

ABSTRACT

The Environmental Factors that Influence the Beliefs and Behaviors of Alternatively Certified New Teachers to Affect Attrition: A Single Case Study in Central Texas

Amanda L. Hardwick

Mentor: Karon LeCompte, Ph.D.

There is a teacher shortage, and many teachers entering the profession are not from a traditional preparation program. The fastest-growing new teacher population is alternatively certified, and they are also the fastest group of teachers exiting the profession. Factors such as the work environment, personal choices, and new teacher behaviors impact alternatively certified new teacher retention efforts and student success. When districts consider the unique needs of alternatively certified new teachers, campus and district leaders significantly influence this diverse group of educators. Until leaders realize that retention efforts require an approach that considers factors that impact retention, attrition rates of alternatively certified new teachers will continue to rise.

This single case study examined the environment alternatively certified new teachers perceived that influenced their beliefs and behaviors. In addition, the case study explored how the environment, personal beliefs, and teacher behaviors impacted the teachers' feelings of success and intention to return for a second year of teaching. Utilizing a qualitative approach, I used semi-structured questions to interview teacher

participants. I utilized Bandura's (1978) reciprocal determinism framework to explore the factors that affect the alternatively certified new teacher experience.

Reciprocal determinism examines how an individual's personal beliefs and behavioral decisions interact with their environment to influence their actions. Ultimately, this study aimed to analyze the teachers' responses through the reciprocal determinism framework to inform how leaders approach alternatively certified new teachers to lower attrition rates.

The implications of this study include impacting district and campus leaders' approach to alternatively certified new teacher support and leadership. The results of this study revealed that campus administrators positively influence new teachers by building a positive campus environment and culture, but alternatively certified new teachers desire a more personalized experience with their administrator. Reflecting and revisiting administrators' approach to new teachers based on their preparation program is required for teacher retention. A focused approach to the specific needs of the alternatively certified new teacher and individualized relationships can ground the work through professional learning to adjust current practices.

Keywords: alternative certification, new teacher, educational leadership, teacher attrition, environmental factors

Copyright © 2023 by Amanda L. Hardwick

All rights reserved

The Environmental Factors that Influence the Beliefs and Behaviors of Alternatively
Certified New Teachers to Affect Attrition: A Single Case Study in Central Texas

by

Amanda L. Hardwick, B.S., M.Ed.

A Dissertation

Approved by the Department of Curriculum and Instruction

Trena L. Wilkerson, Ph.D., Chairperson

Submitted to the Graduate Faculty of
Baylor University in Partial Fulfillment of the
Requirements for the Degree
of
Doctor of Education

Approved by the Dissertation Committee

Karon LeCompte, Ph.D., Chairperson

Amy M. Sloan, Ed.D.

Joshua Smith, Ph.D.

Accepted by the Graduate School

December 2023

J. Larry Lyon, Ph.D., Dean

TABLE OF CONTENTS

LIST OF FIGURES	viii
LIST OF TABLES	ix
LIST OF ABBREVIATIONS.....	x
ACKNOWLEDGMENTS	xi
DEDICATION	xii
CHAPTER ONE	1
Background and Needs Assessment	1
Introduction.....	1
Statement of the Problem.....	2
Literature Review.....	6
Certification Routes and Preparation for New Teachers	7
Factors that Affect New Teacher Attrition	11
The Role of the Administrator in New Teacher Retention.....	19
Synthesis of Literature	28
Theoretical Framework.....	30
Conclusion: Purpose of the Study and Research Questions	32
CHAPTER TWO	34
Methodology.....	34
Introduction: Research Questions	34
Researcher Perspective and Positionality	35
Theoretical Framework Application	37
Research Design and Rationale.....	41
Site Selection and Participant Sampling.....	43
Star ISD: School Site	43
Participants.....	44
Data Collection	45
Data Collection Procedures.....	46
Data Collection Protocols	47
Data Analysis Procedures	49
Trustworthiness and Authenticity.....	51

Ethical Considerations	52
Limitations and Delimitations.....	54
Conclusion	56
CHAPTER THREE	57
Findings and Implications.....	57
Introduction.....	57
Case Description	58
Context and Case	58
Findings.....	60
Participant A	60
Participant B.....	64
Participant C.....	68
Participant D	72
Within-Case Analysis	75
Perception of Environment	76
Influence on Personal Beliefs and Behaviors	79
Treatment of Educator Preparation Program Participants	80
Discussion	81
The Role of the Administrator	81
Personal Beliefs and New Teacher Self-Efficacy.....	83
Implications and Recommendations	85
Alternatively Certified New Teachers	85
Campus Administration	87
District Administration	88
Conclusion	90
CHAPTER FOUR.....	91
Executive Summary and Distribution of Findings	91
Executive Summary	91
Overview of Data Collection and Analysis Procedures.....	92
Summary of Key Findings	93
Implications and Recommendations	94
Findings Distribution Proposal	96
Target Audience.....	96
Proposed Distribution Method and Venue.....	97

Conclusion	98
APPENDIX A.....	101
Demographics Questionnaire Protocol	101
APPENDIX B.....	104
Teacher Interview and Follow-up Protocols.....	104
APPENDIX C.....	107
Consent Form for Research	107
BIBLIOGRAPHY.....	111

LIST OF FIGURES

<i>Figure 1.</i> Data analysis procedures.....	51
--	----

LIST OF TABLES

Table 1 <i>Number of Teachers by Years of Experience 2021–2022 at Star ISD</i>	44
Table 2 <i>Demographics of Participants</i>	45
Table 3 <i>Timeline for Data Collection</i>	47
Table 4 <i>Data Collection Methods, Theoretical Framework, and Research Questions</i>	49
Table 5 <i>Findings and Research Questions</i>	76

LIST OF ABBREVIATIONS

ACNT: Alternately Certified New Teacher

EPP: Education Preparation Program

HRPP: Human Research Protection Program

IC: Instructional Coach

IRB: Institutional Review Board

PLC: Professional Learning Community

T-TESS: Texas Teacher Evaluation and Support System

ACKNOWLEDGMENTS

I am grateful to my faculty advisor, Dr. Karon LeCompte, for guiding me through this process. Additionally, I am incredibly thankful for the support from the Research and Writing Development Center, especially Dr. Joshua Smith. Though the feedback was not always pleasant, it was always leading me to this moment. To Dr. Amy Sloan, your quiet strength and support surrounded me throughout the process, and I know that you were always in my corner cheering for me. Finally, I am eternally indebted to Dr. Erin Marsano for her guidance, wisdom, feedback, and encouragement when I lost my confidence. I will never know how to thank Dr. Smith, Dr. Sloan, and Dr. Marsano for your time, support, and willingness to help me when I thought all hope was lost.

Next, I would not be here today without the amazing ladies in my peer working group. I would not have made it through this program without you; you gave me the courage to stand tall, the strength to hold my head high, and the smiles to dry my tears.

I am also thankful to the participants who were brave enough to share their stories with me and who gave me time when the time was so precious. Their stories will affect so many more, and I am happy to carry them with me as I continue to affect change for all educators.

Finally, I appreciate the family and friends who supported me. It has not always been easy, but you have always been understanding through the roller coaster of emotions that brought me to this moment. I am forever changed because of your love and encouragement.

DEDICATION

To my son, I hope that you see that this was all for you. Remember that you can do anything you set your mind to, and you are greater than anything that stands in your way. You were my greatest inspiration.

CHAPTER ONE

Background and Needs Assessment

Introduction

Teacher attrition, or teachers leaving the profession, is a continuing problem that has increased over the years. It impacts the educational experience at all levels, including the campus, district, and state. During the 2019–2020 school year, Texas employed approximately 335,944 teachers; however, the attrition rate at the start of the 2021–2022 school year was at a record high of 17% since the 2017–2018 school year (Landa, 2022a). Likewise, first-year teacher attrition at the end of the 2019–2020 school year was higher than the previous year at 20.67% (Landa, 2022). The COVID-19 pandemic, a factor in these alarming numbers, left one in four teachers wanting to leave the profession (Lücker et al., 2022). The number of new teachers entering the profession in Texas during the 2020–2021 school year was 25,929, yet it declined to 21,616 for the 2021–2022 school year (Texas Education Agency [TEA], 2022e). The number of teachers entering the profession does not fill the vacancies caused by teacher attrition. Supporting new teachers through mentoring and shared planning can make teaching tasks seem less daunting (Hammerness et al., 2017). To effectively retain teachers, it is important to provide structured support, specifically for new teachers who earned a teaching certification through an alternative route.

Alternatively certified new teachers (ACNTs), with their unique certification, are a growing workforce in Texas but also leave the profession at an accelerated rate. According to the Texas Education Agency (2020), new teachers are not graduates of an

undergraduate educational degree program but obtain their teacher certification through an alternative certification program. Teachers who choose an alternative certification route receive their educator preparation while teaching, unlike students with an undergraduate or graduate degree in education who went through a traditional educator preparation program (EPP). In 2017, Texas issued 51% of the 13,598 new teacher certificates to alternatively certified professionals in other fields seeking teaching as an alternate profession (Rubiera, 2018). During the 2020–2021 school year, at the height of the COVID-19 pandemic, alternatively certified new teacher certificates reached a high not previously seen since the 2016–2017 school year of 12,031 (Texas Education Agency, 2022c). Alternatively certified teachers leave the profession at a greater rate than those who entered education using the traditional pathway (Rubiera, 2018). Rubiera (2018) estimated that more than 12,000 alternatively certified teachers would leave the field within their first five years. Through support at the district and campus level, leaders can alter the trajectory of these numbers by understanding the alternatively certified new teacher experience. This qualitative single case study explored how ACNTs perceive the school environment fostered by administrators and how the environment affects personal and behavioral factors, ultimately influencing their intent to remain teaching.

Statement of the Problem

High attrition rates among alternatively certified new teachers (ACNTs) in Texas adversely impact student success, campus culture, and the overall educational system, calling for a comprehensive examination of the environmental factors influencing these rates and the need for effective support and relationships, particularly between ACNTs and administrators. Alternatively certified new teachers (ACNTs) account for more than

half of the new teachers entering the profession (Rubiera, 2018). ACNTs may be the fastest-growing teacher population, but they also have the highest attrition rates, even higher than teachers from traditional EPPs (Rubiera, 2018). In 2018, 34% of teachers in Texas who held alternative certifications left the profession within five years of teaching, compared to the 23% attrition rate of university undergraduates of education (Rubiera, 2018). After the 2020–2021 school year, first-year ACNTs had an 89.9% retention rate compared to their traditional route certification colleagues at a 93.8% retention rate (Landa, 2022b). With the number of teachers leaving the profession (Landa, 2022a), students suffer because teachers have two to three times the effect on student performance of any other school factor (Opper, 2019). High attrition rates are also problematic for schools, and teacher turnover can be costly for districts, considering new teachers' time, programs, and support (Watlington et al., 2010).

The COVID-19 pandemic made the situation more problematic due to the increased emotional exhaustion and helplessness that leads to burnout (Westphal et al., 2022). The pandemic exacerbated the already tumultuous problem of America's teacher shortage and alternatively certified new teacher retention. At the start of the 2020–2021 school year, with COVID-19 still looming, approximately 20% of teachers felt uncomfortable returning to classrooms (Kini, 2020). Tran (2021) reported in a survey given to approximately 2,600 teachers who left the profession that 32% left earlier than initially planned due to the COVID-19 pandemic. COVID-19 caused higher teacher turnover and caused many waivers from the Texas Education Agency (TEA) to support alternative certification programs granting certificates without fulfilling the standard requirements. The long-term effects of COVID-19 on teacher attrition are still unknown.

Nevertheless, the attrition numbers were alarming before the added stress of COVID-19, and it seems that education has an uncertain future in a post-COVID-19 world.

Alternatively certified new teacher data demonstrates a need to explore the factors influencing an ACNT's decision to stay in education. Although Texas does not have the country's highest attrition rates, it is in the top five, affecting the number of students impacted by teachers leaving the profession (Carver-Thomas & Darling-Hammond, 2017). These current attrition rates show leaders must explore pathways that best support ACNTs. New teachers can enhance their practice and make substantial progress within the first three years of their careers (Henry et al., 2011). However, teachers cannot cultivate their craft if they leave the profession within those first three years.

Inexperienced teachers face burnout and contemplate leaving because they do not feel effective, and campuses that face high attrition cannot create cultures for the staff and students to succeed (Ronfeldt et al., 2012). Modeling continued learning and creating a culture of lifelong learning is imperative for new teachers to thrive (Alexander & Alexander, n.d.). Sowell (2017) believes building trusting relationships and coaching will impact new teachers. Leaders can build those relationships and coach new teachers to persevere through their first year.

Due to the unique nature of the alternative preparation program, the lack of effective support to mitigate ACNT's limited teacher preparation contributes to higher attrition rates. Since ACNTs earn their license while teaching, they often enter the classroom with pedagogical gaps in knowledge and classroom experience that a traditionally certified teacher would gain through a preparation program and student teaching (Padua & Fujii, 2021). Since ACNTs do not participate in traditional preparation

programs, they would benefit from other forms of support. The administrator can act as such a support. Typically, the administrator serves as the evaluator in teaching relationships, following a rubric and critiquing classroom teaching practices. However, administrators build opportunities through conversations that fill the role of both mentor and administrator. The role of a mentor is to use their experience, in this case as both a companion and administrator, and to act as a guide during the first year (Lynch, 2016). However, the mentor does not criticize the new teacher's practice; any observation or feedback is non-evaluative to fill the gap in knowledge and experience. The mentor/mentee relationship is a menu of support options tailored to the specific needs that best support and retain a quality educator (Maready et al., 2021). It is beneficial for new teachers to have a strong support system in their first year because they are more likely to remain in the profession and make it a lifelong career (Sowell, 2017). Establishing a strong support system and building a relationship between the administrator and the new teacher can support teacher retention.

The relationship between an ACNT and their administrator influences the new teacher experience and significantly influences ACNT attrition. The relationship between the new teacher and the administrator contributes to a new teacher's motivation; likewise, new teachers perceive campus administration and leadership as the ones to blame for the gaps in success (Fantilli & Mcdougall, 2009). New teachers need feedback through observations focused on best practices performed by campus administration through appraisals, feedback they often seek out themselves (Martin et al., 2015). The most important thing an administrator can do is build relationships with new teachers to help them feel supported (Carver, 2003). However, growing administrative responsibilities

hinder the time they can devote to teacher support and relationships (Heikkinen et al., 2014). Boyd et al. (2011) believe that if the administration cannot support new teachers, the teachers form undesirable opinions of the administration, which yields higher attrition rates. Success for new teachers means lower attrition and higher student success rates, the driving force in education (Derrington & Campbell, 2015). New teacher success and lower attrition will support districts, campuses, and teams in increasing student success.

The burden of high teacher attrition places stressors on the district, campus, and teacher team, ultimately impacting student success (Birbeck et al., 2021). The campus culture suffers as teachers come and go from campus (Carver-Thomas & Darling-Hammond, 2019). Due to attrition, teachers cannot effectively build solid teams, develop relationships with their peers, and become members of a positive campus culture (Simon & Johnson, 2015). If students are to succeed, they must have experienced teachers committed to staying in the profession (Steinberg & Donaldson, 2016). Campus and district leaders struggle to find the best solutions to high attrition rates among alternatively certified new teachers in Texas. High attrition rates among ACNTs in Texas require a comprehensive examination of the factors influencing those rates. To gain deeper insights into this challenge, researchers must explore existing research and literature related to the ACNT.

Literature Review

The retention of alternatively certified new teachers (ACNTs) is vital to determining student success, as high turnover rates negatively affect student achievement (Hanushek et al., 2016). With an improved support system, attrition rates of ACNTs would slow. The argument for a different approach to support begins with a detailed look

at new teachers' certification routes, including the traditional route, graduate route, and alternative certification. In the following literature review, I argue that the certification route significantly impacts alternatively certified new teachers' intent to remain in the profession; consequently, the certification route significantly affects the specific support that alternatively certified new teachers need.

