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The University of Southern Mississippi

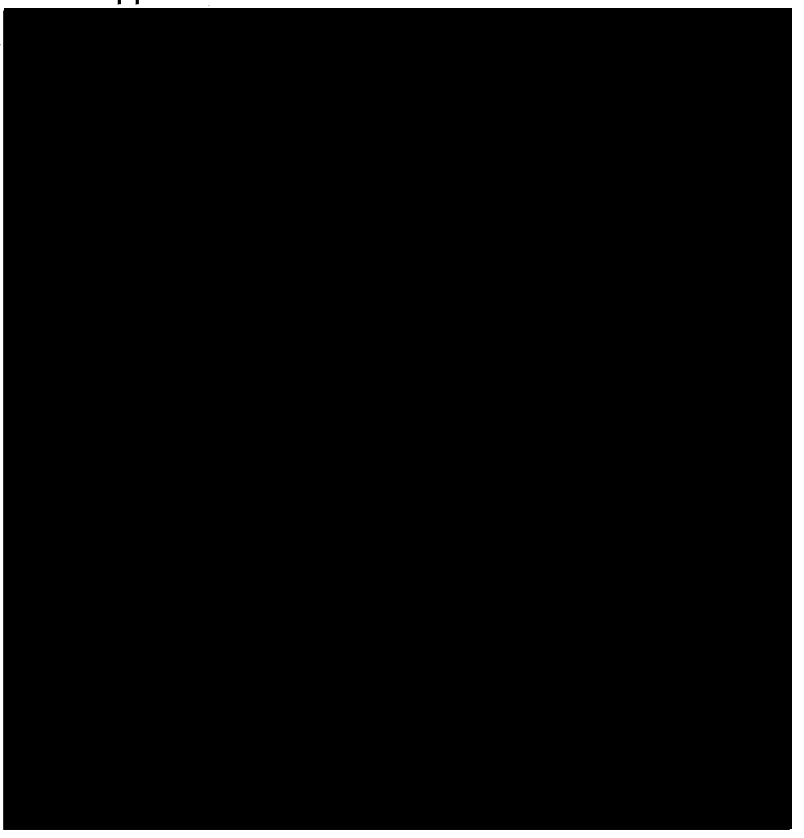
INDUCTION AND PEER COACHING PROGRAMS IN A MIDDLE SCHOOL SETTING

by

Shantí LaDawn Howard

A Dissertation
Submitted to the Graduate Studies Office
of The University of Southern Mississippi
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Philosophy

Approved:



August 2008

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2008

The University of Southern Mississippi

INDUCTION AND PEER COACHING PROGRAMS IN A MIDDLE SCHOOL SETTING

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ABSTRACT

INDUCTION AND PEER COACHING PROGRAMS

IN A MIDDLE SCHOOL SETTING

by Shantí LaDawn Howard

August 2008

While almost half of new teachers engage in some type of induction program, many programs only offer superficial types of assistance including district-wide orientations, periodic workshops, or instruction in classroom management (Gold, 1996). Some induction programs sponsored by the state institute an evaluation process that applies formulaic criteria for defining teaching behaviors to assess new teacher performances (Darling-Hammond et al., 1999). In the continued search for school improvement, there was a need to propose another option in staff development, e.g., peer coaching.

Peer coaching was examined because induction programs did not attend to the individual needs of alternatively certified teachers. The concerns of the two teacher groups (those alternatively and traditionally certified) were taken into consideration throughout the study.

The first purpose of this study was to examine whether the two teacher groups differed in their perceptions of induction and peer coaching programs. The second purpose was to determine whether the two teacher groups preferred peer coaching as their on-the-job training rather than an induction program. The third purpose was to determine whether the two teacher groups perceived peer

coaching as a positive experience. An underlying purpose was to determine if there was a correlation between the two teacher groups and the independent variables.

The first research question asked whether the two teacher groups preferred peer coaching as their preferred on-the-job training rather than an induction program. It was determined there was no statistically significant difference between the perceptions of the two teacher groups on the criterion variables of peer coaching or socio-cultural expectations. However, there was a statistically significant difference between the perceptions of the two teacher groups on the criterion variable of teacher induction.

The second research question asked whether the two teacher groups perceived peer coaching as a positive experience. The study found no predictive relationship between the independent variables and peer coaching. While there were no predictive relationships between the independent variables, there were exceptions to the finding. Also, while there were no predictive relationships between the independent variables and teacher induction, there was one exception to the finding.

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CHAPTER I

INTRODUCTION

As more individuals enter the teaching profession, schools are faced with the dilemma of which route to take when training teacher candidates. In fact, in the early twentieth century, there was "little evidence that the administrative apparatus of school districts played a psychologically supportive or professional development-oriented role" (Anderson, 1993, p. 5). The role of the administration was to do surveillance and address pedagogical growth (Anderson, 1993). "Not until the early 1950s and 1960s did the notion of what is currently referred to as *clinical supervision* gain strength in discussion" (Uzat, 1999, p. 1). Writings that have been related to supervision "had very little to say about how to help teachers to reflect upon their daily instructional behaviors through in-class collection of data about observed events, and through subsequent interactions" (Anderson, 1993, p. 5).

When schools are faced with the dilemma of which route to take in training teacher candidates, they may turn to providing simple to detailed induction programs. "Providing meaningful assimilation into the profession is one way school districts can retain novice teachers, but existing induction programs vary in their substance and quality" (Kelley, 2004, p. 438). In the state of Georgia, the GATAPP program "seeks to equip teacher-candidates with the skills to ensure a reasonable expectation of initial success in their classrooms, and to put in place a supervised internship/induction program that will help them move toward

subsequent mastery of teaching" (Georgia Professional Standards Commission, 2002, p. 3).

While almost half of new teachers engage in some type of induction program, many of these programs only offer superficial types of assistance including district-wide orientations, periodic workshops, or instruction in classroom management (Gold, 1996). Furthermore, some induction programs sponsored by the state institute an evaluation process that applies formulaic criteria for defining teaching behaviors to assess new teacher performances (Darling-Hammond et al., 1999).

"The intent of a teacher induction program is to provide a systematic structure of support for beginning teachers" (Massachusetts Department of Education, 2005). Induction programs were designed to meet the needs of alternatively certified candidates and ease the transition from their former vocations to that of their new teaching career. Studies (Odell & Ferraro, 1992; Fideler & Haselkorn, 1999; NCTAF, 1996) indicate that some induction programs may positively influence retention.

Upon receiving a job offer, schools may or may not opt to train teachers using one of the above-mentioned strategies. The two strategies that will be compared in this study are (1) the induction program as mentioned previously, cited above by Gold (1996) and also Darling-Hammond et al. (1999), and (2) an emerging idea amongst educators known as peer coaching (Arnau, 2001). While examining these training programs, the concerns of traditionally and alternatively certified teachers will be taken will into consideration. It is within the confines of

this point that both of these programs will expose their dual strengths and weaknesses.

Teacher candidates who enter the profession do so through traditional means or through alternative methods. To enter the profession traditionally, teacher candidates must complete an approved teacher education program, receive a bachelor's degree in the field of education, and must pass a qualifying examination. An alternative certification program refers to the way "someone can gain certification or approval to teach without completing an approved teacher education program requiring completion of a degree and, at times, it has referred to adjustments in traditional programs to accommodate the needs of so called non-traditional students" (Freeman et al., 2004). After meeting the initial requirements of the Georgia Teacher Alternative Preparation Program (GATAPP), the teacher candidate "enters a two-year internship of teaching in the school while doing additional coursework through a local university or Regional Educational Support Agency. At the end of the first semester of teaching, the PRAXIS II, a standardized test to measure one's ability in their chosen area of teaching, teacher certification test is attempted" (Gerson, 2002, p. 5). Failure of the certification test results in a modification of the teacher candidate's plan of study. At the end of the first year of teaching, the teacher candidate is recommended by his/her principal for continuation or termination of the program (GATAPP, 2004).

In some instances, induction programs may not be available to alternatively certified individuals. Some state policies have specified a category

of teachers who were exempted from induction programs including pre-interns, emergency certified individuals, and individuals who completed a teacher preparation program through an alternative route (AFT, 2001, p. 4). According to the American Federation of Teachers (AFT) (2001), "those most in need of help – teachers with little or no preparation for teaching – are often excluded from induction" (p. 4).

Induction programs may not provide alternatively certified teachers with help to improve their performance. Alternatively certified individuals need peer coaches to observe, model practices, and offer guidance and support, however, schools and school systems may find it is too costly and time consuming (American Federation of Teachers, n.d., AFT locals lead the way taking control of teacher quality, ¶ 24). To make matters worse, alternatively certified teachers may have felt stress at one time or another because induction programs did not offer release time or a reduced teaching load in order to receive suggestions for strategies and resources, or arranging visits to classrooms of other exceptional veterans (American Federation of Teachers, n.d., Teacher induction, ¶ 3). Some induction programs may not even discuss the importance of communication with administrators or the need for teachers to self reflect in order for them to be able to ask for help (Magnuson, 2001). Thus, induction programs did not attend to the individual needs of alternatively certified teachers (Grant & Zeichner, 1981).

In the continued search for school improvement, there may be a need to propose other options in staff development. "The need to propose another method of staff development arose from the discovery in the 1970s that as little

as 10% of those who participated in staff development regarding teaching strategies and curriculum were actually applying the new strategies and implementing what they learned (Showers & Joyce, 1996)" (Uzat, 1999, p. 3). According to Showers and Joyce (1996), there were "national movements to improve education which began in the mid-1950s and focused on academic quality and social equality" (p.13). By the early 1970s, however, experts in the field of education acknowledged that those efforts "even when well-funded and approved by the public, seldom led to changes" (Showers & Joyce, 1996, p. 13). Further investigations by Showers and Joyce (1996) found that training did not convert into successful changes in staff development. The lack of success in translating training into meaningful change was ascribed to teachers as having a negative impact on the training and was shown through their motivation, effort, and attitude, as opposed to suggesting that the problem lay with the manner in which the training was carried out (Showers & Joyce, 1996). By the 1980s, Showers and Joyce (1996) concluded that organizational changes within schools and changing the design of professional training programs could correct implementation problems and placing blame among the teachers.

One option that may be helpful to the staff's development is known as cognitive coaching. Cognitive coaching, as described by Costa and Garmston [in Fitzgerald], is "the supervisor's application of a set of strategies designed to enhance the teacher's perceptions, decisions, and intellectual functions" (Fitzgerald, 1993, p. 194). "The importance of cognitive coaching to the implementation of newly acquired skills on the part of the classroom teacher is

also justified in the literature" (Uzat, 1999, p. 2). Pajak and Carr (1993) acknowledged that the concept of teachers "providing assistance to other teachers is well established in the supervision literature" (p. 267), and noted further that

> Peer assistance to teachers is being implemented across the United States as school districts seek new ways to help teachers improve their instruction and develop professionally. A major reason for the popularity of peer assistance is that traditional staff development has been found lacking. Training teachers in large groups, for example, does not fully meet the needs of new teachers (Compton, 1979) and is only moderately successful with experienced teachers (Wade, 1984-85). (Pajak & Carr, 1993, p. 267)

Because induction programs did not attend to the individual needs of alternatively certified teachers and cognitive coaching involves the teacher's supervisor, another training strategy, peer coaching, will be examined. It is to this end that this study was envisioned to research the comparison of perceptions held by alternative and traditionally certified teachers of their on-the-job training routes. Professional training strategies known as teacher induction and peer coaching will be studied as it relates to alternatively and traditionally certified teachers.

The practice of peer coaching has been implemented and examined since 1980 (Showers & Joyce, 1996). In fact, Matheson (1997) reported, "as a result of a series of national reports in the 1980s, especially *A Nation at Risk*, there was

an increased focus on the competency of teachers and the changes needed to raise the level of teaching as a profession" (p. 1). During the 1980s, educators began researching teaching practices that encouraged, motivated, and supported teachers to become more effective in the classroom (Matheson, 1997).

Peer coaching is an effective strategy that can facilitate success with alternatively certified teachers (Showers, 1985). Peer coaching is a process where teachers can share meaningful feedback and learn new strategies from other teachers in a non-threatening manner (Joyce & Showers,1983; Showers, 1985). The process is also facilitative rather than evaluative and directive (Showers, 1985). Teachers gain a sense of trust, as they become an integral part of the process (Joyce & Showers, 1983; Slater & Simmons, 2001; Showers, 1985). In turn, morale increases as a result of feeling trust and support (Showers, 1985). As a result, peer coaching combats negative behaviors (Showers, 1985).

The focus of peer coaching centers around helping teachers change undesirable teaching habits, gain guidance, expand their repertoire of teaching styles and strategies, and increase teaching knowledge in their subject area (Showers, 1985). This study will cover peer coaching, which "entails two teachers observing each other and exchanging feedback in an alternating fashion. Although one teacher may have greater expertise, the two learn from each other and jointly improve their instructional capacity" (Kohler, Ezell, & Paluselli, 1999, p. 154). This favorable environment leads to positive reinforcement and achievement in the classroom (Showers, 1985).

Peer coaching "provides a safe environment in which to learn and perfect new teaching behaviors, experiment with variations of strategies, teach students (teachers) new skills and expectations inherent in new strategies, and thoughtfully examine the results" (Showers, 1985, p. 47). Slater and Simmons (2001) found that teachers have a positive experience with peer coaching. They adopt new teaching practices, positive attitudes towards relationships with partners, and learn to give appropriate feedback (Slater & Simmons, 2001).

Training programs offer differing strengths to the beneficiaries of the programs and the administrative system that are using them. For example, to help the transition into the teaching profession, many schools use induction or peer coaching programs to acclimate alternatively certified teachers to their teaching duties. Induction programs alone, however, may only provide basic instructional needs such as how to deal with crisis situations, technical concerns, and personal support (Zepeda & Ponticell, 1996). Conversely, these training programs may also have drawbacks that make them desirable to the school system that chooses the program. For example, schools that choose an induction program over a peer coaching program may do so because of lack of funding.

Statement of Problem

Mentoring programs typically provide only basic support of new or alternatively certified individuals. While almost half of new teachers engage in some type of induction program, many of these programs only offer superficial types of assistance including district-wide orientations, periodic workshops, or instruction in classroom management (Gold, 1996).

Purpose of Study

"With the increasing interest in" peer "coaching as a method of providing professional development for educators, measuring the effectiveness of the training is also important" (Uzat, 1999, p. 7).

The purpose of this study was to identify whether perceptions of alternatively and traditionally certified teachers differed with regards to peer coaching. More specifically, the study sought to find if current and entry age affected these perceptions and whether individuals' educational level, subject area and grade level taught affected the perceptions of alternatively and traditionally certified teachers. The level of perception was measured by selected variables. The basis for using an individual's current age and entry age was to find whether there was change over time.

Research Questions

The following research questions were formulated to define the problem investigated in this study:

1. Do alternatively and traditionally certified teachers prefer peer coaching as their preferred on-the-job training rather than an induction program?
2. Do alternatively and traditionally certified teachers perceive peer coaching as a positive experience?

Research Hypotheses

Six hypotheses were formulated for this research study. The study included the following six hypotheses:

H1 There was a statistically significant difference between the perceptions of alternatively certified and traditionally certified teachers regarding peer coaching.

H2 There was a statistically significant difference between the perceptions of alternatively certified and traditionally certified teachers regarding teacher induction programs.

H3 There was a statistically significant difference between the perceptions of alternatively certified and traditionally certified teachers regarding sociocultural expectations.

H4 There was a statistically significant relationship between the criterion variable of attitudes toward peer coaching and the independent variables of entry age, current age, teaching experience, educational level, grade level, and subject area taught.

H5 There was a statistically significant relationship between the criterion variable of attitudes toward induction programs and the independent variables of entry age, current age, teaching experience, educational level, grade level, and subject area taught.

H6 There was a statistically significant relationship between the criterion variable of sociocultural expectations and the independent variables of entry age, current age, teaching experience, educational level, grade level, and subject area taught.

Definition of Terms

This study consisted of the following terms:

Alternatively certified teachers – An alternatively certified teacher is an individual who has at least a bachelor's degree and is in the process of completing a teacher preparation program, but is not yet certified in the field of education. In the state of Georgia, to be eligible for the Georgia Teacher Alternative Preparation Program (GATAPP), an individual must have a bachelor's degree with a minimum grade point average of 2.5 on all college work completed, a passing score on PRAXIS I (or Scholastic Aptitude Test, American College Test or Graduate Requisite Exam scores high enough to exempt this requirement), a satisfactory criminal background check and an offer of a teaching position by a participating school system (Georgia Professional Standards Commission, 2002).

Concern – For the purposes of this study, concern involves one's interest or how important something is. Hall, George, and Rutherford (1977) stated,

> To be concerned means to be in a mentally aroused state about something. The intensity of the arousal will depend on the person's past experiences and associations with the subject of the arousal, as well as how close to the person and how immediate the issue is perceived as being. Close personal involvement is likely to mean more intense (i.e., more highly aroused) concern which will be reflected in greatly increased mental activity, thought, worry, analysis, and anticipation. Through all of this, it is the person's *perceptions* that stimulate concerns, not necessarily the reality of the situation (p. 5).

Concerns/Perceptions of Peer coaching – For the purposes of this study, alternatively and traditionally certified teachers' specific point of view in

understanding or judging qualities or events as it relates to peer coaching, and showing their true relations to one another.

Current age – For the purposes of this study, the chronological age of the respondent at the time of completion of the survey.

Emergency certified individuals – Teacher candidates who hold a bachelor's degree, meet the state's eligibility requirements, and fill a position when no fully qualified and properly certified applicant is available (Washington State Legislator, n.d., ¶ 3a).

Entry age – For the purposes of this study, the chronological age of the respondent at the first time of employment as a teacher.

Induction program – A orientation process for beginning teachers that provides information to new teachers from the administrative staff. It typically takes place in a classroom environment where an administrator leads the discussion and poses questions to a group of teachers. The focus is centered around classroom management, teaching strategies, and necessary forms of paperwork (Massachusetts Department of Education, 2005). Induction programs use whole and small group discussions, question and answer, and lecture formats.

Peer coaching – An orientation process that pairs a beginning teacher with a veteran teacher. This pair of teachers meets regularly to discuss, examine, and share ideas about classroom management, teaching strategies, and necessary forms of paperwork. They use this process to support one another by enhancing, building, refining, and expanding one another's skills (Swafford, 1998; Showers & Joyce, 1996). Peer coaching programs use teaching, observing, and feedback

cycles; one-on-one discussions; and informal contact formats (Glickman, Gordon, & Ross-Gordon, 1995).

Pre-interns – Those individuals who lack a background or training in teaching (AFT, 2001).

Teaching experience – For the purposes of this study, the number of years an individual has been employed as a teacher based on school, not calendar years.

Traditionally certified teachers – In the state of Georgia, a traditionally certified teacher is an individual with at least a bachelor's degree, completion of a teacher preparation program, and certification in the field of education (Georgia Professional Standards Commission, 2004).

Delimitations

The following includes a list of delimitations that were imposed by the researcher. These delimitations could impact the generalizability of the results. The following delimitations of this study were identified for the purpose of this investigation:

1. The subjects used in this study were delimited to one school district located in a northeastern county in Georgia.
2. The subjects used in this study were delimited to three middle schools in a northeastern county in Georgia.
3. The subjects used in this study were delimited to middle schools participating in a teacher induction or peer coaching program in a northeastern county in Georgia.
4. Subjects of this study were delimited to educators teaching grades 6-8 at the selected suburban middle schools.

5. The criterion variable was delimited to perceptions of induction and peer coaching as measured by *Shantí's Peer Coaching Questionnaire*.
6. The independent variables were delimited to entry age, current age, teaching experience, educational level, grade level, and subject area.
7. All subjects, variables, and conditions not so specified were considered beyond the scope of the study.

Assumptions

The researcher defines assumptions as essentials of this study that were presupposed to be true and factual in order for this study to be considered valid. The following assumptions were made for the purpose of this study:

All subjects were able to comprehend the questions asked in the instrument (*Shantí's Peer Coaching Questionnaire*).

All subjects were able to respond to all questions in the instrument in an honest and straightforward manner.

All responses reflected accurate, current beliefs and feelings of the teachers completing the questionnaire.

Justification of Study

The purpose of this study is to examine whether individuals in one suburban school system located in northeastern Georgia, expressly, alternatively and traditionally certified teachers, differed in their concerns of teacher training methods, specifically, induction and peer coaching. The study also sought to examine the correlation between the two teacher groups, those alternatively certified and those traditionally certified, and age at which they entered the

teaching field; current age; teaching experience; educational level; grade level; and subject area taught.

In addition to a targeted examination, this study will make a contribution to the field of educational administration in that it seeks to understand the perceptions of nontraditionally certified teachers, studying an area other than education in their undergraduate years and turning to education as a new career. This study can become a gateway for alternatively certified teachers learning a profound new strategy to help them become better prepared for handling a classroom.

Differing perceptions of this study pointed out aspects between peer coaching (or a form of peer coaching) of traditionally certified teachers versus those certified in an alternative setting (those with other undergraduate or graduate degrees who turn to regional educational services or specific university programs for assistance on the pedagogy of teaching). The information found, however, could be used to develop and implement an appropriate peer coaching program and its relation to individual schools in that district and meets their needs. This study also indicated whether certain factors (age, experience, level of education, and the grade level and subject area taught) affected teachers' ideology on the process of peer coaching. Finally, this study pointed to alternatively certified teachers and standardized tests as future permanent fixtures in education. Teachers certified in an alternative setting needed strategies to help them cope with the new school setting, and raise the level of achievement in order to increase standardized test scores across the state of Georgia.

Overview of Study

Chapter I presented an introduction and background information to the topic, significance (statement) of the problem, and established the purpose of the study. In addition, research hypotheses were provided and definitions of terms that were applicable to the study were presented. Finally, the delimitations, assumptions, and justification of study were provided.

Chapter II, the review of literature, will present findings in the literature on both induction and peer coaching. The review of literature also explored the relationship between certified teachers (alternative and traditional) and teacher training programs (induction and peer coaching).

Chapter III presented methodology used in conducting the research and collecting the data during the study. It also provided information on the experimental design. The procedures, setting, and data collection instrument, *Shanti's Peer Coaching Questionnaire*, were described.

Chapter IV offered the findings and results of the study. It also presented the statistical analysis of the data and hypotheses.

Chapter V offered a summary of the findings. These included conclusions, implications, and recommendations for further research and educational practice.

CHAPTER II

REVIEW OF RELATED LITERATURE

Introduction

Although peer coaching is still considered an emerging idea amongst educators today, research has shown that it actually got its start in the 1950's. While compiling the outcomes of numerous studies (Campo, 1993; Gottesman, 2000; Hasbrouck & Christen, 1997; Holloway, 2001; Manke & Klingel, 1998; Munson, 1998; Perkins, 1998; Smith, 2002) there were five overlapping themes consisting of alternatively and traditionally certified teachers, induction programs, teaching behaviors, professional growth, and peer coaching.

Showers and Joyce (1996) found, in the mid-1950s, a national movement toward change and improvement in education. The movement focused on academic quality and social equality (Showers & Joyce, 1996). By the early 1970s, educators realized the efforts to improve education rarely led to changes in the system (Showers & Joyce, 1996). One reason was because there was a lack of research on how people learn teaching strategies (Showers & Joyce, 1996). Other efforts to improve education were not fulfilled and included a lack of research on how schools should effectively and successfully disseminate new innovations in the field of education (Showers & Joyce, 1996). Educators believed that teachers could learn new strategies, go back into their classrooms and implement what they had recently been taught (Showers & Joyce, 1996). In fact, the 1970s evaluation of staff development focused on curriculum and

teaching strategies; and as few as ten percent of the teachers who participated actually implemented what they had learned in classes (Showers & Joyce, 1996).

The major concern was helping students as a by-product of teachers learning, growing, and changing (Showers & Joyce, 1996). The process of training and implementing innovative strategies came under scrutiny in the last twenty-five years (Showers & Joyce, 1996). Educators attributed the failure to a lack of effort, motivation, and attitude by the teachers (Showers & Joyce, 1996). However, Showers and Joyce (1996) felt educators must look at the school organization before assigning blame as to why new strategies failed.

The early 1980's found formal investigations hypothesizing that initial training and coaching would result in a greater transfer of knowledge than staff development training alone (Showers & Joyce, 1996). Showers and Joyce (1996) believed that "modeling, practice under simulated conditions, and practice in the classroom, combined with feedback" was the most productive training design (Showers & Joyce, 1996, p. 13). They also believed "that teachers attempting to master new curriculum and teaching approaches would need continued technical assistance at the classroom level" (Showers & Joyce, 1996, p. 13). By the end of the 1980s the authors began to believe that those changes in school organization and training design could actually solve or ease the problems with the implementation of strategies rather than assigning blame to teachers (Showers & Joyce, 1996). From literature reviews and their own theories, the authors found a variety of training was likely to produce results, such as theory presentation, modeling or demonstrations, practice, structured and open-ended feedback, and

in-class assistance with transfer (Showers & Joyce, 1996; Joyce & Showers, 1996).

The results of Showers and Joyce's (1996) research concluded that teachers with a coaching relationship (i.e. shared aspects of teaching, planning together, pooled experiences) actually practiced new skills and strategies more frequently and applied them more appropriately than those teachers who worked alone (Showers & Joyce, 1996). Also, peer coaching groups exhibited greater long-term retention rates of new strategies and more appropriate uses of new teaching models over time (Showers & Joyce, 1996).

Traditionally Certified Teachers

A traditionally certified teacher is an individual who attends an accredited college or university and completes an approved teacher education and certification program. He/she must also receive a bachelor's degree in the field of education. Finally, the individual must pass Praxis I and II.

Alternatively Certified Teachers

An alternatively certified teacher is an individual who has at least a bachelor's degree and is in the process of completing a teacher preparation program, but is not yet certified in the field of education.

According to the Georgia Department of Education (2004), teachers had three viable alternative routes for certification in the state of Georgia. The three routes individuals could take to become certified were the (a) Georgia Teacher Alternative Preparation Program (TAPP), (b) non-renewable, certificate-based option, and (c) non-renewable, test-based option.

In the Georgia Teacher Alternative Preparation Program (TAPP), individuals held a college degree but did not complete teacher education program requirements. Individuals were accepted into TAPP with employment at participating schools. Individuals in TAPP must complete a two-year internship or induction program where they fulfilled special Georgia requirements. Their application for certification must be completed by the employing school district.

In the non-renewable, certificate-based option, individuals held inactive, expired, or even valid clear renewable Georgia teaching certificates. Individuals in this situation had a current job offer, but had to meet any additional requirements by the validity date to be considered. At the discretion of the employing school system, individuals could obtain a Non-Renewable Certificate.

Individuals in the non-renewable, test-based option category held a college degree, and had a job offer. In this case, candidates either (a) passed Praxis I and II, and were affiliated with a state approved certification program, (b) passed Praxis I and II, and Praxis Principles of Learning and Teaching (PLT), as well as complete a one year supervised program, or (c) passed Praxis I with an employment offer in the field of Special Education, were accepted in a state approved preparation program for Special Education or under a one year supervised program, and were assigned a mentor teacher.

According to the TAPP website (2001), alternative routes to certification in Georgia equip prospective teachers with skills to guarantee a reasonable expectation of initial success in their classrooms. The website insisted the program put in place a supervised internship/induction program that would help

prospective teachers move toward subsequent mastery of teaching (GATAPP, 2001).

Characteristics of alternatively certified can contribute to individuals' success or lack thereof. According to Martin and Shoho (2000), those individuals who used the alternative certification route were typically older than their beginning teacher counterparts and thus brought experience from another career. These individuals also lacked the pedagogical knowledge characteristically included in traditional education preparation programs (Martin & Shoho, 2000). Along this same idea, Shen (1997a) found that a primary concern is that educators "...who are certified alternatively have more difficulties learning to teach than those certified traditionally (p. 277).

Teaching Behaviors

All research on mentoring has not been positive. There have been many concerns over the usefulness of existing research. One concern included the growing number of researchers studying mentoring giving a variety of descriptions of what they believed mentoring was or should be (Jacobi, 1991). The many definitions, theories, and methodologies of mentoring have caused the research to be less effective (Jacobi, 1991). With so many definitions from which to choose, conflicting ideas of what mentoring is abounds in the literature. A second concern came from whether teachers actually benefit from being mentored. Theoretical and empirical answers are lacking when dealing with issues of whether the mentorship truly helps teachers succeed (Jacobi, 1991).

In Jacobi's (1991) review of the literature, evidence existed of a possibility of having strong agreement in a common definition of mentoring. Common

themes in Jacobi's (1991) study included (a) mentoring relationships that usually focused on teacher achievement; (b) specific functions provided to protégés by mentors varied; (c) mentoring relationships were peer relationships; (d) mentoring relationships were personal; and (e) relative to their protégés, mentors showed greater experience, influence, and achievement within a particular organization or environment. Jacobi's (1991) study also included mentoring any or all of three broad components: (1) emotional and psychological support, (2) direct assistance with career and professional development, and (3) role modeling.

Morgan and Menlove (1994) studied the effects of peer coaching through audio and videotaping. As in other studies (Calabrese, 2001; Hasbrouck, 1997; Hekelman & Flynn, 1994; Kohler, Crilley, Shearer, & Good, 1997; Kohler, Ezell, & Paluselli, 1999; Sloan, 1987) they found peer coaching could improve teaching behaviors. The authors felt this study was necessary because of large numbers of trainees in practicum; supervisors having massive amounts of university responsibilities, scheduling conflicts; scattered school locations; time constraints; and limited resources of supervisors to adequately and effectively develop teaching behaviors in preservice teachers (Morgan &Menlove, 1994).

While Morgan and Menlove (1994) found that direct interaction and intervention was more effective than videotaping, they also found many advantages to using videotaped sessions:

1. Trainees and coaches arranged evaluation meetings according to their own schedules.

2. Peer coaches and trainees examined specific teaching behaviors on an as needed basis.
3. The videos served as a permanent product of the trainees' performance and progress.
4. Trainees completed a metanalysis of their performance under the peer coach's direction.

The results of the study concluded that peer coaching did in fact improve direct instruction teaching behaviors (Morgan & Menlove 1994). Videotaped feedback helped increase effective teaching behaviors (Morgan & Menlove 1994). Self-evaluation or metanalysis remained unclear in its contribution to improved performance (Morgan & Menlove 1994). Peer coaching also played a conceivable role in teaching performance of low-performing preservice teachers (Morgan & Menlove 1994).

Wynn and Kromrey (1999) concluded that peer coaching was an opportunity for rehearsal and discussing lessons to be taught. It was a form of communication with peers (Wynn & Kromrey, 1999). Peer coaching was awareness, focusing on important content issues to be taught (Wynn & Kromrey, 1999). It moved teachers away from isolation to peer assistance (Wynn & Kromrey, 1999). It promoted effective strategy implementation for student teachers (Wynn & Kromrey, 1999). It promoted effective development of reflection practices (Wynn & Kromrey, 1999). The authors also found that peer coaching could be used to support experienced teachers, student teachers in their final semesters of teaching, and preservice teachers in their early field experiences (Wynn & Kromrey, 1999). The only concern the authors gave

related to peer pairs being overly dependent on each other, finding sufficient time to help preservice teachers plan lessons and then having enough time to give quality feedback (Wynn & Kromrey, 1999). The authors also mentioned when a school or department is thinking about implementation, educators must sell the idea on the advantages of peer coaching to preservice teachers, directing teachers, and teachers already in the profession of peer coaching (Wynn & Kromrey, 1999). The authors finally surmised that competitiveness might occur (Wynn & Kromrey, 1999).

Bowman and McCormick's (2000) final analysis stated when peer coaching was used correctly, it could be extremely productive in achieving goals. They also found preservice teachers increased demonstrations and effectiveness of clarity skills, i.e. informed preservice teachers of lesson objectives, repeated important points, used examples, repeated information students did not understand, asked questions, provided opportunities for questions and furnished practice opportunities (Bowman & McCormick, 2000). Thus concluded more consistent feedback helped preservice teachers integrate strategies into teaching repertoires and through experiences, students may move into their careers as collaborators (Bowman & McCormick, 2000).

Professional Growth

Peer coaching "was first implemented in the business and industry areas...to provide a more relaxed environment and can allow more room for failure than similar methods, such as teacher evaluation, clinical supervision, and mentorships" (Coggins, 1990, p. 44).

While mentoring focuses on the veteran molding the novice, peer coaching is a support structure of at least two persons who help one another in non-threatening ways (Coggins, 1990). Coggins (1990) pointed out specific differences between peer coaching and mentoring,

> Although peer coaching has been tried only on a small scale, a very similar method of improving teaching, called mentoring, has been tried more often. In mentoring a more experienced teacher serves as a role model and support person. The mentor oversees, teaches, and counsels another person, usually a junior (Zey, 1984). Unlike peer coaching, though, the junior feels less like an equal. The mentoring process is used by business and some schools to help bring about change and growth...Like good peer coaches, good mentors have certain important characteristics, such as being people-oriented, tolerating ambiguity, preferring (*sic*) abstract concepts, valuing their work, and respecting and liking their subordinates (p. 11-12).

The purpose of Coggins' study was to evaluate the effectiveness of peer coaching. Coggins' (1990) study "examined the impact of a peer coaching program on teachers in a given school to identify improvement, in teacher attitudes, in ability to help others, in school climate, in level of expectations, and in attendance" (p. 5).

Coggins' (1990) sixth-month study began in the month of December with peer observations. The study then moved to providing skills training the following January, and finally wrapped up four months later in May with completion of peer

observations. Coggins (1990) noted this might have been an insufficient amount of time to observe significant change in attitude and procedure.

The sample involved in the study included 36 teachers at the experimental school and thirty-one teachers at the control school. Out of the 36 teachers at the experimental school, 18 took part in the South Carolina statewide Effective School Training program (EST) and the helping skills training (Coggins, 1990). The Effective School Training program (EST) "encouraged...teacher[s] to observe a peer teaching and be observed once a year" (p. 24). According to Coggins (1990), the helping skills training included (a) attending to another person, (b) listening to what that person has to say, (c) understanding the content and feelings, (d) responding to that person's content and feelings, (e) personalizing the content and emotions of another and (f) initiating constructive resolutions.

During the 1990's, peer coaching was in its beginning stages and was put in place to a limited degree (Coggins, 1990). It seems from Coggins' (1990) literature review that businesses used peer coaching quite effectively. Coggins' (1990) wrote, "...for the transfer of knowledge to be facilitated each teacher needs to study the rationale, observe demonstrations, have lots of practice with lots of feedback and have companionships, especially with peers" (p. 14).

The researcher realized from many studies (Coggins, 1990; Kohler, Crilley, Shearer, & Good, 1997; Kohler, Ezell, & Paluselli, 1999; Joyce & Showers, 1996) that time is one of the major factors that may cause peer coaching to be ineffective. Coggins (1990) emphatically states,

> A ...limitation of this study may be the extra amount of time required of the teachers to contribute to staff development. Even though participation in the communication skills training was voluntary, teachers were very tired at the end of the day and participation in training, even if effectively managed, might have been negatively perceived by the teacher as yet "one more thing to do" (p. 8-9).

While time (the amount spent on peer coaching and the time frame of the study) and lack of energy were limitations to this study, teachers felt the program was supportive and useful (Coggins, 1990).

Calabrese (2001) stated that professional growth is personal growth, and the only way this will occur is through modeling and daily documentation. From the first day of an individual's career teachers' need to be introduced to different facets of school life. These include viewing oneself as a researcher, a problem solver, and a person who can identify and meet students' needs (Calabrese, 2001). New teachers need to see the personal and professional life intertwined (Calabrese, 2001).

Because the prestige of a teaching career is dwindling, Calabrese (2001) states that teachers must be able to prove they are reflective leaders and action researchers. Calabrese (2001) argued that, in order to succeed, teachers require growth at each stage, or level, in their careers. The teaching profession does not readily accept those who ask for help because it is seen as an inability to cope with teaching demands or simply a sign of weakness (Calabrese, 2001). In the business world, however, "finding a mentor and creating a network were the two most essential ingredients for maintaining a successful business"

(Calabrese, 2001, p. 5). Teaching is a business. Asking for help or soliciting your talents to others should be seen as building, creating and maintaining a successful business.

The purpose of Calabrese's study was to "produce a change in the focus of mentoring from emotional support for survival to clinical support for professional growth and development...(and) from reactive to proactive participation" (Calabrese, 2001, p. 9). The research consisted of collaborations between a mid-western university and a local urban school district and incorporated the Pathwise/Praxis training, portfolio construction, action research, and video review. Although the nineteen criteria of the Pathwise/Praxis model were not included in the paper, they were used to help entry year teachers identify questions and concerns in planning, classroom environment, instruction, and professionalism (Calabrese, 2001). Through action research, entry year teachers investigated teaching and learning, and also assumed proactive roles in their careers. The research did not include construction of portfolios, however, it did state the ideas of portfolio construction and action research were received with skepticism. This could be attributed to the fact that ideas were new to the teachers.

The conclusions from Calabrese's (2001) report did not show a clear relationship between emotional and clinical support. Conclusive reports included positive and negative feedback from those who were involved; comments ranged from being away from the school building because the program provided a substitute and/or a stipend; working together on action research and video viewing; to more work needed on the characteristics of good mentors. Calabrese

(2001) found that retention rates for mentors after the first year was high, but those who left also mentioned leaving because of the action research. The suggestion for leaving was perhaps due to their concept of mentoring being focused more on emotional support than clinical support (Calabrese, 2001).

Sloan's (1987) study questioned whether the peer coaching strategy showed change in teachers' targeted classroom behaviors. Sloan found that teachers' managerial behaviors changed, but complex behaviors did not change. Complex behaviors included the "roles of teachers' knowledge about teaching, their self concept, and their beliefs about (a) their role in the classroom; and (b) how students learn affect any teachers' ability to change" (Sloan, 1987, p. 140).

Hekelman and Flynn's (1994) goals recognized and improved current teaching styles, behaviors, and practices; and to develop adaptable teaching strategies that fit the needs of individual students as it relates to clinical teaching. The outcomes in this clinical setting included (a) peer coaching as a viable tool for professional development, (b) identifiable improvements in aspects of teaching, (c) heightened awareness of the importance of teaching, (d) relationships with colleagues became comfortable, anticipated, and welcomed, (e) greater willingness to guide students through the decision-making process, (f) self-analysis is routine, (g) desire and seek feedback from students and colleagues, (h) peer coaching is labor-intensive and time-consuming, but well worth the time and effort (Hekelman and Flynn, 1994).

Wood and Killian (1998) found that job-embedded learning takes place as teachers engage in their daily activities (Wood & Killian, 1998). It is the result of sharing what teachers learned from their own teaching, reflecting on specific

experiences, or listening to colleagues share best practices discovered when trying new strategies or implementing a project (Wood & Killian, 1998; Harwell-Kee, 1999). The researchers discovered that job-embedded learning included discussion with other teachers; peer coaching, informal peer observation; mentoring of teachers; study groups and action research; and other approaches such as strategic planning, discussion of curriculum alignment and planning with teams (Wood & Killian, 1998). It also helps teachers make sense of their teaching and learning procedures in their own contexts rather than just receiving knowledge from an expert in a training session or a lecture in a staff development session (Wood & Killian, 1998). The process of job-embedded learning, the researcher believes, takes peer coaching a step further. The researcher remained uncertain of how the terms *peer coaching* and *mentoring* were used interchangeably when mentoring described a more craftsman-apprentice relationship.

Kovic (1996) resolved that there were seven critical skills to the ongoing success of peer coaching. Collaboration was working together to meet the needs of students (Kovic, 1996). Flexibility meant instructional planning and curriculum modification that required flexibility for positive social interaction and being responsive to changing student needs (Kovic, 1996). Creativity consisted of planning, developing, and implementing programs just to meet the needs of all students; but it required the challenges of time, materials, and personnel (Kovic, 1996). Data on effective communication was achieved through ongoing support; objective feedback; facilitating reflection and critical analysis; facilitating problem solving; and monitoring and responding to concerns (Kovic, 1996). Leadership

and initiative captured the auspicious initiative to identify problems, collect data, discuss alternatives, formulate solutions, and monitor actions taken (Kovic, 1996). Positive self-concept took on alternating active and passive roles in the process of peer coaching, but it required positive self-concept and grace (Kovic, 1996). Shared vision helped to ensure there was minimal conflict and working toward the same goals (Kovic, 1996).

Induction Programs

Researchers (Fideler & Haselkorn, 1999; Cohen, 2005; Smith & Ingersoll, 2004) lack a clear definition of induction. However, according to the Alliance for Excellent Education (2004), less than one percent of teachers receive appropriate induction into the teaching profession. An appropriate induction to the teaching profession includes a reduced number of course preparations, a helpful mentor in the same field, a seminar tailored to the needs of beginning teachers, strong communication with administrators, and time for planning and collaboration with other teachers (Alliance for Excellent Education, 2004).

While induction programs at some schools may consist of a one-day orientation program or assigning one teacher to act as a mentor to the novice, most states mandate induction services, but these services do not necessarily include feedback on teaching, a formal evaluation process, or targeted training (Fideler & Haselkorn, 1999). For those states that have created programs for beginning teachers, local school districts were not always required to offer induction programs, nor were the teachers required to participate (Weiss, & Weiss, 1999). In fact, in the 1998-1999 school year, local school district

participation in this program was optional in eight states while beginning teacher attendance was voluntary in only five (Weiss & Weiss, 1999).

The structure and underlying conceptualization of teacher induction programs differ among districts (Weiss & Weiss, 1999). Some programs were based upon "effective teaching" criteria that related to direct instruction for mastering skills and academic content, while other programs called attention to the intricacies of teaching and the need for dynamic environments that relied on a broad base of knowledge that informed teacher behaviors (Weiss & Weiss, 1998).

Since the mid-1980s, induction programs have provided new teachers with a training mentor. Typically, the new teachers are assigned to veterans who introduce them to the school's philosophy, cultural values, and established sets of behaviors expected by the schools (Little, 1990). As time progressed, some of these new teachers continued to receive regular training as well as opportunities for collaboration (Little, 1990). Other new teachers, however, only saw their mentors sporadically (Little, 1990). As noted by Gold the, "intensity of the support and instruction...did differ across projects and had an impact on new teachers' perceptions of teaching and their performance in the classroom" (Gold, 1996).

In response to the diverging thoughts on induction programs across the country, there is a converging sense that beginning teachers need to meet the standards for practice that will "attest to their grasp of essential skills, knowledge and dispositions" (INTASC, 1992; National Commission on Teaching & America's Future, 1996). An increasing number of school systems have been working with

colleges to create more learner-centered environments that include reflective practice and teacher decision-making (Levine & Trachtman, 1997). In this setting, new teachers were naturally expected to liaise with more experienced university as well as school based colleagues (Levine & Trachtman, 1997). There is a paradigm shift away from the "concept of mentor as veteran whose unidirectional role is to impart basic knowledge to an unknowing novice, towards that of an experienced co-worker who, in a relationship of mutuality with new colleagues, offers assistance and also learns from the experience" (Weiss & Weiss, 1999).

Peer Coaching

There are many ideas about peer coaching, as discussed in numerous studies (Joyce & Showers, 1996; Wood & Killian, 1998; Harwell-Kee, 1999; Gold, 1996; Shen, 1997a; Kovic, 1996; Bowman & McCormick, 2000). Peer coaching is a process teachers use to support one another by enhancing, building, refining, and expanding one another's skills (Swafford, 1998; Showers & Joyce, 1996). Peer coaching, however, is an expanded version of peer coaching where teachers exchange feedback in an alternating fashion. The process allows the novice teacher to feel as if one has ownership in the process, although one teacher may have greater expertise (Kohler, Ezell, & Paluselli, 1999). In this process, both teachers learn new ideas and improve their instructional strategies.

Kohler, Ezell, and Paluselli (1999) studied how peer coaching promoted changes in teachers' conduct of student pair activities. The researchers pointed out that,

> A variety of techniques have been recommended to enhance teachers' adoption of effective teaching methods. One method, peer coaching, enables teachers to collaborate in developing, implementing, and refining practices that maximize student outcomes (Kohler, Ezell, & Paluselli, 1999, p. 154).

The researchers found two distinguishable types of peer coaching, expert coaching and peer coaching. "Expert coaching occurs when one individual with acknowledged expertise observes another and provides support, feedback, and suggestions for change" (Kohler, Ezell, & Paluselli, 1999, p. 154). Peer coaching, however, involves teachers exchanging feedback in an alternating fashion (Kohler, Ezell, & Paluselli, 1999). Peer coaching allows the novice teacher to feel as if one has ownership in the process, although one teacher may have greater expertise (Kohler, Ezell, & Paluselli, 1999). In this process, both teachers learn new ideas and "jointly improve their instructional capacity" (Kohler, Ezell, & Paluselli, 1999, p. 154).

Kohler, Ezell, & Paluselli (1999) also noted that the use of peer coaching promoted changes in teachers' pedagogy,

> Some studies indicate that coaching improves preservice teachers' ability to plan and organize classroom activities (Hasbrouck, 1997), use effective teaching behaviors (Pierce & Miller, 1994). Other research indicates that peer coaching enhances inservice teachers' ability to employ classroom behavior management strategies (Pugach & Johnson, 1995),...and address students' instructional objectives (Munro & Elliot, 1987, p. 154).

Results of this examination concluded that it improved changes in teachers' methods of monitoring student-assisted activities. It also had implications for accommodating students with special needs while they are in the regular education classrooms (Kohler, Ezell, & Paluselli, 1999).

There were several outcomes teachers learned throughout the process. First, teachers found out what others were doing inside their classrooms. Second, teachers gained guidance, new teaching styles and strategies, as well as knowledge. Third, they received non-threatening feedback. Fourth, the process was non-evaluative. Fifth, it was also facilitative, rather than directive. Sixth, feelings of trust surfaced from administration and other teachers. Next, morale increased and thus new teacher retention rates improved and students also tended to make gains. However, there were negative aspects of peer coaching. They included time consumption and teachers shifting to a supervisory or evaluative role.

Peer Coaching Outcomes

Several works (Kohler, Crilley, Shearer, & Good, 1997; Kohler, Ezell, & Paluselli, 1999; Calderon, 1996; Slater & Simmons, 2001), studied the effects of peer coaching found changes or modifications in teachers' instructional approaches. In Kohler, Crilley, Shearer, & Good (1997), researchers wanted to discover if instructional change took place over time when peer collaboration was introduced. The study was based on three phases. In the first phase, teachers designed and managed innovative instruction (Kohler, Crilley, Shearer, & Good, 1997). This phase included teachers working in their original domain, where they planned their usual lessons and activities in isolation (Kohler, Crilley, Shearer, &

Good, 1997). During the second phase, teachers worked with one of the researchers who served as a peer coach to refine the instructional innovation (Kohler, Crilley, Shearer, & Good, 1997). The results showed that the teacher made more procedural changes during peer coaching than when in isolation (Kohler, Crilley, Shearer, & Good, 1997). Upon surveying the teachers, the researchers found the teachers to be "more comfortable" (Kohler, Crilley, Shearer, & Good, 1997) as they engaged in activities. The researchers also noted that time devoted to the lessons were increasing (Kohler, Crilley, Shearer, & Good, 1997). During the final phase, teachers were left alone once again to try to maintain what had been learned with the peer coach (Kohler, Crilley, Shearer, & Good, 1997). The results of the study indicated that refining one's teaching style could be done on a daily basis using peer collaboration (Kohler, Crilley, Shearer, & Good, 1997).

Another study of peer coaching also found positive outcomes. The purpose of the Kohler, Ezell, and Paluselli (1999) study was to find out how effective peer coaching was in promoting changes in teachers' attitude toward pair activity. Pair activity can be described as cooperative learning and peer tutoring as it relates to improvements in students' academic performance, productivity, social interactions, and interpersonal relations (Fuchs, Fuchs, Mathes, & Simmons, 1997; Johnson & Johnson, 1989). The primary goal of the study was to enhance student success and student participation in pair activities by examining the "effects of peer coaching on teachers' methods of monitoring their peer-assisted activities" (Kohler, Ezell, & Paluselli, 1999, p. 156).

In order to familiarize the teachers with the goals and activities of the study, a half-day inservice was conducted (Kohler, Ezell, & Paluselli, 1999). The researchers presented the direct instruction model, the integrated instructional approach (IIA), and a multiple baseline design. The researchers incorporated Rosenshine's (1983) direct instruction model into the study. Rosenshine's (1983) direct instruction model followed six functions including (a) reviewed and checked the previous day's work and re-taught if necessary, (b) presented new academic content or skills, (c) provided for guided student practice, (d) provided continual feedback and correctives, (e) provided students with opportunities for independent practice, and (f) conducted weekly and monthly reviews and assessments.

The researchers included the integrated instructional approach (IIA) as a way to accomplish Rosenshine's six functions (Kohler, Ezell, & Paluselli, 1999). The IIA incorporated structure and required teachers to make constant and spontaneous decisions (Kohler, Ezell, & Paluselli, 1999). For example, teachers asked open-ended questions and decided whether to implement pair activities based on students' responses (Kohler, Ezell, & Paluselli, 1999). Teachers also ensured students' performance in pair activities by providing stimulating tasks and examples (Kohler, Ezell, & Paluselli, 1999). Teachers continued the process by monitoring the pair activities through questioning, instruction, and modeling (Kohler, Ezell, & Paluselli, 1999). Furthermore, teachers presented students with explanations through reteaching and feedback when concepts were difficult (Kohler, Ezell, & Paluselli, 1999).

Finally, the researchers presented the multiple baseline design that evaluated "the effects of peer peer coaching on a range of teacher and student outcomes" (Kohler, Ezell, & Paluselli, 1999, p. 158). The multiple baseline design called for a chronological and sprawling application of four phases, including baseline (Phase 1), peer coaching to increase student interaction (Phase 2), peer coaching for activity refinements/adaptation (Phase 3), and maintenance (Phase 4) (Kohler, Ezell, & Paluselli, 1999). During Phase 1 (baseline), teachers planned and executed activities without assistance from the peer coach or the researchers (Kohler, Ezell, & Paluselli, 1999). During Phase 2 (peer coaching to increase student interaction), teachers (a) observed one another in order to implement the IIA (integrated instructional approach) within their classrooms, (b) discussed and evaluated the preceding activity, (c) identified and discussed precise strategies used to facilitate the students' social interactions, and (d) discussed materials, tasks, and student pairings in order to prepare for future instructional activities (Kohler, Ezell, & Paluselli, 1999). During Phase 3 (peer coaching for activity refinements/adaptation), teachers observed one another's IIA (integrated instructional approach) in order to appraise the activity (Kohler, Ezell, & Paluselli, 1999). In the appraisal process, teachers used a 1- to 3-point Likert checklist that rated students' engagement in the activity, verbal and nonverbal discussion and interaction, and how successfully students' completed academic tasks (Kohler, Ezell, & Paluselli, 1999). During Phase 4 (maintenance), researchers presented results by providing information on the teachers' pair activities, described adaptations teachers made in the pair

activities, and reported on the quality of teachers' collaboration with one another (Kohler, Ezell, & Paluselli, 1999).

The study found that teachers made three significant changes in their behaviors and monitoring methods of student-pair activities (Kohler, Ezell, & Paluselli, 1999). First, teachers increased facilitation by suggestion, questioning techniques, encouragement and discussion to enhance students' social interaction (Kohler, Ezell, & Paluselli, 1999). Second, teachers employed spur-of-the-moment adaptations in resources, skills, and social interactions (Kohler, Ezell, & Paluselli, 1999). Finally, student interaction improved as a result of peer coaching (Kohler, Ezell, & Paluselli, 1999). In this study, peer coaching "provides a safe environment in which to learn and perfect new teaching behaviors, experiment with variations of strategies, teach students new skills and expectations inherent in new strategies, and thoughtfully examine the results" (Showers, 1985, p. 47).

While Kohler, Crilley, Shearer, & Good's (1997) study noted positive aspects towards peer coaching where teachers (a) were "more comfortable" as they engaged in activities, (b) devoted more time to lessons, and (c) refined their teaching style through daily use of peer collaboration; Calderon's (1996) study found negative aspects to the peer coaching process. Calderon's (1996) five-year study of two-way bilingual education programs sought to (a) identify variables that promote or obstruct learning through two languages concurrently, (b) explore teacher performance and professional development in implementing change, and (c) identify school structures that facilitated teacher support and collaborative professional development. Calderon (1996) found that "by creating

a culture of inquiry through ethnography, professional learning was focused and accelerated. ...The ethnographies created a cycle of observation and analysis of concrete teaching tasks, reflection, readjustments, and a search for new learnings" (p. 8). The study went on to state while the ethnography cycle was a reflection of the peer coaching cycle, it exceeded the expectations (Calderon, 1996). Calderon (1996) emphasized that peer coaching does not last long because there is a focus only on skill development; "slip(s) into 'supervisory, evaluative comments;'" and "creates more tension and dissension than mutual support" (Calderon, 1996, p. 8). Calderon (1996) concluded by stating that teachers become empowered after each person takes their turn at being the expert, novice and equal peer.

Slater and Simmons (2001), however, found that teachers had a positive experience with peer coaching. They adopted new teaching practices, positive attitudes towards relationships with partners, and learned to give appropriate feedback (Slater & Simmons, 2001). They also expressed newfound awareness of their own personal strengths and acceptance of new ideas and strategies through collaboration (Slater & Simmons, 2001). In addition, they began thinking about spin-off activities for the future such as forming peer coaching teams across the curriculum, keeping log books to collect positive and effective teaching models and lessons, and utilizing first year participants to facilitate training for future groups (Slater & Simmons, 2001).

In order to reach peer coaching outcomes, several studies provided input on traits of effective mentors (Hooper & Rieber, 1995; Harwell-Kee, 1999) and the need to retain novice teachers (Bolich, 2001; Gold, 1996; Shen, 1997b).

According to Hooper and Rieber (1995), there were five effective traits of a mentor. First, an effective mentor was seen as an authority in the classroom on the subject area taught. Second, an effective mentor may ask many questions about how things work, where things are, and how things come to be. Third, an effective mentor may not be afraid to misspeak, make a mistake, or surrender to ignorance. Fourth, because the mentor does not have all the answers to every question, he/she would likely search for the truth or come to a realization that there is no true answer, or the answer could be interpreted in a variety of ways. Finally, the mentor was seen a lifelong learner. He/she was willing to allow students to teach new ways of thinking and new ways of learning. Hooper and Rieber (1995) noted, "that educators (should) reconsider and reconceptualize the purpose and function of the classroom" (p. 158). The mentor teacher has to go back over the lessons of the year to see when and if the lessons will fit the new class of the next year.

Harwell-Kee (1999) discovered that a coach was someone who was a critical listener and observer, asked questions, made meaningful observations, and offered suggestions to help teachers grow, reflect and produce decisions. The author also found it to be a continuous growth process, an active discussion, and a learned skill for people of all experience levels (Harwell-Kee, 1999). In this sense, coaching supported the cause of teacher retention.

Bolich's (2001) report emphasized ways of retaining new teachers. First, Bolich (2001) asserted that novice teachers should be adequately prepared at the onsite of their teaching careers through the help of a coaching or induction program. Second, the report explained that mentor teachers should be certified

to observe and support inexperienced teachers (Bolich, 2001). Finally, the author added that incentives should be provided to veteran teachers for becoming coaches (Bolich, 2001).

Gold (1996) found one way to prevent attrition was to provide emotional support to new teachers. Here, coaches offered a listening ear, shared their own experiences, extended friendship and provided encouragement (Gold, 1996; Denmark & Podsen, 2000; Griffin, Wohlstetter, & Bharadwaja, 2001).

Shen (1997b) concluded with a positive correlation between teacher retention and teacher empowerment. Essentially, when teachers are given more influence or empowered to make rational decisions concerning school and its policies, they tend to remain in the teaching profession (Shen, 1997a).

Summary

Upon examination of the literature of peer coaching, it is evident that there is a need for change in the educational setting. In fact, there is a need for better teacher preparation and on-the-job training in order to retain teachers in this profession. It is also evident that teachers need support from administration, encouragement and empowerment from colleagues, as well as feedback if this method is going to show improvement in teacher and student outcomes. As Uzat (1999) eloquently stated,

> It has become obvious that the experience of being a teacher is a complicated adventure, one not to be traveled alone. It is an absolute necessity that confronting change and challenge on a daily, on-going basis, be dealt with in an organized, systematic manner....the current educational system must re-evaluate its methods of staff development.

The present educational climate demands that professional development strategies and programs be given the attention they deserve. Relying on the "sink-or-swim" mentality that was, perhaps, sufficient in the days of the one room schoolhouse is simply irresponsible. Not only does the teacher suffer, but, ultimately, the students do as well (p. 41).

CHAPTER III

METHODOLOGY

Overview

The purpose of this study was to examine whether alternatively certified and traditionally certified teachers differed in their perceptions of induction and peer coaching programs. The study also sought to examine the correlation between the two teacher groups (those certified alternatively and those certified in the traditional capacity) and a) age at which they entered the teaching field, b) current age, c) teaching experience, d) educational level, e) grade level taught, and f) subject area taught.

This chapter provided the methodological framework for this study. The following items were covered in this chapter: (a) research design, (b) setting, (c) participants, (d) instrumentation and data collection, (e) reliability and validity, (f) procedures, (g) limitations, (h) data analysis and scoring, and (i) summary. The research methodologies of the study described are descriptive and correlational quantitative designs.

Setting

The setting of this research took place in a northeastern Georgia suburb. According to the 2005 U.S. Census Bureau demographic facts, this northeast Georgia suburb had an estimated population of 726,273. Other demographic data related to population of this suburban area included (a) 49.2% were females, (b) 69.5% were Caucasian, (c) 19.3% were African American, (d) 0.4% were American Indian and Alaska natives, (e) 9.1% were Asian, (f) 16.1% were

Hispanic or Latino, and (g) 1.5% were other. With regards to educational levels, the percent of persons 25 years or older with a (a) high school education was 87.3% and (b) bachelor's degree or higher was 34.1%. This northeastern Georgia suburb had a median income of $56,636. While the median value of owner-occupied housing units was $142,100, homeownership rates in this suburb were 72.4%.

During the 2004-2005 school year, the three schools' average enrollment was 1930.3 students, with an average daily attendance of 96.67%. Of the average enrollment number of 1930.3 students, 6.67% were ESOL (English to Speakers of Other Languages – students who have little or no English speaking skills); 13.67% were special education; 43.3% were on free or reduced lunch; 10.3% were Asian; 26.3% were African American; 18% were Hispanic; 3% were multiracial; and 42% were Caucasian.

Participants

Participants of this study were gathered through convenience sampling because the schools were easily accessible from researcher's place of employment and home. The participants were alternatively and traditionally certified teachers employed in one northeastern Georgia school system. The educators teach in grades 6-8 and are traditionally and/or alternatively certified. All participants were volunteers as indicated by their completion of *Shantí's Peer Coaching Questionnaire*.

The sample size of the study was 414 participants from two participating schools. The third school withdrew from the study through omission. Seven

attempts via e-mail to contact the principal or her designee of the third school went unanswered.

The teacher population of each individual school averages 138. Of the total teacher population, 123 have been teaching 1-5 years, ninety-seven have been teaching 6-10 years, seventy-two have been teaching 11-15 years, forty-three have been teaching16-20 years, thirty-two have been teaching 21-25 years, and forty-seven have been teaching 26 or more years. Of the 414 teachers, 164 have Bachelor's degrees, 175 have Master's degrees, and seventy-five have Specialist's degrees.

Research Questions

The following research questions were formulated to define the problem investigated in this study:

1. Do alternatively and traditionally certified teachers prefer peer coaching as their preferred on-the-job training rather than an induction program?
2. Do alternatively and traditionally certified teachers perceive peer coaching as a positive experience?

Research Design

The research design of the study included the criterion variable, attitudes of alternatively and traditionally certified teachers. Demographic data included the independent variables of the study. Demographic data was collected at the same time participants answered the information contained in *Shanti's Peer Coaching Questionnaire*.

Instrumentation

Permission from the superintendent's designee of the participating school district as well as the principals of the participating schools will be obtained. Once permission and approval were obtained from the Human Subjects Protection Review Committee at the University of Southern Mississippi (see Appendix A), data was obtained either on site at the individual schools where participants for this study are employed, through lotus notes, or via courier. The schools participating in this study were chosen because they had induction and peer coaching programs. These schools were also chosen because of convenience.

Written instructions (see Appendix B) regarding all procedures were provided and read orally to the participants. Each participant was informed both orally and in writing that participation in this study was at will and discontinuing participation in this study was permissible without a prejudice to the participant. Upon reading the Written Instructions (see Appendix B), participants were instructed to sign one copy of the written Consent form (see Appendix C) and keep the second copy for his or her records.

Participants were then instructed to read the Summary of Induction Programs and the Peer Coaching Process (see Appendix D) for any necessary clarification and/or review of the two programs. Questions were entertained for further clarification prior to completing the self-reporting questionnaire (see Appendix E).

A self-reporting questionnaire, *Shanti's Peer Coaching Questionnaire* (see Appendix E) was designed by the researcher to measure the perceptions

alternatively and traditionally certified teachers have pertaining to the following topics: (a) preference for peer coaching as their on-the-job training rather than an induction program, (b) perceiving peer coaching as a positive experience, (c) teacher behaviors and the sociocultural expectations they have of themselves, (d) induction programs, (e) peer coaching programs, and (f) age (the age at time they entered the profession, the age at time of study), teaching experience (the number of years spent teaching), educational level attained, grade level, and subject area taught.

The instrument that was used to collect data in the study is known as *Shantí's Peer Coaching Questionnaire*. The questionnaire was used because it (1) provided quantitative data on teachers' perceptions of the induction and peer coaching processes and (2) it was proven to have a high internal reliability.

The self-reporting questionnaire (see Appendix E) used in this study consisted of two sections and were labeled Section A and Section B. Section A was divided into 10 questions and provided a place for subjects to indicate their demographic data. Section A also included whether teachers were certified alternatively or traditionally and if they had received induction or peer coaching as their on-the-job training method. Hypothesis #1 tested demographics, which was included in section A of the instrument. Section B was further divided into 39 questions that measured the subjects' perceptions of the aforementioned variables using a Likert-type scale. Questions B1 through B3, B6 through B10, and B17 through B18 measured teachers' perceptions regarding a teacher induction program. Hypothesis #3 tested teacher perception to induction programs. Questions B20 through B22, B25 through B29, and B36 through B37

measured teachers' perceptions regarding peer coaching. Hypothesis #2 tested teacher perception to peer coaching. Questions B4, B5, B11, B12, B14 through B16, B23, B24, B30, B31, and B33 through B35 measured teachers' perceptions regarding teacher behavior and sociocultural expectations. Questions B13, B19, B32, and B38 measured teachers' perceptions of their on-the-job training as a positive or negative experience. Question B39 measured teachers' preference for peer coaching or teacher induction.

Reliability and Validity

A pilot study was conducted to check the reliability of the instrument. Written permission to conduct the pilot study was obtained from each building principal via Lotus Notes (e-mail system) and the World Wide Web e-mail mailing system prior to administering the study. The researcher conducted the pilot study utilizing the exact procedures outlined for the actual study. The procedures consisted of distributing a survey and an informed consent form to each participant. Written instructions (see Appendix B) regarding the procedures were provided and read orally to the participants. Each participant was informed both orally and in writing that participation in this study was at will and discontinuing participation in this study was permissible without a prejudice to the participant. Twelve participants served in the pilot study. Participants in the pilot study were representative of the sample that participated in the actual study in terms of demographics. All twelve surveys were analyzed for statistical purposes. It was found that the instrument possesses adequate reliability when examined as 3 sub scales (teacher induction, peer coaching, and sociocultural expectations). The first subscale, teacher induction, had a Cronbach's alpha of .75. The second

subscale, peer coaching, had a Cronbach's alpha of .70. The third subscale, sociocultural expectations, had a Cronbach's alpha of .72.

A panel of experts examined this instrument for face and content validity. Borg & Gall (1989) note that content validity deals with the extent test items exhibit the content the instrument is designed to measure and face validity is the evaluator's assessment of what the content of the instrument measures. The panel of experts consisted of a university professor of education; a teacher of a large, suburban school district that has a doctorate degree in educational leadership; and a principal of a middle school that implements a peer coaching program. The university professor earned a bachelor's, master's, and a doctor of philosophy from the University of Florida. The teacher of the large, suburban school district has a bachelor's degree from Georgia Southern University, a master's degree from Cambridge College, and a doctor of philosophy degree from the University of Southern Mississippi. The principal of the middle school that implements a peer coaching program earned bachelor's, master's, and specialist's degrees from The University of Georgia.

Procedures and Data Collection

Permission from the superintendent's designee of the participating school district as well as the principals of the participating schools will be obtained. Once permission and approval were obtained from the Human Subjects Protection Review Committee at the University of Southern Mississippi (see Appendix A), data was obtained either on site at the individual schools where participants for this study are employed, through lotus notes, or via courier. The schools participating in this study were chosen because they have induction and

peer coaching programs. These schools were also chosen because of convenience. Written permission to conduct the study at these chosen sites was obtained from the principals of each of the schools via U. S. Mail or Lotus Notes. The researcher acted as the contact person for each participating school and distributed the assessments to willing participants, the principal, and/or her designee. A drawing for three $25 cash gifts was conducted at each campus once all data had been collected from the participants employed in that building. The drawing was open to all participants in this study.

Consent forms were given to each participant before he/she began the assessment process (see Appendix C). The assessment was administered on an individual basis during a planned faculty meeting. The self-reporting questionnaire used in this study provided for demographic information to be collected as part of the survey. Participants indicated their age and gender.

Data was collected in the following manner:

A) The principals of participating schools were asked if teachers would be allowed to participate in the peer coaching survey.

B) The principals of the intended middle schools were asked about an appropriate date to meet with the teachers during a faculty meeting.

C) Teachers were notified of and asked to participate in a survey during a faculty meeting.

D) At the established meeting time, the researcher, the principal, or the principal's designee (1) provided a summary statement (Appendix D) defining and giving examples of induction and peer coaching programs, (2) asked teachers to complete demographic

data (Appendix E, part A) related to age (current age and age at which they entered the profession), teaching experience, level of education, grade level taught, and subject area(s) taught, and (3) asked teachers to complete *Shantí's Peer Coaching Questionnaire* (Appendix E, part B).

E) Surveys were collected by the principal or her designee and placed in a secure box left by the researcher. The surveys were then collected and coded numerically for organization of data analysis. The entire process took no longer than 15 minutes for teachers to complete.

Limitations

This study included, but was not limited to, the following limitations:

One limitation of this study included the fact that the instrument, *Shantí's Peer Coaching Survey*, relied on self-reporting. Another limitation was selection because all subjects were volunteers from one northeastern Georgia suburb. It is also probable that participants saw themselves differently than they actually were in the areas pertaining to this study. For example, some participants had to be asked to finish all sections of the study. It was stated by some participants that they did not feel they should complete all sections as they did not feel all statements pertained to them. Previous general life and educational experiences could not be controlled for. As well, history is a possible threat because all extraneous variables such as previous education, years of teaching experience, perceptions, and chronological age could not be controlled for. Maturity and

testing should not be threats to the external validity because testing was conducted only once.

Data Analysis and Scoring

To test the hypotheses of the study, analysis of variance (ANOVA) and multiple linear regression were utilized. A .05 alpha level was used in all tests of hypotheses.

Hypotheses 1 – 3: There was a statistically significant difference between the perceptions of alternatively and traditionally certified teachers on the criterion variables of a) peer coaching, b) teacher induction, and c) sociocultural expectations. These hypotheses were tested using the Analysis of Variance (ANOVA).

Hypotheses 4 – 6: There is a statistically significant relationship between the criterion variables of a) peer coaching, b) teacher induction, and c) sociocultural expectations and the independent variables of entry age, current age, teaching experience, educational level, grade level, and subject area taught. These hypotheses were tested using Multiple Linear Regression.

Summary

The purpose of this study was to find if perceptions differed between alternatively and traditionally certified teachers in their views of induction and peer coaching programs. It also sought to find if the difference was related to age, educational level attained, teaching experience, as well as grade and subject level taught. Participants of the research were alternatively and traditionally certified teachers employed in one school located in a northeastern county of Georgia. The researcher used the Peer Coaching Questionnaire to

evaluate alternatively and traditionally certified teacher concerns about the innovation, peer coaching. The Peer Coaching Questionnaire was designed to identify attitudes related to change. To test the hypotheses of this study, ANOVA and multiple linear regression was utilized.

CHAPTER IV

ANALYSIS OF DATA

Overview

The ultimate goal of this study was to examine whether alternatively certified and traditionally certified teachers differed in their perceptions of induction and peer coaching programs. Findings and results of the study are presented within the results section of this study. Statistical analysis of the data and hypotheses are also presented.

One overall general purpose was to determine whether alternatively and traditionally certified teachers preferred peer coaching as their on-the-job training rather than an induction program. Another overall general purpose was to determine whether alternatively and traditionally certified teachers perceived peer coaching as a positive experience. An underlying purpose was to determine if there was a correlation between the two teacher groups (those certified alternatively and those certified in the traditional capacity) and a) age at which they entered the teaching field, b) current age, c) teaching experience, d) educational level, e) grade level taught, and f) subject area taught.

Exactly 414 surveys were originally provided to three different middle schools within one northeastern Georgia suburban school district. Of the three schools who initially agreed to partake in the study, only two schools completed the process. Due to the increase in teacher allotment for the 2007-2008 school year, the two schools provided 238 and 229 teachers, respectively, to pool

surveys. Of the 467 pooled surveys, a total of 108 participants took part in the survey, with a return rate of 23%.

Results

Demographic Information

A total of 108 participants took part in this study and of those participants 84 (78.5%) were female and 23 (21.5%) were male (see Table 1).

Table 1. *Gender*

		Frequency	Percent
	Male	23	21.3
	Female	84	77.8
	Total	107	99.1
Missing		1	.9
Total		108	100.0

The average age of participants was 41.02 (*SD* = 10.88) years old and the average age that the participants entered the teaching profession was 27.96 (*SD* = 8.00). The average number of years of teaching experience was 11.30 (SD = 8.446) years (see Table 2).

Table 2. *Current and entry age, years taught, and grade taught (N=105)*

	Mean	Std. Deviation
Current Age	41.02	10.88
Age Enter Teaching Profession	27.96	8.00
# of Years Teaching	11.30	8.446

The subject that participants taught included 19 (17.6%) taught Language Arts, 18 (16.7%) taught Math, 13 (12.0%) taught Social Studies, 10 (9.3%) taught Science, 8 (7.4%) taught two or more subjects, 17 (15.7%) taught English to Speakers of Other Languages or Special Education, 17 (15.7%) taught electives and 6 (5.6%) taught other courses (see Table 3).

Table 3. *Subject taught*

	Frequency	Percent
LA	19	17.6
MA	18	16.7
SS	13	12.0
SCI	10	9.3
2+ subjects	8	7.4
ESOL/SPED	17	15.7
Electives	17	15.7
Other	6	5.6
Total	108	100.0

The grade that participants taught encompassed 26 (24.1%) taught sixth grade, 29 (26.9%) taught seventh grade, 19 (17.6%) taught eighth grade, and 34 (31.5%) taught multiple grade levels and/or teachers (see Table 4).

Table 4. *Grade taught*

	Frequency	Percent
6th Grade	26	24.1
7th Grade	29	26.9
8th Grade	19	17.6
Multiple Grade Levels & Teachers	34	31.5
Total	108	100.0

Thirty-three (30.6%) participants obtained Bachelor degrees, 56 (51.9%) had Masters degrees, 15 (13.9%) held Education Specialists, and 3 (2.8%) obtained Doctorate of Education or Doctor of Philosophy degrees (see Table 5).

Table 5. *Degree obtained*

		Frequency	Percent
	BS	33	30.6
	MS	56	51.9
	ED.S	15	13.9
	ED.D/PH.D	3	2.8
	Total	107	99.1
Missing	System	1	.9
Total		108	100.0

For 63% (*N* = 68) of the participants, education was their first degree obtained (see Table 6).

Table 6. *First degree in education?*

		Frequency	Percent
	Yes	68	63.0
	No	39	36.1
	Total	107	99.1
Missing	System	1	.9
Total		108	100.0

Fourteen (13.0%) participants were in a peer coaching program, 55 (50.9%) were in teacher induction programs, and 39 (36.1%) were in both types (see Table 7).

Table 7. *Peer coaching and teacher induction program participation*

	Frequency	Percent
Peer Coaching	14	13.0
Teacher Induction	55	50.9
Both	39	36.1
Total	108	100.0

Finally, 83 (76.9%) of the teachers were certified in traditional programs and 25 (23.1%) were certified in alternative programs (see Table 8).

Table 8. *Traditional and alternative certification programs*

	Frequency	Percent
Traditional	83	76.9
Alternative	25	23.1
Total	108	100.0

Descriptive and Statistical Results

One-way ANOVAs were used to see how alternatively trained teachers and traditionally trained teachers differed in their perceptions to teacher induction, peer coaching, and sociocultural expectations. Table 9 provides group statistics for the one way ANOVAs. It shows means for teacher induction, peer coaching, and sociocultural expectations with regards to traditional and alternative certification. The mean was found for 83 respondents with traditional

certification and 25 respondents for alternative certification. The mean for teacher induction with regards to traditional certification was 3.06; the mean for teacher induction with regards to alternative certification was 2.66. The mean for peer coaching with regards to traditional certification was 3.66; the mean for peer coaching with regards to alternative certification was 3.69. The mean for sociocultural expectations with regards to traditional certification was 3.65; the mean for sociocultural expectations with regards to alternative certification was 3.46. Means for traditional and alternatively trained respondents on the three variables (teacher induction, peer coaching, and sociocultural expectations) were in the upper part of the possible scores (1-5). It is to be noted that of the variables, the mean for teacher induction with regards to alternative certification was 2.66, which was the only mean that was close to being average (2.5). Overall, the means for peer coaching with regards to traditional and alternative certification (3.66 and 3.69) were considerably higher than the means for teacher induction (3.06 and 2.66).

Table 9. *Group Statistics for the One-Way ANOVAs*

	Certification	N	Mean	Std. Deviation	Std. Error Mean
induction	1.00 TRADITIONAL	83	3.06	.72	.08
	2.00 ALTERNATIVE	25	2.66	.76	.15
Peer	1.00 TRADITIONAL	83	3.66	.52	.06
	2.00 ALTERNATIVE	25	3.69	.62	.12
Socio	1.00 TRADITIONAL	83	3.65	.50	.05
	2.00 ALTERNATIVE	25	3.46	.41	.08

Table 10 provides between group and within group statistics for the one way ANOVAs. It shows statistical significance between groups for teacher induction only. Peer coaching and sociocultural expectations were not significant.

Table 10. *Between Groups and Within Groups Statistics for the One-Way ANOVAs*

		Sum of Squares	df	Mean Square	F	Sig.
Induction	Between Groups	3.065	1	3.065	5.810	.02
	Within Groups	55.927	106	.528		
	Total	58.992	107			
Peer	Between Groups	.014	1	.014	.048	.83
	Within Groups	31.472	106	.297		
	Total	31.486	107			
Socio	Between Groups	.666	1	.666	2.862	.09
	Within Groups	24.665	106	.233		
	Total	25.331	107			

Research Question #1

Do alternatively and traditionally certified teachers prefer peer coaching as their preferred on-the-job training rather than an induction program?

Hypotheses one through three were tested using the Analysis of Variance (ANOVA) as described in the methodology section.

Hypothesis One

Hypothesis one proposed "There is a statistically significant difference between the perceptions of alternatively and traditionally certified teachers on the criterion variable of peer coaching." This hypothesis was not supported, F (1, 106) = .048, p = .83. This indicated that there was no difference between the

perceptions of teachers who were alternatively or traditionally certified on peer coaching. Table one summarized the means and standard deviation for the two groups.

Hypothesis Two

Hypothesis two posited "There is a statistically significant difference between the perceptions of alternatively and traditionally certified teachers on the criterion variable of teacher induction." This hypothesis was supported F (1, 107) = 5.81, p = .02. Teachers who received their certifications through traditional programs (M = 3.06, SD = .72) had higher perceptions of teacher induction than those alternatively certified teachers (M = 2.66, SD = .76). Table one summarized the means and standard deviations for the two groups.

Hypothesis Three

Hypothesis three proposed "There is a statistically significant difference between the perceptions of alternatively and traditionally certified teachers on the criterion variable of sociocultural expectations." The hypothesis was not supported F (1, 106) = 2.86, p = .09. There was not a statistically significant difference in perceptions of sociocultural expectations between traditionally and alternatively certified teachers. Table one summarizes the means and standard deviations for the two groups.

Research Question #2

Do alternatively and traditionally certified teachers perceive peer coaching as a positive experience?

Hypotheses four through six were analyzed using multiple regression as described in the methodology section.

Hypothesis Four

Hypothesis four predicted "There is a statistically significant relationship between the criterion variable of peer coaching and the independent variables of entry age, current age, teaching experience, educational level, grade level, and subject area taught." This hypothesis was not supported, $R^2 = .16$, F (17, 106) = .994, $p = .473$. There was no predictive relationship between the independent variables and peer coaching.

Hypothesis Five

Hypothesis five posited "There is a statistically significant relationship between the criterion variable of teacher induction and the independent variables of entry age, current age, teaching experience, educational level, grade level, and subject area taught." This hypothesis was not supported, $R^2 = .233$, F (17, 106) = 1.59, $p = .09$. Overall, there were no predictive relationships between the independent variables and teacher induction with two exceptions. There was a slight predictive relationship between teacher induction and current age, $\beta = .46$, $t = 2.07$, $p = .04$; the age the participants entered the teaching field, $\beta = -.37$, $t = -2.00$, $p = .05$; the subject of Language Arts, $\beta = .27$, $t = 2.16$, $p = .03$; more than two subjects areas taught, $\beta = .32$, $t = 2.80$, $p = .01$; and the subject of electives, $\beta = .48$, $t = 2.88$, $p = .01$. There was a positive predictive relationship between perception of teacher induction and current age, the subject of Language Arts, more than two subjects taught, and the subject of electives. This means as age, the subject of Language Arts, more than two subjects, and

electives increased, the perception of teacher induction increased. However, there was a negative relationship between the age the participant entered the teaching field and teacher induction. This means as the age of entering the teaching field increased, the perceptions of teacher induction decreased.

Hypothesis Six

Hypothesis six proposed "There is a statistically significant relationship between the criterion variable of sociocultural expectations and the independent variables of entry age, current age, teaching experience, educational level, grade level, and subject area taught." This hypothesis was not supported, $R^2 = .218$, $F(17, 106) = 1.46$, $p = .13$. Overall, there were no predictive relationships between the independent variables and teacher induction with one exception. There was a slight predictive relationship between sociocultural expectations and the age entered the teaching profession, $\beta = -.44$, $t = -2.36$, $p = .02$; the subject of Language Arts, $\beta = .30$, $t = 2.32$, $p = .02$; more than two subjects areas taught, $\beta = .24$, $t = 2.10$, $p = .04$; and the subject of electives, $\beta = .37$, $t = 2.20$, $p = .03$. There was a negative relationship between the age the participant entered the teaching field and sociocultural expectations. This means as the age of entering the teaching field increased, the perceptions of sociocultural expectations decreased. There was a positive relationship between sociocultural expectations and the subject of Language Arts, more than two subjects, and the subject of electives. This means as the subject of Language Arts, more than two subjects, and electives increased, the perception of sociocultural expectations increased.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary of Procedure

To begin, subjects of this study were selected from one school district in a northeastern Georgia suburb. The sample was originally determined by selecting all teachers from three schools who had been trained in a peer coaching and/or induction program. The third school withdrew from the study through omission. Seven attempts via e-mail to contact the principal or her designee of the third school went unanswered. The final sample comprised two schools that consisted of a total of 467 teachers, or 238 (school #1) and 229 (school #2) alternatively and traditionally trained teachers, respectively. Those participants who completed the survey consisted of 108 teachers.

Those who participated in this survey did so voluntarily. Of those who participated, one of the surveys comprised of incomplete or missing data, and subsequently was not useful with respect to the research questions of this study. An overwhelming majority of the participants were female. The average of all participants' current age and the age participants entered the teaching profession was found. Participants taught Language Arts, Math, Social Studies, Science, English to Speakers of Other Languages (ESOL), Special Education (SPED), and electives. There were also participants who taught two or more subject areas or were in "other" non-academic courses, including counseling, parent instructional support coordinator, and math coach. Those who were included in the "other" category had taught previously and had had experience with teacher

induction and/or peer coaching. The majority of the participants had bachelors and masters degrees. Well over half of the participants earned their first degree in education. Most of the participants had been trained in teacher induction programs alone or both teacher induction and peer coaching. Finally, an overwhelming majority of the teachers were certified in traditional teacher education programs.

The instrument used was *Shanti's Peer Coaching Questionnaire* which addressed alternatively and traditionally certified teacher perceptions of teacher induction and peer coaching programs. Demographics as well as sociocultural statements were made to assess teacher perceptions with regards to a) age at which they entered the teaching field, b) current age, c) teaching experience, d) educational level, e) grade level taught, and f) subject area taught.

After obtaining permission from the Human Subjects Protection Review Committee, the researcher solicited the participation of three schools by contacting the building principals individually. The surveys were administered in the individual school buildings by the principal, the principal's designee, or the researcher during a time allocated by the principal (typically during a faculty meeting). The completed surveys were returned to the researcher via hand delivery or a box set aside and labeled for survey returns.

This study consisted of the analysis of two research questions and six hypotheses to determine whether teachers' perceptions of alternatively certified and traditionally certified teachers differed in their perceptions of induction and peer coaching programs. The overarching purpose was to determine whether alternatively and traditionally certified teachers preferred peer coaching as their

on-the-job training rather than an induction program. The second overarching purpose was to determine whether alternatively and traditionally certified teachers perceived peer coaching as a positive experience. An underlying purpose was to determine if there was a correlation between the two teacher groups (those certified alternatively and those certified in the traditional capacity) and a) age at which they entered the teaching field, b) current age, c) teaching experience, d) educational level, e) grade level taught, and f) subject area taught.

Conclusions

With regards to answering the first research question concerning alternatively and traditionally certified teachers preference for peer coaching as their preferred on-the-job training method rather than an induction program, a one-way ANOVA was utilized to analyze hypotheses one through three. It was determined there was no statistically significant difference between the perceptions of alternatively and traditionally certified teachers on the criterion variables of peer coaching or sociocultural expectations. However, there was a statistically significant difference between the perceptions of alternatively and traditionally certified teachers on the criterion variable of teacher induction. This indicates that teachers who received their certifications through traditional programs had higher perceptions of teacher induction as their on-the-job training method than those alternatively certified teachers.

In fact, Calderon (1996) found that peer coaching did not last long because there was a focus only on skill development. Calderon (1996) also noted that peer coaching "slip(s) into 'supervisory, evaluative comments;'" and

"creates more tension and dissension than mutual support" (Calderon, 1996, p. 8).

With regards to answering the second research question concerning alternatively and traditionally certified teachers perceiving peer coaching as a positive experience, multiple regression was utilized to analyze hypotheses four through six. It was determined there was no predictive relationship between the independent variables and peer coaching. Also, while there were no predictive relationships between the independent variables of entry age, current age, teaching experience, educational level attained, grade level, and subject area taught and teacher induction, there were two exceptions to this finding. The first exception to this finding is there was a positive predictive relationship between current age and perception of teacher induction. This means as age increased, the perception of teacher induction increased. In this case, perhaps older participants found their induction programs more meaningful than younger participants. The second exception to this finding is there was a negative relationship between the age the participant entered the teaching field and teacher induction. This means as the age of entering the teaching field increased, the perceptions of teacher induction decreased.

In this case, it could be assumed that younger participants as well as those who enter the teaching field at a later age, are now inundated with paperwork, cannot see benefits to lengthy teacher induction or peer coaching programs, and thus feel ill prepared to handle tasks and assignments provided to them. According to Bolich (2001), novice teachers should be adequately

prepared at the onsite of their teaching careers through the help of a coaching or induction program.

While there were no predictive relationships between the independent variables and teacher induction, there was one exception. There was a slight predictive relationship between sociocultural expectations and the age entered the teaching profession. There was a negative relationship between the age the participant entered the teaching field and sociocultural expectations. This means as the age of entering the teaching field increased, the perceptions of sociocultural expectations decreased. Just as entry age was a negative factor in teacher induction; it was also a negative factor relating to sociocultural expectations. As the age of entering the teaching field increased, perhaps these participants saw themselves as mere subordinates and not likely to reciprocate as equal peers.

Limitations

The original subjects selected to be used in this study were teachers from three middle schools in a suburban school district located in a northeastern county in Georgia. The results actually obtained for this study were obtained from teachers of two middle schools. The third school opted not to participate in this study. The schools from this school district were chosen because they were similar in terms of demographics. The subjects used in this study participated in a teacher induction or peer coaching program.

Recommendations

The following recommendations were based on the results of this study. First, with regards to individuals being trained alternatively, the school system should implement a peer coaching program that is designed to work with the schedule of experienced/veteran teachers and those who wish to become veteran teachers (alternatively trained teachers). For example, during the three year provisional period, alternatively trained teachers and experienced/veteran teachers should have alternating classroom visits at least twice a month. Prior to the classroom visits, the experienced/veteran and alternatively trained teachers should pre-conference to discuss the following topics: a) areas that need improvement, b) areas where the visit should be focused, or c) determining if the visit should look at the overall structure, function, and/or classroom management. After the classroom visit, both teachers should have a post-conference to discuss the positive areas of instruction as well as the areas that need improvement. During this time, the teachers could also ask any necessary questions to help with the next instructional lesson. Both teachers will benefit from this alternating peer coaching method as it may improve their overall pedagogy and teaching instruction.

Secondly, with regards to implementing induction programs at the building level (where peer coaching is not available), induction programs need to be more hands on, teacher friendly, and have options of classroom visits. As administrators are lecturing new or alternatively trained teachers, there should be a plethora of available tools to assist in the transition from new or alternative to experienced teacher. For example, hands on instruction during the induction

process could encompass the types of paperwork and expectations the teachers will encounter. Hands on examples that would be beneficial to all new/alternative teachers could include how to complete paperwork, writing student referrals, and how to refer a student to special or gifted education. The induction process should also be teacher friendly, where administrators could bring in experienced/veteran teachers to discuss their new teacher experiences as well as opening the floor for questions, comments, and concerns the new/alternative teachers may have. The induction process should also have the option of classroom visits at least two to five times a year with a variety of experienced or veteran teachers. If the school or school system does not have the means of allowing both the new/alternative and the experienced/veteran teachers to visit each others classes and to conduct pre- and post-conferences, perhaps allowing only the new/alternative teachers to visit experienced/veteran teachers would be beneficial and the new/alternative teachers would take information learned back to their own classrooms.

The following recommendations were based on the results of this study for future study. First, the study of peer coaching and teacher induction needs to be expanded to other settings beyond the limitations of this study which focused on only one northeastern Georgia suburban school district. Second, the study of new teacher induction as it relates to the No Child Left Behind Act would be a viable option to study since there was no significant difference in peer coaching and teacher induction. Third, the study of peer coaching or teacher induction for struggling teachers (served in the category of needs improvement) would be useful for teacher retention. Fourth, it would be beneficial to create a pre- and

post-assessment to be used in a longitudinal study of peer coaching and teacher induction. A fifth recommendation would be understanding teacher perceptions of their pedagogy over a period of time would be beneficial in creating best practices for new and veteran professionals. With that regard, a sixth recommendation would be understanding whether peer coaching helps to improve teacher retention rates for new teachers (less than 5 years teaching experience), experienced teachers (5 to 10 years teaching experience), and veteran teachers (more than 10 years teaching experience) would be beneficial in creating best practices from the county level down to the building level. Seventh, since the researcher's study found traditionally certified teachers to have higher perceptions of teacher induction, perhaps future research could study only one group of teachers (those who were traditionally trained) and one training method (teacher induction) over a period of time. Eighth, repeating a similar study at the elementary and high school levels in the same district would be useful in the future as the number of teachers being trained in peer coaching each year increases. Ninth, surveying academic coaches, teacher support specialists, administrators, and principals with respect to their perceptions of the benefits of peer coaching would also be a legitimate assessment. A tenth suggestion is studying what role peer coaching plays in creating an excellent or world class school. Next, repeating a similar study while comparing school districts with the same demographics, within the same state or across states, would be meaningful in improving teacher pedagogy. Finally, perhaps it would be interesting to distinguish perceptions of teachers of regular education versus

teachers of alternative education or even gifted education on the matters of peer coaching and teacher induction.

It is suggested that regardless of the outcomes mentioned in this study, teachers need some type of coaching in order to retain them in the profession. Showers and Joyce (1996) reinforce the need to train, implement, and coach in order to lead to greater results. Future research studies regarding the variables researched in this study should be expanded to include a longitudinal study over a period of time would be beneficial to those teachers who participate, those teachers who coach, and those who study the process.

APPENDIX A

HUMAN SUBJECTS CONSENT FORM

The University of
Southern Mississippi

Institutional Review Board

118 College Drive #5147
Hattiesburg, MS 39406-0001
Tel: 601.266.6820
Fax: 601.266.5509
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HUMAN SUBJECTS PROTECTION REVIEW COMMITTEE
NOTICE OF COMMITTEE ACTION

The project has been reviewed by The University of Southern Mississippi Human Subjects Protection Review Committee in accordance with Federal Drug Administration regulations (21 CFR 26, 111), Department of Health and Human Services (45 CFR Part 46), and university guidelines to ensure adherence to the following criteria:

- The risks to subjects are minimized.
- The risks to subjects are reasonable in relation to the anticipated benefits.
- The selection of subjects is equitable.
- Informed consent is adequate and appropriately documented.
- Where appropriate, the research plan makes adequate provisions for monitoring the data collected to ensure the safety of the subjects.
- Where appropriate, there are adequate provisions to protect the privacy of subjects and to maintain the confidentiality of all data.
- Appropriate additional safeguards have been included to protect vulnerable subjects.
- Any unanticipated, serious, or continuing problems encountered regarding risks to subjects must be reported immediately, but not later than 10 days following the event. This should be reported to the IRB Office via the "Adverse Effect Report Form".
- If approved, the maximum period of approval is limited to twelve months. Projects that exceed this period must submit an application for renewal or continuation.

PROTOCOL NUMBER: **27062104**
PROJECT TITLE: **Induction and Peer Coaching Programs in a Middle School Setting**
PROPOSED PROJECT DATES: **05/07/07 to 12/31/07**
PROJECT TYPE: **Dissertation or Thesis**
PRINCIPAL INVESTIGATORS: **Shanti LaDawn Howard**
COLLEGE/DIVISION: **College of Education & Psychology**
DEPARTMENT: **Educational Leadership & Research**
FUNDING AGENCY: **N/A**
HSPRC COMMITTEE ACTION: **Expedited Review Approval**
PERIOD OF APPROVAL: **07/24/07 to 07/23/08**

Lawrence A. Hosman, Ph.D.
HSPRC Chair

7-27-07
Date

APPENDIX B

WRITTEN INSTRUCTIONS

1. Each willing participant will be given a Summary of Induction Programs and the Peer Coaching Process," a survey titled "*Shantí's Peer Coaching Questionnaire*," consent form, and name slips/raffle ticket

2. Eligible participants include all certified staff, including curriculum coordinators, special education coordinators, guidance counselors, facilitators, administrators, and teachers of all subjects including special education and ESOL (English to Speakers of Other Languages)

3. Each willing participant will be instructed to read the Summary of Induction Programs and the Peer Coaching Process and answer each question included in the survey

4. Each willing participant will be instructed to follow the scale for questions in Section B: 1 = Strongly Disagree, 2 = Disagree, 3 = Undecided/Neutral, 4 = Agree, or 5= Strongly Agree

5. Each willing participant will be instructed to circle only one numeral when completing the questions in Section B

6. Researcher will collect completed surveys and name slips/raffle ticket (these will be collected and placed in a box), with the name of the person completing the survey printed on the name slip – the consent forms will then be discarded

7. After all teachers wishing to participate in this study have had a chance to do so, the researcher will draw the names of three teachers

8. The researcher will distribute one envelope with $25 to each of the three teachers whose names were drawn

9. The researcher will take completed surveys from each school to be evaluated

APPENDIX C

CONSENT

Dear Colleague:

My name is Shantí Howard. I am a 6th grade gifted teacher at Richards Middle School. Currently, I am enrolled at the University of Southern Mississippi as a doctoral student. I am conducting a research project and writing a dissertation as a result. I would greatly appreciate your assistance in helping me conduct this study.

This study, titled "Induction and Peer Coaching in a Middle School Setting," involves research. The purpose is to obtain data pertaining to the perceptions teachers have towards on-the-job training methods. Your answers will be compared with the answers of other middle school teachers of grades 6-8. The results from the 6-8 middle school teachers who were alternatively certified will be compared with the results from 6-8 middle school teachers who were traditionally certified.

This survey should take no longer than 15 minutes to complete.

Participation is completely voluntary and may be discontinued at any time without penalty or prejudice to you.

All information is anonymous and confidential. You are not asked to provide any identifiable information, other than your gender and the ethnic background that best describes you. The name of your school or the school district that employs you will not be reported. The results of this study will be made available upon request.

If you have any questions about this survey, feel free to contact:

Shantí L. Howard
3625 Biltmore Oaks Drive
Bethlehem, Georgia 30620
Telephone: (770) 682.9519
E-mail: shanti_howard@gwinnett.k12.ga.us

This project has been reviewed by the Human Subjects Protection Review Committee, which ensures that research projects involving human subjects follow federal regulations. Any questions or concerns about rights as a research subject should be directed to the:

Director of Research and Sponsored Programs

University of Southern Mississippi
118 College Dr. #5157
Hattiesburg, Mississippi 39406
Telephone: (601).266.4119

I appreciate your willingness to support me in the completion of my degree program. Thank you!

APPENDIX D

SUMMARY OF INDUCTION PROGRAMS AND THE PEER COACHING PROCESS

Directions: Please read the following summary of induction and peer coaching. Then rate the statements on the survey provided.

Induction Programs:

Induction programs are used by businesses and some schools to help bring about change and growth. Induction programs tend to focus on basic developmental needs of novice teachers rather than individual needs. Developmental needs include having positive social interactions, enhancing one's skills and intellectual development, feeling competent, and gaining achievement through strategies taught by one in a supervisory position. Individual needs are one's wishes and desires to maintain balance, and fulfill motives and interests throughout the induction process that can ultimately impact behavior in a negative way. Supervisors typically have certain important characteristics, such as being people-oriented, tolerating ambiguity, preferring abstract concepts, valuing their work, and respecting and liking their subordinates. Induction programs focus on the veteran molding the novice teacher. During teacher induction, a more experienced teacher serves as a role model and support person. The supervising teacher observes, instructs, and counsels another person, typically a novice teacher. The supervising teacher

also tends to disseminate information from an administrative point of view. The novice teacher does not feel like an equal to his/her mentor in this process.

Peer Coaching Programs:

Peer coaching was first implemented in business and industry to provide a more relaxed environment and allow more room for failure than teacher evaluation, clinical supervision, and mentoring. It involves teachers exchanging feedback in an alternating fashion. It also allows the novice teacher to feel as if he or she has ownership in the process, although one teacher may have greater expertise. Peer coaching is a support structure of at least two persons who help one another in a non-threatening manner. In this process, both teachers learn new ideas and "jointly improve their instructional capacity." Peer coaching improves pre-service and alternatively certified teachers' ability to plan and organize classroom activities as well as use effective teaching behaviors. Peer coaching may also enhance teachers' ability to utilize classroom behavior management strategies and address students' instructional objectives.

APPENDIX E

SHANTÍ'S PEER COACHING QUESTIONNAIRE 2007

SECTION A: **Demographic Data**

1. What is your current age? _____
2. At what age did you enter the teaching profession? _____
3. What is your gender? _____Male _____Female
4. What subject area do you teach? _____ Language Arts _____ Math _____ Science
   _____ Social Studies _____Other _____ (write-in)
5. What grade level do you teach? _____ 6th _____ 7th _____ 8th
6. What is the total number of years you have been teaching? _____
7. What is your highest level of education completed?
   _____BS/BA degree _____Specialist's degree _____JD/MD
   _____Master's degree _____Ed.D./Ph.D. _____Other _____ (write-in)
8. Was your first degree in education?
   _____yes _____no
9. Which new teacher training program(s) were you involved?
   _____ teacher induction _____ peer coaching _____ both _____ neither
10. Which certification route did you take to become a teacher?
    _____ alternatively certified _____ traditionally certified

SECTION B: **Perceptions Inventory**

Directions: Complete Parts I, II, & III if you have participated in an INDUCTION or a PEER COACHING program.

For each of the following statements, indicate whether you:
1 = Strongly disagree **2 = Disagree** **3 = Undecided/Neutral** **4 = Agree** **5 = Strongly agree**

Part I

Instructions: Complete Part I if you have participated in an INDUCTION or a PEER COACHING program.

1. My induction program was labor intensive and time consuming.	1	2	3	4	5
2. My induction program helped me establish comfortable relationships with my colleagues.	1	2	3	4	5
3. My induction program was important in planning, developing, and implementing programs to meet the needs of all students.	1	2	3	4	5
4. I changed and improved my instructional strategies as a result of induction programs.	1	2	3	4	5
5. I changed and improved my classroom management as a result of induction programs.	1	2	3	4	5
6. My induction program primarily focused on teaching techniques & strategies over management.	1	2	3	4	5
7. My induction program primarily focused on management over teaching techniques & strategies.	1	2	3	4	5
8. My induction program contained an appropriate balance between management and teaching techniques & strategies.	1	2	3	4	5
9. My induction program was apart of my evaluation.	1	2	3	4	5
10. My induction program was collaborative and not used as a component of my evaluation.	1	2	3	4	5
11. In my teacher induction experience, I felt empowered.	1	2	3	4	5
12. In my teacher induction experience, I felt like an equal peer.	1	2	3	4	5

13.	I had a positive teacher induction experience.	1	2	3	4	5
14.	I would be willing to be involved with teacher induction in the future.	1	2	3	4	5
15.	I was not afraid to ask questions during teacher induction.	1	2	3	4	5
16.	I was not afraid to make a mistake during teacher induction.	1	2	3	4	5
17.	My induction program was a continuous growth process.	1	2	3	4	5
18.	My induction program fostered active discussion between the participants.	1	2	3	4	5
19.	I had a negative experience with the teacher induction program.	1	2	3	4	5

Part II
Instructions: Complete Part II if you have participated in a PEER COACHING or an INDUCTION program.

20.	My peer coaching program was labor intensive and time consuming.	1	2	3	4	5
21.	My peer coaching program helped me establish comfortable relationships with my colleagues.	1	2	3	4	5
22.	My peer coaching program was important in planning, developing, and implementing programs to meet the needs of all students.	1	2	3	4	5
23.	I changed and improved my instructional strategies as a result of peer coaching programs.	1	2	3	4	5
24.	I changed and improved my classroom management as a result of peer coaching programs.	1	2	3	4	5
25.	My peer coaching program primarily focused on teaching techniques & strategies over management.	1	2	3	4	5
26.	My peer coaching program primarily focused on management over teaching techniques & strategies.	1	2	3	4	5
27.	My peer coaching program contained an appropriate balance between management and teaching techniques & strategies.	1	2	3	4	5
28.	My peer coaching program was apart of my evaluation.	1	2	3	4	5
29.	My peer coaching program was collaborative and not used as a component of my evaluation.	1	2	3	4	5
30.	In my peer coaching experience, I felt empowered.	1	2	3	4	5
31.	In my peer coaching experience, I felt like an equal peer.	1	2	3	4	5
32.	I had a positive peer coaching experience.	1	2	3	4	5
33.	I would be willing to be involved with peer coaching in the future.	1	2	3	4	5
34.	I was not afraid to ask questions during peer coaching.	1	2	3	4	5
35.	I was not afraid to make a mistake during peer coaching.	1	2	3	4	5
36.	My peer coaching program was a continuous growth process.	1	2	3	4	5
37.	My peer coaching program fostered active discussion between the participants.	1	2	3	4	5
38.	I had a negative experience with the teacher peer coaching program.	1	2	3	4	5

Part III
Instructions: Complete Part III if you have participated in an INDUCTION and/or PEER COACHING programs.

39.	I prefer a peer coaching program over a teacher induction program.	1	2	3	4	5

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