety of assessment methods						
- provide cooperative learning activities for students						
- employ questioning techniques						
- work with children with various disabilities						
- utilize technology in the classroom						
- engage students in the lesson						
- implement district curriculum						

Please feel free to provide additional information/comments regarding PDS preparation in area of teaching behaviors:

TOPIC: Teacher Responsibilities
Please indicate your level of agreement with the following statements concerning PDS-prepared teachers employed since 2005.

Compared to traditionally prepared teachers, PDS trained teachers:

	Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree
- analyze student data	☐	☐	☐	☐	☐	☐
- more regularly communicate with parents	☐	☐	☐	☐	☐	☐
- more effectively use praise to promote student success	☐	☐	☐	☐	☐	☐
- more consistently communicate with students regarding classroom progress	☐	☐	☐	☐	☐	☐
- understand and follow school/district procedures and rules	☐	☐	☐	☐	☐	☐
- have better prepared lessons	☐	☐	☐	☐	☐	☐
- employ more classroom management techniques that are fair and consistent	☐	☐	☐	☐	☐	☐

Please feel free to provide additional information/comments regarding PDS preparation in area of teacher responsibilities:

TOPIC: Teacher Leadership
Please indicate your level of agreement with the following statements concerning PDS-prepared teachers employed since 2005.

Compared to traditionally prepared teachers, PDS trained teachers more consistently:

	Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree
- seek opportunities to acquire and demonstrate leadership qualities within the building/district						
- exhibit leadership qualities						
- exhibit a greater potential for leadership						
- volunteer to work on district curriculum writing committees						
- give their time to work on school/district committees/teams (eg. safety team, action plan, etc.)						
- volunteer to advise various clubs in the building (eg. yearbook, student council, etc.)						

Please feel free to provide additional information/comments regarding PDS preparation in area of teacher leadership:

Thank you for your time. If you have any questions/comments, please contact Jodi Sponchiado at 610-867-8191 ext. 09900 or jsponchiado@bethsd.org.

APPENDIX C

Interview questions for those currently teaching:

- Please talk about leadership positions that you are involved with within your school/district.

- What role does technology play in your school and/or classroom?

- Describe the decision-making authority regarding such things as curriculum, instructional strategies, school governance, and budgeting. Which one matters the most, and why?

- Describe how accountability factors such as state-wide testing required under No Child Left Behind have influenced you.

- How much parental involvement and support do you receive at your school, and how has this affected you?

- Describe some of the instructional teaching strategies that you utilize?

- Describe how your teacher preparation program prepared you to handle the various aspects of your job. What strengths and weaknesses did you find during your coursework and/or clinical experiences?

- What opportunities do you have to write and/or revise curriculum? Evaluate materials/resources?

- How important of a role does salary play in your willingness to stay at your job?

- Is there anything you would like to tell me that we haven't discussed already?

Interview questions for those who are not currently teaching:

- What was your main reason for leaving the teaching profession?

- Would you consider returning to the classroom if you were able to earn more money than you earned when you left? Why or why not?

- Would an improved teaching environment and better learning conditions (with or without an increase in salary) bring you back to the classroom?

- Did your PDS experience adequately prepare you for teaching? Explain.

- Describe how your teacher preparation program prepared you to handle the various aspects of your job. What strengths and weaknesses did you find during your coursework and/or clinical experiences?

- Is there anything you would like to tell me that we haven't discussed already?

APPENDIX D

RE: Permission Request

From: **Darling-Hammond, Linda** (ldh@suse.stanford.edu)
Sent: Thu 9/24/09 10:45 PM
To: Jodi Sponchiado (jodisponchiado23@hotmail.com)

Hi Jodie,
You have my permission.
Good luck with your research.
Linda

From: Jodi Sponchiado [mailto:jodisponchiado23@hotmail.com]
Sent: Monday, September 21, 2009 3:00 PM
To: ldh@stanford.edu
Subject: Permission Request

Dr. Darling-Hammond,

My name is Jodi Sponchiado, and I am doctoral student at Indiana University of Pennsylvania. I am currently writing my dissertation, and I was hoping to receive permission from you to use survey information included in your book *Powerful Teacher Education*. I would like to utilize information from Appendix B to create a survey for use in my doctoral study. Although I will not be using your exact survey, there are parts that I feel would be extremely beneficial and relevant for my study.