After building background information on the profile of an alternatively certified new teacher by reviewing the types of certification routes, through the literature review, I examine current trends and reasons behind new teacher attrition and the specific needs of new teachers to increase retention. Next, I look at the specifics of alternatively certified new teacher attrition. With a solid base built around the attrition and uniqueness of alternatively certified new teachers, I analyze the environmental structures for new teachers, such as mentoring programs, professional learning communities (PLCs), and campus and district leadership. Finally, by looking at teacher appraisal, feedback, professional learning, and coaching, I further scrutinize the campus administrator's role in teacher retention.

Certification Routes and Preparation for New Teachers

Becoming a certified teacher in Texas is a multi-step process involving multiple possible routes (Texas Education Agency, 2022a). The first step is to obtain a bachelor's degree from an accredited college or university, and next, a teacher must complete an EPP, as required by Texas Administrative Code 228. A person can complete one of three types of teacher preparation programs. The first route is the traditional route, where the person completes the program while in their bachelor's program and will graduate with a degree in education (Fraser & Lefty, 2018). Currently, 75 educator preparation programs

in Texas provide a traditional certification route (Texas Education Agency, 2022c). The traditional preparation route produces the majority of educator licensure in the country to date (Fraser & Lefty, 2018).

The second type of teacher certification is through a post-baccalaureate program. In a post-baccalaureate level program, the person returns to school for education and receives their certification simultaneously. There are 76 educator preparation programs in Texas at the post-baccalaureate level (Texas Education Agency, 2022c).

The third certification route is alternative certification, which allows a person with a bachelor's degree in any field to become a teacher. The alternative certification route permits them to earn certification while teaching in the classroom (Texas Education Agency, 2022b). The alternative certification route has a historical basis in the need for equity in obtaining a teacher certification (Fraser & Lefty, 2018). Alternative certification routes meet these requirements while the interns teach in the classroom because the candidates already have a bachelor's from an accredited institution (Texas Administrative Code, 2020). In the United States, alternative certification programs produce more than 12,000 teachers yearly (Zelinski, 2019). An alternatively certified teacher does their student teaching in the classroom while obtaining the actual certification they are trying to get (Legislative Budget Board Staff, 2013). Texas was one of the first states to fully implement an alternative certification route program (Fraser & Lefty, 2018). Today, Texas currently houses 102 sites that offer an alternative educator preparation program (Texas Education Agency, 2022a). No matter the scenario, the degreed individual must pass the appropriate certification exam, submit a state application, and complete fingerprinting as part of a criminal background check (Texas Education Agency, 2022a).

Alternative certification is the fastest-growing way to achieve certification status and become an educator in Texas (Legislative Budget Board Staff, 2013). The boom of the alternative certification program came in 2008 during the recession, and as time progressed, many college graduates, including those from Ivy League institutions such as Harvard, sought alternative teaching certification (Fraser & Lefty, 2018). In 2015, alternative certification programs outperformed local universities and awarded 1,100 more alternative teaching certificates than traditional teaching certificates, and they have continued to award more certifications per year from 2015 to 2019 (Horn et al., 2021). The alternative certification route draws many people in because it allows some with a bachelor's degree, not in education, to begin a teaching career without going to school for extra time (Teachers of Tomorrow, 2021). It supports filling teacher vacancies for both schools and districts.

The alternative certification route allows a person to obtain their certification without spending the time or money to return to college. It is a viable option for individuals who cannot put their lives on hold to enroll in a graduate-level program to achieve certification. Many organizations provide alternative certification enrollment throughout the year with self-paced training (Teachers of Tomorrow, 2021). The self-paced online courses have a curriculum that includes learning environments, learner development, planning instruction and assessments, literacy with 21st-century instruction, learner differences with special needs, and diverse learners (iteachTexas, 2022). Alternative certification through an online program is convenient, but it has challenges.

Being an alternatively certified new teacher comes with unique problems beyond being a first-year teacher (Humphrey et al., 2008). Most traditional certification educator certification programs require student teaching or practicum experience, but the alternative certification bypasses much of the standard time in a traditional program, which allows a degreed individual to move into a classroom faster (Fraser & Lefty, 2018). The alternative certification process does not give individuals the opportunity to practice pedagogy and build their educational philosophy before entering the classroom since they earn their probationary or intern certificate before any educational experience (Dooley, 2021). However, many alternative certification programs have a short preservice period or classes with curriculum-aligned material to support ACNTs for their first day on the job (Teachers of Tomorrow, 2021). Some will argue that the content knowledge of the alternatively certified teacher combats the lack of pedagogy and allows for a focus on the specific skills to teach (Fraser & Lefty, 2018). Many teachers feel confident after their preservice classes; however, the confidence fades once the students arrive, which some opponents of alternative certification believe is due to a lack of proper training (Fraser & Lefty, 2018). Some ACNTs have admitted that their confidence was inaccurate compared to the realities of teaching in practice (Keese et al., 2021). Their first day on the job is the first day of their practicum experience, and many are not as prepared as they may think.

The need for the experience of practice or student teaching combined with the knowledge of pedagogy is beneficial for many educators, but it is vital for new teacher success (Korthagen, 2010). It allows the new teacher to practice the art of teaching without having the pressure of being the actual teacher of record. ACNTs begin their first

day of class and teaching practice after watching videos and completing virtual assignments (Teachers of Tomorrow, 2021). ACNTs carry the burden of being the teacher of record and the responsibility of finding their way as an educator, and teachers who achieve their certification through a non-traditional or alternative route are more likely to leave the profession before they reach year five (Guthery & Bailes, 2022, p. 241).

Factors that Affect New Teacher Attrition

Multiple factors affect new teacher attrition. Factors that cause stress, such as burnout (Madigan & Kim, 2021), working conditions (Sutcher et al., 2019), and the administrator's relationship and leadership (García et al., 2022), can play a part in new teachers leaving the field of education. Poor working conditions, unsupportive administrators, and burnout can create an atmosphere new teachers find challenging, impacting their decision to continue their careers (Madigan & Kim, 2021). These needs include knowing how to prioritize the demands of teaching and having a supportive team of teachers, help with classroom management, and an instructional coach or instructional feedback. Poor working conditions, unsupportive administrators, and burnout can create an atmosphere new teachers find challenging, impacting their decision to continue their careers (Grant & Brantlinger, 2022). Campus systems such as a mentoring program, professional learning communities (PLCs), and targeted administrator support have the potential to positively affect new teacher attrition. Acknowledging the challenges is crucial to understanding the factors that cause stress among new teachers.

Factors that cause stress. The relationship between stress, burnout, and teacher attrition requires a targeted approach, emphasizing the need for strategies that support

ACNTs. Burnout is one of the leading causes and most significant predictors of teacher attrition, with an underlying contributing factor from stress. Burnout encompasses several different factors that do not happen simultaneously (Madigan & Kim, 2021). Stress leads to burnout, but stress is a descriptor with multiple layers that can stem from different aspects of the job (Farmer, 2020). Stress can result from student behaviors, appraisals, walk-throughs, lesson planning, parents, grades, or data conversations, just to name a few. Administrators consider the teacher preparation route when hiring to combat high teacher attrition because those from the traditional route have some in-class experience and better understand what the job entails (Yang et al., 2021).

Burnout, however, hurts teachers' self-efficacy. Burnout, caused by job stressors, directly relates to a teacher's self-efficacy (Kim & Buric, 2021, p. 1671). Additionally, positive first-classroom experiences are crucial for new teachers' continued self-efficacy, so providing the necessary support for those experiences is vital for lowering attrition rates (Fackler et al., 2021). Preventing burnout, including teacher exhaustion and disengagement, requires addressing the contributing factors. Teacher self-efficacy can rebound with a new teacher's belief that they can do the job especially with their administrator in their corner (Anderson & Schuh, 2021). Still, the administrator must intentionally effect change and decrease the stressors (Kim & Buric, 2021). Likewise, the administrators are not the only responsible parties for decreasing burnout and increasing teacher self-efficacy; a teacher with high self-efficacy is more likely to be open to support from leaders, professional learning, and coaching from a mentor or administrator (Mielke, 2019). A teacher can move towards a state of self-efficacy by engaging in opportunities for instructional bonding as an adult learner. Teachers with higher

perceived self-efficacy are less likely to leave the profession because they are more confident in their practice as effective educators (Palma-Vasquez et al., 2022).

Various factors can impact new teacher attrition, and teachers consistently reference poor work conditions, such as feeling overwhelmed and underprepared, being unsupported by their administrators, and not being compensated appropriately (Sutcher et al., 2019). The stress of being an educator is overwhelming, and the monetary compensation is lacking. Therefore, if a new teacher does not feel supported or prepared and is overwhelmed, then the stress of the job can outweigh the benefits and reasoning behind pursuing a career in education (Sutcher et al., 2019). The pressure can often make the teacher feel trapped by their position and isolated due to an absence of support (Madigan & Kim, 2021).

Needs that contribute to attrition. It is easy for new teachers to get overwhelmed by all the information thrown at them at the beginning of the year. However, the intentionality of an administrator can make a significant difference. Administrators and teacher leaders can easily get caught up in the procedural duties of preparing for a new year and forget the new teachers' needs (Berg, 2018). New teachers need administrators and leaders to be there for them and present in their classrooms. Finally, every new teacher needs permission to say no to avoid burnout during their first year. The administrator must communicate that it is okay not to be on every committee or volunteer for extracurricular activities (Whitaker, 2019). New teachers may be one of the most precious resources on campus, and they must become a priority for the administrator and other leaders on campus.

New teachers need hand-picked mentors who will be their role models or someone they can emulate. In line with needing a great mentor, new teachers need to feel connected, but administrators cannot always fill that role due to their standing on the organizational chart (Whitaker, 2019). Administrators, however, must provide intentional opportunities for new teachers to socialize with their peers and colleagues to build relationships. New teachers are less likely to leave the profession if they have a network of colleagues and administrators who support them (Redding & Nguyen, 2020, p. 25). A powerful network of teachers and administrators can support ACNTs in several aspects of teaching and instruction.

Another area where new teachers need support is classroom management. ACNTs did not receive the opportunity to student teach; therefore, they start with no prior knowledge of classroom management or what to expect from students. ACNTs often lack confidence in managing classroom expectations and creating an optimal learning environment (Palma-Vasquez et al., 2022). Classroom management can challenge new teachers if they do not start the year strong or keep consistently high expectations. In the first year, new teachers often find their ideas of what they thought relationships with students would contradict the reality of the classroom environment (Miulescu, 2020, p. 126). When classroom management becomes overwhelming, new teachers may rely on the relationships they have built with their colleagues and the administrator (Miulescu, 2020, p. 127). A diverse support system proves to be a great asset for a new teacher.

Other research proves that a robust support system beyond the administrator for new teachers is essential to their success and future careers (Kardos & Johnson, 2007). Support, such as mentoring or instructional coaching programs, can provide teachers with

the just-right support to conquer the stresses of the education world. However, some campuses and districts cannot build instructional coaching or vital mentoring programs due to the cost (Knight, 2012, p. 58); therefore, the responsibility can lie with the administrator. The administrator can effectively play the role of both an instructional coach and mentor, impacting instruction and success for the new teacher (Damore & Rieckhoff, 2021).

Even with an instructional coaching or mentoring program, the relationship between the administrator and the new teacher is significant to the new teacher's success (Redding et al., 2019). The administrator represents the campus culture, and they are a symbol of where the campus is going and campus morale. These new teachers depend on their assigned administrator to be the extra support and voice of reason when the outlook becomes uncertain. New teachers need a firm administrator representing a positive culture (Flores & Day, 2006, p. 228). Supporting new teachers is a high priority for administrators, but new teachers cannot view them as hierarchical figureheads if they are to be positive mentors (Colognesi et al., 2020, p. 270). The administrator can provide several layers of support that enhance existing structures in place on campus.

Factors that support retention. Mentoring programs that pair expert teachers with new teachers are highly beneficial; they provide new teachers with a person on campus to guide them through instruction and navigate the campus and its culture (Ingersoll & Strong, 2011). A mentor program pairs an experienced or veteran teacher with a new teacher. Typically, the campus administration or the district pairs the teacher and the mentor teacher together based on the support the mentor teacher can provide (Texas Education Agency, 2021). A mentor program allows the mentor teacher and the mentee

to meet at least 12 hours a semester, focusing on their time together to reflect and grow (Texas Education Agency, 2021). This time is invaluable as it allows the mentor and new teacher to build a strong relationship, increasing job satisfaction and improving teacher retention (Renbarger & Davis, 2019, p. 29). Additionally, these meetings aim to allow a safe place for the mentor and mentee to build a relationship and support each other (Ingersoll & Strong, 2011). The success of the mentor program hinges on the flexibility and time allotted for intentional feedback and conversation between the mentor and the new teacher (Dai, 2023). When all parties put thought and careful planning into practice, mentoring is successful.

In addition, many campuses and school districts intentionally create a mentor/mentee relationship that puts trust at the forefront to discuss important and relevant material (Kaplan, 2022). The pairing creates a symbiotic relationship where everyone is equal in power (Kaplan, 2022). The best mentors who provide the highest level of support and make the teachers feel the most secure are those within their department or grade level (Maready et al., 2021). The pairing provides an extra person in their support system and network, which allows them a vital relationship that extends their likelihood of staying in the profession (Van den Borre et al., 2021). The pairing of teachers then becomes a professional learning community.

Professional learning communities (PLCs) provide new teachers with collaboration in an innovative and supportive learning culture (Zhang et al., 2022). Schools and districts adopting PLCs provide their new teachers with extra support and planning. PLCs focus their work on best practices and instruction. This support is essential for the new teacher and their position within the classroom because a dedicated

time for shared planning lowers the stressors often associated with being a new teacher (Hammerness et al., 2017). PLCs focus on four fundamental questions: (a) What do we want students to know? (b) How will we know when a student knows the information? (c) What do we do when students do not understand? (d) What do we do when students do understand? (Ryan, 2011, p. 2). Collaboration, innovation, and support for all stakeholders make PLCs an essential part of the new teacher experience.

The PLC is a collaborative space where every person plays a role in developing each other (Many et al., 2016). When a PLC is high-functioning, the new teacher can achieve a new understanding of best practices and provide the best support for students in the classroom. As teachers understand best practices, learning communities provide a significant positive relationship for new teachers and their feelings of success (Kaplan, 2022). Providing support and working to benefit each student is an area that multiple new teachers struggle with, but the PLC is a place where they can find help (Harju & Niemi, 2020, p. 64). As each member takes the time to discuss and reflect on their learning, collaboration and best teaching practices become the focus, not barriers. The PLC is a place for new teachers to discuss their misconceptions and identify areas for refinement based on what students need (Million & Brodie, 2018, p. 8). Stakeholders can focus their time and efforts on specific challenges, design an action plan, track progress, engage in discourse, and support each other through the work (Fisher & Frey, 2021). The learning community members can support the new teacher's needs and provide positive outcomes that decrease the possibility of burnout (Kaplan, 2022). The PLC environment creates a space where mutual engagement by all teachers creates new and shared meanings about teachers' classroom practices that strengthen the new teacher's instruction (Million &

Brodie, 2018, p. 8). Classroom practices and instruction are fundamental elements that administrators will look for during evaluations of new teachers to support them and provide valuable feedback.

Teacher evaluation plays a pivotal role in shaping the professional development of new teachers and the relationships between administrators and ACNTs. Despite being a mandatory aspect of the administrator and teacher's job, the evaluation process grows each person's craft (Johnson, 2019). Additionally, evaluation and feedback are key components of the new teacher experience, and many districts in Texas utilize the Texas Teacher Evaluation and Support System (T-TESS) for evaluative purposes. However, districts can choose T-TESS or a locally developed appraisal system (Texas Education Code, 2019). T-TESS is a rubric-based evaluation system that looks at the teacher through a holistic lens, and its purpose is to create a continuous feedback loop to support the teacher (Texas Teacher Evaluation & Support System, 2022). T-TESS has three fundamental aspects: goal setting and supporting teachers in creating a professional development plan that best suits them, a teacher evaluation cycle, and student growth and performance (Texas Teacher Evaluation & Support System, 2022). When executed correctly, the evaluation process can be an experience that is valuable for the ACNT and administrator as it strengthens their relationship and continues to build trust. Establishing a strong foundation of trust through effective evaluation is essential. Additionally, understanding teacher self-efficacy, which encompasses teachers' beliefs in their capacity to influence student learning, further enriches this relationship.

Teacher self-efficacy refers to teachers' beliefs about themselves and their ability to impact student learning in the classroom (Tschannen-Moran & Woolfolk Hoy, 2009).

According to Bandura (1995), a person's belief in themselves impacts the decisions they make; thus, a teacher's belief in themselves impacts the choices they make about their classroom and instructional practices. There is a correlation between a person's belief in themselves to be successful in their job and their motivation to succeed and the work they produce (Stajkovic & Luthans, 1998). Therefore, relevant teacher training can build teachers' confidence and bolster their self-efficacy to create stronger classrooms (Palma-Vasquez et al., 2022). Teachers must believe in themselves enough to implement professional learning and feedback.

If new teachers genuinely want to bolster their self-efficacy, they can partake in experiences that allow success in reaching their goals and sharpening their skills. New teachers must experience small moments of success in their first year to increase their self-efficacy (Mielke, 2019). Additionally, new teachers can learn and add to their practices through observation, which allows them to compare their teaching to another's and add to their knowledge bank. Reflecting on their teaching and adding new skills to their toolkit builds self-efficacy (Mielke, 2019). New teachers need positive encouragement and support to push through the hard times and feel confident in their classrooms, which adds to their self-efficacy (Mielke, 2019). If the right conditions for a teacher to build self-efficacy are absent, the teacher may fall victim to the stressors and burdens often associated with the education field.

The Role of the Administrator in New Teacher Retention

The administrator can walk a fine line between being supportive and harmful to new teacher retention, and evaluative observations instead of purposeful feedback are detrimental to ACNT retention (Reeves, 2020). Teachers are twice as likely to leave if

their administrator support is weak (Carver-Thomas & Darling-Hammond, 2017). Perceived new teacher support, such as generic professional development and unnecessary training, can add to the stressors that lead to high attrition rates in new teachers (Renbarger & Davis, 2019). New teachers respond best to relevant professional development opportunities, and administrators can support new teachers with these opportunities (Garcia & Weiss, 2019). The administrator can provide the alternatively certified new teacher with feedback through the appraisal system that supports their professional learning and builds a stronger sense of teacher self-efficacy. Texas currently uses the appraisal system based on a continuous feedback loop model that puts the teacher and their growth at the forefront (Texas Teacher Evaluation & Support System, 2022). The intentionality of the process allows for conversation and goal setting to be a primary factor between the administrator and ACNT.

Administrator as evaluator. The T-TESS evaluation cycle includes a pre-conference where the teacher discusses the lesson they intend to observe. Next, there is an observation, and finally, a post-conference. The evaluator uses pre- and post-conference observations to conduct conversations and integrate feedback into supporting the teacher (Texas Teacher Evaluation & Support System, 2022). The T-TESS rubric is the driving force for those conversations as a teacher is ranked based on five categories: needs improvement, developing, proficient, accomplished, or distinguished. In addition, the rubric looks explicitly at planning, instruction, learning environment, and professional practices and responsibilities (Texas Teacher Evaluation & Support System, 2022). The T-TESS evaluation cycle with the rubric allows the teacher and administrator to discuss the new teacher's professional growth and development (Texas Teacher Evaluation &

Support System, 2022). The relationship between the administrator and the new teacher changes as they discuss and build a professional foundation to support the new teacher in their career for years to come (Dai, 2023). As the administrator and new teacher engage in discussions to build a strong foundation, the purpose of the T-TESS evaluation process becomes evident for everyone involved.

The T-TESS evaluation process has a distinct purpose for the teacher and the administrator. The new teacher must find value in the evaluation process, and administrators must try to guide the teacher through the T-TESS process with that purpose in mind. Many teachers have found the T-TESS evaluation process to be a negative experience, and the administrator must use it constructively (Willey, 2019). The purpose of the T-TESS model is for administrators to shift their focus to a growth or instructional model. The T-TESS evaluation cycle can support the new teacher with a relationship built on trust if utilized under the correct mindset (Oliveras-Ortiz, 2017). Growth through feedback can only occur if the administrator and new teacher have a trusting relationship, and T-TESS develops teachers through feedback.

Continuous feedback is the foundation of the T-TESS evaluation cycle (Texas Teacher Evaluation & Support System, 2022). The best way for teachers to improve is through a feedback loop from other teachers, instructional coaches, content coordinators, and administrators on campus and in their district. Feedback often comes after someone has visited the teacher's classroom and closes the feedback loop with strategies to improve their instructional practices (Willey, 2019). Feedback requires both the teacher and the person giving the feedback to have a supportive relationship and trust that the information they receive is for their teaching practice and student achievement. The new

teacher benefits from evaluation and feedback (Willey, 2019). Understanding the importance of feedback in strengthening student outcomes, it becomes evident that cultivating a feedback culture is crucial for administrators seeking to make a positive impact on teachers and classroom practices.

A feedback culture is integral if the administrator wants feedback to impact student learning. A culture on campus where feedback is valued and welcomed promotes reflection without criticism and provides actionable steps for the teacher to implement best practices (Bell, 2019). For feedback to be highly effective, the person giving feedback and the receiver must have a well-suited relationship for feedback. The possible overall effect size of feedback on learning is $d = 0.48$, a medium effect size when received and implemented appropriately (Fisher & Frey, 2022). Leaders must take their critical lenses off when they give feedback to have the desired impact; they need to shift into the role of a colleague, collaborator, and skilled teammate (Conner & Froehle, 2022). With student learning as the primary objective, setting specific objectives and targets allows for transparency and aligned feedback.

Utilizing a common rubric, such as the T-TESS evaluation rubric or a district-aligned vision and expectations rubric, allows feedback to be consistent across all involved parties. The best feedback is in small, actionable teacher moves that will enable teachers to hone their practice and improve instruction (Kraft & Gilmour, 2016). The feedback must be relevant and applicable for the teacher to turn around and impact student learning quickly. The input must align with the campus vision, the administrator's expectations, and the teacher's personal and professional goals.

The administrator is an instructional leader on campus. The feedback loop offers the principal or administrator a unique opportunity to step out of the hierarchical position and become a collaborator. For feedback and professional learning to improve best practices within the classroom, it must be focused and relevant to the teacher, value the teacher as an active participant, align with the vision and mission of the district and school, be ongoing, and invite a variety of stakeholders to the table (Desimone & Pak, 2017). T-TESS and the administrator role provide an opportunity for relevant feedback that is focused and aligned with encouragement to take the next step in owning their feedback. The PLC process is an excellent vehicle to help administrators step into the role of instructional leader. Still, the administrator must be intentional as they provide ongoing instructional support opportunities and be a facilitator or lead in the PLC process (Burgess et al., 2021). Finally, the administrator must be deliberate in bringing the teacher in as an active participant. Peer observation is a low-stakes option that activates learning for all involved and takes evaluation out of the conversation. The administrator is not the primary member giving feedback but simply a facilitator (Burgess et al., 2021).

Administrator as a provider. Professional learning is another layer of new teacher support, allowing teachers to improve their instructional practices. ACNTs can reach their personal and professional goals with intentional professional development (Renbarger & Davis, 2019). It is foundational in developing or transforming teaching practices for new teachers (Hammerness et al., 2017). In addition, professional learning allows teachers to be continuous learners as they try to improve their technique and impact student success (Melesse & Belay, 2022). Professional learning can be district, campus, or teacher-driven, but it must be intentional. For example, to support teachers in

implementing a district or campus initiative such as curriculum implementation, professional learning is offered at the campus and district levels. The teacher should see the quality and continuity of vision throughout each experience (Dai, 2023). Likewise, teachers can seek professional learning to support their specific goals and needs in the classroom. Additionally, professional learning can support the growth from the feedback they receive from their administrator during the evaluation process and help them feel more confident in their instructional practices (Melesse & Belay, 2022). Finally, effective professional learning must keep the adult learner in mind. It must allow teachers to explore and transform their classroom practice to build their capacity and impact student learning.

Administrator as an encourager. Administrator support impacts teacher self-efficacy substantially (Wilhelm et al., 2021). Again, the relationship between the administrator and the new teacher is vital. Administrators have identified that new teachers need support in working independently to complete work, push through challenging situations, and problem-solve when necessary (Harju & Niemi, 2020). Self-efficacy impacts new teachers' success because they must believe in themselves to impact student learning, but teacher self-efficacy decreases in the first year of teaching (Woolfolk Hoy & Burke Spero, 2005). Teacher self-efficacy has the most substantial positive effect on performance (Klassen & Tze, 2014). As performance grows and self-efficacy increases, teachers' motivation can push them to persevere through difficult situations (Zimmerman, 2000). Additionally, new teachers can build their self-efficacy through exposure that administrators can facilitate and provide.

Administrators' support is vital to new teacher retention (Boyd et al., 2011). The role of the administrator is not only to be a leader but to be a thought partner on a new teacher's journey; therefore, the administrator cannot be absent from the new teacher's life and must play an active role (Redding et al., 2019). The administrator can serve as an important partner in a new teacher's first year, but they can also factor in teacher attrition.

The administrator also plays a factor in the work environment, cited as one factor affecting teacher turnover (García et al., 2022). Teachers agree that they are more likely to stay when the administrator creates a trusting and supportive environment within the school (Harris et al., 2019). Over 53% of teachers in the *Teacher Attrition: Differences in Stakeholder Perceptions of Teacher Work Conditions* study agree that they leave the profession because of issues related to trust in the administration and the school environment (Harris et al., 2019). Teachers in more supportive school environments last longer in the profession than their peers who are not in supportive environments (Grant & Brantlinger, 2022). Administrators must contemplate what practices they can implement to retain new teachers and build substantial relationships (Harris et al., 2019). The administrator's relationship with a new teacher is key to retention or attrition.

The support and relationship an administrator brings to an alternatively certified new teacher is unparalleled with any other support structure on campus. When given targeted feedback from school leadership, new teachers can have longer careers than those who do not receive feedback from their administrators (Van den Borre et al., 2021). The support an administrator can provide is powerful for lowering attrition rates (Harris et al., 2019). However, the administrator has to acknowledge that the alternatively

certified new teacher has specific needs, and building a relationship centered on those needs will make it even more powerful.

Supporting ACNTs as learners. As adult learners entering the teaching profession, new teachers must embrace the principles of andragogy, understanding that their unique needs and self-directed learning preferences are important factors that shape their instructional practices. As adult learners, new teachers must consider that they are responsible for their learning and learn differently from the students they teach. Knowles's theory of andragogy, or adult education, develops the adult learner's mind and alters their world by leading them through specific strategies that focus on their unique needs as adults (Merriam & Bierema, 2014). New teachers must focus on topics that apply to their everyday instructional practices (Woolfolk Hoy & Burke Spero, 2005). One idea is that adults prefer and respond best to self-directed learning opportunities. Self-directed learning allows adults to go through a process where they own their knowledge and experiences (Merriam & Bierema, 2014).

Self-directed learning is not only a central theory in adult education but is also crucial for empowering new teachers and granting them autonomy in shaping their learning experiences. Self-directed learning is a fundamental theory of adult learning. Likewise, new teachers must choose what they want to learn and how to know the information. There is a high level of autonomy in andragogy that self-directed learning satisfies. Garrison (1997) proposed that self-directed learning pulls together external management, internal monitoring, and motivation. Garrison (1997) further explored that adult learners are motivated to accept accountability for their learning if allowed to

employ self-directed learning theories. Although new to the profession, new teachers still value and need the opportunity to self-direct their learning.

When considering Garrison's theory of self-management, it is essential to note that adults believe that choice in their learning is valued highly in the learning process. If all materials and resources are available, the new teacher can decide the learning process while managing their goals (Garrison, 1997). Another vital factor in self-directed learning is self-monitoring, in which the learner constructs meaning and takes ownership of learning (Garrison, 1997). This responsibility is not solely rooted in creating new meaning but is linked to prior knowledge and experience to add to the schema and expand understanding. As new teachers, having the space to connect their classroom practices and experiences to further learning will help to strengthen their teaching practices and belief in their ability to succeed and transform student experiences (Woolfolk Hoy & Burke Spero, 2005). Through learning communities, a strong mentor, and an administrator providing feedback, a new teacher can reach greater self-motivation associated with self-directed learning (Kaplan, 2022).

For actual growth to occur, the new teacher must be ready to transform their classroom practices and relationship with their administrator. The administrator can guide an ACNT as they experience transformative learning, but the new teacher must be ready to experience a change and reflect on their growth (Kovacs, 2018). Dirkx and Mezirow (2006) believed that the transformative learning process has six distinct steps, and these steps flow from an understanding that a learner can look at a problem with a new understanding and gain insight to reflect upon and validate their experiences rooted in the process. Transformative learning occurs when a disorienting dilemma brings about

change and a challenge of assumptions. Additionally, Dirkx and Mezirow believed learning occurs through awareness and carefully evaluating information the learner took for granted before entering the transformative process. Despite new teachers being adults, they are still grappling with their new identity and transformative learning, and they can take on new challenges, such as their teaching role and relationship with their administrator (Kaplan, 2022). New teacher learning cannot be transformative if the environment is not conducive and primed for transformation, but a leader can create that culture (Kovacs, 2018). If the teacher and culture are right, then transformative learning can change the trajectory of a new teacher, but sustaining that learning experience cannot be on the teacher alone (Kovacs, 2018). Support, evaluations, feedback, and professional learning can continue to transform new teachers if the relationship between the administrator and the new teacher is rooted in a transformational approach.

Synthesis of Literature

New teachers need strong support systems, and with improved efforts, administrators can provide those strong foundations to slow new teacher attrition rates. This literature review argued that the certification route of the new teacher significantly impacts a teacher's intent to stay in the profession; thus, the certification route impacts the support that an ACNT needs to be successful and stay for a second year of teaching. Teacher education has three distinct routes to teacher certification, and alternative certification is the most unique (Texas Education Agency, 2022a). Someone who is alternatively certified holds an undergraduate degree in their chosen field and seeks out certification post-graduation, but they have no prior experience or instruction in pedagogy or practicum experience (Teachers of Tomorrow, 2021). The unique

certification route leads to higher attrition rates for new teachers (Rubiera, 2018). High teacher attrition negatively impacts student success (Opper, 2019). However, specific support structures within their work environment are in place for new teachers, such as mentoring programs, professional learning communities, and the administrator.

The administrator's role is evaluative and based on a continuous feedback loop, but it can positively impact classroom practices when used effectively (Reeves, 2020). The feedback loop has the greatest impact when it centers around professional learning, and the administrator and teacher consistently communicate about growth and reflection (Oliveras-Ortiz, 2017). The ACNT must choose to implement the administrator's feedback and change their classroom behaviors. As ACNTs have better classroom outcomes, they will increase their feeling of self-efficacy (Mojavezi & Tamiz, 2012). A triadic relationship in reciprocal determinism occurs when environmental factors, personal beliefs, and behaviors are bidirectional. A triadic relationship occurs for ACNTs when the work environment created by the administrator, PLCs, mentoring, and instructional coaching work with the feeling of self-efficacy and impact behaviors in the classroom (Bandura, 1978).

Being a new teacher comes with significant challenges that increase ACNT attrition. The factors that influence ACNTs—such as school leadership and support structures, preparation route, perceived level of teacher self-efficacy, and implementation of feedback in the classroom—work together to affect their capability and success as educators. This cohesive integration of environmental factors, personal beliefs, and behavioral implications work together under reciprocal determinism theory. Social cognitive theory is the basis of reciprocal determinism and states that outside factors can

influence a person and their practices (Bandura, 1978, p. 352). The outside factors of an ACNT greatly impact their perceived success and decisions to stay in education.

District and campus leaders who understand the reciprocal determinism theory and the environmental, personal, and behavioral factors that affect and influence an ACNT can better support them in their first year. Specifically, evaluating campus administrators' support, feedback, and perceived self-efficacy helps leadership understand where to target support to create a triadic relationship between the environment, personal beliefs, and behavioral implications of success and continued learning.

Theoretical Framework

I used reciprocal determinism theory grounded in the work of Albert Bandura and social cognitive theory first published in 1977 to focus this study. Reciprocal determinism asserts a bidirectional, reciprocal relationship between environmental factors, personal factors, and behavior (Bandura, 1978). This theory postulates that the environmental, behavioral, and personal factors work together in bidirectional relationships. Traditional social cognitive theories propose that personal and environmental factors influence behavior, leading to a bidirectional relationship. (Bandura, 1983). Bandura (1978) suggested that behavior affects both environmental and personal factors, creating a mutual influence among these different elements.

Environmental factors often include outside influences on a person. These outside influences include family, physical location, culture, and education (Bandura, 1978). The positive or negative culture of an environment impacts how a person performs and implements behaviors that affect personal factors, again focusing on the

interconnectedness of reciprocal determinism. The environmental and personal factors of a person influence the way they act, the decisions they make, and their behaviors.

The behaviors of a person heavily impact the environment and contribute to their personal beliefs. These behaviors can be the specific actions and reactions of a person, the way they respond to the events around them, and the moves they make based on their personal beliefs and environment (Bandura, 1978). People ultimately influence their behaviors because they can alter their environment with the decisions they make (Bandura, 1978). Reciprocal determinism does not approach behavioral factors as an independent or isolated aspect of an experience but as one that is influenced by and influences an educator's personal beliefs and environment (Bandura, 1978).

Reciprocal determinism, when in balance, is best described as triadic. The triadic relationship can shift to accommodate change based on the situation, altering the weight of different factors over time; however, other factors will increase or fill in to supplement those changes (Schiavo et al., 2019). Therefore, when balanced, reciprocal determinism forms a triadic relationship where factors can shift and adapt over time, compensating for changes.

Reciprocal determinism explores the factors that influence a person's behaviors, including environmental, personal, and behavioral influences within a person's situation (Bandura, 1978). Studies in education that utilized reciprocal determinism have explored aspects of teacher self-efficacy. Woodcock and Tournaki (2023) explored teacher self-efficacy scales about Bandura's reciprocal determinism model utilizing a quantitative approach. Researchers outside the field of education have conducted studies utilizing reciprocal determinism to examine the social behaviors of groups of people. Reciprocal

determinism is best suited for this study because it utilizes the foundations of social cognitive theory and how it affects the behaviors and motivations of people (Schunk & Di Benedetto, 2020). The reciprocity of reciprocal determinism allows for a unique perspective on how the ACNT's environment, behavior, and personal beliefs are interconnected and influence their behaviors. Utilizing this framework as the basis for the research will reveal which factors influence an ACNT's decision to return for a second year of teaching. These factors will help leaders build support systems that capitalize on and strengthen these instrumental factors that support ACNT retention.

Conclusion: Purpose of the Study and Research Questions

The purpose of this study is to address the problem of alternatively certified new teacher turnover by exploring the environmental influences, such as campus culture and administrator support, and how they affect behaviors, such as their decision to return for a second year. Despite schools implementing mentoring programs for new teachers and a state-wide appraisal system for administrators to evaluate teachers, new teacher attrition numbers remain too high. Teacher attrition has negatively impacted education, districts, schools, and instruction because there is a shortage of experienced teachers or quality educators who leave the profession early in their careers. By assessing the administrator's role in supporting new teachers, districts can change the narrative on alternatively certified new teacher attrition, impacting the best instructional practices and allowing students the best opportunities to thrive. Two research questions shaped this study:

1. What environmental factors fostered by their administration do ACNTs believe have influenced their behavior and beliefs?
2. What impact(s) do ACNTs believe these factors have had on their behaviors and beliefs?

This study's findings can inform administrators' decisions to support alternatively certified new teachers. As administrators reflect on their role in supporting alternatively certified new teachers in their unique situations and switching their support to accommodate their needs, the goal is to create an environment that supports alternatively certified new teacher retention. The findings can guide administrators to create supportive environments that ultimately lead to lower attrition rates and increased success for teachers and students.

CHAPTER TWO

Methodology

Introduction: Research Questions

Due to alternatively certified new teacher (ACNT) attrition, further research is vital to explore the factors influencing an ACNT's desire to return for a second year of teaching. This Problem of Practice focused on the unique aspect of the ACNT and their lack of a teacher education preparation program (EPP) and how the environmental factors—such as administration support—play a role in influencing new teachers' personal beliefs and behaviors. The literature review introduced the alternative certification program's elements and deficiencies in preparation. It also considered the new teacher's perspective as an adult learner and the administrator as a mentor, which provided insight into the research question for this study. This case study is vital because it links alternatively certified new teacher retention to the factors that influence the behaviors of an ACNT and their feeling of success.

This qualitative single case study explored the experiences of alternatively certified new teachers in the first year of their career, exploring the environment that administrators created to support the personal and behavioral factors that influence the new teacher experience. I asked participants to reflect on the specific role that the administrator played in the 2021–2022 school year. I asked participants to reflect on their experiences with their administrator as a mentor and coach. During the reflections, we focused on the relationship with their administrator as an environmental factor influencing their classroom behaviors and personal beliefs. Finally, through reflection,

each participant chronicled the impact of the administrator's relationship on teacher self-efficacy.

This case study utilized one research question grounded in Albert Bandura's reciprocal determinism. The research question examined ACNTs' perceived campus administrators' role in creating a supportive environment that influenced alternatively certified new teachers' personal beliefs and classroom behaviors to affect their decision to return for a second year of teaching. The research question used in this study was:

1. What environmental factors fostered by their administration do ACNTs believe have influenced their behavior and beliefs?
2. What impact(s) do ACNTs believe these factors have had on their behaviors and beliefs?

Researcher Perspective and Positionality

As a researcher, I carry my own experiences that can affect the research due to my relationship to the subject matter and passion for the field of education. As a fundamental tenant of qualitative research, I must immerse myself in the experience with the participants. However, I must be transparent and open about my involvement with the site, participants, and topic (Creswell & Creswell, 2018). The field of education and teacher preparation holds my own story and unique experiences. My career began through a traditional route when I attended school to be a teacher. I have a Bachelor of Science in Elementary Education. Despite my degree in elementary education, I completed my student teaching and subsequent years in the middle school classroom. I benefited from going through a traditional educator preparation program with student teaching experience. Working in secondary education (sixth–twelfth grade) with a background in elementary education opened my eyes to the number of alternatively

certified teachers. I saw my colleagues had a different experience than my own, and gaining certification, receiving support, and teaching a full course load became fascinating.

By telling my story, I hope to explain how my past experiences as an educator and the research may shape my interpretation of the data (Creswell & Creswell, 2018). By exposing these pre-disposed thoughts, connections, and ideas, I can build credibility, create validity for the research, and impact the area of study with the findings. My time as a teacher allowed me to work with alternatively certified teachers. I saw the struggles of teachers completing the requirements of their certification program, balancing teacher walkthroughs with certification walkthroughs, and navigating the difficult space of being a teacher without any knowledge of pedagogy. As I transitioned out of the classroom and into the role of an instructional coach, I saw the weight the first-year, alternatively certified teachers carried with them. Being a first-year teacher is difficult enough, but being a first-year teacher with no prior training is a task I saw many give up. Through my coaching lens, I paid close attention to alternatively certified teachers' support. The pedagogical side of teaching was like a foreign language; however, they were true content masters. My job was to coach these new teachers through pedagogy and instructional strategies, but my support and time could only go so far. Other factors influenced their success. The campus culture, the support of their administrator, and their belief in themselves worked together to determine if they would return for a second year.

I realized that, within a school district, alternatively certified new teachers received no more support than traditionally prepared new teachers despite the steep learning curve they faced in acclimating to the world of public education. I not only

watched the teachers need different support, but I also watched the administrators struggle to provide that support. As an administrator and T-TESS appraiser, I saw it from a new perspective. Leaders want to support new teachers, but the support needed for a traditional route certified teacher and an alternatively certified teacher is different. Leaders need the tools to differentiate their support to meet the teachers' diverse needs, much like the students they support.

ACNT attrition has a personal and unique story, just like each person it represents; therefore, I have adopted a constructivist worldview to aid in telling the unique stories and allowing the participants to share their experiences (Creswell & Creswell, 2018). I hope to better understand and construct meaning from the data gained. The constructivist worldview is rooted in the need to understand the participant's world, which requires the researcher to become a part of that world. The question of how best to support alternatively certified new teachers and understand the factors that affect them and their behaviors is the driving force in conducting this research, and it requires me to gather information from the participants (Creswell & Creswell, 2018). By utilizing my experiences and passion as a teacher, instructional coach, administrator, and leader, a case study allowed me to capture the stories of alternatively certified new teachers and change the first-year experience of teachers in the future by understanding the factors that influence their behaviors and using that knowledge to build a space that supports them in all aspects for success.

Theoretical Framework Application

Reciprocal determinism was the guiding theoretical framework for this case study's research question, data collection, and analysis. I used the environmental,

personal, and behavioral factors of reciprocal determinism to assess which factors influenced the alternatively certified new teacher's (ACNT's) decision to return for a second year of teaching (Bandura, 1978). Each ACNT reflected on if the administrator, which I define in this study as an environmental factor, had been an integral part of the development and mentoring process for the new teacher and how their support influenced their self-efficacy and classroom behaviors. The key is for the ACNT to learn how to leverage the different factors to optimize positive situations. Alternatively certified new teachers are in a unique position to be influenced by leaders who provide feedback and support that positively influence their behaviors, beliefs, and environment. The reflections of the ACNT were the primary data source. I examined the research questions, data collection processes, and data analysis procedures for the environmental, personal, and behavioral factors of the ACNT experience and reciprocal determinism.

Using the reciprocal determinism lens, new teachers are not bystanders of their environment; they influence their environment as this works to influence behaviors and personal factors (Bandura, 1983). For example, an ACNT receives constructive feedback from their administrator during an observation, an environmental factor. During implementation, the ACNT's self-efficacy improves, a personal factor that ultimately influences the delivery of instruction, a behavioral factor. According to the reasoning in the reciprocal determinism framework, the three factors influence each other and are shaped by each other.

Personal factors rooted in a person's unique characteristics and beliefs include their attitude or perceived self-efficacy (Bandura, 1978). Personal factors include teachers' self-efficacy, values, goals, and expectations. Teacher self-efficacy is a

teacher's belief in their ability to complete the responsibilities of a teacher. Teacher self-efficacy is their ability to be a complete educator, from lesson planning to classroom management and student success (Tschannen-Moran & Woolfolk Hoy, 2009). A teacher's background, including their family, community, and educator preparation program, influences their values (Bandura, 1978). According to Bandura (1983), personal factors influence behavioral and environmental factors.

Triadic reciprocal determinism thrives when each factor exists in balance, contributing to and influencing a person's behavior (Bandura, 1978). The research questions that guided this case study examined the environmental factors that influenced the ACNT's personal and behavioral decisions and how they interacted with each other to influence their desire to return for a second year of teaching. Reciprocal determinism is rooted in the bidirectional relationship between the behavioral factors that influence how a person reacts to situations (Bandura, 1978). The research questions allowed for an investigation into the factors that supported teachers' decisions to continue their educational careers, which will help leaders develop support systems to bolster retention efforts.

Data collection occurred through semi-structured interviews and a one-question follow-up reflection to capture the teachers' experiences as ACNTs. The research questions aimed to gain a deeper understanding of the factors that existed and influenced ACNTs' behaviors in their first year of teaching. Since reciprocal determinism, in part, looks at environmental factors such as the administrator, I asked teachers to reflect upon the current relationships between them and their administrators. As a component of the personal and behavioral factors, I asked if the feedback their administrators gave aligned

with their perceived areas of strengths and weaknesses and if they were able to implement that feedback in the classroom. I also asked the ACNTs to explore what they wanted support and feedback to look like from their administration to impact their overall feeling of success or perceived self-efficacy, an attribute of personal factors in reciprocal determinism. Collecting data on the experiences that the participants wanted and the experiences that the participants received helped me explore support structures for ACNTs. I asked each participant about the relationship between perceived support, teacher attrition, and self-efficacy. In writing, the participants reflected on how, if any, environmental factors enhanced their self-efficacy to support their decision to return for their second year of teaching.

Once I collected the data, I analyzed and interpreted it through the lens of reciprocal determinism. First, I coded each teacher's interview to represent the environmental factors, such as the campus climate and the administrator's role and influence on their first-year experience. Next, I coded the data to look for elements of personal beliefs, such as self-efficacy, and elements of the alternative certification route, such as the pedagogical vision of their alternative certification program of choice. Finally, I reviewed the data for elements of behaviors in the classroom and how they influenced the environment, such as PLCs and mentoring. Finally, I reviewed the data for any bidirectional relationships between the environment and beliefs or behaviors missed in the initial coding. These analyses supported the foundation of a bidirectional relationship within reciprocal determinism. Next, I reviewed each teacher's written reflection and explicitly coded it for teacher self-efficacy and the impact on retention efforts.

Research Design and Rationale

The qualitative and descriptive research process began with an underlying problem of alternatively certified new teacher attrition. The research process was informed by Bandura's theoretical framework of reciprocal determinism, and qualitative research enabled the exploration of the motivations of ACNTs through their behaviors and experiences (Creswell & Poth, 2018). Then, based on the framework, the elements of qualitative research built the story of the ACNT through a series of characteristics specific to a case study. These characteristics included using the researcher as a tool for data collection, utilizing both inductive and deductive reasoning, gaining understanding from the multiple perspectives of participants, being rooted in the researcher's background and influences, and painting a picture through the use of thick, rich, description (Creswell & Poth, 2018). Thus, for this problem of practice, a single-case study best fits the parameters and needs.

The new teacher journey is full of moments begging for exploration, but being an alternatively certified new teacher in the first year of teaching is an experience that calls for deeper investigation (Yin, 2018). The specific event that this research seeks to examine is the relationship between the environmental factors that influence the first-year new teacher's beliefs and behaviors in the classroom. A case study allowed me to look deeper into a specific event and within the context surrounding the event simultaneously (Yin, 2018). Additionally, a case study encouraged me to pull in the participant's unique perspective to gain a deeper understanding through the descriptive storytelling and description associated with the intimacy of the interview process.

The single-case study design best fits the objectives of this research. Alternative certification, although not the traditional route for teacher certification, is best

characterized as quick and easy, yet it remains the fastest-growing certification route in Texas (Texas Education Agency, 2007–2022). The alternative certification route supplies K–12 education with the teachers it needs promptly. The teacher candidate can choose what they want to teach, select a program, meet the program’s criteria, follow the plan, and get hired in a teaching position because the rest occurs during the teaching experience (Texas Education Agency, 2022b). The traditional route to certification is more conventional, making alternative certification a newer and less explored experience. The alternatively certified new teacher is a current and relevant phenomenon in education with direct implications for education. Since alternative certification and attrition are current and relevant, the subject matter is considered one of the five circumstances best suited for a single-case study design (Yin, 2018). This case study examined the environmental factors that influenced the alternatively certified new teacher experience and supported an investigation of multiple aspects of the new teacher phenomenon within the experience, supporting a deeper level of analysis of the phenomenon of alternative certification (Yin, 2018). I chose the single-case study design due to the relevance and unique characteristics of alternative teacher certification, especially in examining the environmental factors that impact the experience of alternatively certified new teachers, aiming to lower attrition and increase perceived support.

The case study model primarily focused on the experiences of the alternatively certified new teacher; however, an unaccounted-for element emerged within the single-case study design parameters as the new teachers reflected on their time and relationships with administrators. The participants' content area provided multiple layers to be exposed, specifically with the variable of administrators (Yin, 2018). Some participants

had different administrators they reflected upon in their interview and follow-up questions.

Site Selection and Participant Sampling

The participants of this case study included employees of Star Independent School District (ISD). As a Star ISD district administrator, I supported all secondary campuses, allowing me to deeply embed myself into the study and experience (Creswell & Poth, 2018). As a member of the district leadership team, I do not currently serve as a direct evaluator for the three secondary campuses in Star ISD. However, I had to practice caution in selecting a site too close to my working domain (Creswell & Poth, 2018). Each campus employed alternatively certified new teachers, utilized the T-TESS appraisal rubric for evaluation, and served as potential participants for the case study; however, I selected only one secondary campus, a middle school, as the final school site for participant selection.

Star ISD: School Site

The chosen school site provided the best opportunity for data collection. The chosen school site had the lowest teacher turnover of all secondary campuses for the district's 2022–2023 school year (and incidentally had minimal administrator turnover). During the 2021–2022 school year, the chosen school site served 853 students, and the campus had about 56 full-time teachers (Star ISD, 2023). The chosen school site had five administrators who evaluated and supported ACNTs. With the least teacher turnover, the chosen school site was an optimal site for the case study as it focused on alternatively certified new teachers at the secondary level, as seen in Table 1.

Table 1

Number of Teachers by Years of Experience 2021–2022 at Star ISD

Years of Experience	Number of Teachers
<1	21
1–5	22
6–10	6
11–20	6
21–30	1

Participants

The participants best suited for this research were new teachers in their first year of teaching with an initial certification obtained through an alternative certification program. In Star ISD during the 2021–2022 school year, seven educator preparation programs produced 13 alternatively certified new teachers (Texas Education Agency, 2022e). After setting the criteria for criterion sampling—including first-year teachers, alternatively certified, and within Star ISD—convenience sampling narrowed the participant field due to narrow focus and limited resources (Creswell & Poth, 2018).

With the participant field narrowed down through convenience sampling due to its focused nature and resource constraints (Creswell & Poth, 2018), the sampling process aimed to create a balanced representation of teachers within the target sample group. The sampling included a mix of teachers from varying content areas, but the target sample group was four teachers. These new teachers were secondary teachers who taught grade levels between sixth and eighth grades. The potential sample participants received an overview of the study and its purpose for recruitment purposes.

Additionally, the potential teacher participants received the criteria for participation in the study. For total transparency in this case study, I included the

location, timeline commitment, and types of data collection, such as interviews and written reflections. Based on the teachers chosen for the study, I contacted the administrators who appraised them according to T-TESS and provided them with the case study's logistical aspects, such as the purpose and intent of their information within data collection. Each participant answered questions through a demographic survey regarding their T-TESS appraiser, the content area of expertise, age, years of experience, and sex, as reflected in Table 2.

Table 2

Demographics of Participants

Participant	Administrator	Content Area	Age	Years of Experience as Teacher of Record
Participant A	Appraiser 1	Reading Language Arts	21	0
Participant B	Appraiser 1	Reading Language Arts	41	0
Participant C	Appraiser 2	Math	35	0
Participant D	Appraiser 3	Physical Education	27	0

Data Collection

The primary data collection method used in this case study was the qualitative, semi-structured interview, with supporting data collection through a questionnaire and open-ended reflection question. The purpose of the semi-structured interview was to engage in an open-ended dialogue with the participants and to reveal their true feelings

and opinions on the alternatively certified new teacher experience (Creswell & Creswell, 2018). The interview was significant because an observation would not capture the experience of being an alternatively certified new teacher or other important factors influencing their decision to return, including their administrator. Still, it allowed for the interviewee's point of view to influence the narrative (Creswell & Creswell, 2018).

Data Collection Procedures

Data collection occurred in three distinct steps. Step one consisted of collecting data about the site and participants. Before any interviews, participants completed a survey about their demographics, including their appraiser's name, the content area they taught, their age, years of experience, and sex. Next, using the case study research design for step two (Yin, 2018), I conducted narrative interviews with the participants as the primary data collection tool. Throughout the interview process, I used a semi-structured approach to support the topics and allow room for expansion by both the participant and myself. The interview questions targeted the environmental factor of campus and district leadership in supporting the whole teacher.

Finally, I moved into step three of data collection; I sent participants a follow-up question using Qualtrics. The open-ended question asked participants to reflect on the environmental factors that impacted their perceived self-efficacy. The data collection process occurred in December 2022, as referenced in Table 3.

Table 3

Timeline for Data Collection

Date	Data Collection Method	Purpose
12/6/2022	Send participant recruitment email to eligible participants	Recruit alternatively certified new teachers with 0–3 years of experience
12/12/2022	Accept eligible participants based on the parameters of the case study	
12/12/2022	Send Demographics Survey to selected participants using Qualtrics	Gather data about the participants, their certification route, administrator, and specific demographics
7/18/2022– 8/12/2022	Conduct semi-structured interviews with participants	Gather relevant data concerning the research questions and theoretical framework
2/7/2023– 2/21/2023	Send open-ended reflection question using Qualtrics	Gather reflective data from the participants about the results of administrative relationships and the elements of transformational leadership’s impact on their self-efficacy

Data Collection Protocols

The primary source of data collection was a face-to-face interview utilizing an interview protocol that I created and an open-ended reflection question post-interview (Appendix B). The interconnectedness of the alternative certification route, administrative support, and new teacher self-efficacy influenced the interview protocol. The demographics survey asked participants for their specific demographic information, as referenced in Table 2.

I used two primary protocols to collect participant data: a semi-structured interview and an open-ended reflection question. The semi-structured interviews captured

the first-year experience of the ACNT. The questions fell into three categories based on the theoretical framework of Bandura's (1978) reciprocal determinism and addressed each research question, as represented in Table 4. The questions addressed the ACNT's personal beliefs, perception of environmental factors aligned to support and the actions of the administrator, and behavior and the ACNT's decision to stay in education for a second year of teaching. I conducted each interview during the fall semester of the ACNT's first year, averaging approximately one hour per participant. During the interview, I explored each interview question with the participants, and I followed up with the question probes as needed to delve further into each topic.

The second data protocol I utilized was an open-ended reflection question sent in the spring semester. The reflection question asked participants to reflect on their belief in themselves and their ability to succeed. Participants selected a single word that best represented their self-belief and explained their choice. The one-word reflection was further data for the ACNT's personal beliefs and self-efficacy towards the end of their first year and aligned with research question two, as referenced in Table 4. The intersection between the perception of success and belief in self directly supported the personal factors of reciprocal determinism.

Table 4

Data Collection Methods, Theoretical Framework, and Research Questions

Research Question	Data Collection Method	Theoretical Framework	Question(s)
What environmental factors fostered by their administration do ACNTs believe have influenced their behavior and beliefs?	Semi-Structured Interview	Environmental Factors: Administrator Support	C: A, B, C E: A, B, C
What impact(s) do ACNTs believe these factors have had on their behaviors and beliefs?	Semi-Structured Interview	Environmental Factors → Behaviors Environmental Factors → Beliefs	B: A, B, C E: A
	Open-Ended Reflection Question	Environmental Factors → Behaviors	Open-Ended Reflection Question

Data Analysis Procedures

I had to consider the best way to approach the data I collected, and according to Creswell and Poth (2018), data analysis involves a multi-step approach. These steps are interconnected and form a spiral of activities all related to the analysis and representation of the data (Creswell & Poth, 2018). The most important aspect of the data analysis spiral is the recursive nature that required me to continually revisit the data and review it through a new lens (Creswell & Poth, 2018). Through this process, I had to glean information from the participants' points of view and across the cases to connect the experience.

I analyzed the data in a five-step process. First, after collecting the data through interviews and reflective open-ended questions, I organized the data into digital data files with a unique naming convention for consistency. Next, I used the demographic data I collected for step two and disaggregated it for commonalities. Upon completion, I downloaded the demographic data into a report and exported all the data to an external hard drive. I recorded each interview through Zoom and enabled the transcript feature for step three. I downloaded the transcription from Zoom to an external hard drive and uploaded it to NVivo for coding. The fourth step included the participants' open-ended reflections post-interview. Participants independently reflected on their 2022–2023 school year, administrator support, and self-efficacy through an open-ended question using Qualtrics. From Qualtrics, I ran a report and downloaded it to an external hard drive for later use. Finally, I recorded semi-structured interviews through Zoom and uploaded the transcript into NVivo for coding. Thus, I utilized a hybrid analysis approach for data analysis through software and physical sorting.

As I collected the data, I read and annotated the data through a deep, immersive process. Multiple reads with critical lenses yielded different insights through memos or annotating. The annotations involved highlighting and emotion coding, but most of the analysis took place through the NVivo software, allowing for further memos and coding to find common themes and sentiments. As the immersion through analysis occurred, I utilized emotion coding for initial data interpretation that examined the participants' specific emotions and feelings (Saldaña, 2012). As the qualitative data analysis evolved, I used a collection of themes that developed in the data. I took a second look at the data

using pattern coding to find similar emotions and feelings between the participants to build the participants’ stories and commonalities (Saldaña, 2012).

Grounded in the participants’ shared experiences as new teachers, I sought to tell the participants’ unique stories and backgrounds. As the data revealed themes, I created a multi-layered perspective of the new teacher experience by synthesizing the data collected from the varying participants’ points of view. The new teachers’ shared experience gave me an overview of the ACNT experience that can be applied or transferred in a similar situation (Creswell & Poth, 2018, p. 206). Figure 1 allows a visual representation of the data analysis protocol.

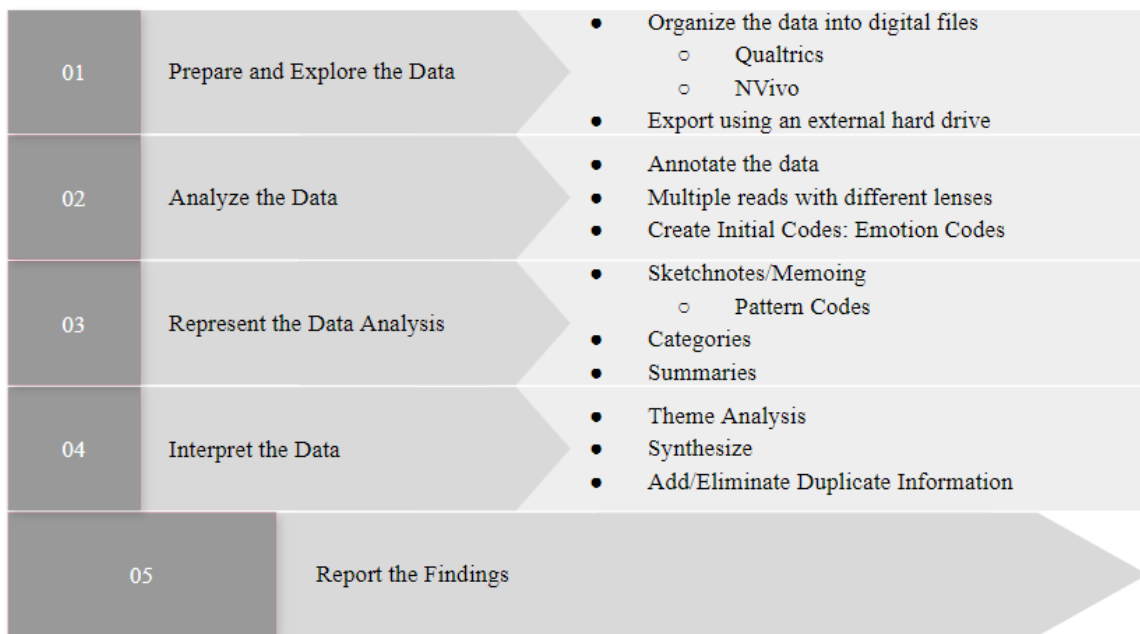


Figure 1. Data analysis procedures.

Trustworthiness and Authenticity

Being open and transparent with my background, biases, and personal connections as a new teacher and administrator allowed the data to speak for itself without hidden agendas (Creswell & Poth, 2018). This qualitative research began with

researcher reflexivity to support objectivity to achieve credibility, transferability, dependability, and confirmability (Lincoln & Guba, 1985; Merriam & Tisdell, 2016). During the data analysis, I revisited the data, my notes, and ideas to add a thick, rich description to avoid ambiguity and support confirmability—a review of the data through the lens of convergence-built dependability. The accounts of the participants' experiences aligned, yet I shared the research findings with them for their review. The most significant part of reaching dependability for the data reporting came through member checking, where the participants read the findings and interpretations (Creswell & Creswell, 2018). The participants from the case study had the final say on if the ideas represented the shared experience.

As a final layer of credibility, the data underwent an extensive peer-review process with someone familiar with the case study, its data, participants, and intent. I utilized the peer-review process, which allowed for transferability (Creswell & Miller, 2000). For a study to be transferable, another researcher must be able to replicate the research if needed, or they must use the protocols for similar research. I thoroughly synthesized the experiences, making the study's conclusions applicable to similar phenomena.

Ethical Considerations

The ethical consideration that most impacts this qualitative research is respect for confidentiality. Through the research process, the participants reflected on their success and how their administrators affected their perceived success. Since I obtained multiple forms of data, keeping several types or forms of data safe and protected was essential (Yin, 2018). I kept the information confidential and anonymous to protect them from

potential harm to their jobs. For anonymity, each participant received a participant letter instead of having their name published with any data or research findings. Additionally, administrators in Star ISD did not have access to the final participant list. I established trust with the teachers to feel comfortable so they could reflect genuinely and feel protected. The participants chose all meeting locations and interviews based on their comfort levels.

During the 2021–2022 school year, I served as the academic dean at the selected school site. During this school year, I hired two of the four teacher participants. At the time of Participant A and D’s hiring, I sat on their interview panels. Additionally, I served as the secondary reading language arts (RLA) coordinator for Participants A and B during the 2022–2023 school year.

I worked in various capacities with all three administrators mentioned in the participants’ interviews. To mitigate bias, I did not provide the final participant lists to the administrators. I assigned numbers to the participants to protect their identity, and the participants were never in the same room at the same time. I conducted all communication on an individual basis.

Star ISD provided consent for this research to occur. A Star ISD district leader must approve campus participation in a research study. As the researcher, I received written and signed consent from a district leader to conduct research at Site A. Per Baylor University’s Human Research Protection Program (HRPP), this research went before the institutional review board (IRB). I submitted it to the Office of Research Compliance for review and received a non-human subjects research determination. Appendix B

references the IRB consent form presented to Baylor University's HRPP. I collected informed consent from each participant before I started the research process.

Limitations and Delimitations

Within this study, three limitations or constraints had the potential to challenge the data's validity. By choosing a case study, a perceived limitation was the sample size. There were four teachers in this case study who reflected on their experiences with three different administrators. A small sample size limits the ability of the data to become an exemplar that is more complex and harder to justify (Yin, 2018). Beyond the sample size, a case study provides the platform for researcher bias to act as a limitation. Due to the personal nature of the case study, I had a shared knowledge of the explored phenomenon. In this case, my time spent as both a teacher and administrator was a limitation to the research due to the subjective nature of the case study design.

Analyzing the data and finding common themes is time-consuming and often insufficient when analyzing the data in a case study. Interviews yield copious amounts of data, but sifting through the data takes time. To combat any struggles with time, I extended my data collection time to compensate for any extra time needed to filter and analyze the data.

Delimitations, or choices I made as the researcher, also constricted the scope of the research. For example, one delimitation explicitly made for this case study was to only look at secondary educators with alternative certifications. The focus of secondary educators concentrated on the implications and data for teachers and students in sixth–eighth grade. This decision was intentional because of the content-specific focus on secondary education and the consequences at the middle school level. Secondary teachers

are typically more focused on the content than the pedagogy, which shifts the focus of feedback and support.

The site in this case study was another delimitation to the research. Proximity and access allowed for two secondary campuses for consideration. These two campuses reside within the district where I worked. I excluded the third site from the study due to mitigating circumstances with administrative turnover and construction. A similar middle school demographic further eliminated Site B from the participant list. I chose Site A, or the school site, as the final site, limiting the participants to a set number of teachers and administrators.

The second data source, the open-ended reflection question, was a delimitation to the research. The second data source limited the scope of responses from the participants because it solely looked at their perceived ability to succeed. I excluded multiple questions to focus on the element of perceived self-efficacy of the ACNT at the end of their first year of teaching. Although specific to the ACNT and their personal belief, the data did not capture their first-year experience completely.

Finally, the research questions were another delimitation of the research. Focusing the research only on the environmental factors limited the scope of the research from looking at the bidirectional relationship between the contributing factors that affect alternatively certified new teachers. I excluded the personal and behavioral factors to focus on the role that administrators played in creating and influencing the environment for teachers, and this decision allowed for outcomes from the research specific to what administrators can do to increase retention rates.

Conclusion

This case study looked at the impact of environmental factors, such as the administrator's relationship on an alternatively certified new teacher. Specifically, this case study examined the alternatively certified new teacher experience through the lens of reciprocal determinism. This study aimed to change attrition rates of alternatively certified new teachers and chart a new course for teacher retention in Texas's fastest-growing area of certification routes.

The results of this study have implications for changing current leadership practices regarding new teacher support, administrator leadership, and new teacher self-efficacy practices. In the following chapter, I present and discuss the results, implications, and research findings.

CHAPTER THREE

Findings and Implications

Introduction

A qualitative single-case study best fit this research because I sought to answer how administrator support impacts alternatively certified new teachers' (ACNTs') attrition rates and how they could change the future of ACNT turnover (Yin, 2018, p. 9). The sample for this case study included four ACNTs in Star ISD at a school site. They were all beginning teachers in their first year as teachers of record and were still in the certification process with an alternative certification program. I conducted four independent, semi-structured interviews to obtain the data, with one follow-up question each participant answered in writing as a reflection. The data and documentation I collected on the teachers' experiences in their first year of teaching and their relationship with their primary administrator contributed to answering the following research questions:

1. What environmental factors fostered by their administration do ACNTs believe have influenced their behavior and beliefs?
2. What impact(s) do ACNTs believe these factors have had on their behaviors and beliefs?

This chapter reveals that the administration indirectly supported ACNT retention. The ACNT's perceived the administrators' actions as creating an environment that supported them in three ways. First, administrators created a culture where professional learning communities (PLCs) thrived. Second, administrators assigned mentors in purposeful ways. Third, administrators fostered a positive overall campus culture. The

data obtained aligned with the literature from Chapter One and the theoretical framework of reciprocal determinism from Bandura (1978). The research also revealed that the level of direct administrator support affected the ACNT's perceived level of success. The participants with a better relationship with their administrators were more positive about their reflections and indicated a higher perceived self-efficacy.

I explore the results of this qualitative descriptive case study in four distinct steps. First, I introduce each participant and discuss how their interview and reflection answer the research question. Second, I detail my within-case analysis, which reveals themes related to the research question and theoretical framework. Third, I make thematic connections to Chapter One and its Literature Review. Fourth, I discuss the implications and recommendations based on the research for teachers, campus administrators, and district administrators.

Case Description

The case included four teacher participants early in their career at the selected school site and enrolled in an alternative certification program. I interviewed the teacher participants separately halfway through the 2022–2023 school year, utilizing a semi-structured interview protocol. During the spring semester, I sent a follow-up reflection question to the teacher, asking them to reflect on the school year and their plans to continue teaching.

Context and Case

Understanding the experience of alternatively certified new teachers is imperative to lowering attrition rates, given their status as the largest yearly influx of new educators into the workforce. Alternatively certified teachers are the largest group entering the

educational workforce each year, but they also have the highest attrition rates (Landa, 2022a). The alternative certification route allows individuals with a bachelor's degree to enter the classroom without going through a traditional educational preparation program. An alternatively certified new teacher completes their teacher preparation requirements during their first year of teaching. Considering the unique situation of the alternatively certified new teacher, understanding their experience is imperative to lowering attrition rates.

The case study explored the experience of being an alternatively certified new teacher at the same school site. The four participants represented a variety of grade levels and subject areas from the school site to gain insight into the general experience of an alternatively certified new teacher. However, the school site in central Texas differed from the average middle school. This middle school was the site of a Texas Education Agency (TEA) Blended Learning Redesign Grant, and through this redesign grant, the campus received \$750,000 over three years to rethink what school looked like for the students (Star ISD, 2023). As part of the redesign process, the campus—including students, teachers, and administrators—engaged in experiences focused on equitable learning that leveraged rigor, relevance, and community connections. The school site made the redesign unique with a flex schedule that operated on a typical four-day instructional week and a fifth day centered on bold instructional practices (Star ISD, 2022). The uniqueness of the school site represents a shift in educational practices for TEA, with innovation at the forefront to help struggling schools.

Findings

The findings of this case study include an analysis informed by the viewpoints of each participant. I reported findings by participant and organized them as a response to the research question. Three out of the four participants chose to use “they” as their preferred pronoun to protect their identity. Each participant’s analysis includes a summary of the themes in each answer, their responses about the experience of being an ACNT, and the support from their administrator, thus impacting their overall intentions of leaving the profession. I organized the participant findings based on the environmental factors that ACNTs perceived to impact their new teacher experience fostered by the administration and the influence of these factors on ACNTs' personal beliefs and behaviors.

Participant A

Participant A, a 21-year-old male in his first year of teaching during the 2022–2023 school year, enrolled with Texas Teachers to obtain their alternative certification. They initially wanted their certificate in social studies but accepted a position at the school site for sixth-grade reading language arts (RLA). They passed their content exam for certification quickly but struggled to pass the Science of Teaching Reading Exam (STR), a new requirement for teachers in Texas.

Perception of environment fostered by administration. Participant A felt they had access to a supportive environment throughout the school year. When specifically asked about the support provided, Participant A spoke about the feedback they received about their teaching and revealed, “It was always, try this or do this, and it is always about how I teach. Really just about teaching and instruction. But if I have a question about anything

else, like I've asked them, they've answered." Participant A's statement reinforces the idea that they received valuable support regarding their teaching and instruction throughout the year.

Participant A believed their administrator provided support when they sought it out, but they would have to seek direct administrative help to get feedback. Participant A said:

I actually asked, "Hey, can you come into my classes because I'm miserable, but I'm not really sure what to do or where do you start?" They were like, what class? But it kind of resolved itself. They didn't have to come, but they wrote it down. They were going to come. They wanted to be there for me to make sure I would get on the right track. And that's the biggest thing.

The administrator was willing to provide support with the situation, but it was on the administrator's timeframe and when they were available. Participant A shared, "I'm not upset that I initiate it [conversations] because they're busy. Or, like, if they're not there, then I'll come back. And that's really been more on me to initiate." Ultimately, Participant A spoke of being satisfied with the level of direct support from their administrator in their first year of teaching from their administrator: "They're able to give me some feedback and help me think through situations, and I'm okay with it." Participant A accepted that their administrator would provide some feedback.

Participant A also spoke about the support they received from their mentor and instructional coach during a vulnerable moment. In their open-ended follow-up question, they shared, "I felt like a failure; this year's work has been for nothing. I have expressed this disappointment to my mentor and department lead. I bounced ideas off of them as to why this may have been the case." When faced with a difficult time and struggle in their

career, Participant A reached out to their mentor and department lead for support.

Additionally, Participant A ended his reflection by stating:

I know that I am growing as a teacher from conversations with admin, mentors, and my department lead. They see that I am passionate about this career and about the kids. Sometimes, just that little recognition is a good reminder that floundering isn't always bad; it lets me know that I am learning and growing.

They communicated their overall first-year teaching experience with the environmental factors and levels of support they had received and saw their personal growth. The recognition provided by their support structures was invaluable to them, considering that their alternative certification program had not successfully prepared them. Their campus environment allowed them the opportunity to be reflective.

Environmental factors influence on participant's behavioral and personal factors.

Participant A was reflective with their open-ended response post-interview. They spoke about the challenges they experienced in their first year as a teacher and said, "Sometimes I feel like I struggle to keep up with all the tasks in and out of the classroom. I see the data from interims, and it's tough not to compare myself to other teachers."

They reflected on the first-year teaching experience and realized that struggling in the first year of teaching is normal. Participant A said:

First year teachers are still learning how exactly to do this, and it's normal. With the tasks that accompany being a teacher, sometimes it's hard to find the time when I can get these tasks completed. I am learning from experience and from talking with others that all first-year teachers experience this, and it's okay. The days are hard, and sometimes it feels like I can never live up to the bar my former teachers set, but then I remember they probably felt this way at one point too.

Participant A's reflection and belief that they could overcome the challenges of teaching contributed to their confidence as an educator or self-efficacy. Participant A did not speak about their administrator's direct role in helping them reach this level of confidence, but

during the interview, they reflected on their relationship. Participant A shared elements of their formal post-conference conversation. As Participant A reflected on their motivation and self-efficacy, they mentioned a conversation with their instructional coach (IC).

Participant A said:

I talked to the IC about it the other day, and sometimes I don't want to... I don't want to grow. I just want to do the same thing because sometimes it is a lot. I need to know I'm doing good, and that's all I want to hear. I will come back to grow later.

In this situation, Participant A went to their IC and shared a reflection, which is also a reflection of the culture on campus created by the administrator. A culture of mentoring and support for instructional coaching is supported and put in place by the administrator. The role of the IC was to be a listener and supporter, which impacted personal beliefs.

The participant believed in themselves and their ability to teach, but sometimes, they felt overwhelmed by the pressures of teaching and the need to grow and improve. Participant A spoke about a conversation with their IC, and their motivation came from that conversation; they recalled saying, "Now, I mean, there have been a lot of days off and on, but also, I usually always will come back a few days later, if not the next day and be like, Yeah, I can do this." They knew there were good and bad days but ultimately remembered they could do the job. Participant A planned to return to the school site for the 2023–2024 school year and said, "I will be back for sure. Yeah, I will, and I want to teach." Despite feeling overwhelmed, the participant remained motivated to teach, drawing strength from their belief in themselves and recalling positive conversations, affirming their commitment to continue teaching at the school site for the next academic year.

Summary. Participant A perceived the environment fostered by the administrator as supportive because the administrator created a space where they could build valuable relationships and work on their teaching and instruction. The environment directly affected their relationship with their instructional coach, motivation, and overall campus culture. Overall, Participant A felt supported by their administrator when they sought guidance. The administrator was there when they needed them, and the instructional coach provided additional motivation when Participant A grappled with the duties of an educator and a first-year teacher. Participant A mentioned the IC support more than once in their interview and reflection as a person they went to for guidance when they struggled.

Participant A planned to return to the school site, but the data about the direct relationship to the administrator was inconclusive as the purpose behind the decision. Participant A cited several elements of a campus culture that made him feel supported, leading to his decision to return to his second year of teaching. Participant A utilized this same culture to bolster his belief in himself and promote his self-efficacy. He made it through the school year because of the layers of support he mentioned in his interview and the reflective post-interview question.

Participant B

Participant B, a 41-year-old female teacher with a background in education, was a teacher assistant before enrolling in an alternative certification program. Participant B also has been in the alternative certification program for an extended period due to the COVID-19 pandemic. Participant B's first official year in a certified position was at the school site for the 2022–2023 school year, where they taught seventh-grade RLA. Their

previous experience as a para-professional was at the second middle school, not the site for this study, in Star ISD. They struggled to balance their professional commitments and personal life. Participant B felt that Star ISD would always be their home because they were rooted in the community.

Perception of environment fostered by administration. Participant B felt their administrator support was more about compliance than growth and improving their craft. Participant B wanted to grow as a teacher because of the skillset they came in with, having been a teacher assistant before their first year in the classroom. Participant B shared what the feedback felt like to them, “Put this in to make sure you’re doing this or put this into the lesson or try this, but it wasn’t about what I needed to do to be better.” Participant B felt the feedback in general from all administrators was not in alignment with the growth they wanted to experience. Participant B was looking for a more personalized experience for support, and they said, “So if they were going to come and be direct, they just don’t know how I would take it. I personally would be like, Oh, yeah, cool. But I know some people who would probably take it as punitive.” Participant B continued the conversation with their evaluation administrator and had a similar feeling of vague feedback and experiences with support. Participant B shared, “Well, I’ve been here this year, and I don’t think I’ve really gotten feedback specifically from them unless I ask.” Participant B did express that if they asked for feedback or advice, their administrator would support them. Participant B shared their experience and said, “There’s been some times where I’ve asked or said, ‘I’m having trouble doing this,’ and they’ll give me some advice. They never come in and actually show me, but then I don’t really take advantage of that either.” Participant B recognized that their administrator

gave advice, but they did not take the time to show them how to implement the advice. Participant B was also reflective and knew they missed opportunities by not taking advantage of the situations in front of them.

Participant B expressed a disconnect between what they envisioned support and the support they received in the 2022–2023 school year as a first-year teacher. They knew they needed the extra support because of the lack of training from an education preparation program (EPP) based on videos. They said, “Nobody, nobody has given me the direct support I was looking for.” Participant B later reflected that they “feel supported when it comes to student behavior or guidelines around campus like campus needs and stuff like that.” Overall, they felt supported by the administrative staff on campus, and they said:

I know that if I need something, I could go to them, and they’ll help me. But like with everybody else, I, I mean, I feel comfortable. I feel supported because anytime I need something, I usually go to them about it.

Participant B recognized that although they had to initiate asking her administrators for support, she still felt that a culture of support existed on the campus.

Environmental factors influence on participant’s behavioral and personal factors.

Participant B had education experience before their first year of teaching. They state they were “fortunate enough to be in the classroom for as long as a year as a teacher assistant.” Participant B also alluded to their personality and spirit; they said, “...I don’t know, my personality..., I’m going to figure it out.” They had a belief in themselves that they would figure out anything that came in front of them. They came into their first year of teaching knowing what the experience would be like and was determined to see it through. They

were fulfilling a life-long dream. They shared their dream of becoming a teacher and said:

Since high school, I already knew this [teaching] was my purpose because I took classes, right? So, it's hard for me to say, Well, I know I would. I'm not leaving because I've already figured out that's my purpose. I would not be a teacher if it was not my purpose in life. Most definitely, it's one of the hardest jobs.

Participant B's strong personality contributed to their belief in her skills and confidence in the classroom. However, they did not attribute any of their self-efficacy to an administrator. They said:

Well, first, I don't need an administrator to make me feel confident. I'm so confident in myself that I don't need like perfect people to lift me up. Not that I don't need that because I do, but I am confident enough to, like, tackle my own day. Good or bad, I choose to do that, and I have that mentality, and it wasn't always like that, but I have that mentality. But yes, I do feel support. I know that if I ever need something or if I'm in a bad place, they would understand and, like, help me through that, support me, and get me the help I need to tackle it. But I'm pretty steady.

Their administrator did not directly impact Participant B's retention, but the participant's personal beliefs did.

Participant B also came in with an idea of what support would be like in their first year of teaching. They recalled a principal experience she hoped to see replicated.

Participant B shared:

I used to have a principal who would come in, and sometimes she would come in and like not take over. But would sit back and watch. But if she saw me doing something a certain way, she would kind of step in, interact with the kids, and then show me herself. And I can appreciate that.

Participant B believed this was an experience they wanted, and they believed they had a relationship with their administrator that allowed for modeling to occur and strengthen instruction. Participant B wanted their administrator to “come in and model for us.

Coming in and kind of showing us their expectation or their own experiences.”

Participant B followed up by explaining the impact of such a relationship on students.

She said:

I think the kids would appreciate it. I think the kids would see that there's some relationship between the administrators and me by letting them come in and just kind of take over and help, you know, not take over because I don't know what that looks like.

Participant B felt that an administrator relationship built around coaching and modeling would positively impact their teaching practices and the students. Participant B planned to return to the school site for the 2023–2024 school year. They planned to return to the school site because they are a Star, TX native and a Star High School graduate.

Summary. Participant B perceived the environment as supportive but wanted a closer experience that was more individualized for their needs. The environment and culture of the school site affected their support with student discipline, but Participant B wanted a stronger presence of direct administrator support to influence their classroom instructional practices. In their final reflections, they mentioned those elements as expectations they wanted and needed. Participant B did not need their administrator to support them in concluding they would return to their campus or education because teaching was a life-long passion of theirs that fueled their personal beliefs.

Participant C

Participant C, a 36-year-old female teacher, decided to embark on a second career in teaching. Her prior experience was as an enrollment specialist for higher education in the nursing field. Participant C was a seventh-grade math teacher at the school site during the 2022–2023 school year while enrolled in an alternative certification program with Texas Teachers. Participant C chose to change her career course because she felt that her

career had fallen stagnant and that she could best help in public education. In addition, she believed that her calling was to support the students of Star ISD, and she was passionate that her specific grade levels to teach were in middle school. Balancing her time as an involved educator on her campus and her time as an active parent was an everyday struggle for this alternatively certified new teacher.

Perception of environment fostered by administration. Participant C may have been new to the field of education, but she came into her first year with high expectations for support because of her background in higher education. She wanted feedback that would improve her teaching and was transparent about the areas where she needed the most help. She felt comfortable asking her professional learning community (PLC) for feedback. Participant C shared:

I've been very honest with my team since the beginning of the year. I need you. I'm not a person that gets offended by feedback, like, I need you to tell me, like if I were doing something totally in left field and this is not correct... I need you to tell me.

However, Participant C did not feel that the feedback she received from her administrator matched what she felt she needed to grow as an educator in her first year of teaching. She shared:

The other day, my administrator sent one [feedback] and said like you could tell the teacher really cares about her students, connects with them, and then pacing that was like an action item. Okay, make sure you have a timer or find something that works for you so that you can keep that pacing throughout. It was one that you almost roll your eyes at it whenever you see it.

Participant C felt that other administrators had provided more support than the administrator assigned to her for evaluative purposes. Participant C's lack of direct administrator support was similar to her perception of support from PLCs and the

mentoring program. Participant C shared, “You know, there’s not a lot of support at all. Yeah, and there’s not a lot of mentorship. So, I think if I were somebody that really depended on that, that would be hard.” Participant C recalled a time when her evaluator provided feedback after a walkthrough came:

I do feel like there should be a little more mentorship. Because I mean, I’m just starting, I mean, I feel like I feel like he [administrator] is my person. I mean, I know putting a timer on the board and setting it, I know that that’s going to help, but I feel like maybe a little bit more like a little more. Yeah. Well, on the warm-up, maybe don’t do this or don’t, do that, like kind of help me to make those decisions easier.

Participant C wanted an experience where her administrator would come in and give valuable feedback that would enhance her instructional practices. Her background in higher education made her realize that the support she received was not of the right caliber. She knew something was missing and said, “It’s like we do differentiated learning. We don’t have the differentiated for teachers. And that’s it. That’s it, and I need something different and more.” Her prior experience helped her understand that she needed something different from her administrator to impact her classroom behaviors.

Environmental factors influence the participant’s behavioral and personal factors. Participant C was a new teacher aware of her deficits, and she wanted to grow in her craft. She wanted an administrator to give her feedback to support her and mold her into a great teacher, but she did not feel she had received that experience. She said:

I don’t see my administrator a lot. I don’t. The feedback that I get from them is like my observations. Other than that, I don’t really get much instructional feedback besides what they put on it. And maybe that’s how it’s supposed to be. But I don’t think it is. Sometimes I want to talk about that, like, I don’t know it or understand.

Participant C commented on the support she received from other administrators on campus that impacted her instruction and success in the classroom. However, she did not share a similar sentiment about her administrator. Participant C commented, “They aren’t around for me like that,” when comparing other support systems to her administrator support on campus.

Participant C was clear about her intentions for the 2023–2024 school year and will be returning. She said, “Yes, I will definitely be back. I’m not done yet.” When asked about what influenced her decision, Participant C said:

I am here because of me, and that had no influence because of my administrator. In fact, I want more out of them. I try to figure it out on my own like I try to be a problem solver. So, I think I am a problem solver.

Participant C decided to return based on her belief in herself and her determination not to give up on being an educator.

Although a first-year teacher, Participant C realized she needed mentoring at a different level. Her administrator did not leverage the impact they can have on influencing a teacher returning. Participant C believed her administrator “does a great job of providing or setting a culture of we’re going to get it done.” Participant C decided to stay for a second year because her personal beliefs outweighed the environmental factor of administrator support. She said, “There’s always something you can work towards. And always the greater difference that you can make.” Ultimately, Participant C had resiliency and believed she could make a difference in her classroom and impact her students. She chose to stay in education for her students because of that belief.

Summary. Participant C perceived the environment as a strong campus culture, but she realized that her mentoring from her administrator was not as good as it should

have been. The environment affected her need to rely on her background in higher education, commitment to her community, and belief in herself. Her administrator leadership met the standards of walkthroughs, but she wanted more feedback. Participant C returned to the school site in the 2023–2024 school year because she was trying to make a difference for students in the central Texas community.

Participant D

Participant D, a 27-year-old male, started in Star ISD during the 2021–2022 Spring Semester at the school site as a long-term substitute teacher in grade eight (RLA). He came from a family of educators, but he chose a life of sports during his time in college. He planned to be a substitute teacher “in the meantime,” but the school site staff found him to be an asset after he received the highest STAAR scores for seventh-grade RLA. The administrative staff encouraged him to seek alternative certification. He initially accepted a position as a seventh-grade RLA teacher, but an opportunity to coach and teach physical education (PE) presented itself, which he could not pass up. He chose Texas Teachers as his alternative certification program but found that staying motivated to finish the videos was something he struggled with regularly. He also found that balancing being a coach with starting a family was not an easy task, and he knew that someday he wanted to make his way back into a core content area such as social studies.

Perception of environment fostered by administration. Participant D began his interview by stating he had not received specific feedback in the areas of teaching he felt weakest in, but he did not “want to put it on them because they are busy.” Participant D felt that because of his teaching assignment in physical education and as a coach, his feedback was not as much as he wanted. Participant D shared, “I want to work on that

[teaching] and have the opportunity to be better, but no one ever comes to the gym to see me. I'm just a coach." As the interview went on, Participant D reflected that his teaching assignment afforded him a unique relationship with students, but he did not feel equipped to handle classroom management. In his interview, he said, "I don't have the tools to deal with that situation, and no one has tried to help me." Participant D believed students perceived him as successful due to their view of him as their coach, and "they'll get up and do it [what they are told]" because of that relationship. Participant D stated, "I'm their coach, and the students and administrators don't see me as a teacher." Participant D is not feeling the support he imagined, and during his interview, he said, "I would love to get someone in here [the gym] for more than five minutes and give me real feedback other than a good job getting them moving. It's P.E.; that's a given." Participant D wanted someone to spend more time observing their teaching and provide feedback that helped them improve their teaching skills.

Participant D's feelings about support from his administrator shifted after his T-TESS evaluation. He was "really happy with it because I did my observation, and then I got the results afterward, and they were very good with feedback. The feedback in the post-conference was very informative." Participant D felt the feedback should have come before the formal observation since he was a first-year teacher. He said:

I wanted to work on this, but that was like the first time I heard it. So, hearing it four months into teaching was kind of weird. Yeah, but I was happy with it. I just wish it didn't take a formal observation to finally talk about my teaching.

Participant D reflected on his choice to stay at the school site and said:

I love this school site. I like our admin team, but I more like the rest of the environment and the culture on campus. If the admin team left and they went to a different school, I would still stay at the school site. I don't stay here because of admin. I stay for the culture and the students.

Although Participant D did not directly link administrator support to why he would stay in teaching or at the school site, he did attribute the school culture as a factor for staying. Additionally, Participant D reflected on receiving support from district leadership and shared, “Our admin does not give me ideas about professional development. The central office has done a good job, but our admin on our campus can’t support us the same way.” Administrators created a positive environment for Participant D but did not provide him with direct, individualized support.

Environmental factors influence the participant’s behavioral and personal factors. Participant D felt he could do the job but could get better with feedback and support. He said, “I’ll get through it, I’ll be ok,” but he also reflected on the administrator support he received. The typical feedback he received was, “It’s like, hey, just put your best effort. You guys did really well. It looks right about up there. Where are you guys going and what do you need? It’s just it’s been positive feedback.” Participant D shared, “But where is administration at? Where are they backing me up? I can’t do this alone.” However, when asked about the likelihood of leaving at the end of his first year of teaching, Participant D said, “Zero percent, zero percent, you’re in it; I’m in it.” He knew that positive feedback would not make him a better teacher or change his behaviors in the classroom, and he wanted more. However, his commitment to becoming an educator outweighed the lack of administrator support, which supported his decision to return to the school site for a second year.

Summary. Participant D perceived the environment as a strong campus culture the administrators and staff fostered. The environment directly related to his relationship

with his administrator made Participant D feel like his administrators could not provide meaningful feedback to him. Participant D's content area provided a unique situation for administrators. In many instances, Participant D mentioned wanting more administrator support and needed their feedback. He felt the evaluation process was beneficial but wanted it to occur more consistently. Participant D intended to return to the school site for the 2023–2024 school year, but administrator support was not a determining factor in that decision. Central office leadership, his family background in education, and his love of the campus culture were the ultimate determining factors for his return for a second year of teaching.

Within-Case Analysis

After interviewing the four participants and disaggregating their interviews, the five emerging themes came from overall teacher experiences, as seen in Table 5. The campus structure and culture played a considerable role in their responses. The participants spoke about feedback and the value of effective communication within the environment factor. Poor communication and ineffective feedback indicated a lack of leadership in the administrator. The value new teachers placed on instructional and strategic feedback from the administrator spoke to the portrait of excellence they have created of leadership and the lack they experienced. Another factor that emerged in their responses related to their personal beliefs, which included their experiences and background. All four participants valued it and how it contributed to their self-efficacy, whether real-life, negative, or positive. An emerging theme outside the scope of the research question was about the educator preparation program and its effects on the new teacher experience.

Table 5

Research Questions and Findings

Research Question	Finding
What environmental factors fostered by their administration do ACNTs believe have influenced their behavior and beliefs?	ACNTs perceive the administration’s creation of a positive campus culture to have a positive influence on their beliefs and behavior.
	ACNTs perceive the administration’s provision of PLCs and mentoring groups to have a positive influence on their beliefs and behavior.
	ACNTs perceive the administration’s superficially applied direct support to have a negative influence on their beliefs and behavior.
What impact(s) do ACNTs believe these factors have had on their behaviors and beliefs?	ACNTs’ choice, a behavioral factor, to return for a second year of teaching was indirectly influenced by their administration’s creation of a positive campus culture.
	ACNTs did not perceive their administration as influencing their personal beliefs.

Perception of Environment

Three key findings emerged from the data with the participants concerning their perception of the environment to influence their personal beliefs and behaviors. The three findings aligned with research question one were:

1. ACNTs perceive the administration’s creation of a positive campus culture to have a positive influence on their beliefs and behavior.
2. ACNTs perceive the administration’s provision of PLCs and mentoring groups to have a positive influence on their beliefs and behavior.
3. ACNTs perceive the administration’s superficially applied direct support to have a negative influence on their beliefs and behavior.

The participants attributed their decision to return for a second year to the positive school environment and culture, and they acknowledged the administrator's role in building a

positive campus culture but did not directly give them credit for their decision to return. Administrator direct support and feedback were a supporting factor in the decision of some ACNTs to return for a second year, though some participants desired more genuine and accessible conversations. Unfortunately, they felt they had to initiate feedback discussions themselves.

Campus administrator leadership provided a strong campus culture that each participant felt was a factor for returning to the school site. The administrator, though an integral part of the culture on campus, was not the exact reason why the ACNTs wanted to return. It was because of the environment and the school culture. The administrators, inadvertently through other leadership measures, created a culture supporting new teachers' retention. Participant D partially attributed his decision to stay in teaching and at the school site to the positive school culture without a direct link to administrator support. Administrators and leaders in public education know that good leaders set the tone and model the expectations for their campus. However, the direct impact of administrator support was not why all four participants wanted to return to the school site for a second year. The participants acknowledged the administrator's role in building culture and coaching them. However, the participants' specific responses did not credit the administrator for their retention.

Administrator-supported mentoring programs and Professional Learning Communities (PLCs) positively impacted the beliefs and behaviors of three participants. Participant C found comfort in seeking feedback from her PLC, while Participant A leaned on their instructional coach during challenges. Although all participants recognized the supportive culture fostered by the administration, there was a consensus

that administrators needed to play a more active role in mentoring, coaching, and being active in PLCs. While acknowledging the supportive culture, the need for stronger administrator involvement in mentoring and coaching became apparent. The need for enhanced administrator involvement in mentoring and coaching highlighted the importance of direct support and feedback, influencing ACNTs' decisions to continue teaching for a second year.

Administrator direct support and feedback, an environmental factor, acted as a supporting factor in the ACNTs' decisions to return for a second year of teaching for some participants but not all. Administrators provided feedback, a consistent vehicle for supportive conversations ranging from classroom management and behavior to pacing and instructional feedback strengthening behaviors and classroom success. The conversation that the evaluation cycle can bring forth is a substantial part of what each participant brought to light during their discussions. The participants highlighted the value of the discussions during the T-TESS evaluations. The ACNTs wanted a feeling of genuine care and honest conversation, but they felt their administrator was too busy to support them in the way they truly needed it. Participant B specifically shared that they had never received the direct support they envisioned in their first year of teaching. The participants' interviews described situations that made them think the administrators were always there to support them. However, the participants had to initiate the conversations, and the administrators were not always readily available. Despite the situation, the participants referenced this occasion as an opportunity for direct feedback.

Influence on Personal Beliefs and Behaviors

Two key findings emerged from the data regarding the administration's influence on ACNTs' beliefs and behaviors. The two findings that emerged were:

1. ACNTs' choice, a behavioral factor, to return for a second year of teaching was indirectly influenced by their administration's creation of a positive campus culture.
2. ACNTs did not perceive their administration as influencing their personal beliefs.

The participants expressed dissatisfaction with the level of support provided by their administration, but they acknowledged the positive campus culture created by administrators. There was a gap between these efforts and their influence on the participants' beliefs and behaviors, leading them to seek additional feedback and support. Their internal drive, supplemented by diverse backgrounds, contributed to the participants' success as first-year teachers. Despite lacking influence from the administration, their high self-efficacy compensated for deficiencies in the layers of support provided by their educator preparation program (EPP) and administration.

The participants agreed that they wanted administrator support with specific feedback, but they recognized that their administrators created a campus culture that impacted their decision to return for a second year. The participants wanted more from the campus leadership to improve their instructional practices and classroom behaviors and expected more from their administrator. Participant B found the feedback provided by administrators to be generic and not tailored to their specific needs. They wanted a more personalized experience aligned with their growth goals. Despite the evaluation process, which each participant indicated was a valuable experience, they left seeking feedback and asking for support to improve their instructional practices and classroom

behaviors. Although the participants recognized the administration's efforts, there was a disconnect between these efforts and the impact on the participants' personal beliefs.

Each participant felt successful as a first-year teacher because of their passion and drive to be an educator; however, ACNTs did not perceive their administration as influencing their personal beliefs and behaviors. The participants used their educational backgrounds—ranging from experience in various education roles to coming from a family of educators—to fuel their passion, drive, and personal beliefs. None of the first-year teachers attributed administrator support to their belief in themselves in the classroom. The high level of self-efficacy balanced the deficit of the educator preparation program (EPP) that each participant realized did not fully prepare them for the experience.

Treatment of Educator Preparation Program Participants

The educator preparation program (EPP) was a recurring point of reflection in the interviews, although it was not directly related to the research question; participants consistently mentioned it, emphasizing that their certification path had a significant impact on their first-year experience. The alternative certification path is the foundation of the research because it affects the level of support ACNTs need to influence classroom practices and behaviors. The EPP also contributed to the ACNTs' personal beliefs and behaviors as they developed their classroom practices and approaches to instruction, due to the participants completing their teacher preparation while teaching, they were learning as they went, reinforcing their need for ongoing feedback. The emerging theme of continuous feedback without having to seek it out was something that each participant needed to feel successful in their environment.

Discussion

The findings from the single case study provide insight into the critical role of administrators in shaping the experiences of alternatively certified new teachers (ACNTs) and highlight the need for targeted support and specific feedback to bridge the gaps in their support systems, fostering a positive environment for ACNTs to thrive in their teaching careers. The study explored the role of administrators in influencing environmental factors by creating a supportive environment for ACNTs to influence their decision to stay in teaching for a second year, a behavioral factor. An analysis of the research revealed that administrators created a strong campus culture but needed help providing specific feedback and targeted support to alternatively certified new teachers to strengthen their beliefs and behaviors. Teacher participants identified a disconnect between consistent support and feedback from their administrator, an environmental factor, but a strong feeling of self-efficacy or personal belief. The participants disclosed that gaps and breakdowns in their support systems hindered the full support of their environment, impacting their personal beliefs and behaviors. They could not exist in a bidirectional relationship with all three in the current situation. Administrators have the opportunity to meet ACNTs' needs and create systemic support for their ACNTs.

The Role of the Administrator

Administrator leadership impacts the environment of an ACNT, and it plays a vital role ACNT attrition. If a campus is a place that cultivates new teachers and invites collaboration, then the ACNT can thrive, and they are less likely to leave (García et al., 2022). The administrator is involved in several aspects of the alternatively certified new teacher's daily support structures; however, the data collected reveals that the

administrator did not directly impact the retention of the alternatively certified new teacher. The administrator provided outside support structures such as pairing the mentor with the ACNT and adding layers of support, which a study found is vital in supporting the alternatively certified new teacher (Van den Borre et al., 2021). The administrator role is also pivotal in the professional learning community structure (Kaplan, 2022). The administrator also plays a significant role in the evaluation and feedback cycle, where they leave feedback that should support classroom behaviors (Van den Borre et al., 2021). Nevertheless, the participants did not feel that the administrator fulfilled the role of providing feedback and support to their standards. The ACNTs perceived their support to come from the additional support structures, positive campus culture, and environment (Harris et al., 2019). The data collected in this study showed that the administrator provided support through an established campus culture but did not provide the support that the ACNT expected or wanted.

With the data collected in this study, the administrator never progressed past their role as evaluators by not providing relevant feedback and developing the ACNTs individually. The literature indicates that the administrator should distinguish between evaluator, mentor, and coach (Conner & Froehle, 2022). However, in the case of the school site, the administrators remained in their evaluative roles and focused on building a solid campus environment (Kraft & Gilmour, 2016). Arguably, the administrator needed to fully implement the purpose and intent behind the T-TESS evaluation (Oliveras-Ortiz, 2017). As a result, the continuous feedback loop did not exist for these four participants.

The participants in this study had to seek out feedback, which does not support the culture of feedback and continuous growth that the literature endorses for an alternatively certified new teacher to escape burnout and attrition (Van den Borre et al., 2021). The literature also argues that the administrator must remove the critical evaluation lens to move past evaluation and become an instructional leader on campus (Conner & Froehle, 2022). Unfortunately, these four participants did not see their administrators as coaches who provided feedback to help them grow as teachers (Kraft & Gilmour, 2016). They saw their administrators as supportive overall, but they would not characterize them as collaborators or someone they would readily seek out in moments of distress for emotional support.

Sometimes, the participants felt that the administrators could not provide the proper feedback for their content area. For example, Participant D had a subject area, such as physical education, and no one on campus could give them the feedback they needed. If the relationship had been collaborative, the administrator and the teacher would have been open to finding the proper support for that teacher (Desimone & Pak, 2017). In this instance, the central office administrator was the only person providing content-specific feedback for this teacher, but the administrator needed to facilitate that conversation.

Personal Beliefs and New Teacher Self-Efficacy

The educator preparation program (EPP) for the alternatively certified new teachers (ACNTs) was a factor for each participant. The EPP for ACNTs showed as a weak area through each interview, and many first-year ACNTs have similar feelings towards the alternative certification EPP (Keese et al., 2021). The EPP should support

new teachers in their first year as classroom teachers (Korthagen, 2010). It should also influence their personal beliefs or core values, but none of the participants could identify the core values of their program. They all could identify that their EPP had not prepared them for the daily classroom demands, which research shows causes many first-year teachers to leave the profession within the first five years (Guthery & Bailes, 2022). The lack of support or knowledge in this area forced the ACNT to rely on other factors in their world to fill this void, such as themselves, their campus, and their administrator.

Other factors supporting ACNTs' personal beliefs were their family and their background. Their family and background had influenced their identity, values, and expectations (Bandura, 1978). Participants B and C had invested value in the community and the school district. Participant C graduated from Star High School and wanted to give back to the community. At the same time, Participant B had grandchildren who went to Star ISD, and she wanted to work in the district to improve it and give back to the community. Their background and community involvement influenced their drive to stay in the profession and their belief system (Bandura, 1978). Participant D came from a family of educators and knew the work and stressors of working in education and what to expect (Bandura, 1978). Participants B, C, and D used their family and community ties to bolster their personal beliefs and strengthen that factor, influencing their decision to stay for a second year and teach.

All four participants developed a strong sense of self throughout their first year as an ACNT. This self-belief contributed to their confidence in the classroom and overall teacher self-efficacy. High levels of self-efficacy lead to better performance in the classroom (Stajkovic & Luthans, 1998). Participants A and B had high levels of teacher

self-efficacy and believed they had grown as educators mainly because of their perseverance and motivation developed through their self-efficacy (Zimmerman, 2000). It is important to note that various factors for an ACNT, such as the EPP, campus culture, administrator support, and background, influence self-efficacy (Fackler et al., 2021). These factors contribute to reciprocal determinism; they highlight the bidirectional relationship between the personal, environmental, and behavioral factors that influence a person's decision, such as an ACNT's decision to stay for a second year of teaching.

Implications and Recommendations

The results of this case study would benefit alternatively certified new teachers, campus administrators, and district administrators to improve ACNT first-year experience and lower attrition rates. Alternatively certified new teachers can use the data to find their voice and advocate for themselves as they navigate the new teacher experience. Campus administrators can use the data to reflect on and revisit their current support structures for all new teachers and alternatively certified new teachers. Finally, district administrators can use the data to create opportunities for training for campus administrators on the factors that influence new teacher behaviors and use them to inform mentoring opportunities for new teachers.

Alternatively Certified New Teachers

The ability of ACNTs to shape their first-year experiences based on informed decisions and positive interactions supported by campus administration significantly influences teacher retention and student success in Texas. The more information an ACNT has, the more they can shape their beliefs and classroom behaviors to influence their environment. If ACNTs have positive first-year experiences, it will increase the

likelihood they will return for a second year of teaching, impacting the campus environment and student success. Informing ACNTs of their role in shaping their experiences can change the trajectory of teacher attrition in Texas.

Implications. The alternatively certified new teachers must advocate for themselves and understand how their environment, beliefs, and behaviors work together to influence their experiences. In the instance of the four participants in this study, three had working knowledge of the requirements of being a teacher. These participants came in with tools they did not realize were assets in the classroom and would benefit them in their first year. The other participant worked with students after school, teaching a local dance class. Again, the teacher had the tools and behaviors, such as the knowledge of working with the age group, to make her more successful in the classroom. The backgrounds of all four participants made their personal beliefs stronger factors that shaped their decisions and successes in their first year as a teacher.

Recommendations. To bolster ACNT self-efficacy, ACNTs needed personalized professional development and conversations with their professional learning community or administrator on utilizing their tools for success (Conner & Froehle, 2022). It would have created a bidirectional relationship between their environment and personal belief system that influenced their classroom behavior, resulting in a triadic relationship (Bandura, 1978). New teachers could have created better situations for themselves and reduced stress by understanding how their environment, personal beliefs, and classroom behaviors interacted and balanced effectively. (Schiavo et al., 2019). Administrators had

the opportunity to play a key role in supporting the ACNTs in understanding their unique tools as classroom benefits.

Campus Administration

The data from this study showed that the culture at the school site was positive, and each participant felt that the overall campus culture was in a good place, contributing to their decision to return to a second year of teaching. The campus culture, however, was only one part of the environment at the school site. The professional learning communities and mentors were other environmental factors that positively influenced the ACNTs. Administrators are key in building the campus culture, thriving learning communities, and providing a solid mentoring program for new teachers.

Implications. The environmental factor that has one of the most significant impacts on teachers is the administrator, but according to the participants, it was one of the weakest areas at the school site at the individual level. Each participant saw their administrators as influencers in a positive school culture and environment, but the administrator must see that the ACNT wants and needs a more personalized experience to feel fully supported. Administrators who know and understand their influence on the environment from a cultural and personal standpoint can understand how they shape ACNTs' beliefs and behaviors. Positively influencing these factors for ACNTs can help lower attrition rates and support campus culture and student success.

Recommendations. The administrator must provide support through feedback, mentorship, and coaching that contributes to a teacher's self-efficacy and personal beliefs. By developing their role as mentors and coaches, administrators provide regular,

specific feedback that impacts classroom behaviors and instructional practices. If campus administrators want alternatively certified new teachers to stay past their first year, they must not only be facilitators of environmental factors but also see themselves as an environmental factor that impacts the ACNT experience. To make a change on campus, the administrator must prioritize the support for not just new teachers but all teachers. This type of effort takes a collective redesign of the entire administrative staff; everyone must be on board. The school site made tremendous gains toward becoming a higher letter-graded campus. Distributive leadership practices involving every campus member, such as learning walks and instructional rounds facilitated by the administrator, open the doors of every teacher to showcase exemplary teaching practices where ACNTs are learning from their peers. The self-efficacy of each staff member would increase, and the confidence in the classroom would lead to greater student success and less teacher burnout. Teachers who feel more success and less burnout are less likely to leave after their first year of teaching; if there is less teacher attrition, there is a more significant impact on student success.

District Administration

Elevating teacher retention and creating a positive environment requires district support, emphasizing professional development that empowers leaders to navigate their experiences while fostering a supportive campus culture and providing targeted feedback to new teachers. These professional development opportunities should focus on understanding how the environmental, personal, and behavioral factors work together to empower people and take control of their experiences. District administrators can support campus administrators in understanding their role in creating a supportive environment

with a strong campus culture and a focus on developing teachers through targeted feedback. With ACNTs growing as the future of the educator workforce, supporting campus leaders with best practices to lower attrition should be a top priority.

Implications. The district can help shift the mindset that each factor works independently instead of reciprocally and continuously. A unique professional learning opportunity for each stakeholder, the new teacher, the experienced teacher, and the administrator should target their role in understanding how each element works together to influence them and their classroom practices. Targeting the administrator would allow them to focus on their role in teacher retention and individualized support for all teachers. The opportunities should be ongoing where administrators reflect on their practices and implement strategies to support a healthy environment and culture that emphasizes feedback to affect best practices.

Recommendations. Bolstering the mentor program would continue to support new teachers. Adding elements that specifically target alternatively certified new teachers would support the specific needs that their EPP did not provide them. Integrating the administrator into the program would help bridge the gap and foster the relationship between alternatively certified new teachers and administrators. This collaboration would raise awareness about the various educator preparation programs and their strengths and weaknesses. Providing administrators with this knowledge would help them better pair mentors and first-year teachers together to support new teachers, avoid burnout, and create a culture of collaboration in the classrooms, on their campus, and in the district. [OBJ]

Conclusion

The purpose of this study was to explore how ACNTs perceive their administrator's role in creating a positive environment that influences their beliefs and behaviors. By exploring the ACNT experience, I investigated how environmental factors positively influenced alternatively certified new teachers' beliefs and behaviors in the classroom and their decision to stay for a second year, considering various contributing factors such as administrator influence. Four ACNTs' stories revealed that administrators impact the culture of a campus, which impacts a teacher's willingness to stay in education. However, the administrator's support does not directly impact a teacher's decision to continue in education at the end of their first year.

Suppose an administrator not only facilitated a strong culture on campus but also took an active role in providing feedback and individual support to ACNTs. In that case, they could further improve the environment of ACNTs. By providing feedback and individualized support to teachers and motivating their staff through a shared vision, administrators could further develop the confidence of their teachers' self-efficacy to enhance and shape student success.

CHAPTER FOUR

Executive Summary and Distribution of Findings

Executive Summary

Education is going through a teacher shortage. Currently, the number of alternatively certified new teachers entering the profession is the fastest-growing market for teachers (Texas Education Agency, 2022e). However, it is also the fastest-growing group of teachers leaving the profession (Rubiera, 2018). With the teacher shortage, administrators, district personnel, and campuses must do everything possible to retain alternatively certified new teachers because the teacher is the most significant factor in student success.

Current literature shows that support for new teachers ranges from mentorships, professional learning communities, instructional coaches, and a refined evaluation system. These support systems have not slowed the attrition rates of alternatively certified new teachers (Landa, 2022). The literature fails to show what alternatively certified new teachers' perceived needs are from their administrators that differ from those from traditional preparation programs. Literature has a distinct gap between the purpose of the administrator in supporting alternatively certified new teachers and the outcomes for those new teachers in their perceived success.

This study aimed to explore the perceived environments that administrators create to influence alternatively certified new teachers' (ACNTs) decisions to continue teaching. The research sought to find how perceived administrator support affected the environment of an alternatively certified new teacher to influence beliefs and behaviors

that affect retention through the lens of reciprocal determinism. I explored the relationship between the perceived environment the administrator created and the ACNT through the following research questions:

1. What environmental factors fostered by their administration do ACNTs believe have influenced their behavior and beliefs?
2. What impact(s) do ACNTs believe these factors have had on their behaviors and beliefs?

Overview of Data Collection and Analysis Procedures

The research methodology was a single case study with four teacher participants. A single case study was the best approach for this situation because it allowed the participants to tell their stories and describe their experiences in their first year of teaching from their point of view. The case study methodology allowed the shared experience of being an alternatively certified new teacher to be studied. Each participant had alternative certification as the common characteristic that bound them to the case study parameters within a single site.

Reciprocal determinism guided the research as the theoretical framework. Reciprocal determinism examines the relationship between a person's environmental, personal, and behavioral factors (Bandura, 1978). The theory suggests that the factors work in a continuous bidirectional relationship that influences each other. Within reciprocal determinism, a person's beliefs, background, and self-efficacy are significant personal factors that influence their behaviors (Bandura, 1983). