

SOCIALIZATION OF ALTERNATIVELY CERTIFIED TEACHERS
INTO A PUBLIC SCHOOL SYSTEM

by

JEFFREY SCOTT HALL

(Under the Direction of Myra N. Womble)

ABSTRACT

This qualitative case study examined how alternatively certified teachers were socialized into a selected public school system. The study incorporated phenomenology as its method and framework, and used interviews and participant observations to collect data. In addition, the theoretical foundations for inductive study were communities of practice (CoP) (Wenger, 1998) and legitimate peripheral participation (LPP) (Lave & Wenger, 1991). The findings of this study may contribute to the theoretical understanding of how alternatively certified teachers are socialized to become members of the teaching community. Specific attention was paid to how alternatively certified members of the teaching community: (a) described their entry into the profession and (b) moved to legitimate participants of the teaching profession.

The findings were individually categorized and compiled for each of the three participants. The interviews produced results based on data collected from each participant and the results were categorized according to the following commonalities and themes: (a) communities of practice, (b) educational leadership, (c) mentoring, and (d) teacher induction programs.

The findings revealed communities of practice and support from educational leadership are important factors to a successful socialization experience for alternatively certified teachers. In addition, strong mentoring and teacher induction programs can also create a flourishing socialization experience. The findings suggest that the participants examined in this case study rendered results which were consistent with effective teacher socialization and induction practices identified in the literature.

INDEX WORDS: alternative certification, communities of practice, leadership, legitimate peripheral participation, mentoring, socialization, teacher induction

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CHAPTER 1

INTRODUCTION

To meet the rising demand for teachers, a varied range of initiatives have been developed to recruit and retain new teacher candidates. While traditional teacher preparation programs are not producing enough graduates in critical needs areas, the number of alternatively certified teachers is rising to meet those educational demands (McDonnell, 2005). The National Center for Alternative Certification (NCAC, 2007) estimates that around 50,000 individuals were issued teaching certificates through alternative routes in 2004-2005. That is an increase of almost 39,000 teachers from 2003-2004. Almost 33% of new teachers hired nationally enter education through an alternative certification program. Alternatively certified teachers have already earned a non-pedagogical degree and can obtain a professional credential through alternative teacher certification programs (Feistritzer & Chester, 1996, 2002; Legler, 2002, Nagy & Wang, 2007; Zhao, 2005).

The purpose of alternative certification is to create an efficient and economical way for qualified college graduates to enter the classroom as teachers. Prospective teachers come from all academic disciplines. Generally, candidates are retirees seeking a second career, recent college graduates who hold a degree in a non-education discipline, individuals seeking a career change, and military personnel (Feistritzer & Chester, 1996). Alternatively certified teachers face many of the same challenges of socialization and acceptance that new traditionally trained teachers experience (Corley, 1998; Dill, 1996; Legler, 2002). However, traditionally certified teachers may have the advantage of traditional teacher education programs that emphasize classroom practices, management, and organization (Wilson, Floden, & Ferrini-Mundy, 2002).

This study examined how alternatively certified teachers were socialized into a selected public school systems.

The No Child Left Behind Act (NCLB) of 2001 drew national attention to an increasing demand for teacher and district accountability and higher goals for student achievement. Attention to teacher quality and student achievement is nothing new, but the controversial and much publicized NCLB renewed interest in the area (Laczko & Berliner, 2003). The goal of NCLB is for every child to perform at grade level in math, science, and reading by the end of the 2013-2014 school year and to reach out to students most at risk of failing (NCLB, 2001).

The NCLB mandated that all teachers be highly qualified by the 2005-2006 school year. “This is determined by three essential criteria: (a) attaining a bachelors degree or better in the subject taught; (b) obtaining full state teacher certification; and (c) demonstrating knowledge in the subjects taught” (U.S. Department of Education, 2006, p. 1). To teach in public schools in the United States, one has to have a license in the state in which one is teaching (National Center for Alternative Certification, 2007). And in accordance with that licensure power, states are given discretion in defining what it means to be highly qualified.

According to the NCLB, at risk students are often found in low-income urban areas that have a much harder time attracting qualified teachers (Meyer, 2004). Additionally, those geographic areas where students are most at risk are often unable to adequately support teachers as they begin their teaching experience (Joftus & Maddox-Dolan, 2002). Accordingly, school districts are often unable to fill vacancies with highly qualified individuals. The hiring of highly qualified teachers is crucial to promoting and achieving high levels of student performance. Therefore, teacher competence is at the forefront of the challenges created by NCLB with its increased pressures for accountability.

Research on teacher certification is critical due to an increase in student enrollment, class size reduction, and acceleration in teacher retirements among an aging teacher population (Darling-Hammond, 2004). Over the next decade, it is projected that the nation will need 2.2 million new classroom teachers (Howard, 2003; Ingersoll, 2003). It is often argued that teacher shortages force school districts to lower their hiring standards by hiring alternatively certified, or even non-certified, teachers to fill those vacancies (Darling-Hammond, 2004). Opponents of alternative certification argue these shortcuts in hiring may be associated with lower student performance. Opponents also believe that alternatively certified teachers may lack sufficient teaching skills when compared to teachers who are prepared in traditional education programs (Laczko & Berliner, 2003; Humphrey & Wechsler, 2007).

Alternative certification programs are frequently debated in the context of teacher education because of the continued demand for teacher accountability and student achievement: staples of the NCLB of 2001. The NCAC (2007) has compiled statistics through 2005 that address state and national alternative teacher certification. In 2005, 15 states did not report data. However, of the states that did report, only eight saw a decrease in the number of teaching certificates issued to individuals who completed an alternative route of certification. In addition, the average age of alternatively certified teachers was between 25 and 39.

Often, schools hire alternatively certified teachers because of the teacher shortage throughout the United States. With an anticipated need for 2.2 million new teachers over a ten-year period, the pool of current teachers must be infused with professionals from other fields who will be certified in non-traditional ways (Legler, 2002; Flynt & Morton, 2009). The success of these alternatively certified teachers may lie in the way they are socialized into the school where they are employed (Berry, 2001; Corley, 1998; Heath-Camp & Camp, 1991; Kagan, 1992;

Robinson, 1998). Frequently, the success of the organization is determined by how efficiently the newcomer is acclimated to the organization as a whole. Schein (1968) stated that the success at which a new teacher is socialized into an organization can decide the allegiance, commitment, and efficiency of the newcomer.

Qualitative Research

For a variety of reasons, this study was conducted using qualitative research as an umbrella concept which addresses several avenues of inquiry to understand a phenomenon (Merriam, 1988). Qualitative research looks to study phenomena with as little disturbance to the natural setting as possible. Merriam recommended three points to consider when choosing the most appropriate research method for a proposed study. First, the actual nature of the research should be considered. Qualitative and quantitative research are both appropriate for answering how and why questions; however, qualitative methods are better for an in-depth naturalistic study. The second point to consider is how much control the researcher wants to have over the research environment, and whether or not he or she will seek to control it. For this study, the environment needed to remain natural and free from researcher interference. The final point to consider is what results the researcher desires at the completion of the study and what purpose would they serve (Merriam). Qualitative analysis, as a primary inductive method of inquiry, does not seek to test pre-existing theories. Instead, it paves the way for the development of new theories based on the data collected (Bogdan & Biklen, 1998; Merriam). Merriam, (1998) said that qualitative studies typically use an inductive research strategy. Analysis in this study was mainly inductive, because I begin with specific interviews and moved toward common patterns (Patton, 2002). Deductive analysis was used in my consideration on these analyses (Patton, 2002).

Purpose of the Study

Alternatively certified teachers face the challenge of entering the teaching profession without traditional teacher training through a 4-year institution and may lack some of the pedagogical knowledge and experiences afforded those who followed the traditional route (Corley, 1998; Laczko & Berliner, 2003; Ovando & Trube, 2000; Nagy & Wang, 2007). However, one of the main issues faced by novice alternatively certified teachers may be discovered by an exploration of how these individuals are socialized as members of the profession (Weiss, 1999). Therefore, the purpose of this qualitative case study was to determine how selected alternatively certified teachers were socialized into the public school system. In particular, this study focused on an analysis of the experiences and feelings of alternatively certified teachers toward their entry into the teaching profession at the periphery and their growth toward becoming full members of a teacher-school community.

Research Questions

1. How do beginning alternatively certified teachers describe their entry into teaching?
2. How do beginning alternatively certified teachers describe their movement towards legitimate participation in the profession of teaching?

Conceptual Framework

This qualitative study merged the constructs of legitimate peripheral participation and socialization to form its conceptual framework. I used this conceptual framework as I believe the idea of learning is predominately a social event. Lave and Wenger (1998) referred to legitimate peripheral participation as having more than a single learner while the overall community of learning is organized and led by the participants of the learning community. Over time, the peripheral nature of this participation changed to become more centered in the

community. Similarly, Robbins (2003) described socialization as adapting to an organizational culture. New entrants to a culture experience a process of change during which they acquire the values, attitudes, interests, skills, and knowledge necessary for full membership in a group (Merton, 1957; Robbins, 2003). In this process, the person acquires the beliefs, customs, and operations of the organization. According to Robbins (2003), the most critical stage of socialization is the time of entry into a new setting. The dynamics of teacher socialization has been researched for a number of years (Lacey, 1977; Lortie, 1975; Rosenholtz, 1985; Thomas & Anderson, 2002; Weidmen, 1987; Zepeda & Ponticell, 1996). Learning the history and acquiring the knowledge base of the people is critical to new entrants feeling like a part of the group.

Legitimate Peripheral Participation

The continuation of Lave and Wenger's (1991) research led to the concept of "legitimate peripheral participation." Lave and Wenger wrote legitimate peripheral participation was created as more of an analytical approach to learning as a person took part in normal everyday social activities. Learning becomes a pivotal piece of the theory itself. For instance, alternatively certified teachers learn the norms and customs of their organization by their interactions with other teachers and colleagues. This process of socialization that teachers participate in during their first years in the classroom is akin to what Lave and Wenger identified as legitimate peripheral participation.

With specific focus on its connection to socialization, Lave and Wenger (1991) indicated, "learners inevitably participate in communities of practitioners and that the mastery of knowledge and skill requires newcomers to move toward full participation in the socio-cultural practices of a community" (p. 29). The new teachers' or learners' purpose to learn was now an integral part of their day. Their ability to make meaning of learning is confirmed through the

processes of socialization where they learn the norms and practices of the organization. It is possible that the socialization of alternatively certified teachers is what Lave and Wenger suggested, a process where they use the common teaching strategies and resources, and where a growth in their comprehension of their profession is appropriate in that particular learning and school environment. Lave and Wenger's (1991) research put a focus on legitimate peripheral participation as an analytical approach to learning that results in an individual's full membership within a community. Lave and Wenger shared their wish to direct focus on the process of learning and to make this approach accessible to educators to use in their classroom and their teaching community. Legitimate peripheral participation and the idea of situated learning are a part of the concept of Community of practice (CoP).

Situated Learning

Lave and Wenger's (1991) book on situated learning created the idea of a community of practice, discussed in Chapter Two. Situated learning focused on the socio-cultural dynamic. Learning is described as an "integral and inseparable aspect of social practice" which includes the construction of identity (p. 31). In situated learning, new community members go from the periphery to a place of full participation as they continue to develop their knowledge base and learn from accomplished participants (Lave & Wenger, 1991). Lave and Wenger (1991) believed learning is a "generality of any form of knowledge that always lies in the power to renegotiate the meaning of the past and future in constructing the meaning of present circumstances" (p. 34). The authors also believed all activities were situated. In situated learning, an individual develops the practices and identities of the particular community they are in. According to Black and Schell (1995), "situated learning and teaching is probably most effective when groups of learners construct their own meanings and processes in social

environments” (p. 16). When alternatively certified teachers are situated in their school setting, they have to determine what it means to be a teacher as they progress through their first few years as a teacher (Lave & Wenger, 1991). However, an individual brings to the community a history of involvement with the idea of the workplace and social groups which may conflict with the history of others (Handley, Sturdy, Finchman, & Clark, 2006). Those conflicts have to be handled in order for the individual to have a “coherent sense of self” (Handley, et al., 2006, p. 642).

Socialization

Socialization is the adaptation to or within a culture. When someone enters a new setting, he or she generally hopes to be assimilated into that culture or organization. To do so, the members of the organization or culture must teach the person about their beliefs, customs, and operations. The most critical stage of socialization is the time of entry into a new setting (Robbins, 2003). Learning the history and acquiring the knowledge base of the people to whom someone belongs are paramount to feeling like a part of the group. I will discuss socialization and learning theories, and then move into the role of socialization in educational organizations, and the socialization of teachers.

Socialization and Learning Theories

Both Lortie’s (1975) and Lacey’s (1977) work discussed the enculturation of teachers into the profession, accomplished by the efforts of the administration or school leadership. The enculturation was created through accidental or covert means created by the teaching situation teachers find themselves in, and from their relationships with staff and students. New teachers pass through stages of compliance (behaving according to expectation): (a) identification (recognizing the difference between how they are expected to behave and how they feel they

should behave), and (b) internalization “personalizing their ‘role’ as teacher, resolving their perceived differences of the earlier stage” (Corley, 1998, p. 4). Corley (1998) believes that once teachers pass through these stages, they have learned their role in the educational setting, balanced their personal beliefs, and understand what is expected by the school system. A proper socialization process can also eliminate unanticipated alienation as a teacher enters the classroom (Bianchini, Cavazos, & Helms, 2000).

Dewey (1989) suggested that culture, or the skills sets of a particular group, is a central idea in society. Socialization may be strong enough to change the landscape of the lives of group members. Dewey further posited that there were two views of culture; one of conformity and one of coercion.

One party held that social conventions...are maintained by some form of coercion...the other school held that individuals are such by nature and that the one standing social problem is the agencies by which recalcitrant individuals are brought under social control or socialized. (Dewey, 1989, p. 212)

Dewey (1989) further stated that most individuals’ experiences fall in the middle of the two extremes by occupying an intermediate or compromising position because they still have the ability and freedom to think and decide which direction they want to follow. An organization’s beliefs and practices can define the very nature of its existence. The way an organization socializes new members distinguishes it from other groups. Organizational culture and socialization go hand in hand because the culture of an organization is often determined by how employees are socialized into the organization (Robbins, 2005).

Socialization in Educational Organizations

Teachers face the challenge of finding their own niche within their school. How the school reacts to teachers, and how teachers react to the school, can determine the success of both parties. Ultimately, the teacher may have to conform to the school system or look elsewhere for employment. As teachers enter the classroom, they develop their own style and routines for doing their job. If the teacher's actions are not in some fashion acceptable by the school, then a dilemma can be created. The dilemma can lead to differences of opinion regarding teaching strategies used in the classroom and the teacher may seek another type of employment (John, 2001). Often times, new teachers are vulnerable and may change the ways they conduct themselves on the job to gain the approval and acceptance of their peers and mentors (Orland-Barak, 2002; Sullivan, 2000).

Despite inconsistent results among socialization studies, Rosenholtz and Simpson (1990) studied the qualities of educational organizations to see if those qualities influenced teachers' commitment to the organization and to the profession. The authors observed barriers for some teachers. Those barriers included: (a) de-socialization of the staff (no collaboration time with fellow teachers), (b) rigid rules, and (c) less autonomy in the classroom. Without working through these barriers, teachers are unable to focus on the core task of teaching. Often, teachers give up the fight and succumb to the organization, resulting in burnout or leaving the profession (Rosenholtz and Simpson, 1990). The socialization of teachers into a school system is critical if schools are to keep teachers in the profession. An employee's commitment to the workplace is a measure of that organization's success (Meyer & Allen, 1997).

Socialization of Teachers

Teachers come to schools often assuming that they know exactly what it means to be a teacher. Yet, they can find themselves strangers in a new and intimidating situation. The professional literature tells us there are many strategies organizations use to eliminate unanticipated boundaries and make teachers feel a part of the organization. For example, Robinson (1998) discusses how new teachers frequently want to enter a building where the climate is friendly, supportive, cooperative, and conducive to performing their job. Huling-Austin (1986) listed four goals for teacher socialization and induction programs: (a) improve teaching performance, (b) increase the retention of promising beginning teachers during the induction years, (c) promote the personal and professional well-being of beginning teachers, and (d) satisfy mandated requirements related to induction and certification. School districts need to plan and organize in-service, socialization, and induction activities specifically designed to address the needs of beginning teachers (Ryan, 1986). The programs should “provide [teachers] with practical answers to immediate problems” (Ryan, 1986, p. 33). These programs should be on-going throughout the year and even into following years. Teachers can be socialized into the profession through deliberate efforts of a teacher-training program such as staff development, and on-going local school training such as monthly new teacher meetings (Sweeney, 1998).

Significance of the Study

Only recently has the interest of researchers centered on the certification of teachers (Darling-Hammond, 2004). As stated earlier in this chapter, more than 2 million new classroom teachers will be needed by 2013 (Howard, 2003; Ingersoll, 2003; Swanson, 2011). This need can be attributed to an increase in school enrollments, class size reduction, and acceleration in teacher retirements among an aging teacher population. As of 2003, more than a million veteran

classroom teachers were nearing retirement age despite rapidly increasing enrollments (Ingersoll, 2003). Where will we find all those teachers? The policy ramifications of NCLB (2001) have created huge debates over teacher education and certification policies. The data appear to indicate that there are more than enough prospective teachers produced each year in the United States, but there are an insufficient number of graduates to meet the need in selected teaching fields such as math, science and business education (Ingersoll, 2003, Boone et. al., 2011).

This study may benefit school systems as they look for better ways to prepare their traditionally and alternatively certified teaching staff. With the existing teacher shortage and teacher attrition, this study can help school systems prepare for the future. Also, the results of the study may shed light on the nuances' of the alternative certification route for individuals and offer insights into how someone can become a teacher through an alternate route. Through one-on-one interviews, this study reports the experiences alternatively certified teachers had as they entered the teaching profession.

Summary

Socialization shapes all facets of life, including education. Alternatively certified teachers were the focus of this study, and the purpose was to answer questions connected to how those teachers were socialized into the field of education. The purpose of this study was also to learn about the experiences of alternatively certified teachers and to determine if they were socialized into their school system in ways similar to those described in the literature. This study is likely to have significance for future alternatively certified teachers, and may also have an impact on teacher professional development and teacher education programs.

CHAPTER 2

REVIEW OF THE LITERATURE

This chapter begins with a brief introduction to alternative certification, followed by a review of the history of alternative certification and select successful certification programs. The concept of Communities of Practice (CoP) is then introduced, as both a learning and socialization theory. Next, an overview of organizational socialization in general, as well as socialization in education, is provided. The chapter concludes with discussion about teacher socialization and induction, socialization of alternatively certified teachers, and leadership involvement in teacher socialization.

Alternative Certification

The alternative teacher certification movement arose to address the threat of teacher shortages attributed to an increase in student enrollments and teacher retirements, class size reductions, and new teachers leaving the profession in the first few years of teaching. According to the National Center for Alternative Certification (NCAC, 2007), the predicted shortages resulted in concerns about the compromised quality of a larger teaching force. These issues led states to investigate alternative certification programs to meet those threats. The term alternative teacher certification is often used to describe any non-traditional program that helps someone become a licensed teaching professional (NCAC, 2007). In this section, I will discuss the history of alternative certification and briefly review significant alternative certification programs.

History of Alternative Certification Programs

A steady decrease in the number and quality of education graduates in the early 1970s and 1980s forced many states to articulate new means by which people can enter the teaching

profession. In addition to state-instituted legislation supporting alternative certification, many universities and institutions of higher learning also created their own alternative programs to prepare individuals to become teachers (Feistritzer & Chester, 1996). The alternative certification routes afford opportunities to people from varied backgrounds to become classroom teachers. In its infancy, the idea of alternative certification was viewed as controversial (Feistritzer & Chester, 1996). However, the alternative certification route has impacted most states in how they trained their future teachers, and the role of post-secondary institutions in the alternative certification process was on the rise in the 1980s (McKibbin, 1988).

The alternative certification route gained steam in the early 1980s by critics of traditional teacher education programs. The critics believed the traditional programs were weak and offered little help to future teachers (McKibbin, 1988). In addition, the critics believed alternative certification programs could be built on the basis that college education courses were meaningless and often viewed as a waste of time by students (Inman, 1984). According to the National Center for Alternative Certification (NCAC, 2007), 48 states and the District of Columbia reported that they had at least one type of alternate route to teacher certification in 2006. In addition, 124 alternative routes to teacher certification existed in those 48 states. Also, those states identify 619 sites within their borders that offer alternative teacher certification programs.

In the early 1980s, there were only a few states that had programs of alternative certification. Emergency or alternative credentials were provided in most states, with the understanding that the person would be required to complete a course of study provided by an education program (Hawley, 1992). But, the movement toward alternative certification in the 1980s gained momentum with the nationwide concern over the long-term shortage of math and

science teachers (Hawley). A number of experts on education advocated non-traditional routes to certification to help with teacher shortages (Stoddart & Floden, 1990). Obviously, the idea of teacher shortage is not limited to only math and science teachers. Many rural and urban areas were having, and still have, issues in retaining teachers in many areas including special education and bilingual education (Darling-Hammond, Hudson, & Kirby, 1989; Davis & Palladino, 2011). The needs in those rural and urban areas are greater in school districts that also serve a large number of minority and disadvantaged children (Roth, 1986; Dessoiff, 2010). Those needs are usually met by filling teaching positions with someone who is given an emergency certificate and has little training.

The argument for alternative certification programs stems from the idea that if school districts need to fill teacher vacancies with persons holding emergency certificates, then they should be allowed to do so to serve their students (Heine & Emesiochl, 2011). If a traditionally certified teacher cannot be found, an alternative certification program would allow for recruiting, training, and licensing of individuals to meet specific needs of school districts (Darling-Hammond et al., 1989). Thus, a distinguishing characteristic of an alternative certification program is the intent to provide access to a teaching credential without having to participate in a traditional college-based program (Fenstermacher, 1992). Further, alternative certification is essentially an authorization to teach that is designated by states. Because licensing is a state responsibility, there are wide ranges of programs across the United States with variations in objectives, content, length of program, and characteristics (Zhao, 2005).

Many alternative certification programs are collaborative efforts among state departments of education, school districts, and post-secondary institutions whose responsibility is to license teachers (Feistritzer & Chester, 1996). As the teacher shortage problem rose in the 1980s, many

states saw the alternative certification route as a means to decrease the shortage. States sought ways to eliminate shortages in critical needs areas, while others wanted to expand the pool of potential teachers. In addition, some states and policy makers believed some teacher education programs were not adequately preparing their graduates (McKibbin, 1988).

Many states have increased their influence on teacher preparation programs. The influence has created more ways for teacher candidates to forgo some of the same requirements as a traditionally educated teacher (Berry & Darling-Hammond, 1988). Decreases in the number of teacher education graduates in the 1970s and 1980s, coupled with the perception that those graduates were not of a high caliber, caused many states to develop new provisions for teacher certification. The provisions allowed for the hiring of teachers who opted to complete a state-approved alternative route of certification, rather than completing the requirements through a traditional program. Feistrizier (1984) reported that in 1983, 46 states allowed alternative certification and that 27 of those states awarded certificates to some teachers who did not hold a bachelor's degree. According to the American Association of Colleges for Teacher Education (AACTE, 1990), 48 states provided some type of an alternative certification route for teachers. The reality of teacher shortages forced states to create options for certification to have enough classroom teachers (AACTE, 1990).

According to the NCES (1985), personnel shortages vary among grade levels, subject areas, and geographic regions. Traditionally, schools have addressed those types of shortages by hiring untrained teachers or by having qualified teachers teach subjects or grade levels outside of their certification field (Roth, 1986). Teachers can be described as “in-field” if they are teaching a subject in which they majored during college and have a state certificate in that subject. Teachers are considered “out-of-field” if they are teaching a subject in which they did not major

in during college and do not have the appropriate state certification in the subject they are teaching (Ingersoll, 1999).

History of Successful Alternative Certification Programs

Clift and Joyce (1984) believed that university teacher education programs often fell short of their potential. Ironically, however, Cliff and Joyce also thought the strengths of the university systems were “in the production of knowledge, the development of sound theoretical instruction, and the use of research on teaching to create powerful training programs,” (p. 9). The authors continued by stating that easily achieved and measurable skills had replaced the idea of knowledge and sound instructional strategies and problem-solving processes. In 1984, New Jersey was the first state to enact legislation for an alternative route to certify teachers. New Jersey believed there was a better way to bring non-traditional candidates into education besides offering an emergency certificate. Emergency certification generally placed teachers in the classroom with no prior training (Feistritz & Chester, 1996). With a teacher shortage in full swing, New Jersey wanted to recruit more qualified teachers into the profession. New Jersey wanted to design a program that involved actively recruiting liberal arts graduates and placing them in a school-based program, while collaborating with universities and colleges. Ironically, no higher institutions of education helped design, implement, or monitor the new program (Smith, 1991). The prospective teaching candidate would work with a mentor teacher and receive formal instruction while teaching. The program produced 20% of the new teachers in the state. The New Jersey program was successful in recruiting highly qualified candidates and minorities into the profession, while doubling the supply of qualified applicants from 1985-2000 (Klagholz, 2001).

The New Jersey program had two distinct components: required training conducted by the local school district and academic work directed by the State Department of Education. The school district was required to create a support team for the teacher to provide and direct the teacher's training. The principal was required to be the chair of the support team. The Department of Education identified three topics to be used as the instructional basis for the development of the teacher: curriculum, evaluation, and student learning (Smith, 1991). Opponents of the New Jersey system were fearful that the training demands on the school districts would strain and drain those districts of resources; both financially and emotionally. However, New Jersey's program has succeeded as new licensing regulations approved by the State Board of Education in January 2004 have expanded areas in which an alternate route is available to include special education, bi-lingual/bi-cultural education, and English as a Second Language (NCAC, 2007).

Texas followed New Jersey's lead and implemented a single program in the Houston School District to address teacher shortage issues. Texas's programs are created through a working collaborative process with local school districts, post-secondary institutions, and an education service center. The curricula were created by one of the three aforementioned entities and based on the Texas state standards that are necessary to prepare teachers for the certificate they are trying to attain. The curriculum addresses the Texas state standards that are typically included in traditional teacher education programs. Instruction is delivered in coursework or contact hours and must include a one-year internship. At the onset of the Texas program in 1992, interns were required to pay, on a monthly basis, for release time to secure a master teacher in their district to work with them and serve as a mentor (Dill & Stafford, 1992).

The internship lasts for one year in which the intern holds a probationary certificate and continues to receive support from the mentor teacher. Ideally, the mentor teacher is from the intern's same subject area. Because the intern is on a probationary certificate, he or she receives the full salary and financial benefits of a classroom teacher (NCAS, 2007). The intern is also allowed release time to observe the mentor teacher and vice-versa. In addition, the intern must complete state-required training in methods and classroom management. The completion of the internship affords the intern a full teaching certificate equal to the credentials of a graduate of a traditional education program. The program has been successful as Texas currently has 67 programs, including 21 programs in community colleges and 8 programs conducted by private entities (NCAC, 2007).

Communities of Practice: A Learning and Socialization Theory

Lave and Wenger (1991) defined a Community of Practice (CoP) as “a system of relationships between people, activities, and the world; developing with time, and in relation to other tangential and overlapping communities of practice” (p. 98). According to Wenger (1998), a community of practice revolves around learning and the relation of four foundational concepts: (a) community, (b) practice, (c) identity, and (d) meaning. Communities of practice (CoP) are based on a local learning assumption that includes a relationship among people, their activities, and their environments, as illustrated in Figure 2.0 (Wenger, 1998).



Figure 2.0. Components of a social theory of learning: an initial inventory (Wenger, 1998), adapted with permission

The underpinnings of the CoP are elements of: (a) community, (b) practice, (c) identity, and (d) meaning. The findings of this study contribute to the theoretical understanding of how alternatively trained teachers become socialized as full members of the teaching community. Specific attention was paid to how potential members of the teaching community (a) are recruited, (b) create their “teacher identity” and (c) subsequently make meaning of their alternative socialization experience.

Communities of practice, conceived by Lave and Wenger (and developed further by Wenger) was also a focus of this study. From Lave and Wenger’s perspective (1991), learning is viewed through the melding of community, social practice, identity, and meaning. Over periods of time, the relationships of those elements interact and create a community of practice. A true community of practice actualizes a theory of socialization that relates humans with activities as well as their environments (Lave and Wenger, 1991).

Wenger (1998) stated that the idea of social practice means that individuals have their own experiences in the world, yet actively share their experiences and beliefs with other individuals. Identity addresses the idea that a person's identity changes when he or she is involved within a community. A person takes on various roles within a community, and all those identities need to be taken into consideration. Finally, the concept of meaning is simply understanding the activities in which you are engaged and their purpose. In the present study, the socialization processes experienced by an alternatively certified teacher can directly reflect the community of practice to which that teacher belongs.

Wenger (1998) presented the idea that learning is a primary social event where an individual is part of a group of many learners and the community is self-driven. Basically, individuals' paths cross and create multiple communities of practice. We all belong to many communities of practice, including communities based on work, home activities, hobbies and interests. As members of several communities of practice, our involvement in each varies. We are very involved with some, while we are only involved in others from a peripheral standpoint and mostly avoid those groups. This study focused on the areas of community, practice, identity, and meaning.

Communities

Wenger (1998) described three dimensions by which communities of practice are joined in a relationship in which the practice is the bond that holds the community together. The three dimensions are (a) mutual engagement, (b) a joint enterprise, and (c) a shared repertoire. An example of mutual engagement is the concept of individuals working together with each having an agreed upon responsibility. Once the individuals work together, they produce a finished product which is labeled a joint enterprise. The shared repertoire of a community of practice

includes ways of doing things, words, stories, tools, routines, gestures, and actions or concepts produced by the community or adopted in the course of its existence, and which have become accepted parts of its practice (Wenger, 1998).

Practice

According to Wenger (1998), practice is about “doing in a historical and social context that gives structure and meaning to what we do” (p. 47). Practice, or what we do, can be formal or informal. By being a participant in a community, a person develops an understanding of that community’s practice and is able to understand and adapt to its values and assumptions (Handley, 2006). Wenger (1998) says practice is our interaction with the world and our environment and how we adjust our practice after we reflect on those interactions.

Identity

Learning is not only about developing one’s knowledge and practice but also includes a process of making meaning of who we are and in which communities of practice we belong and are accepted (Handley et al., 2006). When people are engaged in communities, there are several roles that must be broached. As individuals assume a role in a community of practice, their identity changes in the community of practice. In a more direct perspective of identity, Grey (1994) supports the notion that a self-study assists in some way to explain how the nature of an individual’s participation influences that individual’s understanding of his or her identity or self.

Meaning

Wenger (1998) stated that the idea of meaning is a process by which humans experience the world and actively engage with the world in meaningful activities by sharing resources, perspectives, and beliefs. Participating brings the “possibility of mutual recognition” and the ability to negotiate meaning (Wenger, 1998). However, meaning does not necessarily entail

equality or respect from others. In addition, participation and meaning are dynamically personal and social, and refers to “the social experience of living in the world in terms of membership in social communities and active involvement in social enterprises” (Wenger, 1998, p. 56).

In our daily lives, we come in contact with many communities of practice. We all belong to several communities including our involvement at work, church, and in our social lives. As members of multiple CoPs, our involvement in one may be more intense than our involvement in another. According to Wenger (1998), we may be a deeply involved member of one group, peripherally involved, or avoid involvement completely in some CoPs. Wenger (1998) positioned that a community of practice is a group of people who share a concern about what they do and continually interact and participate with one another to create ways to do their tasks better or differently.

Socialization

Socialization is an on-going process by which individuals become members of a group or organization. Socialization helps newcomers to adopt the culture and norms of that entity. According to Weidmen (1987), socialization is a process by which people gain the knowledge, skills, and nature that make them effective members of the society in which they belong.

Organizational Socialization

Lortie (1975) believed that a person’s line of work defined and molded the person into the individual that they have become. Some professional groups have elaborate and “highly developed subcultures—that is, with rich, complex bodies of knowledge and technique that differentiate entrants from outsiders, laying the basis for a special sense of community among the initiated” (p. 56). Other groups are not as developed and committed to nurturing new members (Lortie). Lortie is among those who argue that the socialization structure for teachers is “loose”

at best. Lortie goes on to explain that some school systems are not organized to promote the intellectual growth of the teacher. Lortie (1975) believed the socialization processes for teachers were important, yet not as involved as the socialization processes in fields such as medicine and law.

For an organization to be successful, the importance of the practice of socialization must be understood within the organization (Schein, 1985). Socialization in an organization is sometimes taken for granted and new employees may fail or leave the organization. Being able to learn, recognize, and respond accordingly to someone's needs, desires, or interests, may lead to the organization's needs being met as well (Garrison, 1997). Schein (*1985) described three processes organizations follow to create effective socialization: (a) experienced members of the organization must view the identity of a newcomer by separating the person from his or her values; (b) experienced members then construct the identity of the newcomer by fostering common values and beliefs within the organization, and (c) experienced members accept the newcomer as a full-time member of the organization.

Schein (1968) discussed the importance of a person's willingness to experience and cooperate within the socialization process of an organization. For example, if the newcomer has a high degree of motivation, he or she may tolerate a poor experience with the socialization process and stay with the organization. If the newcomer's motivation is low, he or she may decide to leave the organization. When entering an organization, a newcomer's personal beliefs and values are already decided. Newcomers confront the possible dichotomy between their expectations and reality. If the newcomers' expectations are proved accurate, then their perceptions are reaffirmed. Also, it is imperative for an organization to keep the attention and commitment of a newcomer during the initial socialization process. According to Schein, the

newcomer can respond in three ways: (a) rebel against all norms and values of the organization, (b) create individualism by only adhering to certain norms and values, or (c) the newcomer accepts all norms and values of the organization. Obviously, an organization would hope for the last scenario in hopes that their socialization process is successful.

However, when expectations and reality differ, newcomers must undergo a type of socialization that support them in replacing prior assumptions with a set of assumptions that the organization deems desirable or acceptable (Robbins, 2003). If organizations fail in the socialization process, the newcomer may resign or perform poorly. In education, teachers often leave the profession due to inadequate amount or lack of socialization provided by the school.

New employees, be they in business or education, face the challenge of adjusting to their workplace. The adjustment can range from feeling comfortable in their role with the organization to feeling accepted and received by co-workers and supervisors. Often, the success of the socialization process determines the success of the organization and the individuals it employs. According to Hall (1940), “the ultimate success of any organization depends upon the ability of the people who make up the organization, and the way they apply their abilities in doing their jobs” (p. 3). Without proper employee socialization, employees may not perform to their potential because they are unsure of the organization’s direction and purpose.

Organizational socialization refers to the period of newcomer adjustment and learning to meet organizational standards and norms that follow selection (Thomas & Anderson, 2002). According to Thomas and Anderson, the focus of organizational socialization has come to the forefront over the past 20 years. Research generally measures the success of organizational socialization by how newcomers’ perceptions of the socialization tactics used by organizations influence their attitudes toward their job and their role in the organization (Van Mannen &

Schein, 1979). Van Mannen (1976) described organizational socialization as the process that allows employees the chance to learn the values, norms, and required behaviors of an organization so that they function and participate as members of the organization. Entering a new job is typically a big surprise to many new employees because of the uncertainty of the environment in addition to the job itself (Hsiung & Hsieh, 2003).

Organizations use a variety of processes to socialize new employees. Strategies usually include a formal orientation or training program that provides new employees with basic information about the organization (Korte, 2008). However, new members, specifically individuals entering a profession for the first time, are often denied any form of socialization other than employee orientation prior to beginning the job (Ostroff & Kozlowski, 1993). Often, employees with prior work experience are just as much at risk as the inexperienced worker because they believe their previous training or experiences will easily transfer to a new organization. The transfer of previous knowledge or experiences is not always applicable to the norms and cultures of other organizations, because the contexts may differ in many ways, including expectations in job performance and the overall climate (Kammeyer-Mueller, Wanberg, & Marchese, 2003).

In organizations, socialization includes the idea of enculturation. Enculturation is “the process by which organizational members acquire the social knowledge and skills necessary to behave as competent members” (Pacanowsky & O’Donnell-Trujillo, 1983, p. 143). Socialization is one part of enculturation and the idea of individualism is the other part. (Jablin, 1984). Individualism describes the new employees’ ability to individualize his or her role and importance in the organization. Van Mannen and Schein (1979) have conducted a great deal of research in the theory of socialization. They proposed socialization theory should identify where

someone could observe socialization, describe the forms culture socialization can take, and offer explanations why some kinds of socialization tactics work in some areas and do not work in others (Hartley, 1992).

Socialization in Educational Organizations

Lortie (1975) discussed the stages of formal socialization. Within work socialization, there are two types of schooling; general and special. General schooling refers to basic education that any student receives. Education laws have set minimum educational standards, but there are different versions when you move toward the idea of special schooling. Special schooling refers to school time that is required of certain professions. For example, many occupations may require a four-year degree (general schooling). However, some occupations, such as medicine, require special schooling before actual work can begin. The idea of teacher education, or special schooling, has been debated for years. Lortie discussed socialization as a subjective process and something that happens when people “move through a series of structured experiences and internalize the subculture of the group” (p. 61). As for teacher induction and socialization, Lortie believed that teachers had little say in the process and basically had to go through the process without having the opportunity to offer feedback or advice on the experience. Too often, teachers are expected to *feel* they are a part of the faculty just because they *are* a part of the faculty. Lortie found that through the socialization process, teachers do not attain “new standards to correct and reverse earlier impressions, ideas, and orientations. Nor does later work experience supplement low impact training with a general conception of teaching as a shared intellectual possession” (Lortie, 1975, p. 81). Lortie’s findings have helped pave the way for improved teacher induction programs and teacher socialization processes.

Lacey (1977) viewed the process of socialization as “the development of sets of behaviors and perspectives by an individual as he (or she) confronts social issues” (p. 30). Further, those behaviors can change quickly if the social situation changes quickly as well. Lacey believed that the induction phase into teaching is generally the most studied time period in the teaching profession. Lacey found that, through studies, the continuity between the training required to become a teacher and the actual classroom experience is disjointed. Continuous teacher training and preparation can bring the two aspects together but it will take time and training from schools and teacher preparation programs (Lacey, 1977).

Interestingly, Lacey (1977) believed that the idea of the classroom helped to shape the teacher’s role within the school building and also created a sense of social isolation. The idea of isolation is two-pronged. On one end, the teacher is alone in the classroom and is part of a set of bricks and mortar rooms within the school building. Additionally, the teacher is isolated from members of the teacher’s “role-set-officials, members of the community and, in particular, parents” (p. 40). Lacey continued by stating this isolation has led, and will continue to lead to, the importance of a teacher’s role in a social organization. Lacey believed education created a more complex social organization. The sociological study of the education system, coupled with the complexities of the classroom, “led to a broadening of the teacher’s role and a more complex school organization” (p. 41).

Dewey (1916, 1989) believed life is filled with individualized experiences. He also believed schools were social centers where individuals could build a spirit of community and cooperation. Dewey was a strong believer that social situations created the best education for society, and he stated:

being connected with other beings cannot perform his own activities without taking the activities of others into account...thinking and feeling that have to do with action in association with others is as much a social mode of behavior as is the most overt cooperative or hostile act. (Dewey, 1916, p. 12)

If our activities are associated with others, we have a socialized environment. What we do in life and social settings depends upon the expectations, demands, acceptance, and denial of others. Dewey argued that one's actions cannot be viewed as individual if completed in a socialized setting. For example, a salesman must have a customer to succeed. An individual cannot be judged or defined on his or her individual actions alone (Dewey, 1916).

Rosenholtz (1985) believed the socialization of all teachers would maximize their commitment to the core task of teaching. Further, opportunities are created for teachers "to gain the psychic rewards and performance-based efficacy that are a part of teacher's job satisfaction" (p. 364). Rosenholtz (1989) shared that the individuals who are given opportunities to be independent while being challenged will have higher levels of motivation in their willingness to try something new. Teachers who felt pigeon-holed by their instructional requirements in the classroom were less likely to be satisfied in their job. In addition, these teachers only lived for the moment, "brooking the next obstacle, crossing the next tributary, getting past the next whirlpool of countercurrents. Following the stream of the daily routines appeared to become an end to itself" (p. 150). Teachers who were given a chance to expand their daily routines and explore new learning strategies were more likely to be satisfied with their job. In addition, those teachers generally felt like they were part of a special culture of individuals who all had something to offer toward the greater good of the whole.

Teacher Socialization and Induction

In a study of first-year high school teachers from different school settings, Zepeda and Ponticell (1996) found important common themes in first year teachers' experiences and that teachers have basic needs. Among other things, those needs included an established relationship with students and staff and knowledge of daily procedures. The authors stressed a high level of teacher preparation as well. Zepeda and Ponticell called for continuous learning experiences. They also asserted,

with impending teacher shortages, the 'graying' of the profession, an increase in alternatively certified teachers, and a high attrition rate among first-year teachers, we must begin to think of preservice teacher preparation, student teaching or internship, and the first year of teaching as a continuous learning experience. (Zepeda & Ponticell, 1996, p. 93)

What can school systems do to socialize new or alternatively trained teachers in the school system? According to the literature, the common theme is some type of induction program. Those programs include, but are not limited to mentorship and principal and staff involvement. An induction program is one that helps teachers adjust and adapt to their new and demanding profession (Fry, 2010). The induction program typically last two to three years as a teacher begins the profession (Fry, 2010). The design of an induction program and the type of support provided varies in different schools and school districts. The most common themes of an induction program include mentorship, common planning time with an experienced colleague, and participation in learning opportunities with other beginning teachers (Smith & Ingersoll, 2004). Wong (2004) says mentoring is simply a component of the induction process and offers

the information in Table 2.0 to help interested persons distinguish between mentoring and comprehensive induction.

Table 2.0.

Difference between Mentoring and Induction (Wong, 2004), used with permission

Mentoring	Comprehensive Induction
Focuses on survival and support	Promotes career learning and professional development
Relies on a single mentor or shares a mentor with other teachers	Provides multiple support people and administrators—district and state assistance
Treats mentoring as an isolated phase	Treats induction as part of a lifelong professional development design
Limited resources spent	Investment in an extensive, comprehensive, and sustained induction program
Reacts to whatever arises	Acculturates a vision and aligns content to academic standards

One of the most critical issues in an induction program is the impact those programs have on teachers. In particular, a successful induction program can ensure that students receive an appropriate level of classroom instruction. Brim, Hitz, and Roper (1985) reported, “Each child will have only one first grade experience, or only one algebra class. If the teacher is disorganized, fearful or exhausted, the child is the loser” (p. 3). In addition, teachers can establish patterns in their classroom that can be based on a frustrating experience as a novice teacher. Teachers view the first year as the most difficult experience of their professional career. Sometimes, basic preservice education may not be sufficient to prepare new teachers for the demands they encounter (Brim, et al., 1985).

Many teachers feel overwhelmed when they enter the profession. Student teaching is not always what they thought it would be and they often feel unprepared (Shulman, 1987). New teachers struggle with details, responsibilities, and the unanticipated realities that occur in the classroom. How school systems prepare new teachers is constantly researched. Shulman (1987) discussed teacher preparation and induction programs and concluded that there is not a great deal teachers need to know about methods and techniques to actually teach. However, how can the extensive knowledge required to teach be covered in a brief period that is called teacher preparation? Goodman (1986) stated, “learning to become a teacher is a complex process of socialization that involves an individual’s thoughts, perceptions, values, and actions” (p. 31).

Being able to develop an induction program that provides new teachers with skills, applicability, and organizational values is a goal for any new teacher program. The program should be collaborative and structured with the goal of socialization, teacher comfort, and acceptance in mind (Goodman, 1986). Goodman stated that modeling is imperative in induction programs as most teachers teach as they were taught, and that new teachers are in need of a bridge to close the gap between a standard education program and the actual world of the classroom.

Veenman (1984) reviewed perceived problems that first year teachers faced as they entered the classroom. He looked at several studies from different countries in addressing beginning teachers. The problems perceived most often were assessing student’s work, relationships with parents, class organization, possibly inadequate teaching materials and supplies, motivating students, dealing with problems of individual students, and dealing with individual differences. The idea of “reality shock” is discussed as new teachers often have a hard time adjusting to the overall setting and structure of the profession.

Socialization of Alternatively Certified Teachers

The socialization of alternatively certified teachers is invaluable to the growth and professional development of the teacher. In addition, proper socialization programs can contribute to the overall growth of the school's culture and success. That success depends upon the ability of the classroom teacher to perform the daily duties of the profession. More importantly, it is the success of the student-the most valuable commodity in education (Kagan, 1992).

Dill's (1996) research suggested that directors of alternative education programs should focus on preparing and training teachers with respect to their teaching assignment. In addition, a supporting teacher or mentor program is necessary to meet any needs the teacher may have. Heath-Camp and Camp (1991) conducted specific research comparing vocational education teachers who were either alternatively or traditionally certified. The researchers conducted a survey addressing mentors and induction programs. Only 25% of respondents were involved in a formal induction program. However, over 50% had a mentor or "buddy" teacher with whom they worked. The traditionally certified teachers reported that they had difficulties in dealing with students' apathy, behavior, and discipline, as well as their relationships with students. In contrast, the alternatively certified teachers were more concerned with problems of equipment and facilities. Also, they were concerned if they were perceived as being unprepared to handle routine teaching duties or responsibilities. The alternatively certified teachers also had issues dealing with their curriculum and its delivery. Also, they felt a lack of support from the school's administration and did not know how to address low motivation of students.

Chesley, Wood, and Zepeda (1997) researched the needs of 72 beginning alternatively certified teachers in Oklahoma and found that an induction program, specific to their needs, is

necessary. The induction program for a traditionally certified teacher may not be applicable to an alternatively certified teacher. In the Chesley et al. (1997) study, participants had a variety of backgrounds and 30 of the 72 participants were older than 35. Prior to becoming educators, 81% of the participants had worked other jobs. The remaining 19% held a college degree but had not entered the workforce. The participants were part of a year-long induction program. According to Chesley et al., frustration was a common theme among the teachers. “They just ignored my being alternatively certified and threw me to the wolves. That was just not fair,” said one participant (p. 29). The teachers were frustrated by heavy teaching loads, little class preparation time, and less than supportive relationships with fellow teachers and administrators. Comparable to Heath-Camp and Camp’s (1991) findings, the teachers’ most difficult problems were lack of adequate resources, low student motivation, classroom discipline, paperwork, and classroom management. The quality of mentorship and the degree to which each teacher was mentored was pivotal in the socialization process. The researchers concluded that the needs of alternatively certified teachers were unique and should be addressed by tailor-made induction programs.

Ovando and Trube (2000) conducted research that implied alternatively certified teachers tend to be less effective in the classroom than their traditionally certified colleagues. In their study, Ovando and Trube surveyed 134 Texas principals. The researchers found that the principals believed that traditionally certified teachers had greater instructional capacity than alternatively certified teachers. The principals reported that they had to provide more guidance to alternatively certified teachers by way of mentoring, professional development, and feedback. Ovando and Trube noted that the principals reported that they may scrutinize the performance of alternatively certified teachers more often and strongly than they did the performance of traditionally certified teachers.

Leadership Involvement in Teacher Socialization

Emphasizing the goals for accountability, evaluation, and decentralization are clear directions that leaders can pursue. These goals should be straightforward and easily manageable. Too often, the principal is awash in the tasks that define the position and many of these are convoluted when dealing with the reports and information that the school system requires (Reese, 2004). School systems need to allow for principals to be directly involved with induction and socialization programs. The principal has a strong influence on the culture and climate of the building. A principal's active involvement in the socialization and induction process can help reduce isolation (Tucker & Coddling, 2002).

The overall structure of an organization is pivotal to the success of the organization. The organization must be structured so that it can handle daily problems while looking to the future. Organizations continually evolve and leaders must be ready for such change, developing the organization to meet new demands (Heifetz & Linsky, 2002). Leaders can face resistance to change, but can provide support and education to coincide with change. Robbins (2003) says "resistance is less in an organization that has been intentionally designed with the capacity to continuously adapt and change" (p. 256). Leaders must be committed to accepting that positive results can come from change. Often, leaders and employees cling to the status quo even when beneficial opportunities to the whole arise. That change is often new personnel. The key is frequently how leaders prepare new personnel for the culture of their organization (Kotter & Cohen, 2002).

Zepeda (2006) discussed the idea of high stakes supervision because the teaching force is at risk across the board while the need for teacher accountability is continuing to rise. Leadership from the top is needed to adequately prepare new teachers for the workplace. The

role of the principal is important in the socialization process. Principals can be helpful in the school by providing opportunities that develop contact and conversations among different teachers for support or assistance. In a study conducted by Nagy and Wang (2005), survey questionnaires were distributed to 155 alternatively certified teachers and 36 high school principals in New Jersey. The study found that teachers want support from leadership and only 46% of the teachers reported that the principal had visited their classroom. Additionally, the survey reported that alternatively certified teachers believe principals should consistently visit their classrooms, as well as mentor teachers. The teachers believed the support they need must start with the principal. Both alternatively and traditionally certified teachers bring valuable knowledge and experience to the classroom, but each has their own set of needs for professional support. What one school district offers one group, may not meet the needs of other districts (Chesley et al., 1997). However, all beginning or new teachers need to be socialized into the profession.

There has been a great deal of research dealing with the differences between managers and leaders. The two concepts are different and have been defined in different ways. Simply, the role of management is to promote stability in the organization so the organization can run smoothly. Leadership promotes adaptive or useful change in an organization (Kotter, 1990). A “leader” takes “management” to the next level and is able to make changes for the betterment of the organization. Successful leaders are also successful managers. According to Schermerhorn, Hunt, and Osborn (2000), leadership is a “special case of interpersonal influence that gets an individual or group to do what the leader or manager wants done” (p. 287). School leaders, as well as business leaders, must help new employees by letting them know they are supported. Unfortunately, the prevalent management processes through the late 1980s created a “clear sense

of ‘them (supervisors) and us (subordinate employees)’ (Ball, 1987, p. 134.) By nature, school leaders and business leaders are placed in a hierarchy, with teachers and core workers on the front line, and administrators and supervisors sitting in the back and removed from the core of the business. Successful leaders must be able to bridge the gap between the two in order for the organization to be successful.

A quality leader is defined by several factors. Leaders “require exceptional communication, negotiation, and time management skills” (Reese, 2004, p. 18). In the era of high stakes accountability, leaders are expected to demonstrate bottom-line results and use data to drive decisions. The decisions that school and business leaders make often affect thousands of students and staff members. The school and business leader both must adapt their approaches to new employees to gain the trust and commitment of the newcomer. Teacher turnover is a major challenge for today’s educators. Additionally, turnover in the business world is also a problem as employees look for higher paying jobs with better benefits.

Leaders must also look at their organizations as they change to meet the needs of their customers. In the eyes of a school administrator, the customer is predominately the teacher. In business, it is the consumer, coupled with the employee. Leaders must put emphasis on trust if they are to be successful leaders (Schermerhorn, Hunt, & Osborn, R. 2000). Robbins (2003) states leaders must exhibit an idea of “positive expectations for organizations to thrive” (p. 144). It takes time for organizations and their leaders to create trust. As relationships are developed, so is an idea of trust and understanding. A trusting organizational culture leads to positive results and leadership. For new employees, trust has to be built over time. New employees must feel they are valued in the organization and the leader’s expectations of them consists of appreciative collaboration in the work place (Hartley, 2010).

Summary

In summary, a review of literature revealed socialization among alternatively certified teachers is paramount to the success and longevity of the teacher. One of the measures of the socialization process for alternatively certified teachers is the success of a school system's teacher induction program and staff development for new teachers. In addition, leadership is a key component to the successful socialization process of an alternatively certified teacher. Strong leadership can lead to a successful teaching experience for an alternatively certified teacher. Alternatively certified teacher preparation programs have evolved over the years and have continued to improve to meet the needs of teachers, students, and school systems.

CHAPTER 3

METHOD

The goal of this research was to understand the experiences of alternatively certified teachers. The initial research questions that posed were:

1. How do beginning alternatively certified teachers describe their entry into teaching?
2. How do beginning alternatively certified teachers describe their movement towards legitimate participation in the profession of teaching?

Included in this chapter are discussions of: (a) the purpose of the study; (b) the research design; (c) phenomenology; (d) the nature of a qualitative case study; (e) population of the study; (f) methodological procedures; (g) data collection methods (h) data analysis; (i) validity and reliability; (j) confidentiality; and (k) researcher bias. The research timeline in Figure 3.1 is included here as a visual portrayal of the design, after which the initial research questions are re-presented.

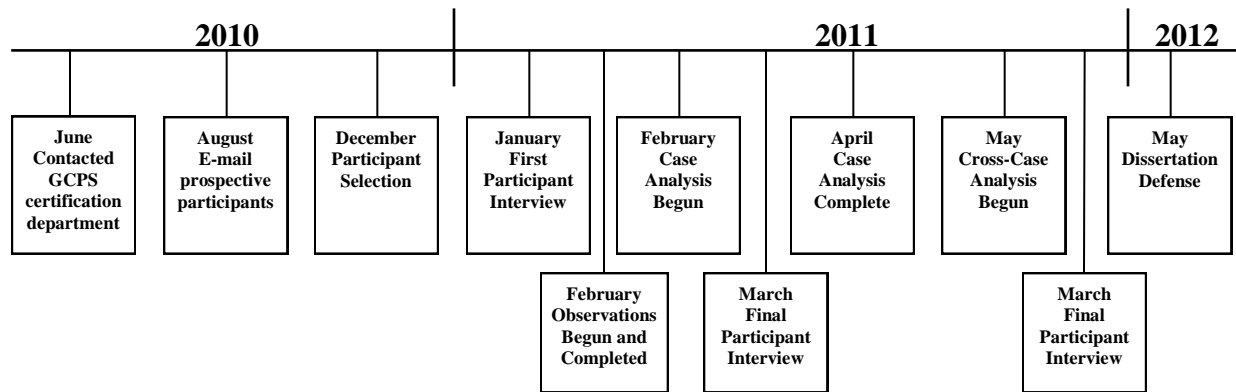


Figure 3.1 Research Design Timeline

Purpose of the Study

The purpose of this study was to understand how high school business education teachers learned and made meaning of their socialization, as demonstrated through concentration in their

own teaching practices (Wenger, 1998). In addition, the study was designed to bring to light an analysis of the experiences and feelings among selected alternatively certified teachers toward their entry into teaching on the periphery and their growth toward becoming a full member of a school community. Using intensity sampling (Patton, 2002) and constant-comparative analysis through interviews, a phenomenological case study was conducted that produced themes and patterns when the data were analyzed. The purpose of this study was to gain clear knowledge and understanding of teachers' perceptions of socialization, gain knowledge into teacher's involvement within communities of practice, and to corroborate my experiences as a classroom teacher.

Research Design

If the research is a concentrated, naturalistic description of the phenomenon being studied, then a qualitative study is the most suitable research method (Bogdan & Biklen, 1998). Qualitative research refers to various research strategies that share common and specific characteristics. It is descriptive, uses natural settings as a data source, is concerned with both the process and the outcome, analyzes data inductively, and is interested in collecting meaning from the participants' perspective (Bogdan & Biklen). The purpose of this study and the nature of the research questions posed, led me to choose a qualitative methodology for this study.

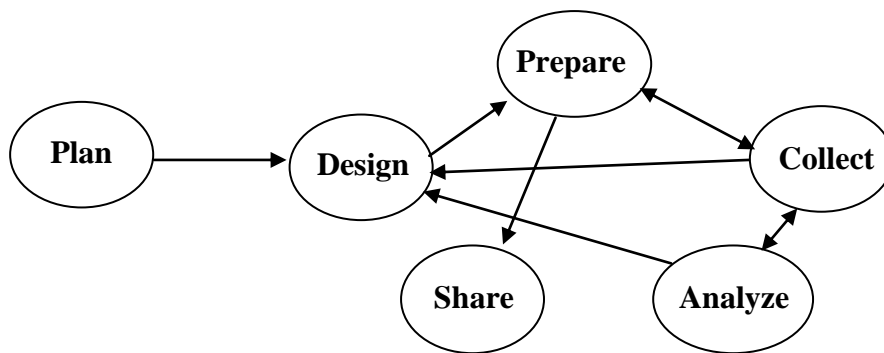
This qualitative study used a phenomenology approach to examine how individuals view the world in which they now live (Bentz & Shapiro, 1998). This perspective was particularly important to my study because phenomenology holds that people extract meaning from their everyday experiences (Merriam, 2002). Each of the participants was systematically chosen from a sample of people who completed an alternative teacher certification program. Also, the participants were chosen in such a way that I was able to methodically explore, analyze, and

report the nuances among their lived experiences of being socialized into the profession of teaching.

The research followed a process approved by the Institutional Review Board (IRB) at the University of Georgia. The research procedure is illustrated in Figure 3.2.

Figure 3.2

Research Process Flowchart



Adapted from: Yin, R. (2009) *Case study research: Design and methods* (4th ed.). Thousand Oaks, CA: Sage, Inc.

Phenomenology

According to Gall, Gall, and Borg (2003), phenomenology “is the study of the world as it appears to individuals when they lay aside the prevailing understandings of those phenomena and revisit their immediate experience of the phenomena” (p. 495). The phenomenology research design was chosen because it best answered the research questions by exploring how individuals view reality. Van Manen (2001) explained that a phenomenological approach helps researchers gain a deeper understanding of people’s everyday experiences. I wanted to know how the participants of the study felt about their entry into teaching, how they described their movement towards legitimate participation in the profession of teaching, and ultimately how they perceived their socialization experience as an alternatively certified teacher.

Phenomenology is a theory that relies on direct experience and how behavior is determined by the experience of a phenomenon. The content of phenomenological research consists of three types of questions. These include questions about: (a) basic inner processes experienced by everyone at some point in life (b) experiences believed to be important sociological or psychological phenomena of our time and (c) changes or transitions that are very common or of special importance (Bentz & Shapiro, 1998). Bentz and Shapiro wrote: “phenomenology is a school of philosophy that focuses on the description of consciousness and of objects and the world as perceived by consciousness” (1998, p. 40). Phenomenology works on the assumption that people are conscious beings; therefore, everything we know is filtered through our particularized consciousness (Bentz & Shapiro).

Husserl (1927) is the founder of the phenomenology movement. He focused on the basic transcendental fundamentals of science and on studying the assumptions or natural occurrences of everyday life. He was interested in researching how we view things directly, without the help of media or symbolic gestures.

Heidegger, a key figure of the existential movement, also significantly influenced the study of phenomenology (Bentz & Shapiro, 1998). Heidegger helped people have a better understanding of their existence and of the idea of being as a whole. Heidegger’s work usually led to the question, “what is the meaning of being?” Heidegger was strongly influenced by the work of Husserl and later succeeded Husserl as the chair of the philosophy department at Freiburg University. However, he questioned Husserl’s theory of transcendental phenomenology and was more concerned with the dangers of technology and its effects on the human mind (Bentz & Shapiro, 1998).

Transcendental Phenomenology

In his concept of transcendental phenomenology, Husserl believed in looking below the surface of common daily life activities to find the essences that defined those activities. For this to happen, Husserl believed we must use bracketing, which entails putting the world in brackets, isolating experiences, to rid ourselves of the usual ways in which we perceive the world.

Bracketing calls for separating certain aspects of a situation or idea from one another so focus can be placed on specific aspects (Husserl, 1971). Once we have divided our world to better see its entirety, we are left with three paramount components: (a) the “I” that thinks, (b) the act of thinking, and (c) the intentional objects of the act of thinking (Burrell & Morgan, 1979). Husserl believed that the relationship of those three items is not passive. He believed our consciousness actively runs through each descriptor. Basically, our consciousness is always aware of something. Our consciousness does not work alone and does not take the place of actual experience. However, our consciousness exists from the beginning of life as a constitutive part of conscious (Denzin & Lincoln, 2003a). Husserl believed our consciousness helps us conceive and understand the world. To experience phenomena, we have to be able to prepare to experience a certain phenomenon, go through the experience and record it, and eventually analyze the experience (Gall et. al., 2003).

Existential Phenomenology

In *The Question Concerning Technology, and Other Essays*, Heidegger (1977) addressed the dilemma of dehumanization in modern society. He felt “technology’s essence is nothing technological” but created a fear that machines can begin to alter our existence (Heidegger, p. 4). Machines and technology may distort a person’s meaning of being or how a person views his or her existence (Heidegger).

Alfred Schutz (1899-1959) was an existential phenomenologist. Existentialists believe that a person first exists and then finds his or her own purpose of essence in life (Ediger, 2002). In addition, people are not given their purpose or reason for living, but instead they must find their own goals and purposes in life. Life affords the opportunity to have the freedom to make choices on a personal basis. Schutz believed man was totally free and responsible for his actions. According to Ediger (2002), Schutz took Husserl's work and related it to the social sciences and how people attended to daily life. Schutz was concerned with how people experience life. He set boundaries on the levels of "passive experiences (*e.g.*, bodily reflexes), spontaneous activity without a guiding project (*e.g.*, acts of noticing environmental stimuli), and deliberately planned and projected activity, known technically as "action" (*e.g.*, writing a book)" (*Stanford Encyclopedia of Philosophy*). Human actions will flow together to create a flow of consciousness. From that flow, an individual can take those experiences and put them together to form meaning. The meaning is from a retrospective standpoint because it allows someone to look back and see what has been happening in their life. From an existential standpoint, Schutz believed individuals can approach life with a wealth of knowledge and experiences which are viewed as normal or ordinary constructs. Those experiences can be applied to all aspects of life and be given meaning to everyday life and consciousness through reflexivity. According to Denzin & Lincoln (2003b), Schutz believed life experiences can be organized into discernable forms, creating meaningful experiences.

Case Study

A phenomenological case study allowed me to capture the quality of the participants' experiences (Merriam, 2001). I was interested in recording individual views of reality, and the importance of each individual's perceptions of reality. I was able to identify and isolate the

characteristics of the phenomenon studied—how the participants felt as beginning alternatively certified teachers—as well as the interaction of those characteristics during the participants’ first years of teaching. The case study approach afforded me the opportunity to focus on subjective descriptions and explanations of my topic.

A phenomenological study is concerned with the views of all participants; therefore, data was collected over time. During the initial phases of data collection, researchers can reflect on the data collected to better evaluate the situation as a whole. Through reflection, the researcher can begin to interpret the data and look for common themes and ideas (Lodico, Spalding, & Voegtler, 2006). After the initial data is collected, additional data can be collected from participants to build on previous thoughts and views of the participants.

The primary advantage of a case study is that interviews and observations can be used to collect data that accurately reflects actual experiences and feelings of participants. Case studies begin with the belief that the research needs to take place in a natural setting, as well as incorporating both organizational and historical contexts (Marshall & Rosman, 1999). The results of a case study are frequently corroborated by interviewing, observation, and further data collection.

The lived experiences of the participants were captured and analyzed through thick and rich narratives. This case study is defined by participants who are alternatively certified business education teachers that work for Gwinnett County Public Schools (GCPS). In this regard, the study is bounded (Merriam, 1998) by its specificity to business education teachers in GCPS and their socialization experience within the GCPS.

Unlike abstract theorizing, a case study will take the reader into the setting and afford the reader the opportunity to experience the phenomena. If more than one interview with a

participant is required, it is possible that their responses may fluctuate. This is a possible disadvantage to this approach (Marshall & Rosman, 1999). To combat the possibility of fluctuation, interviews were administered on work days when students were not in attendance. I believe this helped because the participants were not distracted from a normal school day's activities.

My intention was to have one case study with three participants. Each participant's data were recorded and coded. Following Patton's (2002) framework, the data collected for my overall case study of alternatively certified teachers was made up of smaller cases or individual stories of each of the three participants. The bounded activities of each individual can be presented in the overall case study. Cross-case analysis of each individual was used to discover common themes and patterns within the data and among the group of participants. A second round of interviews was conducted as a follow-up to the first interviews. The second round of interviews were within two weeks after the first interview. From the common themes that emerged from the first round of questioning, I created future points of interest and questions to ask the participants individually. Through triangulation (discussed later) more was learned about the participants' socialization experiences as alternatively certified teachers.

Population and Sample

The population for this study included three alternatively certified high school business education teachers who entered the profession through alternative teacher preparation programs. The participants completed their certification program within their first three years of teaching. The participants are currently employed by the Gwinnett County Public School System.

Patton (2002) offered guidelines for sampling. He discussed the idea of purposeful selection and that the sample should be one that is information-rich. Intensity sampling was

used, which is a means of identifying participants who strongly meet the criteria of the participants of the study. In addition, the participants exemplified characteristics of extreme interest to the study (Denzin & Lincoln, 1994). I decided to use this sampling technique because I wanted to find the most accurate reflection of participants.

Final participants were selected from a group of teachers from across Gwinnett County. An e-mail requesting interest in the study was sent to a list of business education teachers throughout Gwinnett County. The final sample of three cases was selected using the following criteria:

1. Participants were certified business education teachers who entered the profession through alternative teacher preparation programs.
2. Participants had three or more years of professional teaching experience.
3. Participants were willing to give their time for the study.
4. Participants were demographically (years of experience, gender, and age) similar to teacher-participants studied in previous related research as referenced in the next paragraph.

Many previous studies of alternatively certified teachers discuss the demographics of alternatively certified teachers. My study included participants with three years of experience, as was done in previous studies conducted by Hawley (1992), Corley (1998), and Robinson (1998). Those studies and this study, along with other professional literature, suggest that alternatively certified teachers have a higher percentage of either male, older, or minority candidates with more non-academic experiences outside the classroom. Therefore, these criteria were selected based on previous research in this area. My sample included two males, and one female. Of the three participants, two were minorities, all were between 32-40 years of age, and all had three

years of teaching experience. A profile of the participants interviewed for this study is displayed in Table 3.1.

Table 3.1

Participant Profile

Name	Gender	Race	Age	Grade	Subject Area	Years of teaching experience
Lowell	F	W	33	9-12	Business	3
Harper	M	AA	33	9-12	Business	3
Johnson	M	AA	34	9-12	Business	3

Teachers with three or more years of experience, coupled with continual professional development, are prepared to maintain a strong classroom and encourage student achievement (Darling-Hammond, 2000). Also, teachers with three or more years of teaching experience have become acclimated to their profession and their place of employment. It was important to choose participants with characteristics comparable to those studied in previous research so that I could contribute to and draw upon the body of literature that already exists. Principals from local schools were contacted and made aware of the research study so they could feel comfortable with my intentions as well as my presence on their campuses. In addition, approval from Gwinnett County Public Schools was sought and granted before the research began.

By focusing on one school system, I had the advantage of proximity when interviewing the participants. Participants were chosen from the business education discipline. According to Patton (2002), my number of participants needed to be kept small because a series of in-depth interviews were planned. Patton also suggests that qualitative researchers should focus on small numbers to achieve a stronger case study supported by abundant, detailed data.

Data Collection

Data collection consisted of information obtained from different sources and using procedures as suggested by Patton (2002). Patton indicated that inquiry into cases that are information-rich emit in-depth understanding rather than rational generalizations, because purposeful sampling cases permit us to focus on key issues for the purpose and importance of the research. Data were collected using (a) observations of participants for approximately 45-60 minutes each, (b) documentation in the form of field notes, and (c) transcriptions of recorded interviews.

Observations

To conduct observations, I needed to gain entry into each participant's classroom. To gain entry, pre-conferences were held with each individual selected for the study. Pre-conferences were 30 minutes in length and allowed time to explain the purpose of the observations. In addition, participants had a chance to express any concerns and ask questions regarding the observations and the case study as a whole. I spent one, 35-40 minute block observing each case study participant in his or her classroom and looked for common themes and practices. I served in an observer-participant role and observed each participant at comparable times of the day. According to Gall et al. (2003), an observer-participant primarily observes while occasionally and indirectly communicating with participants.

I observed how each participant emotionally interacted with their students through speech, and non-verbal communication such as body language. The observations were intended to determine the participants' feelings about their role in the classroom and if they felt they were supported in their classrooms. I sought to determine if teaching styles and classroom management were directly influenced by peer teachers, mentors, or principals. Table 3.2 reflects

the date and length of each observation. The observations took place in February 2011. For the purpose of this table, the data are displayed according to the date of the observation rather than by subject area.

Table 3.2

Observation Dates and Length of Each Observation

Participant	Grade	Subject	Date of Observation	Time of Observation (minutes)
Lowell	9-12	Business (computers)	2/10/2011	1:15 PM - 1:50 PM (35)
Harper	10-12	Business (graphic design)	2/24/2011	12:15 PM – 12:55 PM (40)
Johnson	9-12	Business (computers)	2/17/2011	12:05 PM – 12:45 PM (40)

Field Notes

Field notes were taken during the observations using guidelines provided by Spradley (1980). These guidelines included recording the (a) time, (b) feelings, (c) physical settings, and (d) role and emotional state of the participants in the setting. Denzin and Lincoln (1994) discussed how field notes have a personal and intimate value, allowing the writer freedom to express any feelings he or she experienced during an interview or observation. Field notes were one strategy used to make a permanent record of what was observed. The field notes were not detailed, yet they described what I observed in the classroom. From my descriptive field notes, more detailed narratives were written after each observation. During each observation, I dealt with observer effects to account for any biases or feelings felt during the observation (Gall et al., 2003). To do this, I took myself out of the situation and remained only as an observer. I believe

that through persistent observation, I was able to guard against my personal thoughts interfering with the actual happenings within the classroom.

Interviews and Transcriptions

Two semi structured interviews were conducted with each participant. The interviews lasted 45-60 minutes each. The 45-60 minutes allotted for each interview allowed enough time to get a comprehensive understanding of each participant and how they related to the phenomenon being researched. Interviews were conducted from January to March 2011, allowing enough time to accurately reflect on the experiences of each participant.

A semi-structured interview guide was used (see Appendix A). According to Merriam (1998), semi-structured interviews contain questions that are determined ahead of time. The questions allow the researcher to respond to the interviewee individually. The semi-structured interview allowed for discussion of any new ideas which emerged from the interviewee. Each interview was conducted in the participant's classroom. I received permission from each participant and recorded each interview on digital audiotape.

Keeping with Patton's (2002) belief that, "nothing can substitute for . . . the raw data of interviews" (p. 380), I was adamant in ensuring the interviews were properly recorded and used new batteries for each interview. The recording device was small enough so that it did not cause any disruptions during the interviews. A transcriptionist was hired, which aided in decreasing the time it took to transfer the interview to a Microsoft Word file for coding and analysis of each interview. A hard copy of each interview was printed for easy reading of the interviews. Having learned to prepare for the unexpected, I also recorded the interview on a separate cassette recorder as a backup. According to Patton (2002), audio recordings allow me the ability to focus on the interview alone, affording me the opportunity to make notes during the interview to create

follow-up or more in-depth questions that can help clarify earlier remarks of the participants. Audiotapes and transcriptions will be retained until the study is completed and will be disposed of afterwards. Aside from my major professor, no one will have access to my recordings and transcriptions, which eliminates risks to participants and the case study data.

Using a case study approach, participants were interviewed in their classroom settings. At a pre-conference prior to semi structured interviews, I established rapport with each participant so they were familiar with me and could trust me with their information and thoughts. According to Gall et al. (2003), gaining successful entry into the setting is dependent upon the cooperation of the participants being studied. An e-mail was sent to each prospective participant, previously identified by Gwinnett Country Public Schools inviting them to participate in the study. I sent a letter and an e-mail because I wanted to make sure the participants did receive my request to be a part of the study. I wanted to be thorough in securing participants of the study. Once participants were in place, the interviews were conducted. Throughout the interviews, I “respect(ed) the fact that each participant expect(ed) legitimate research and confidentiality on my part” (Schermerhorn et al., 2000, p. 417).

During the interviews, active listening was used to ensure that the data collected from the participants was accurate. Active listening helps the sender of a message say exactly what he or she means to the listener. Active listening was used to discern content, clarity, and expressed feelings. However, I had to be careful not to sway the sender’s meanings or misinterpret what he or she said so the information gathered was legitimate. My primary areas of desired information were how teachers’ felt about their entry into teaching, how they perceived themselves in the classroom, if they felt supported in the classroom, and their experiences moving towards participation in the profession of teaching. A full list of my first round of semi-structured

questions is available in Appendix A. Examples of my first round of semi-structured questions are:

1. Describe your educational background and work experience. To what extent are your previous work situations related to teaching?
2. Describe your socialization experience coming into this school community as a new member.
3. During the first year of teaching, who offered you insight and guidance at your school?
Tell me about that guidance. Did it change after the first year?
4. Describe your socialization experience coming into this school community as a new member.

A comparison of my research questions, combined with the elements of LPP and socialization, was used to assist with my data analysis (see Table 3.3 below). I was able to link the elements of LPP and my interview questions to help better understand the feelings and thoughts of each participant.

Table 3.3

Comparison of Research Questions, the Elements of Legitimate Peripheral Participation (LPP), and Interview Questions

Purpose of Study	Research Questions	Elements of Framework	Interview Questions
The purpose of this qualitative case study is to determine how selected alternatively certified teachers are socialized into the public school system. In particular, this study will focus on an analysis of the experiences and	How do alternatively certified teachers describe their entry into teaching?	Identification- participants recognize the difference between how they are expected to behave and how they feel they should behave.	Tell me the story of how you became a member of our teaching community.
		Internalization- participants personalize their 'role'	Describe your socialization experience coming into this school

feelings among alternatively certified teachers toward their entry on the periphery and growth to become a full member of a school community.

as teacher, resolving their perceived differences of the earlier stage.

community as a new member.

How do beginning alternatively certified teachers describe their movement towards legitimate participation in the profession of teaching?

Legitimate-all parties accept the position of “unqualified” people as potential members of a “community of practice

Describe your experience establishing interpersonal relationships with coworkers.

Peripheral- participants hover around the edge of important items, participating in the peripheral tasks. Eventually, participants are entrusted with more important items.

Describe your sense of belonging or disassociation with your school and your school system.

During the first year of teaching, who offered you insight and guidance at your school? Tell me about that guidance. Did it change after the first year?

Participation- through *doing* knowledge, participants can acquire that knowledge. Knowledge is situated within the practices of the community of practice, rather than something which exists “out there” in books.

Do you have a unique niche within your school organization? How?

Tell me about how you learned to be a teacher once you were employed by the school district.

Following each participant's interview, future questions were created to better understand the interviewee. The future interview questions were based on common themes or questions that needed further investigation into a certain area of interest to the study. Once data were collected, they were corroborated through triangulation. Triangulation is the process of organizing data from individuals, types of data, and methods of data collection into common themes. The researcher examined all data sources to look for evidence that can support a theme (Creswell, 2002). Triangulation ensured the accuracy of the study because the data used came from more than just a single source. According to Patton (2002), triangulation is accomplished by using a variety of resources including notes and researcher information logs.

Triangulation also ensured proper analysis of the qualitative data collected. According to Patton, triangulation strengthens the design and enhances data interpretation of a study. I triangulated observations, field notes from observations, interviews, and interview transcripts. The interpretation may be done in terms of data, investigator, theory, or methodical triangulation.

Data Analysis

Gall et al. (2003) note that qualitative analysis often begins before all data are collected and affects future data collection procedures. Researchers and participants may have preconceived notions about the results or findings of a study. Those notions can be attributed to prior experiences and expectations of the situation being researched. The way in which a study is viewed in its infancy may affect how data is collected and analyzed based on prior experiences of the researcher and participants. The researcher must consider any biases participants may have during the study to ensure reliability and credibility.

My research data were in the form of observations, field notes based on observations, audio recordings of participant interviews, and transcriptions of those audio recordings. The

observational field notes and audio interview recordings were transferred into written, narrative form. As data were collected, I coded and sorted it to identify any emerging patterns. Through narrative analysis, I began to analyze data as soon as each interview and observation were complete. Polkinghorne (1995) mentioned two types of narrative analysis procedures: paradigmatic and narrative. Paradigmatic analysis examines the stories a researcher collects as data and cross-examines the data to try and identify common themes among each participant observed. Narrative analysis is an “organized representation and explanation of human experience” (Gall et al., 2003, p. 491). The experience the author refers to is the experience of the researcher and the participant. In narrative analysis, the researcher collects data about actions and develops stories from the data that can possibly explain a phenomenon. I arranged my time so my thoughts and findings could be transferred to notes as soon as possible using narrative analysis. For narrative analysis, I used my field notes from observations, and interview transcripts.

The initial review of the interview transcripts consisted of the researcher making notes on the printed transcripts to document first thoughts of each interview. As analysis and document coding continued, the researcher became cognizant of clear connections among different lines of the transcripts. Time was spent sorting the data and identifying themes that were common through the literature. Emerging themes and any contradictions across transcripts were identified.

Additional modification continued to produce themes congruent with topics that emerged from the interview transcripts. Preliminary ideas from this stage of the research were then recorded in a Microsoft Excel spreadsheet along with transcript line numbers. However, Patton (2002) said, the “real work,” or analysis, is ultimately done in the researcher’s head and

documents (p. 447). To analyze the data further, short identifying statements of the transcripts were recorded. Categories that were common were sorted within the spreadsheet.

The second review of the interview transcripts included coding based on emerging categories or themes. The emerging themes were related to the participant's views on such topics as leadership, mentoring, and induction. Transcripts of the interviews were analyzed line by line to gain perceptions of the participants. Coding consisted of short abbreviations which were directly coded on the Excel spreadsheet. As themes emerged, the data were placed in categories according to themes. Once themes stopped emerging from the data, the data were what Bogdin & Biklen (2007) refer to as saturated. The phase of data collections was complete once the participant interviews were complete. Table 3.4 provides a sample of the hand-coding used during a review of the transcripts.

Table 3.4

Sample Margin Notes and Coding

Line numbers	Data Chunk	Concept and Related Theme	Code
573-577	Harper: I was fortunate to work with people who cared if I survived, so to speak. I was one of a handful of newbies. If I had new ideas to run by my colleagues I felt like I was listened to, even though I was new. The older teachers even listened and showed me the way on some of the ideas that I had-even if they were not the best ideas.	Induction	RQ1 ET C
707-711	Johnson: We (colleagues) were able to get together and plan lessons and even test for the upcoming weeks. I was able to express what I thought the students should be tested on when we met. My input was important because I felt I could give a fair representation to what my students should or should not really know. Plus, my fellow teachers would always advise me on the good and the bad of my ideas.	Collaboration Mentoring	RQ2 LPP P
637-641	Lowell: Wow, I never knew the true importance my	Identity	RQ2

	class had on students getting technical credit. One of the APs (Assistant Principal) helped me understand my role in pushing students towards a career or technical school. I felt like I really needed to be on my game and be the teacher that could push students the hardest to succeed. I looked to be the teacher that my school and principal would be proud of.	Leadership	I
621-624	Johnson: My department worked well together. As I said before, we made a great team of people who all had a goal of doing the right things for kids in the classroom. I was not a veteran but the team helped me along the way by giving me ideas for my classroom and actually making me feel valued.	Induction Mentoring	RQ2 C M
447-451	Harper: The principal met with the new teachers and individually. He told me he was hearing good things about me and that one of my students shared with him some of the things we were doing in the class. He said I was doing well by him.	Leadership	RQ1 C I M
385-389	Lowell: My mentor teacher was the best. She was able to help me learn how to create a worthy lesson plan and then actually put that plan to work in the classroom. She was easy to seek advice from when I had questions.	Induction Mentoring	RQ1 C P

RQ= Research Question, ET= Entry into teaching; LPP= Legitimate Peripheral Participation; C=Community; P=Practice; I=Identity; M=Meaning

Next, the notes were transferred to an Excel spreadsheet (Table 3.5) in three separate columns; one column noted the research question, one noted emerging themes, and one noted the four concepts of Communities of Practice. Data analysis began with each interview and observation.

Table 3.5

Research Questions, Emerging Themes, Communities of Practice

Research Questions	Emergent Themes	Communities of Practice
How do beginning alternatively certified teachers describe their entry into teaching?	Sense of belonging Making meaningful work Being a part of a group	Community
How do beginning alternatively certified teachers describe their movement towards legitimate participation in the profession of teaching?	Sharing best practices Weekly planning meetings Course teams Cross-curricular training	Practice
	Formal conversations Increased student achievement Teacher recognition	Identity
	Understanding purpose Desire to improve Passion for profession	Meaning

The constant-comparative analysis method was used to look for common themes. The constant comparative method is a method for analyzing data to develop a grounded theory. Glaser and Strauss (1967) suggest that when used to generate theory, the comparative analytical method they describe can be applied to social units of any size. As described by Glaser and Strauss (1967), this process involves: (a) identifying a phenomenon, object, or event; (b) identifying local process features of the experience or phenomenon; (c) making decisions based on initial data collection in regards to one's understanding of the phenomenon; (d) sampling purposeful from the group of participants; and (e) comparing across participants for relevance and study of emerging ideas or themes.

By collecting data while simultaneously processing the data, the researcher is able to create or refine future interview questions or observation tactics (Merriam, 1998). Because the researcher is the only person who gathers and analyzes data in qualitative research, qualitative research is viewed as both a strength and weakness. Merriam suggests qualitative work risks multiple interpretations. Therefore, it is imperative the researcher be aware of interpretations to eliminate biases.

Validity and Reliability

In addition to triangulation, validity and credibility checks were used by periodically checking with my participants, my chair, and my peers to make sure data was analyzed appropriately. As data were collected, I was cognizant of my personal experiences and biases as I did not want to unduly influence each participant's thoughts and feelings. To help me, a subjectivity audit was conducted that told me which topics, within my research, had a positive or negative effect on me. A subjectivity audit required that I search out, admit, and control any observer bias so I would not unduly influence the research (Goetz & LeCompte, 1984). I needed to recognize and eliminate any bias as early as possible in my research so I did not unduly cause a distraction or cause a participant to question my qualifications, trustworthiness, or the intentions of my research (Gall et al., 2003). The subjectivity audit brought to the forefront my belief that new teachers need support as they begin the profession. Therefore, the subjectivity audit reminded me of my role and the need to avoid forcing the topic of support on the participants- I was able to remain objective which allowed participants to share their thoughts on the topic in their own words.

Member checking was employed as part of a credibility check throughout the study. Member checking is a process in which the researcher asks one or more of the participants of the

study to check the accuracy of the researcher's reporting. Member checking requires the researcher to take the study data back to the participants and ask them about the accuracy of the transcribed interviews or field notes from the observations (Creswell, 2002). Participants were asked a variety of questions about the study, such as whether or not the researcher's descriptions are complete, realistic, and interpreted correctly. The participants reported that the researcher was accurate in reporting the descriptions and results of inquiry throughout the study.

I also had two peers take part in an external audit and read my data to help ensure the validity of my data and research. An external audit occurs when someone outside of the project is asked to review the study and comment on any strengths and weaknesses found. The external audit can occur during the study, as well as at the conclusion of the study. The external audit can help distinguish if the study is logical, has appropriate themes, has bias, is credible, and is grounded in the data (Creswell, 2002).

The first peer reviewer is a high school special education teacher who received his master's degree. He does not work at either of the participant's schools and has had no interaction with the participants. He provided feedback in terms of being an alternatively certified educator and working with new teachers at his school.

The second peer reviewer is employed as an assistant principal at a school where one of the teachers is employed. She received her doctorate degree using quantitative methods but did take a qualitative course while pursuing her doctorate degree. She was able to offer her perspective as a school leader and a researcher.

Table 3.5 provides examples of comments provided by the peer reviewers during this phase of the research. Examples are provided for suggested changes to align a data chunk with another research question and a reason for the possible change, though the peer reviewers did not

think it was absolutely necessary to make any changes. The peer reviewers brought different perspectives than that of the researcher. The feedback was positive as fellow doctoral students reported having reviewed a balanced report on the data and the project as a whole.

Table 3.6

Sample of Peer Reviewer Comments

Line numbers	Data Chunk	Researchers Original Margin Notes	Review comments
379-382	I felt good about what I was doing in the classroom and received compliments from my peers. I was able to get a good grasp on what I was doing in the classroom.	ET RQ1	Peer 1: Could the participant be realizing full participation? RQ2
478-481	Feeling like you are part of something is a nice feeling. The teacher next door is starting to see I can do a good job in the classroom even though I was not a veteran teacher.	ET RQ1	Peer 2: Is the good feeling because they are new or part of the teaching family at the school? RQ 1 and RQ2
507-510	Wow, you know, it is nice being able to participate in things with the other teachers. Little things like eating lunch together have become common now for me but I am still learning the job.	Movement towards LPP? RQ2	Peer 1: Participant is still learning, right? Are they learning the job or the group of teachers? RQ1 and RQ2
567-570	Having input into possible curriculum changes boosts my confidence in my job. I guess the school sees my value in some of the decision-making though I am not super experienced.	Movement towards LPP? RQ2	Peer 2: Does the participant feel this is part of the entry into teaching? RQ1

RQ (1 or 2)= Research Question; ET= Entry into teaching; LPP= Legitimate Peripheral Participation

Coupled with the external audit is external validity. External validity is the degree to which the study's findings are applicable to individuals outside of the study (Gall et al., 2003). External validity helps determine if the findings of the study are more or less valid in certain settings. In qualitative studies, the researcher's goal is often to study a phenomenon the researcher is interested in, but also to add to the knowledge base of the topic. Patton (2002) says the validity of a study often relies on the competencies of the researcher doing the field work.

The reliability of the study is also paramount. In quantitative studies, reliability is the degree to which other researchers would come up with the same results if they were to study the same case while using the same procedures and analysis as the first researcher (Gall et al., 2003). For a qualitative study, the researcher expects a second researcher to produce different results using the same criteria of the study. Reliability for qualitative studies refers to a researcher's ability to explain the phenomena or world as others may see it. According to Bogden and Biklen (1992), qualitative researchers are concerned with the effect their personal subjectivity may have on any data that are produced. This point is important for this case study as my prior experiences had the potential to interfere with the study as a whole. I relied solely on collected data to answer the research questions, eliminate any researcher bias through data collection, and to explain the phenomena.

In qualitative studies, the researcher is the primary person responsible for gathering and analyzing data. In qualitative research, this is both a pro and a con to the study. The researcher is imperfect in qualitative research and is capable of making a mistake because qualitative research lends itself to bias. Merriam (1998) suggested that "one of the philosophical assumptions of this type of research is that reality is not objective; rather, there are multiple interpretations of reality the researchers bring with them including their own construction and

interpretations of the phenomenon being studied” (p. 22). To control these constructions and interpretations, it was important that everyone involved in the study was aware of biases. More specifically, I needed to be concerned about any biases I may have held. According to Merriam (1998), I needed to be sensitive to any feelings I had towards the research topic as well as biases that are prevalent in qualitative research. I began the research by recognizing my biases and made myself accountable for rejecting the biases throughout the data collection and analysis processes.

Confidentiality

According to Schermerhorn et al. (2000), “Subjects of research have two primary concerns: the right to expect high-quality research and the right of confidentiality” (p. 417). While considering subjects’ rights, I expected ethical and reliable behavior from my research subjects as I collected data. The participants were ethical and reliable throughout the study. Both the researcher’s and participants’ ethics and confidentiality are addressed by IRB as all participants are assured confidentiality through the use of pseudonyms.

I served as interviewer and data collector. To defuse or eliminate bias or contamination of the study, each participant was treated with the same respect and regard. The researcher must not say or report anything to participants that may have an effect on their thoughts and decisions, affording complete autonomy to each participant of the study. To help ensure confidentiality for the participants, credibility was established using Patton’s (2002) three elements of credibility: (a) rigorous methods for gathering data, with data analysis that addressed issues of validity, reliability, and triangulation; (b) credibility of the researcher: the educational background, experiences, and self-presentation of the researcher; and (c) philosophical belief in the value of qualitative inquiry, the admiration of the research that led me to respect the beliefs and views of

the participants. I let the participants know that my methods were secure, my belief in the research was genuine, my credentials were authentic, and my intentions were sincere.

Confidentiality was promised to participants at the onset of the study. There were no occasions where I had to consider breaching confidentiality. For example, if I were observing or interviewing a teacher and the teacher said or did something inappropriate or illegal, what should I do? It would be up to me to decide what to do and my decisions would be made on a case by case basis. According to Lincoln and Guba (1985), the relationship I had with my participants was of primary importance. Substantial and reliable information was provided to each participant on the context and parameters of my study. The extensive amount of detail I provided to the participants helped prepare them for any unforeseen occurrences or issues of confidentiality that could have arisen.

Procedures

A detailed application was submitted to the University of Georgia Institutional Review Board (IRB), to seek approval to conduct this study. Members of the IRB review research proposals and determine if any ethical issues have been considered. Approval from the IRB indicated that appropriate steps were taken to ensure all participants were protected. When I began my study, common concerns were addressed that often arise in qualitative research such as ethics and confidentiality, including informed consent and protecting informants from harm.

Informed consent means participants were given information about any procedures or risks involved in the study. Each voluntary participant was given a research consent form (see Appendix B) before the research was conducted, and had the right to withdraw from the study without penalty or repercussions (Lodico et al., 2006). Confidentiality and protection from harm were primary ethical objectives of the study. Harm applies to both physical and mental harm.

To protect participants physically, the subjects were not placed in a setting where they could be injured or hurt. Mental protection from harm keeps the researcher from discussing issues that could cause stress and duress to the participant. The time spent with each participant and the questions I asked did not produce attitudes or thoughts in the participants that adversely affected them. In addition, I was prepared to handle any outcomes while maintaining strong ethics and participant security.

Researcher Bias

According to Gall et al. (2003), researcher bias refers to a researcher's own expectations about outcomes of research that affect behavior of participants in a study. The affects that perceived outcomes may have on participants are often invisible to the researcher. To account for this type of bias, I must acknowledge any chance for error in data collection. I must also realize that my findings are for the purpose of adding to the knowledge base of alternatively certified teachers, not confirming any hypothesis I possess. Bogdan and Biklen (1998) suggest a researcher's primary objective in a qualitative study is to add to the knowledge of a subject, while generating understanding of the findings without passing judgment on the participants of the study.

As a qualitative researcher, my experience is limited. However, I am an alternatively certified educator and feel my research leads to a better understanding of the experiences of alternatively certified teachers. A great deal of my success in the classroom is attributed to my experiences as an alternatively certified teacher. My first years in the classroom were exciting and revealing. Aside from the primary job of teaching, I was unaware of the daily activities required of classroom teachers. My experiences helped me gain insight into situations that my research participants were involved in during my study. My knowledge of alternative

certification, coupled with the literature, afforded me the experience needed when collecting, analyzing, and interpreting data.

Summary

This study is a result of my interest in the feelings and perspectives of alternatively certified teachers. As an alternatively certified teacher myself, I wanted to know what experiences and feelings other alternatively certified teachers felt during their socialization process as new teachers. I wanted to know if those teachers felt like they were adequately trained in the customs and cultures of their school system.

For my study, I began with questions I wanted to answer through my research. Participants were carefully selected before research began. Data collection was completed through field notes, observations, and in-depth teacher interviews. I took the data from my research and looked for themes and patterns. The findings of the study included detailed descriptions by using the words of the alternatively certified teachers participating in the study and are presented in the next chapter.

CHAPTER 4

FINDINGS

This study examined high school business education teachers' perspectives about their socialization experiences as they entered the teaching profession by means of alternative certification. For the purpose of this study, I chose to combine narrative analysis and the cross-case thematic approach (Merriam, 1998). In addition, I used intensity sampling (Patton, 2002) to develop a collective case study through semi-structured interviews. These approaches afforded me the opportunity to establish elements of communities of practice and teacher socialization on a case-by-case basis. Additionally, the characteristics that contributed to the emerging themes were identified. The data in the three cases were initially analyzed on a case by case basis, and then compared through a cross-case analysis, to look for commonalities and emerging themes. In this chapter, a review of my research questions is provided, followed by a brief demographic and participant summary. Next, themes and commonalities that emerged from my data analysis are provided. Finally, the chapter concludes with a procedural example of the two-stage analysis process that can be helpful in explaining how the data were extracted and viewed, followed by a summary.

Research Questions

To promote greater insight and understanding into the experiences of alternatively certified teachers, the following research questions guided this study:

1. How do beginning alternatively certified teachers describe their entry into teaching?

2. How do beginning alternatively certified teachers describe their movement towards legitimate participation in the profession of teaching?

Participant Summary

Specific demographic information is given about the participants below. Quotes from the three participants are used throughout the chapter and a summary is given at the end of each emerging theme. Additionally, there is a table addressing the research questions and an accompanying discussion in regard to the research questions and the elements of Legitimate Peripheral Participation (LPP).

The participants were three business education teachers employed by Gwinnett County Public Schools, a large urban school district located in metro Atlanta. The researcher observed the gender of the teachers as two males and one female. With regard to race, one of the teachers was Caucasian and two were African-Americans. Each teacher had no more than three years of teaching experience at the public school level. Additionally, each teacher finished his or her certification program within the first two years in the classroom. Of the three participants, all had degrees beyond undergraduate work. Each teacher was married and had one or more children. Also, two of the teachers were 37 years old and one was 38 years old. The following is a more detailed description of each participant.

Lowell

According to Lowell, her teaching career began in a very unorthodox way. When she graduated from high school, she decided to bypass college and go to a flight attendant training program at Executive Travel Institute. She spent five months in the program and became a flight attendant. Following this training program, she decided to enroll in college to obtain a Business Administration degree in the hopes of one day opening her own business. Due to economic

factors and the downfall of many travel agencies, she took a different route with her job search once out of college and ended up as an Administrative Assistant within an education entity. While at work one day, she met a parent who told her about a technical school that would be opening within the next few years and that teachers would be sought for the school. Upon hearing that, she began looking into what she would need to do to obtain a teaching certificate so that she could apply to teach at the new school. She enrolled in a Masters of Education (MED) program to gain her initial certification and master's degree. Since the new technical school was not open when she finished her degree at Georgia State University, she applied for a job teaching Business Education content and began teaching in a traditional high school as a full-time teacher.

To Lowell, teaching is a way not only to teach curriculum and help students develop knowledge of a subject, but also to help them prepare for their future. She incorporates many life lessons into her classes, including things such as how to act in different situations, the ethics of the workplace, how to apply for jobs and scholarships, time management, writing resumes, and other pertinent information that students will need to be successful in the workforce. She feels that teaching the whole student is part of her job, not just ensuring that they know the curriculum standards set forth in her classes. Pushing students to reach their maximum potential in any situation is a goal that she has set for herself each year and she strives to see each of her students grow into well-rounded young adults. Her students are mainly seniors, about to enter the workforce or post-secondary settings, and she hopes that she has prepared them for their next step in life.

Harper

As Harper put it, "I went from engineering to education, and I am glad I did!" After graduating from Auburn University in 2002 with a Bachelor's Degree in Business Management,

Harper never dreamed of becoming a teacher. Harper was born into a family of educators- Harper's grandfather was a principal, the mother was a middle school teacher for 30 years, and his father was a teacher, principal and superintendent of schools. When Harper was eighteen years old, the last thing he wanted to do was to become a teacher. At Auburn, he participated in the cooperative education program and had the opportunity to work for Xerox throughout his college career. He felt that he was destined to work in a corporate environment. After Harper graduated, he entered the technical staffing industry as the economy worsened. He was laid off twice and that helped him realize that the sales world was not where his talents were best suited. His parents and wife convinced him to go into teaching. At that point, he entered Piedmont College to simultaneously earn a master's degree and teaching certification in business education.

Harper's views of education have not changed very much during his first three years in education. He feels very strongly in the importance of preparing students for the "real world." That preparation includes a strong emphasis on math and science in addition to participation in a comprehensive career and technical education curriculum. As a teacher, he is focused more on the immediate skills that he teaches his students—such as keyboarding or web page design. Harper tries to focus more clearly on the "big picture" where all the pieces in a school come together to make students ready for any post-secondary option that they choose.

Johnson

Johnson earned a degree in journalism and began looking for a career in that arena. After researching the field, Johnson realized he had a better shot at making more money if he pursued another avenue of employment. He decided he would enter a masters program and pursue a Masters of Public Administration (MPA). When he finished his MPA, he began working for a

small advertising company and applying his journalistic skills. He was also able to teach continuing education classes at his new position and fell in love with the idea of possibly pursuing the arena of teaching as a full-time profession. After three years of working in the business world, he spoke to an old friend who was a high school teacher. Johnson shared his desire to teach with the friend and the friend told him he should pursue a career in education. The friend told Johnson about alternative certification and how Johnson should look into that route as a means to teach full-time. In the meantime, Johnson began teaching at the junior college level and realized his true passion was indeed education. After teaching for a year at the college level, he followed his friend's advice and began researching alternative means to become a teacher. He settled on a program that would allow him to teach business classes at the high school level. He is focused on getting results from his students and believes he truly prepares students for their next step in life—be it college or the work force.

He stressed his belief in an educational philosophy called Outcome-Based Education (OBE). Outcome Based Education is a student-centered, results-oriented design premised on the belief that all individuals can learn. Johnson entered the teaching profession because he believes he can help all students, regardless of their skill level. Johnson stated that not all students learn at the same pace. The idea of OBE is based on the premise that learners can and must be successful. There is no limit to human potential, individual or collective, if everyone involved develops partnerships to ensure genuine success for all students. To practice OBE, you have to be committed to the following beliefs: all individuals can learn successfully, success results in further success, schools create and control the conditions under which learners succeed, and the community, educators, learners, and parents share in the responsibility for learning (Spady, 1994).

Johnson said he practices OBE in his classroom and it is his main philosophy of teaching. He believes all students deserve a chance. All students can bring something different to a class, and he sees it every day in his classrooms. He tries to let all of his students know they can always do better than they think, and do better than they did before. For OBE to be effective, he said he has to help the students believe in themselves for them to be successful. Sometimes it is challenging, but for the most part, it is a successful philosophy. He goes into his classroom with a positive attitude and believes if teachers go into a classroom and create a negative environment, they will get negative results. He stresses the following idea to his students: “a negative attitude breeds negative results.” Johnson believes the same applies to positive energy and positive work environments. Nine times out of ten, your positive experiences instill a positive attitude in your mind about what you accomplished.

Johnson believes that too often, students are made to feel they are going to fail from the beginning. He has seen educators who tell themselves a certain percentage of students should fail and he thinks that is a travesty; instead with OBE, students can monitor their progress and build on their success. Johnson said that sometimes you have students that need special attention to help them get over the hump. He recognizes that particular students must receive extra support from him to be successful. He feels rewarded to see low-achieving students actually do well and better than they ever imagined in class. His personality is outgoing and he definitely takes an infinite positive attitude and approach to his classroom and life.

Procedural Examples

As mentioned in Chapter Three, I wanted to gain successful entry into each participant’s classroom. I had individual pre-conferences with each participant at least two weeks before I actually sat down with them for the interview. I wanted to put the participants at ease by making

them feel comfortable with me and my purpose. In addition, I let each participant know that each interview would be conducted at his or her school in a location of his or her choosing. All participants chose their classroom as the place for the interview. I appreciated the choice of interview location as I felt the participants were comfortable because they were in their own classroom—in the room in which they practiced their craft. An interesting aside is that all participants were very proud of his or her classroom and took a fair amount of time showing me things in their classroom and within their departments and work rooms. As we sat down for each interview, I began with chit chat in an effort to put each person at complete ease. One of my goals was to let each person talk as I wanted to hear everything about them and their feelings. Some were more forthcoming than others. I continued to be an active listener as I wanted to capture each person's thoughts and feelings.

When I felt they were ready to begin, I asked “Are you ready? If you are, I will begin the interview.” I followed the semi structured interview guide (see Appendix A), and began each interview with this statement, “I am going to ask you some questions about your experience as an alternatively trained teacher.” Beyond my first question of tell me the story of how you became a member of the teaching community, participants were unique and their individual feelings were both varied and prominent; and gave me a clearer understanding of them as individuals.

In our discussions of how each person became a member of the teaching community, participants all responded with answers related to a calling to teach and to serve a higher purpose in life and society. Johnson was a little less direct with his responses than the other two participants, answering the questions but also talking quite a bit off topic. Each time that happened, I simply redirected him back to the question at hand. Analysis of my interview with

Johnson is presented in Table 4.1. As I transcribed and analyzed passages from his recorded interview, it was apparent from the location line numbers that responses were not provided based on the initial question. Instead, more probing questions helped me to elicit responses that I might not have attained.

Table 4.1

Analysis of One Participant's Responses to Questions about Entering the Teaching Community

	Line #	Passage
Becoming a member of the teaching community	88-91	I was offered a Graduate Assistantship...it was a blessing and that was when I first thought about education.
	125-126	It was during my third year (working in business) that things began to change. I started teaching business classes at Georgia Military College.
	133-134	That experience, really made me think teaching might be my calling.
	178-179	I was happy to get into the education field on a full-time basis.
	306-307	I loved teaching junior college and felt I could transfer that love and passion into the high school classroom.

As with the interviews, during observation my intention was for participants to feel comfortable as I sat in their classrooms. The participants were given the flexibility of choosing a date for my observation. In addition, the participants also were allowed to tell me where they wanted me to sit in their classroom. I wanted to be situated in such a place where I created the least amount of distraction for the participant and the students. I created the least amount of distraction for the participants and the students. I intended to observe how each participant interacted with their students through speech and non-verbal communications. My observations were intended to determine the participant's feelings in regard to their role in the classroom and if they felt like they were supported by their school and staff members. In addition, I wanted to

determine if participant's teaching styles and classroom management were directly influenced by peers, mentors, or school leaders.

Transcripts and notes from the interviews and observations were analyzed on a line by line basis to gain a better understanding of the participant's thoughts. The transcripts were reviewed based on the participant's lived experiences as I looked for commonalities of the phenomenon of socialization. The results of my analysis, discussed in the next section, were sent to individual participants for a member check. Each participant had the opportunity to correct, add, or delete information from my analysis. The observations did not significantly contribute to my findings and research results and no observation data or analysis is provided.

Cross-Case Analysis

Following my line by line analysis of the individual interviews, I began a cross-case analysis in which I began to organize the data by common thoughts and themes. Much of the data from the transcripts were a combination of short sentences and phrases. However, sometimes an entire passage was used to keep the words in context. I organized the data in multiple rows and columns which gave me a clearer picture of the data as a whole. Table 4.2 identifies responses of all participants to questions about how they moved from the periphery of the teaching profession into full participation within the community through the four facets of Communities of Practice.

Table 4.2

Communities of Practice: Cross-Case Analysis of Moving from Periphery to Full Participation

Communities of Practice Themes	Name of participant		
	Lowell	Harper	Johnson
Communities	"working with my department, I felt more	"I planned with my colleagues within the curriculum and	"the mutual relationships I built with my

	connected with my fellow teachers. We shared many ideas.”	was able to help create norms.”	co-workers created a great team.”
Practice	“we work every Monday with the math department in order to address the concept of collaboration.”	“we work together in order to make sure we are on the same page across classes.”	“eating lunch together gives us a chance to plan consistent lessons.”
Identity	“being in charge of my program allows me to see how important my area is to the school.”	“building relationships with my peers allowed me to see my importance to the department.”	“I understand my place and purpose within my department.”
Meaning	“I really feel more comfortable with my peers and understand my contributions are appreciated.”	“though I teach a singleton, I am not isolated within my department because the teachers practice mutual respect of each other’s efforts.”	“I now realize I am a valuable contributor to my department.”

Table 4.3 identifies selected responses of participants to questions regarding their movement from the periphery into full participation through Legitimate Peripheral Participation (LLP). The table reflects the participants’ response as to the purpose and theory of Legitimate Peripheral Participation.

Table 4.3

Comparison of Research Questions, the Elements of Legitimate Peripheral Participation (LPP), and Findings Related to Purpose and Theory

Purpose of Study	Research Questions	Elements of Framework	Interview Questions	Findings Related to Purpose (solves problem)	Findings Related to Theory (explains theory)
The purpose of this qualitative case study is to determine how selected alternatively certified teachers are socialized into the public school system. In particular, this study will focus on an analysis of the experiences and feelings among alternatively certified teachers toward their entry on the periphery and growth to become a full member of a school community.	How do beginning alternatively certified teachers describe their entry into teaching?	Identification- participants recognize the difference between how they are expected to behave and how they feel they should behave.	Tell me the story of how you became a member of our teaching community.	“The school was very accepting of new teachers and the department was good with mentors and collaborating and working together” (Lowell)	“I really understood my purposes in and out of the classroom” (Johnson)
		Internalization- participants personalize their ‘role’ as teacher, resolving their perceived differences of the earlier stage.	Describe your socialization experience coming into this school community as a new member.	“I was lucky to be with other teachers who wanted to help me and make me feel a part of the team” (Harper)	“I became comfortable and we (teachers) fed off each other. We had a strong sense of community” (Lowell)
	How do beginning alternatively certified teachers describe their movement towards legitimate participation in the profession of teaching?	Legitimate-all parties accept the position of “unqualified” people as potential members of a “community of practice	Describe your experience establishing interpersonal relationships with coworkers.	“The established teachers did a great job of giving us stuff initially to help us in the classroom” (Harper)	“My mentor is now my good friend and she respects the job I do” (Lowell)
				“I kind of had to	The classes were fun and I really developed strong,

		feel my way around at first to try and fit in. It was a little awkward at times during that first part of it” (Johnson)	personal relationships with some of my fellow teachers” (Harper)
Peripheral-participants hover around the edge of important items, participating in the peripheral tasks. Eventually, participants are entrusted with more important items.	Describe your sense of belonging or disassociation with your school and your school system. During the first year of teaching, who offered you insight and guidance at your school? Tell me about that guidance. Did it change after the first year?	“I was keeping my head above water for awhile trying to learn all the things of being a new teacher. I wanted to fit in” (Lowell) “My department chair kept me in the mix and let me get my feet wet first” (Johnson)	“I have a deep sense of belonging to the school system now. I really can’t think of being anywhere else” (Harper) “My mentor and department chair really moved me to my comfort zone. Also, my principal’s support made the second year much easier” (Lowell)
Participation- through <i>doing</i> knowledge, participants can acquire that knowledge. Knowledge is situated within the practices of the community of	Do you have a unique niche within your school organization? How? Tell me about how you learned to be a teacher once you	“I believe I was in a unique niche because I was alternatively certified and I felt I could give kids a real-world perspective”	“Absolutely, my classroom and department are unique and are comfortable places for me and anyone who comes by” (Johnson)

practice, rather than something which exists “out there” in books.

were employed by the school district.

(Harper)

“I think every person can create their own (niche) based on their strengths and weaknesses...the school offered mentoring that helped sustain that niche and helped me learn the little things of teaching and the classroom”
(Lowell)

“I was able to build trust with other teachers because they let me observe their best practices in their classrooms. The observations strongly helped me become a better teacher...a great learning tool for me” (Harper)

Emergent Themes and Commonalities

By using a semi-structured interview guide (Appendix A), a reasonable amount of continuity was expected throughout the interview process. However, the guide itself created additional questions which allowed for more probing of each participant's thoughts. Each interview began with guided questions, which resulted in conversations that led more questions that helped reveal more about the participants' feelings. In respect to my time with each participant, I tried to eliminate any repetitive questions that had already been answered.

In the process of using cross-case analysis, I looked at each case individually to compile common themes. As a result, I felt it was imperative to report individual participant themes as well as common themes. I used Merriam's (1998) five-step approach to create categories as I began the process of analyzing the data.

Theme Analysis Methods

According to Merriman's five-step approach, the researcher reads the transcriptions first, and then records notes in the margins. Next, a summary of the categories recorded in the margins of each transcript are kept on a separate piece of paper. Third, the next set of data are read while keeping in mind the summary of categories that emerged from the first interview. This affords the researcher the ability to determine if the same categories are present throughout. Fourth, a master list is formulated and the decision is made as to what to name each category. Finally, an organizational system is used to correctly categorize data. My system consisted of note cards, and computer organization program, Microsoft Excel.

Using Merriam's (1998) five-step approach helped me to organize my data in a way that was clear, consistent, and true to the participant's words. I was able to use interview transcripts from each participant and make copious notes within the margins as I re-read each transcript.

Next, I was able to develop a matrix of data for each participant that helped distinguish common and emerging themes. An example of the data matrix for the Lowell participant is provided in Table 4.4. I moved to archival data, to determine if the same or unlike categories emerged. I created a master list of data categories. From my matrix and collected data, I used data to support the categories to make my research a truer interpretation of each participant's thoughts.

Table 4.4

Example of Data Matrix of Lowell Participant

Mrs. Lowell's Socialization Experience		
Line #	Participant Quote	Data Category
179-182	"I think a school leader must be visible in the classroom, provide expectations and monitor those expectations, and provide feedback. I really believe that the principal is the one who sets the tone for the faculty."	Educational leadership
133	"I kind of expected someone there to mentor me on the basics of my job."	Mentoring
210-215	"We met as new teachers to begin the process of learning the daily routine of our jobs. I remember learning about specific procedures and things that I needed to know to really make the school day work for me. I think that helped me learn kind of what I could expect once I really got into a classroom."	Teacher induction programs

I wanted to represent high school business education teachers in a just and professional light. From that want, three interviews were produced from which to take data. The responses from each participant helped me categorize these data according to emerging themes and commonalities; with no one category being identified as more important than the next. The

following section reports findings as they relate to the emerged themes of (a) communities of practice, (b) educational leadership, (c) mentoring, and (d) teacher induction programs.

Communities of Practice

Each participant mentioned the importance of developing a caring and concerned teaching community and community of practice. Teachers became more concerned with their group and teaching community and discussed how they contribute and appreciate their teaching community. I identify each participant's comments with line numbers from my interview transcripts. Lowell shared, "'I felt more comfortable building those relationships with other teachers...it was promising to me as a professional to be a part of such a group" (75-77). Harper stated, "We (teachers) were able to rely on each other...we would ask questions of each other which gave us all a sense of family among our peers" (190-192). Continuing with the idea of developing and sustaining a nurturing community of teachers, Johnson shared, "To me, learning about my fellow teachers was as important as learning the curriculum...I quickly felt like a part of the teaching family in my department...I was welcomed with open arms and that meant the world to me" (407-410).

A Community of Practice affords individuals the ability to make meaning of the world around them. Wenger (1998) believes we are concerned with the meaning behind every situation we are involved with. The teacher community of practice, and being an accepted part of that community, was important to the participants of this study. The participants discussed how their acceptance at their school by their peers helped them become better teachers. Lowell shared, "I felt more comfortable after building strong relationships with teachers which made me more comfortable in my classroom" (183-184). Harper continued, "We had some good new teachers that blended nicely with the veterans and we learned from each other...The relationships

motivated me to be the best I could be for my students” (126-129). Johnson stated, “I was influenced by the strong teachers in my department. I did not want to let them down so I was determined to be the best teacher I could be” (241-242).

Educational Leadership

The participants each stressed the importance of strong leadership as an important piece to them being successful teachers. They believed strong leaders set the tone for the classroom and the school as a whole. The leadership role came from both their department chairs and their principals. Lowell shared, “My department chair really helped set the tone for me and my classroom...I was able to create specific goals for my students in order for them to succeed” (186-188). Harper says, “The principal set the tone by creating a casual but structured learning environment...It made me feel like I could create a positive environment in my classroom” 137-139). Johnson continued with the importance of leadership, “My principal can be very helpful in the school by providing opportunities among teachers that develop contacts and new ideas and strategies among the staff” (441-442).

An interesting example of the importance and influence of the principal came from Johnson who stated,

My principal often stops by to see how things are going with me and with my department. He makes a point to attend department meetings for the sheer fact of getting the teachers to think about new ideas and ways to enhance our classroom....Earlier this year, he threw out the continued topic of differentiated instruction and challenged us to work with members of other departments to see what they are doing in that arena. (345-352)

Mentoring

Each participant discussed the importance of a mentor teacher or teacher-buddy that helped them traverse their entry into teaching and the classroom. Often, the mentor was a person who helped move the participant into full membership of their community of practice. Lowell stated, “my school was great with mentoring...my mentor collaborated with me which made me feel more of a part of my department” (137-139). Harper shared, “I was assigned a mentor, Linda, who was a savior for me. I worked with her on lesson plans and strategies and she helped me understand that I could be a good teacher and that my peers believed in me” (195-197). According to Johnson, “I really struggled with details and the unexpected things that happened in my classroom...My mentor let me know I was not experiencing anything that the other teachers in my department had not experienced and that any obstacles would only make me a better teacher in the long run. My mentor helped me understand I was truly doing a good job” (417-421).

Teacher Induction Programs

New teacher induction, or new teacher processes, appeared to be a pivotal part of the participant’s success in and out of the classroom. Learning daily routines and norms and expectations of the teaching profession were important to the participants of this study. Lowell explained,

We had new teacher meetings. I think it was once a month-at least. We met with an administrator and it was almost just a sit around and talk session about problems we were facing or questions we had such as county policies, routines, etc. It was very helpful because it was not a *sit and get* session that lasted all day. We’re not necessarily thrown out there...we were gradually eased into the profession and really cared for. The

induction process at my school was on-going and really let me know I was supported in every area of my job. (103-109)

Harper echoed the importance of new teacher induction saying, Our school did have a very good, structured new teacher induction. In addition to what the standard county program is, um, the school did a really good job of selecting the right teachers in order to run that (business) program so they did a great job of not only telling us the rules and everything...they did a good job of explaining kind of what the culture was of the school was about, not just socially more so than here's your procedure book on how to do things...I still use my notebook from teacher induction to help me now. (100-107)

Johnson mentioned an on-going process of teacher induction and explained, "We had the standard county new teacher orientation which was good; don't get me wrong. But, that was more of a county level thing where we learned about benefits and paychecks...that kind of stuff. Trust me, that was needed. But, the local school orientation process was a key to my survival. I mean, we talked about trivial things such as the closest bathroom for me to use during class change! It was really the meat and potatoes of the culture of the school. It was great and we met six times over the year just to follow up on any questions or, really specifics of our job that we had questions about" (279-287).

Findings Based on Research Questions

I used participant narratives, cross-case analysis, and emerging themes and commonalities to specifically address each of my research questions. Table 4.5 presents findings gleaned from these analyses for each research question. A detailed discussion of responses to the two research questions follows.

Table 4.5

Participants' Common Themes in Response to Research Questions

Research Question	Response
1. How do beginning alternatively certified teachers describe their entry into teaching?	Entry into teaching: a) Ability to Fit In b) Feeling of Comfort and Support c) Welcoming Environment d) Treatment as Equal e) Seamless Process f) Mentor Support g) Relationship building h) Support from School and School System
2. How do beginning alternatively certified teachers describe their movement towards legitimate participation in the profession of teaching?	Movement towards legitimate participation a) Collaboration with Peers b) Strong Interpersonal Relationships c) Appreciation of Colleagues d) Ability to Contribute e) No Boundaries f) School Climate and Culture g) Support from Principal

Response to Research Question One

How do beginning alternatively certified teachers describe their entry into teaching? As teachers enter the profession, they often choose the education field because of their desire to help others. Successful entry into the field can be a by-product of the effectiveness of the alternatively certified teachers' preparation program (Stronge, 2007). In addition, a stronger case could be made that a teacher's entry into the profession can be a successful entry if provided proper support and guidance. Beginning teachers face a new concept when they enter the reality that is the classroom. Veenman (1984) suggests that the ideas a teacher learns during pre-service collapse as the real world classroom is entered. The participants of this study discussed the importance of strong support as they did face the sometimes harsh, yet exciting, reality of

heading their own classroom. Each participant reiterated the fact that the support they received made their entry a somewhat easy process.

The participants described their entry into the profession in a comparable fashion. All came from business industry and began work at a Gwinnett County Public Schools high school. In addition, the participants described a somewhat seamless process of entering the teaching profession. Lowell was able to work on lesson plans and develop aspects of the curriculum at the onset which made her feel comfortable as she started her position. Lowell said “the school accepted me and my strengths. I seemed to fit in well” (211-212). Lowell’s husband is also a teacher and she said his support coincided with the support of the local school. Lowell discussed how she felt like a member of a learning community, i.e. CoP, and felt comfortable as a new group member in her department (246). Harper described a smooth process as well. Harper said, “I was really nervous at the beginning, but I felt like I was kind of welcomed with open arms” (230-231). Harper discussed working with the math department on a web page design project and the math teachers treated him as an equal. Harper said, “It was as if I had worked with those people for a few years” (301-302). Johnson described his entry as an “almost seamless” process with the exception of actually learning the parameters of classroom management (147). Johnson said, “moving in to the classroom was not as stressful as I thought...the actual dealing with the students was something I was not great with, but my mentor teacher really helped me with different techniques of classroom management” (158-160). Additionally, the participants shared common thoughts in referencing their entry into teaching: (a) mentor support (b) relationship building within their teaching department at their school, and (c) on-going support from the school and school system.

Response to Research Question Two

How do beginning alternatively certified teachers describe their movement towards legitimate participation in the profession of teaching? Throughout my interviews and the time I spent with the participants, it was apparent that the participants felt as though they were legitimate members of their teaching group. The participants (teachers) described a period where they began as almost outsiders, but moved toward the inner circle and full participation within their teaching department. Lowell said, “I am in a unique position because I helped develop the curriculum for one of the new classes being taught at my school. I felt the nervous jitters people feel when they begin something new, but my peers made me feel comfortable from the onset because they appeared to value my opinions during group meetings (491-493, 501). Lowell also said, “even though I was the new kid on the block, my fellow teachers and I worked well together and often bounced ideas off of each other to see what was the best way to make something work for kids” (330-333).

Lowell also discussed how having common planning time with some of her peers really fostered strong interpersonal relationships-and made her feel like she was an actual member of her department; accepted for who she was. Lowell continued by saying that she developed relationships with teachers from other departments which only solidified, to her, that she was a legitimate part of the profession. Lowell said, “I would eat with members of the math department and we would talk about different issues and different real things we were doing in the classroom. We also discussed personal things that helped form a strong bond for me” (487-490).

Harper described how he had the mindset that he was on the outside looking in until he actually started working with members of his department. He referred to a state of mind where

he felt like his contributions and ideas towards his department were appreciated from the onset of his first few days on the job (231-233). Harper said he developed interpersonal relationships within his teaching community that helped move him towards what Wenger (1998) refers to as full participation. “I started off with just a professional belonging because I was hired to do a job. I developed more relationships, aside from working ones (relationships), that helped me grow and fit in quickly” (247-249).

Johnson shared similar sentiments to Harper and Lowell. He described a situation where he still felt like somewhat of a newbie on the job and among his peers. He said he was admittedly shy sometimes outside of the classroom, but was actually beginning to develop more interpersonal relationships with his peers. Then, one day, he was asked to be on a committee of teachers who were working to develop new curriculum standards for one of the classes he was teaching. Johnson said, “at that point, I pretty much realized I was really a part of the group...I was really considered a part of my team” (411-413). Johnson credited his business world experiences in helping him become a full participant of his profession and overcoming some of his shyness. Johnson said, “I really tried to eliminate any boundaries among my peers, mainly because I was a new person to my department. I knew I needed to be more open to show my peers that I was more than just a teacher. It worked because I dropped any guard I had, and I felt pretty accepted for being a contributor to my department” (447-450).

Summary

Three participants were interviewed about their experiences as an alternatively certified teacher, specific to their socialization into the teaching profession. These interviews were conducted to gain valuable information in regard to both their perceptions and experiences as they moved into full participation in a teaching community. The data collected from the

interviews were analyzed-both individually and comparatively, across each participant of the study producing the previously mentioned results and discussions. Participant data were categorized and combined with the elements of Legitimate Peripheral Participation and socialization to assist with my data analysis. Each participant valued the idea of my study. My interviews with each participant helped open the door for me as I tried to answer my research questions. In the following chapter, I will discuss the implications these findings have on teacher socialization.

CHAPTER 5

DISCUSSION, IMPLICATIONS, AND RECCOMENDATIONS

The purpose of this chapter is to make meaning of this study as a whole. The chapter is organized to provide a summary of the research study, to reiterate the research purpose and the research questions, and to restate the conceptual framework on which the study was based. A summary of the study findings is also presented. The chapter continues with a discussion of the implications for teacher socialization based on the findings of this study. In closing the chapter, I offer suggestions for future research and concluding remarks.

Summary of Research Study

Through intensity sampling (Patton, 2002), I conducted a collective case study, using three interviews to collect data on high school business education teachers in regard to their experiences of socialization into their school system. As I began looking at this study in the summer of 2009 and moving forward in 2010, I had the idea of selecting three to six teachers as participants. I wanted to appropriately represent high school business education teachers within Gwinnett County Public Schools. Upon consultation with my doctoral committee, the number of participants was narrowed to three.

In June of 2010, I submitted a request to the Gwinnett County Public Schools (GCPS) certification department, specifically asking for identification of teachers who were in business education and who were alternatively certified. I was given a list of 17 alternatively certified teachers by the GCPS certification department. In early August of 2010, I e-mailed a letter (see Appendix C) to those 17 alternatively certified business education teachers identified by the GCPS. The letter explained the purpose of this study, and asked if the teacher would be willing

to participate. Within two weeks, I received a response from 15 teachers saying they would like to become involved with my study. In terms of demographics, my study criteria included those criteria set forth in previous studies (Hawley, 1992; Corley, 1998; & Robinson, 1998). Those studies suggest that alternatively certified teachers have a higher percentage of either male, older, or minority candidates with more non-academic experiences outside the classroom. My study included two males, and one female. Two of the participants were minorities, all were between 32-40 years of age, and all had three years of teaching experience.

Of the 15 teachers who responded, 9 were not selected because they were in their fifth year of teaching or more. I sent an e-mail to all 9 teachers to thank them for agreeing to participate, but to also let them know that I chose participants who best fit the needs of the study. From the remaining group of six, I was able to select three teachers who all had three years of teaching experiences and met the demographic data criteria. The remaining three that I did not choose, were all Caucasian males. In addition, I never heard from two of the initial group of 17 who received an e-mail about the study. I re-sent the initial e-mail to those two teachers to reiterate my interest in them as possible teacher-participants. I also sent a hard copy of the e-mail to them via inner-office mail. I waited two weeks after sending the hard copy and the follow up e-mail, and I still did not receive a response for the two teachers. At that point, I eliminated them as possible teacher-participants of this study.

Data collection began in January 2011 with the first interview. All interviews were completed by the end of March 2011. Based on my interviews and consultation with my initial Chair, Dr. Schell, it was decided that classroom observations were not a necessary component of data collection for this study, would not add to my overall research purpose, and therefore, were eliminated as a data collection method. A constant-comparative analysis method was used to

look for common themes, and began with the first interview. By collecting data while simultaneously processing the data, I was able to create and refine the interview questions (Merriam, 1998).

The three participants were introduced in Chapter four. All were high school business education teachers. One held a specialist's certificate (T-6), and two held a master's certificate (T-5). Also, all participants completed an in-state alternative certification program to complete the certification process. Each teacher was one of multiple (five or more) business education teachers in their school. The participants consisted of two males and one female. All three teachers taught in what are considered schools with a majority-minority population. A majority-minority population simply describes a population whose racial composition is less than 50% white (Keele & White, 2011). All three participants entered the teaching profession after experiencing careers in business and industry. Each participant held an undergraduate degree in a field other than education.

Purpose and Research

Before I began my research, I knew I needed to keep my focus reasonable and on point to make the research legitimate. Undoubtedly, I needed to define and streamline the purpose, and create research questions that would lead me in the direction of the answers to my research questions. The purpose is summarized and the research questions are restated in the next section.

Purpose

Alternatively certified teachers face the challenge of entering the profession without traditional teacher training through a college and possibly lack pedagogical knowledge and experiences (Corley, 1998; Laczko & Berliner, 2003; Nagy & Wang, 2007; Ovando & Trube, 2000). Moreover, one of the main issues faced by alternatively certified teachers is how these

individuals are socialized as a member of the profession (Weiss, 1999). The No Child Left Behind Act of 2001 brought more attention to the increasing demand for teachers and the accountability piece attached to the education profession. With the anticipated need for 2.2 million new teachers over a ten-year period, the success of these alternatively certified teachers is important and may lie in the way they are socialized into the school where they are employed (Berry, 2001; Corley, 1998; Heath-Camp & Camp, 1991; Kagan, 1992; Robinson, 1998).

According to Schein (1968), the overall success of an organization is determined by just how well newcomers adjust to the organization. Being able to learn, recognize, and respond accordingly to someone's needs, desires, or interests, may lead to the organization's needs being met (Garrison, 1997). People are members of many different communities of practice. Teachers are members of a community of teaching and learning. The successful move from the peripheral of that community to becoming a full member may determine if a teacher stays in the profession or seeks an alternate career choice. I was interested in studying if and how teachers made meaning from their experiences as they entered the teaching profession and if and how these experiences helped them move towards full participation in the profession.

Research Questions

To promote greater insight into the socialization of alternatively certified business education teachers, the following research questions guided this study:

1. How do beginning alternatively certified teachers describe their entry into teaching?
2. How do beginning alternatively certified teachers describe their movement towards legitimate participation in the profession of teaching?

Conceptual Framework

This study was viewed from the perspective that alternatively certified teachers endure a socialization process when they enter the work place as a new member of a school. Socialization theories address the process of how someone adapts to or within a culture (Robbins, 2003). As adults enter the educational setting or workforce, the uncertainty of the job is typically a big surprise to many employees as well as the newness of the environment itself (Hsiung & Ksieh, 2003). Teachers undergo a process of learning how to be a teacher and develop a set of behaviors and perceptions while also dealing with any social issues that are occurring (Lacey, 1977).

New entrants to a culture experience a process of change during which they acquire the values, attitudes, interests, skills, and knowledge necessary for full membership in a group (Merton, 1957, Robbins, 2003). In this process, the person acquires the beliefs and customs of an organization—as well as an understanding of the operations of the organization. Over time, the peripheral nature of this participation changes to become more centered in the community. Lave and Wenger (1998) refer to this phenomenon as legitimate peripheral participation. This qualitative study merged the constructs of legitimate peripheral participation and socialization to form its conceptual framework.

Summary of Findings

As evidenced in chapter 2, there is an immense amount of literature focused on alternative certification and socialization. There is also a fair amount of information on teacher induction; however, there is not a great deal of information on alternatively certified teachers' socialization into a school building and community. I think the limited information in the literature about this group made it more important to look at the everyday experiences of

alternatively certified teachers. The results cannot be generalized to larger populations because this small group of participants all had comparable socialization experiences. A larger group, by number, lends itself to include participants who did not have a successful experience during the socialization process. A summary of the results is provided in the following narrative.

The findings indicated that the teachers who participated had successful socialization experiences. Findings also revealed that these teacher-participants were members of communities of practice as classified by professional practice in smaller groups, a concept conceived by Lave and Wenger (1991), and additionally researched by Wenger (1998, 2004). The participants were actively involved in a teachers' community of practice while being involved within the periphery of other communities of practices—such as teacher committees, cross-curriculum departments, and social groups.

The professional identities of these teacher-participants were affected by their participation in communities of practice once they became members of a community (Wenger 1998, 2004). The level of participation in a community also seemed to have an effect on their professional identities. The more involved in the community the participants became, the more they felt a part of their teaching group and their school. In turn, the idea of a school culture became more pervasive and evident.

The importance of strong and positive influences, through both department chairs and building principals, is imperative for all teachers, but I suggest it is especially so for alternatively certified teachers seeking entry into the profession. The participants in this study discussed the affect educational leadership had on their development in the classroom and within the teaching field. Each participant discussed the importance of having strong school leaders to help them with the overall environment of teaching as suggested by the literature (Stronge, Richard, &

Catano, 2008). Each participant also expressed feelings of positive direction and purpose within their profession and attributed those feelings, in large part, to strong school leadership.

Mentoring appears to be critical for alternatively certified teachers' successful entry in the teaching profession. The fact that each participant in this study was involved with a strong mentor appeared to help them with the transition to the teaching profession. The participants discussed how the leadership of their mentors helped them transition into full membership in their department and the school system and helped them learn to be themselves within their profession (Autry, 2001). They also described the positive reinforcement they received from their mentors as they progressed through the socialization process within their schools and teaching department.

Having some type of teacher induction program was a must for the participants of this study. The participants discussed the importance of learning daily routines and school-wide rituals as an imperative tool in helping them become full participants of the school community. The participants believed a comprehensive induction program, as discussed by Wong (2004) for example, helped prepare them for understanding the schools' norms. Even information some would consider trivial such as the location of the nearest faculty restroom, was important to the socialization of these teacher-participants.

Implications for Alternative Certification and Socialization

The findings of this study, (a) a positive school culture, (b) quality educational leadership and support, (C) the importance of mentors and additional support, and (d) a valuable teacher induction experience, represent factors that these teacher-participants believed helped move them toward legitimate participation in the profession. These findings, coupled with the literature

related to alternative certification, led to several implications for alternative certification and socialization as presented in the next sections.

Implications for School Culture

All participants spoke about the importance of the overall climate of their school and how a positive climate and culture creates a sense of acceptance and belonging at their school. One participant noted that the more welcoming and comforting a school is, the better the chance for that school to retain and develop great teachers. According to Gordon (2006), one of the strongest indicators of an employee's overall level of performance is if that employee believes his or her thoughts really do matter to their peers and leaders. In schools with a poor school culture, one that seriously inhibits the functioning of schools, teachers often feel that their primary contribution is in the classroom and that they are unable to contribute to the betterment of the overall organization, other than their contributions in the classroom. In those particular schools, teachers feel they are only a minute part of the engine that keeps the school going (Gordon, 2006).

Marzano et al. (2005) discussed the idea and importance of collegiality and professionalism within a school building. They discuss how collegiality and professionalism are functions of either implicit or explicit behavior norms among members of the staff (p. 89). Particular norms within a school may afford teachers the opportunity to work within a *friendly* and *cohesive* working environment—two traits that the participants of this study desired within the workplace. A school culture that exhibits these traits may allow teachers to become integral parts in facets of the decision-making process within the school. As a whole, the participants of this study desired the ability to have a say in such areas as staff development days, planning period expectations and even duty rosters for each semester. The participants believed that a

school culture that is accepting of teachers' ideas and input is one that will also lead to better classroom performance from teachers. In turn, students are the ultimate beneficiary of teachers who feel they are operating within a positive and collegial environment. The teachers are more apt to give their best efforts towards teaching when they are being treated as vital parts of the overall operation of the school (Stronge, 2010).

Implications for Educational Leadership and Support

What is educational leadership? According to Smith (1993), leadership can be defined as “an ongoing process and the art of influencing people and motivating them to achieve desired results” (p. 3). Applying this definition to the school environment, educational leadership can be defined as specific individuals who motivate and influence those working within the confines of the school environment. Educational leadership can be demonstrated by many individuals within the school building. The principal takes the lead in instituting and fostering his or her vision for the school. Reese (2004) states that “sustainable leadership means planning and preparing for succession from the first day of a leader’s appointment, and one way to provide a lasting legacy is to ensure that others share and help develop the vision” (p. 19). Teachers need that leadership to develop as teachers and professionals.

An organization’s structure is the key to the success of an organization. In education, work specialization is a dominant characteristic of the organization. Teachers are specialized by the curriculum they teach (Schermerhorn., Hunt, & Osborn, R. 2000). In my experience, teachers are generally divided into departments such as Language Arts or Social Studies. The participants in this study expressed that they were also in departments—each in a business education department at their local school. Educational leaders are sometimes constricted in how they arrange that structure. Rarely, do leaders form cross-curriculum departments without

approval from someone in a central office or their immediate supervisor. This study's participants each expressed the desire to learn more about other curriculum areas in hopes to better understand the overall curriculum of the school. The participants believed cross-curriculum leadership and mentoring for alternatively certified teachers helped move them into full membership in their teaching community. Through this model, the participants saw the exposure to other curriculums and, more importantly, other teachers within the school as a benefit to them because they were able to see how other teachers conducted the day to day business of teaching (Roehrig, Bohn, Turner, & Pressley, 2004).

Although leaders want to change the organizational structures of their schools, often times they cannot. For school leaders, reform is largely dictated by federal legislation and local school boards. Too often, an administrator is only managing the facility and implementing visions of others rather than implementing new reforms for the structure of the educational setting and system (Gaddy, Goodwin, & Mayeski, 2001). "Superintendents, principals, and other school leaders who become too focused on managing day-to-day problems, can unwittingly neglect the important role they can play in helping to create a shared vision for change" (Gaddy, Goodwin, & Mayeski, 2001, p. 14). Alternatively certified teachers seek the vision and leadership of their principal to help give them a sense of unity and belonging in their school setting. The participants of this study stressed the importance of having a principal that was not primarily a manager, but a leader. They discussed the idea that each had a strong principal that was not rigid and treated them as a co-worker, not a subordinate.

School systems should consider allowing principals to make decisions without the barriers principals are accustomed to facing. Many principals are often faced with working in a system that often does not allow them to be creative with needed induction and retention

programs, or they are considered outcasts or troublemakers by the central office staff if they do something out of the ordinary. According to Hess and Kelly (2005), “almost half of the principals in a Public Agenda poll said they felt like their hands were tied by the way things are done in the school system and too often they must work around the system to get things done” (pg. 25). The teacher-participants in this study believed strong leadership at their schools was genuine, in regards to the principal and department chairs, because they felt the programs were created at the local school.

Implications for Mentors and Support

Before mentors and teacher induction (next section) are considered, I will preface the discussion with facts about the participants and their employment through Gwinnett County Public Schools (GCPS). The participants were employees with GCPS, which has a mandatory system-wide induction program, as well as local school induction programs. The county-wide program is more of a logistical type of training in that topics such as benefits and health insurance are discussed. At the local school level, each participant went through a teacher induction program at their schools where they received support, training, and guidance as they entered the profession of teaching. The participant’s exposure to such a program may have contributed to their feelings about mentors, support, and induction programs. In addition, that exposure may have enhanced their socialization experience.

All participants discussed the idea of having, and needing a mentor in their first years of teaching. Mentoring is simply a process by which a more experienced person offers aid to a less experienced person in their personal or professional growth and development (Northouse, 2004). Mentoring has become more important during times of adult change and growth (Cooper &

Miller, 1998). In addition, mentoring has also been linked to improved employee retention and satisfaction (Stone, 1999).

Having and keeping qualified teachers is a must for any school system (Doll, 1992). If teachers cannot teach students all aspects of a particular curriculum, there is little chance for success. The business education teacher must be in touch with the real world of work and all that it requires from prospective employees. For example, a successful teacher in business education is able to prepare students to become valuable workers, equipped with the necessary skills to be successful employees. Those teachers must be successful in varying their instruction and be astute at time-management. How can alternatively certified teachers be aware of such practices? Those traits and abilities can be learned through a strong mentorship or guidance program for new teachers. To make this a reality, there must be support from mentors as well as appropriate induction programs (discussed in the next section).

Mentoring programs link induction and socialization programs together and provide constant and steady support for new teachers (Robinson, 1998). Two of the participants referred to mentors as peer coaches and one referred to a mentor as a teacher buddy. Mentoring is a common induction practice in the United States and most induction programs need a strong mentoring component. Mentoring components are strengthened through careful selection, training, and support of mentor teachers (Robinson, 1998; Stone, 1999; Smith & Ingersoll, 2004). Participants in this study felt it is important that alternatively certified teachers develop a good relationship with their mentor. The participants in this study also felt that the quality of mentoring can have an effect—either positive or negative—on the new teacher. Mentoring that creates self-reflection about the task of teaching is more advantageous than prescriptive advice (Corley, 1998). The participants in this study described their mentoring situations as a benefit.

They were able to learn the details of certain aspects of teaching (i.e. developing lesson plans) which made the transition into the classroom easier for them. In addition, the participants all spoke about the idea of collaboration with their mentor in preparing daily lessons and developing strategies that would benefit them in the classroom. All three participants said they had a great mentor which helped them in their new positions. Additionally, each participant alluded to two types of mentoring.

The participants spoke about both formal and informal mentoring that occurs through fellow teachers in the school building. They believed those experiences helped them, as new alternatively certified teachers, to learn the culture of the building and the expectations of a new teacher. In her research about the impact social organizations may have on teachers, Rosenhotz (1989), concluded that teacher induction programs, including mentoring; could be developed through workplace conditions, commitments, and teachers' learning opportunities. For an effective mentor-protégé relationship to work, the effort has to be collaborative. According to Sweeney (1998), the image of the teacher is not one on an island struggling to succeed, but one of a team member collaborating to be successful.

Beginning alternatively certified teachers are challenged with transferring their subject and pedagogical knowledge into the classroom. The participants in this study felt developmental relationships between the new teacher and the mentor can be a powerful relationship that creates learning and change. Unfortunately, sometimes new teachers are given inadequate or less than desirable mentoring opportunities and have to contend with a lack of professional support and feedback (Portner, 2003). According to the National Center for Education Statistics, only 47% of public school teachers worked with a mentor teacher in the same subject area (U.S.

Department of Education). However, 66% of teachers who were mentored by another teacher reported that their classroom teaching improved (U.S. Department of Education, 2002).

The three participants in this study discussed the importance of mentors as part of a new alternatively certified teacher's first years in the classroom. Mentors provided invaluable support for them as they entered the real world workplace-the classroom. Studies have shown that new teacher turnover rates can be cut by 50% through an induction process that includes a strong mentoring program (Ingersoll, 2004). How the mentor's role is defined, along with the entire induction process, reflects assumptions and beliefs about the world of teaching. Each of these participants' mentors helped them learn the daily routines of being a teacher. Ideally, in my experience, the mentor and teacher work in the same subject area, and the mentor has a good handle on the overall workings of the school and the department in which the new teacher works. This was the case for the participants in this study.

The importance of induction and mentoring programs for all new teachers can be explored further. For mentoring to work, Robinson (1998) said mentoring efforts in the teacher induction process should "apply a three-pronged approach that examines: the relationship between effective mentoring programs, effective mentoring, and effective teaching and learning at all levels" (p. 7). The mentor is not necessarily the person who has the most effective teaching strategies, but someone who can take from experience and help guide a new teacher in the appropriate direction (Ostroff & Kozlowski, 1993; Orland-Barak, 2002).

To maximize mentor effectiveness, Robinson (1998) states the mentorship should contain three very important components: First, the mentor must be available. The mentor should be readily available to assist the protégé. The mentor should make it clear that his or her door is always open. Next, is the idea of frequency-the mentor needs to take the initiative to contact the

protégé regularly. The mentor should schedule meetings with the protégé on a continuous basis to offer suggestions and advice. Finally, two-way Communication—for both the mentor and the protégé—is important. Both parties need to be active listeners with an open dialogue, being able to offer constructive feedback about school issues with one another. Many of these components identified by Robinson were experienced by the teacher-participants in the current study.

Participants in this study also mentioned the idea of peer coaching. The participants all said that there were veteran teachers within their departments who they observed and from whom they also solicited advice. Zepeda (2003) affirmed the idea of collaboration through the use of peer coaching. Peer coaching allows new teachers to watch a veteran teacher in action and vice-versa. It can be used as a means to learn new instructional strategies. All encompassing, “peer coaching is a multifaceted tool that can simultaneously be used as an instructional strategy, a staff development strategy, and a complement to instructional supervision” (p. 83). Peer coaching can foster leadership and confidence among new teachers as they began their careers.

Implications for Teacher Induction Programs

Teachers that are hired today are entrusted with teaching and leading the next generation of workers and scholars. For schools and school systems to maintain and develop new teachers, both traditionally and alternatively certified, they must offer meaningful and significant development programs to help prepare teachers for the challenges of the classroom. Teacher induction is not the same concept as teacher mentoring. According to Wong (2004), induction is a process, while mentoring is an action. Although the two concepts are different, they both serve the purpose of developing and providing support for teachers.

Induction is an all-encompassing process created by a school system to educate and maintain teachers as they progress through a continuous learning and development program

during their careers in education (Wong, 2004). The participants discussed the county-level and school-level induction programs that focused on learning the essential daily activities of a teacher and the norms related to the profession of a teacher. Mentoring is the action of helping new teachers with their daily job and passing through the induction process. The participants expressed how their mentors helped move them through the induction process and develop an overall understanding of the daily activities and expectations at the respective schools. Based on my conversation with the p[articipants, each felt they experienced a more comprehensive induction as suggested by Wong (2004).

A teacher's ultimate goal is improving student achievement. A strong combination of mentoring and teacher induction helps teacher's work towards that ultimate goal. Lehman (2003) reported that every school system needs to offer a comprehensive teacher induction program that offers help and support to teachers. This support cannot fall on one mentor teacher alone. A mentor must complement the induction program in order for successful development of teachers. The participants in this study shared the belief that the induction program was only beneficial to them because they had a strong and competent mentor. Britton, Paine, Raizen, and Primm (2003) reported that mentoring often is the dominant and only factor in many school districts' induction programs. Teachers are simply put with a mentor or buddy teacher and expected to survive the rigors of the classroom. Britton et al. (2003) reported that mentors are often only someone who provides survival tips for teachers and assists them in crisis situations, only serving as a safety net for teachers. Contrary to the study conducted by Britton et al. (2003), the participants in this study felt their mentors were more actively involved with them on a daily basis as opposed to serving as a safety net per se. Coupling a strong mentoring program

with a strong overall teacher induction and development program will provide teachers with the support and resources they need to become successful in the classroom.

Future Research

It is important to remember that the findings of this study were intended to answer questions about the sample group, with no intention of broadly generalizing these findings to a larger group. It is critical to remember that this study was conducted with a sample size of three purposefully selected participants who were from one school system within the state of Georgia. Moreover, it is vital for the results of this study to be considered within these limitations, so future researchers are able to establish what information may be useful. With that said, it is beneficial to keep in mind that similar qualitative studies with comparable participants may or may not reach comparable conclusions. At the conclusion of this study, I thought back on my findings and asked What if? And What Else? As a result of my reflection, I see the possibilities for additional research to gain more insight into the socialization of alternatively certified teachers. My recommendations for additional research are:

1. Another topic of discussion is the level of participation alternatively certified teachers exhibit within a community of practice. It might be worthy to explore differences in participation levels and the influence it has on the success or longevity of an alternatively certified teacher. Also, I was not able to identify studies that examined the concept of professional individuality within a teaching community of practice.
2. With my intent on discovering how alternatively certified teachers are socialized into a school system, it may be worth replicating this study on a much larger scale to involve an entire school system to determine what constitutes a successful or unsuccessful socialization experience.

3. Further research on the alternatively certified teacher population could be done on a state-wide or national scale. A quantitative survey study of this magnitude could provide insight into perceptions towards mentoring and socialization, and the need for mentoring relationships throughout the teaching community.
4. Additionally, further research is needed to explore the relationship between alternatively certified teachers, their mentors, and their school leaders, to expand upon the findings of this study as they relate to the importance of mentors and quality leadership.
5. Further research on Communities of Practice, in regards to alternatively certified teachers, within a school system should be conducted. Such research could pinpoint particular needs of alternatively certified teachers on a larger scale.

Conclusion

This study has been a plethora of things to me and I went through a gamut of emotions throughout the process of completing this study—apprehension, worry, excitement, and elation. Overall, this adventure has tested my will and perseverance and has culminated in a great sense of accomplishment. Though I know it took me longer than I anticipated to finish, I knew I had to complete this journey. With new jobs, three young children, and dedication to my wife and family, it was difficult for me to set aside the time it takes to reach the finish line. This work was always on my mind. I continued to push through and knew I needed to reach my goal of completing the doctoral program. I needed to finish for my peers, my mentors, and my family. More importantly, I needed to finish this work for myself. As a leader and educator, my goal is to help others. This study is a melding of my desire to help others as they do the ever-important work of educating others and make a difference in children's lives. I believe this research has

achieved its purpose and I will elaborate upon my beliefs about its impact on alternatively certified teachers in the discussion that follows.

First, I believe there are two primary impacts of this study on the socialization of alternatively certified teachers. First, there seems to be a connection between mentors and successful socialization experiences of alternatively certified teachers. A strong mentorship program encompasses several ideas including a strong school culture, a collegial teaching and learning environment, and a strong teacher induction program. The participants stressed the need for a strong mentor and an induction program that was devoted to helping the teacher throughout the school year. Mentoring is simply a process by which a more experienced person offers aid to a less experienced person in their professional growth and development. One of the participants stressed that he knew he would have died on the vine had it not been for his mentor and the support of his peers. The participants all stressed the importance of working in an environment that was collegial, supportive, and friendly. The idea of being heard by their peers created a dynamic of acceptance and belonging for the participants. There was a strong connection between communities of practice (CoP) and the idea of working within a school that had a strong culture that reflected the traits discussed earlier. Through strong support and mentoring, these teachers were able to move into the role of a full participant in their respective CoP and realize the idea of full legitimate participation.

Second, the presence of strong school leaders was a pervasive theme among the participants. Schools and school systems have more riding on the appointment of new teachers than ever before. The No Child Left Behind Act (NCLB) of 2001 fosters the sense of urgency for teachers to be well versed in all facets of their profession because NCLB requires teachers to be more accountable for their students' classroom performance. Having strong school leadership

that supports and participates in the development of teachers is paramount to the overall growth of the individual and the organization. In addition, strong leadership can help ease any anxiety that comes with today's hard line, data driven, and results oriented classroom. Being a good teacher is all about making the right decisions for the school and students served; being a great teacher also is about growing other teachers. The quality of school leadership can have an effect—either positive or negative—on the new teacher. One of the participants in this study discussed how his principal encouraged him to self-reflect on his experiences as opposed to offering direct, clear-cut advice. The freedom of this teacher-participant to think on his own helped create a sense of belonging to the school and school system. Also, the leader must be visible in the classroom, provide realistic expectations, and provide feedback on those expectations.

Third, I believe strong mentoring and strong school leadership can foster a powerful teacher induction program and school culture. In turn, those qualities can hopefully lead to less teacher attrition in general, but also less attrition of teachers early in their careers. Mentoring and leadership can pay dividends for a school and school system. Ingersoll and Kralik (2004) reviewed ten studies from across the United States and Canada that found strong mentoring programs do increase the new number of teachers who stay in the field. In addition, a principal's support of new teachers and the mentoring program creates a strong school culture which translates into everyone being a learner and a contributor to the betterment of the school (Sweeney, 2001; Tucker & Coddling, 2002).

Finally, I believe this study contributes to the literature through its identification of mentoring and strong school leadership as key components to the success of alternatively certified teachers. As a result of the complexities of today's classroom and all the intangibles

that come with teaching in today's world, continual support and guidance is essential to the survival of a teacher's career. During the course of this study, it was obvious that the participants were aware of the importance of the socialization aspect of teaching. More importantly, the participants recognized the significance of Communities of Practice and how the Communities of Practice became a collegial entity that challenged and rewarded them; inspiring them to want to do the best job they could do in the classroom. I believe this study solidified the need for schools and school districts to provide leadership and administrative support for alternatively certified teachers. This type of dual support is essential to a teacher's successes in the classroom.

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APPENDIX A

SEMI STRUCTURED INTERVIEW GUIDE

Mr./Mrs. _____, I am going to ask you some questions about your experiences as an alternatively trained teacher. I will begin with questions related to your educational experience, then move towards more specific questions dealing with the socialization aspects of your experiences as an alternatively certified teacher. Feel free to pass on specific questions. Do you have any questions before we begin?

First Round – Alternatively Certified Teachers

1. Tell me the story of how you became a member of the teaching community?
2. Describe your socialization experience coming into this school community as a new member?
3. Describe your experience establishing interpersonal relationships with coworkers.
4. Describe your sense of belonging or disassociation with your school.
5. Describe your socialization experience coming into this school community as a new member.
6. During the first year of teaching, who offered you insight and guidance at your school? Tell me about that guidance. Did it change after the first year?
7. Do you have a unique niche within the school organization?
8. Tell me about how you learned to be a teacher once you were employed by the school district.
9. In your own words, define new teacher induction.
10. How did new teacher induction help your transition to your current school?
11. What characteristics should a mentor possess?
12. Describe your mentoring experiences for the first year of your teaching career. In what ways did mentoring effect your first year of teaching?
13. Why did you become a teacher?
14. Who do you talk with about your work and why?
15. In your short time in the classroom, describe how you have developed as a teacher.
16. Do you feel a sense of belonging in your school and school system? Why? Why not?
17. During your initial year in the classroom, who on staff offered you the most support? How did they offer that support?
18. Do you feel that you belong to a community as a teacher? How have you developed a sense of community as a teacher? As a technology education teacher
19. Describe your sense of belonging or disassociation with your school system.
20. Is there anything else you'd like to add?

Possible Second Round – Alternatively Certified Teachers

1. Describe your expectations of your teaching experience prior to your first year of teaching.
2. In your own words, define mentoring.
3. How did your Principal and Department Chair help you as a new teacher?
4. Is there any one you have learned to stay away from in this school community?
5. In your own words, what does it mean to be a successful teacher?.

6. How has your perception of the roles and responsibilities of a mentoring relationship changed during your time in the classroom?
7. In what ways has the mentoring relationship assisted you in professional development?
8. Discuss the strengths and limitations of the mentoring relationship.
9. How are your expectations of the mentoring relationship being met?
10. How has this relationship helped you meet your challenges and achieve success, at this point?
11. In what ways have you experienced any conflict within the social organization of the school?
12. What level of satisfaction have you experienced within this school community?
13. What support do you feel you receive from other teachers?

APPENDIX B
RESEARCH CONSENT FORM

Informed Consent Form for Alternately Certified Teachers

I, _____, agree to take part in a research study titled “Socialization of Alternately Certified Teachers into the Public School System,” which is being conducted by Mr. Jeffrey S. Hall, Department of Workforce Education, Leadership, and Social Foundations at the University of Georgia, 850 College Station Rm. 221, Athens, GA 30602, (#), under the direction of Dr. John Schell, (#). I do not have to take part in this study; I can stop taking part at anytime without giving any reason, and without penalty. I can ask to have information related to me returned to me, removed from the research records, or destroyed.

The purpose of this research project is to better understand the socialization experiences of alternately certified teachers. Four teachers will participate in the study.

I will not benefit directly from this research. However, my participation in this research may lead to information that could improve the socialization experiences of alternately certified teachers.

If I volunteer to take part in this study, I will be asked to do the following things:

- 1) Research participants will follow the standard teaching duties in their curriculum area.
- 2) Participate in two to three levels of open-ended audiotaped qualitative interviews each approximately one-hour in length. The first interview will be conducted during the first part of the spring semester (January and February); the second interviews will take place near the end of the semester (March and April). The third interview-if necessary-will take place in May or June. The interviewer will be questioning the participants as well as taking field notes during the interview.
- 3) Two secondary forms of data collection will be two observations and archival data-notes collected from each participant’s interview. The observations will be conducted during one school day in a participant-observer format, which will entail observing the participant in his/her daily teaching routine. Observations will also be conducted during a one-hour meeting at the participant’s school.
- 4) Participants will also be asked to member check the draft of interpretation with the researcher.

I will receive no rewards or incentives for my participation.

I understand that there will be no anticipated discomfort or stress associated with my participation in this study.

I understand that there are no anticipated present or future risks of physical psychological, social, legal, economic or physical discomfort that will result from my participation in this study.

The only people who will know that I am a research subject are members of the research team. No individually-identifiable information about me, or provided by me during the research, will be shared with others without my written permission. I will be assigned a pseudonym and this name will be used on all documents that I complete for this study. The documentation tapes and transcriptions will be stored for ten years and destroyed after June 1, 2019.

The investigator will answer any further questions about the research, now or during the course of the project #.

I understand that I am agreeing by my signature on this form to take part in this research project and understand that I will receive a signed copy of this consent form for my records.

Name of Researcher

Signature of Researcher

Date

Name of Participant

Signature of Participant

Date

Additional questions or problems regarding your rights as a research participant should be addressed to The Chairperson, Institutional Review Board, University of Georgia, 612 Boyd Graduate Studies Research Center, Athens, Georgia 30602-7411; Telephone (#); E-Mail Address IRB@uga.edu

APPENDIX C
DETAILED ONLINE UGA IRB APPLICATION

Check One

New Application: ☒

Resubmission*: ☐ Revision ☐ (All changes must be highlighted)

Human Subjects Office
University of Georgia
612 Boyd GSRC
Athens, GA 30602-7411
(706) 542-3199

*NOTE: A new application is required every five years.

IRB APPLICATION

MAIL 2 COPIES OF APPLICATION TO ABOVE ADDRESS

(Check One) Dr. <input type="checkbox"/> Mr. <input checked="" type="checkbox"/> Ms. <input type="checkbox"/>	(Check One) Dr. <input type="checkbox"/> Mr. <input type="checkbox"/> Ms. <input type="checkbox"/>
(Check One) Faculty <input type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate <input checked="" type="checkbox"/>	(Check One) Faculty <input type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate <input type="checkbox"/>
Jeffrey S. Hall	259-51-6391
Principal Investigator	UGA ID – last 10 digits only
Co-Investigator	UGA ID – last 10 digits
Workforce Education, Leadership, And Social Foundations	
Department, Building and + Four	Department, Building and + Four
(Include department even if living off campus or out of town)	
1055 Wildwood Lane, Monroe, Ga 30655	
Mailing Address (if you prefer not to receive mail in dept.)	Mailing Address (if you prefer not to receive mail in dept.)
770-266-5841	hall1865@uga
Phone Number (s)	E-Mail (REQUIRED)
Phone Number (s)	E-Mail
**Signature of Principal Investigator	
Signature of Co-Investigator (use additional cover sheets for more than one Co-Investigator)	
UGA Faculty Advisor:	
Dr. John Schell	Worforce Education
Name	Department, Bldg+ Four
jschell@Uga.Edu	E-Mail (REQUIRED)
706-542-4206	Phone No.
**Signature: _____ Date: _____ UGA ID – last 10 digits only _____	
**Your signature indicates that you have read the human subjects guidelines and accept responsibility for the research described in this application.	

If funded: _____
***Sponsored Programs Proposal# _____ Name of Funding Agency _____
***By listing a proposal number, you agree that this application matches the grant application and that you have disclosed all financial conflicts of interest (see Q6a)

TITLE OF
RESEARCH:

Socialization of Alternatively Ceritified Teachers

NOTE: SUBMIT 4-6 WEEKS PRIOR TO YOUR START DATE

APPROVAL IS GRANTED ONLY FOR 1 YEAR AT A TIME

CHECK ALL THAT APPLY:

Investigational New Drug ☐ Exceptions to/waivers of Federal regulations ☐

If yes to the above, provide details:

Data Sets ☐ Existing Bodily Fluids/Tissues ☐ RP Pool ☐ Deception ☐
Illegal Activities ☐ Minors ☐ Moderate Exercise ☐ Audio/ Video taping ☐
MRI/EEG/ECG/NIRS/Ultrasound/ Blood Draw ☐ X-RAY/DEXA ☐ Pregnant Women/Prisoners ☐

HUMAN SUBJECTS RESEARCH APPLICATION

INSTRUCTIONS:

1. Type responses to all 11 questions (all parts) listed below (12 pt. font only).
2. Do not answer any question with "see attachments" or "not applicable".
3. Submit original plus one copy to the Human Subjects Office.
4. We will contact you via email if changes are required. Allow 4-6 weeks.

IMPORTANT: Before completing this application, please determine if the project is a research project. Check the federal definition of research at <http://www.ovpr.uga.edu/faqs/hso.html#7> or call the Human Subjects office at 542-3199. The IRB only reviews research projects.

1. **PROBLEM ABSTRACT:** *State rationale and research question or hypothesis (why is this study important and what do you expect to learn?).*

Alternatively certified teachers face the challenge of entering the teaching profession without traditional teacher training through a four-year institution and may lack some of the requisite knowledge and experiences provided by such preparation. The purpose of this qualitative case study is to determine how alternatively certified teachers are socialized or acclimated into selected public school systems. In particular, this study will focus on the feelings, experiences, and perspectives of alternatively certified teachers toward their preparation, support, and mentoring by local school personnel to function as a beginning teacher.

Research Questions:

1. How do alternatively certified describe their socialization experiences?
2. What support do alternatively certified teachers expect and receive from their training program: Their principal? and peer teachers?
3. In what ways are alternatively certified teachers provided with mentoring?

I believe my study will benefit schools, as well as school systems, as they look for better ways to train and prepare their traditionally certified and alternatively certified teaching staff. With teacher shortage and teacher attrition as prevalent problems in public education, this study can help school systems prepare for the future. Also, I believe the study will shed light on the alternative certification route for individuals, and offer insight into how someone can become a teacher through an alternate route.

2. **RESEARCH DESIGN:** *Identify specific factors or variables, conditions or groups and any control conditions in your study. Indicate the number of research participants assigned to each condition or group, and describe plans for data analysis.*

The qualitative study will use phenomenology as its philosophy and method. Typically, phenomenology examines how individuals view the world in which they live. Phenomenology is a theory that relies on direct experience and how behavior is determined by the experience of a phenomenon.

Participants will be four different teachers who entered the teaching profession without traditional teacher training through a four-year institution. Principals from local schools will be contacted and made aware of the research study. Participants will be high school teachers who work for either Gwinnett County Public Schools or Commerce City Schools.

Participants will be identified through fellow classmates, local school principals, and current teachers. By focusing on two school systems, I have the advantage of proximity when interviewing/surveying the participants.

3. **RESEARCH SUBJECTS:**

- a. *List maximum number of subjects 4, targeted age group 21-55 (this must be specified in*

IRB.PF (www) 3/07 Page number 2

years) and targeted gender Both Female And Male;

b. Method of selection and recruitment - list inclusion and exclusion criteria. Describe the recruitment procedures (including all follow-ups).

Current public education teachers with three or more years of teaching experience. Also, teachers with three or more years of teaching experience have acclimated themselves to their profession and their place of employment. The teachers must be alternatively certified in the teaching field. Subjects were chosen based on the my familiarity with them as alternatively certified teachers. By focusing on two school systems, I have the advantage of proximity when interviewing/surveying the participants. I chose participants from different disciplines, including technology, science, and language arts.

c. The activity described in this application involves another institution (e.g. school, university, hospital, etc.) and/or another country. Yes ☒ No ☒

If yes, provide the following details:

1) Name of institution: Commerce City Schools, Gwinnett County Public Schools

2) County and state: Jackson, George; Gwinnett, Georgia

3) Country: USA

4) Written letter of authorization (on official letterhead only)/ IRB approval:

Attached: ☐

Pending: ☒

d. Is there any working relationship between the researcher and the subjects?

Yes ☒ No ☐. If yes, explain.

In the past, I have either worked with or supervised all of the participants in the study. Currently, I do not have a working relationship with the subjects.

e. Describe any incentives (payment, gifts, extra credit).

Extra credit cannot be offered unless there are equal non-research options available.

There are none.

PROCEDURES: State in chronological order what a subject is expected to do and what the researcher will do during the interaction. Indicate time commitment for each research activity. And detail any follow-up.

Data will be collected from a variety of sources including interviews, observations, and field notes. If necessary, other means of data collection will be used including group interviews of the participants.

I will sit down with each participant and conduct one to two semi-structured interviews that will last 45-60 minutes. Each interview will be conducted in the participant's classroom. I will receive permission from each participant and record each interview on digital audiotape. Upon completion of each interview, I will transcribe the interviews to facilitate analysis. Audiotapes and transcriptions will be retained until the study is completed.

I will spend one to two 45-60 minute blocks observing each case study participant looking for common themes and practices. In addition, I will also observe how participants interact with their students. I will observe how each participant emotionally interacts with their students through speech, and non-verbal communication such as body language. The focus of each observation will grow into a process of determining each participant's feelings about their role in the classroom and if they feel they are supported in their classroom.

During each observation, I will take field notes. Field notes are a way I can make a permanent record of what I observe. The field notes will not be detailed, yet they will be descriptive of what I observe. My notes will reflect a true picture of what I see in the classroom. I will take my descriptive notes and transcribe those notes into more detailed descriptions after each observation. I will take field notes during the observations using guidelines including characteristics of time, feelings, physical settings, and the role and emotional state of the participants in the setting. From my notes, I will write more detailed narratives of my observations.

Upon completion of each research procedure, I will follow up with each participant via telephone or e-mail to make sure the participants understood every procedure they were involved with. The documentation tapes and transcriptions will be stored for ten years and destroyed after June 1, 2017.

Duration of participation in the study: 6 Months

No. of testing/training sessions: two to three Length of each session: 45-90 minutes

Start Date: 1/5/08

Only if your procedures include work with blood, bodily fluids or tissues, complete below:

Submit a MUA from Biosafety: Attached ☐ Pending ☐

If you are exempted from obtaining a MUA by Biosafety, explain why?

Total amount of blood draw for study: ml Blood draw for each session: ml

MATERIALS: Itemize all questionnaires/instruments/equipment and attach copies with the corresponding numbers written on them.

Round 1 Questions

Round 2 Questions

Round 3 Questions-if necessary

Classroom Observations

*Please see attached Interview Guide

Check all other materials that apply and are attached:

Interview protocol ☒ Debriefing Statement ☐ Recruitment flyers or advertisements ☐

Consent/Assent forms ☒

If no consent documents are attached, justify omission under Q. 8

RISK: Detail risks to a subject as a result of data collection and as a direct result of the research and your plans to minimize them and the availability and limits of treatment for sustained physical or emotional injuries.

NOTE: REPORT INCIDENTS CAUSING DISCOMFORT, STRESS OR HARM TO THE IRB IMMEDIATELY!

a. CURRENT RISK: Describe any psychological, social, legal, economic or physical discomfort, stress or harm that might occur as a result of participation in research. How will these be held to the absolute minimum?

Some participants may experience initial anxiety about having their classrooms observed or having their feelings shared with the researcher. Any worries will be decreased with the understanding that participants can choose not to respond to certain questions. Additionally, anxiety can be reduced through informal processes of interviewing and observing each participant. Also, confidentiality will be afforded to each participant to reduce anxieties of the study.

Is there a financial conflict of interest (see UGA COI policy)? Yes ☐ No ☒
If yes, does this pose any risk to the subjects?

b. **FUTURE RISK:** How are research participants to be protected from potentially harmful future use of the data collected in this project? Describe your plans to maintain confidentiality, including removing identifiers, and state who will have access to the data and in what role. Justify retention of identifying information on any data or forms.

DO NOT ANSWER THIS QUESTION WITH "NOT APPLICABLE"!

Anonymous ☐ Confidential ☒ Public ☐ Check one only and explain below.

Any public display of the information will refer to participants in the study through pseudonyms. Observations, audiotapes and transcriptions will be retained until the study is completed. Aside from my major professor, no one will have access to my recordings and transcriptions, which eliminates risks to participants and data of the case study.

Audio-taping ☒ Video-taping ☐

If taping, how will tapes be securely stored, who will have access to the tapes, will they be publicly disseminated and when will they be erased or destroyed? Justify retention.

Audio tapes, transcriptions, and notes will be securely stored at my house. When the study is fully completed, I will dispose of the audiotapes and transcriptions. My major professor and I are the only individuals who will have access to the audio tapes. The documentation tapes and transcriptions will be stored for ten years and destroyed after June 1, 2017.

7. **BENEFIT:** State the benefits to individuals and humankind. Potential benefits of the research should outweigh risks associated with research participation.

a. Identify benefits of the research for participants, e.g. educational benefits:

Participants will be given the chance to share their beliefs and opinions on their socialization experiences as an alternatively certified teacher.

b. Identify any potential benefits of this research for humankind in general, e.g. advance our knowledge of some phenomenon or help solve a practical problem.

Researching and recording how alternatively certified teachers were socialized into their profession can provide important information for potential teachers and school systems. The results of the study can be applied to school systems and teacher preparation programs.

8. **CONSENT PROCESS:**

a. Detail how legally effective informed consent will be obtained from all research participants and, when applicable, from parent(s) or guardian(s).

A consent form has been prepared for the study and is attached.

Will subjects sign a consent form? Yes ☒ No ☐

If No, request for waiver of signed consent – Yes ☐

Justify the request, including an assurance that risk to the participant will be minimal. Also submit the consent script or cover letter that will be used in lieu of a form.

b. Deception Yes ☐ No ☒

If yes, describe the deception, why it is necessary, and how you will debrief them. The consent form should include the following statement: "In order to make this study a valid one, some information about my participation will be withheld until completion of the study."

9. **VULNERABLE PARTICIPANTS:** Yes ☐ No ☒
Minors ☐ Prisoners ☐ Pregnant women/fetuses ☐ Elderly ☐
Immigrants/non-English speakers ☐ Mentally/Physically incapacitated ☐ Others ☐ *List below.*
Outline procedures to obtain their consent/assent to participate. Describe the procedures to be used to minimize risk to these vulnerable subjects.
There are no minors or vulnerable participants in this study.

10. **ILLEGAL ACTIVITIES:** Yes ☐ No ☒
If yes, explain how subjects will be protected.

NOTE: Some ILLEGAL ACTIVITIES must be reported, e.g. child abuse.

11. **STUDENTS**

This application is being submitted for :

Undergraduate Honors Thesis ☐
Masters Applied Project, Thesis or Exit Exam Research ☐
Doctoral Dissertation Research ☒

Has the student's thesis/dissertation committee approved this research? Yes ☒ No ☐
The IRB recommends submission for IRB review only after the appropriate committees have conducted the necessary scientific review and approved the research proposal.

APPENDIX D

NOTICE OF UGA IRB APPROVAL



Office of The Vice President for Research
DHHS Assurance ID No. : FWA00003901

Institutional Review Board
Human Subjects Office
612 Boyd GSRC
Athens, Georgia 30602-7411
(706) 542-3199
Fax: (706) 542-3360
www.ovpr.uga.edu/hso

APPROVAL FORM

Date Proposal Received: 2007-11-13

Project Number: 2008-10343-0

Name	Title	Dept/Phone	Address	Email
Mr. Jeffrey S. Hall	PI	Workforce Education, Leadership and Social Foundations	1055 Wildwood Lane Monroe, GA 30655 770-266-5841	hall1865@uga.edu
Dr. John W. Schell	CO	Workforce Education Rivers Crossing +4809 5706-42-4206		jschell@uga.edu

Title of Study: Socialization of Alternately Certified Teachers

45 CFR 46 Category: Administrative 2

Parameters:

None;

Change(s) Required for Approval:

Revised Application;

Revised Consent Document(s);

Approved : 2007-12-06 Begin date : 2007-12-06 Expiration date : 2012-12-05

NOTE: Any research conducted before the approval date or after the end data collection date shown above is not covered by IRB approval, and cannot be retroactively approved.

Number Assigned by Sponsored Programs:

Funding Agency:

Your human subjects study has been approved.

Please be aware that it is your responsibility to inform the IRB:

- ... of any adverse events or unanticipated risks to the subjects or others within 24 to 72 hours;
- ... of any significant changes or additions to your study and obtain approval of them before they are put into effect;
- ... that you need to extend the approval period beyond the expiration date shown above;
- ... that you have completed your data collection as approved, within the approval period shown above, so that your file may be closed.

For additional information regarding your responsibilities as an investigator refer to the IRB Guidelines

Use the attached Researcher Request Form for requesting renewals, changes, or closures

Keep this original approval form for your records.

Chairperson or Designee,
Institutional Review Board

APPENDIX E

RESEARCH PARTICIPANT QUESTIONNAIRE

Possible Research Participant Questionnaire

Please print your name: _____

Are you interested in participating in this research? ____ Yes ____ No

If you answered NO, stop at this point and return this form to me in the envelope provided.

If you answered YES, please provide the following helpful information:

Gender: M F Years teaching experience: _____

Your school location: Rural Suburban Urban

Teacher certification path: university alternative other

Teacher certificate level: Provisional T-4 T-5 T-6 T-7

How may I contact you?

School Name: _____

School System: _____

School Mailing Address: _____

_____, GA

Zip _____

School Phone: _____

e-mail: _____

Home Mailing Address: _____

Zip _____

Home Phone: _____ Cell: _____

Preferred Contact: ____ School ____ Home ____ Cell

Best time for contact: _____

Please return this completed for in the envelope provided.

APPENDIX F
COVER LETTER E-MAIL

Cover Letter E-Mail

August 21, 2010

Dear Educator;

Congratulations! You are part of an elite group of alternatively certified educators in Gwinnett County and the state of Georgia. I feel that studying your socialization and work experiences may offer helpful ideas and clues in regards to socialization of other individuals as they move into the field of education. I am undertaking such a study as a part of my doctoral dissertation research through The University of Georgia and would like to consider you as a possible candidate for participation in my research. I obtained your contact information either through my direct contact with you as an educator or through contact with you through the department chairs in Gwinnett County. The purpose of this letter is to determine your interest in and availability for participation.

I will use a purposeful selection process. Selection of participants is based on:

1. Currently employed in a public school in Gwinnett County,
2. Participants will be certified business education teachers who have entered the profession through alternative teacher preparation programs.
3. Participants will have no more than three years of professional teaching experience.
4. Participants are willing to give their time for the study.

I certainly understand that your time is very precious, and that professional and family pressures place enormous demands upon your time. If you choose to participate, I will have a pre-conference with you. I will begin with a 45-60 minute interview, and have a follow-up interview to continue to collect data. Also, I will spend some time with you in your classroom to conduct a 30 minute classroom observation.

I have included a pre-addressed return envelope in which you may indicate your interest and availability by returning the enclosed forms via the courier to me at Brookwood High School. Please sign and date the consent form and complete the brief questionnaire. This will inform me of the best method and address for further contact if you give your consent. I will provide further details upon receipt of hearing from you via e-mail. I will contact you to let you know whether or not you are selected to be a part of this study. If you are not selected to be a part of this study your information from the questionnaire and consent will be destroyed right away. I plan to begin my research in January 2011.

Thank you for your professional leadership and consideration to be a participant in this study. I look forward to hearing from you as quickly as possible.

Professionally,

Jeffrey S. Hall
Researcher

John W. Schell
Faculty Advisor