If you would like further information, I would be glad to supply it for you. I look forward to hearing from you.

APPENDIX E

RE: Permission Request

From: **Ken Futernick** (kfuternick@wested.org)
Sent: Tue 9/22/09 1:23 AM
To: 'Jodi Sponchiado' (jodisponchiado23@hotmail.com)

Jodi,

You have my permission. Would appreciate your giving proper attribution. Good luck with your dissertation.

Ken Futernick

From: Jodi Sponchiado [mailto:jodisponchiado23@hotmail.com]
Sent: Monday, September 21, 2009 5:53 PM
To: Futernick, Ken
Subject: Permission Request

Dr. Futernick,

My name is Jodi Sponchiado, and I am doctoral student at Indiana University of Pennsylvania. I am currently writing my dissertation, and I was hoping to receive permission from you to use survey information included in *A Possible Dream: Retaining California Teachers So All Students Learn*. I would like to utilize information from Appendix B of *A Possible Dream*, which is your survey, to create my own survey and interview questions for use in my doctoral study. Although I will not be using your exact survey, there are parts that I feel would be extremely beneficial and relevant for my study.

If you would like further information, I would be glad to supply it for you. I look forward to hearing from you.

APPENDIX F

E)U
EAST STROUDSBURG
UNIVERSITY

Sept 3△
~~July 9, 2009~~
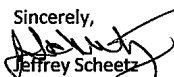
Ms. Jodi Sponchiado

Principal

Governor Wolf Elementary School

Bethlehem, PA

Dear Ms. Sponchiado:

I am pleased that you would like to use some of the data I and Dr. Rogers collected in our study concerning principals' perceptions of PDS trained teachers. You have my unqualified permission to use any and all data that you feel will help you in conducting your own study.

Best of luck!

Sincerely,

Jeffrey Scheetz

Assistant Professor

PSED East Stroudsburg University

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APPENDIX G

1450 Englewood St.
Bethlehem, PA 18017
(Insert Date)

(Insert Superintendent's Name)
(Insert School District's Name)
(Insert Street Address)
(Insert City, State, & Zip)

Dear (Insert Superintendent's Name):

I am a doctoral candidate at East Stroudsburg University of Pennsylvania and Indiana University of Pennsylvania. As part of the final requirement for this degree, I am asking your permission to conduct a portion of my dissertation research in the (Insert School District's Name). Part of my mixed-methods study explores elementary principal beliefs regarding beginning teacher preparation through a Professional Development School (PDS) partnership.

This sequential two-phase study will be conducted between July and September 2010. I am requesting permission to email an online survey link containing Likert Scale questions and open-ended questions to all elementary principals in your school district.

Participation in this study is strictly voluntary. Consent forms will be issued to the principals prior to their participation in the study. No participant will be identified by name. The surveys will be completed through an anonymous online survey collection website. Records will be kept confidential. Research records will be kept in a locked file and destroyed after three years. I am requesting your permission to contact the principal of each of the schools in your district regarding this study.

I am requesting a written reply on your district's letterhead or an email from your work email address that signifies your willingness to allow me to contact the elementary principals in your district regarding this study.

If you have questions you may contact me at 610-849-1811 (w) or 484-707-5842 (c). If you have any questions related to the integrity of the research, you may contact Dr. Shala Davis, IRB Administrator at 570-422-3336 or Dr. Patricia Pinciotti, Dissertation Committee Chairperson at 570-422-3356 or at ppinciotti@po-box.esu.edu. This project has been approved by the East Stroudsburg University of Pennsylvania Institutional Review Board for the Protection of Human Subjects.

Thank you for taking time to review this correspondence and for allowing me to contact the elementary principals in your district to conduct my research.

Sincerely,

Jodi A. Sponchiado
jsponchiado@bethsd.org
Educational Leadership Doctoral Student
East Stroudsburg University of Pennsylvania
Indiana University of Pennsylvania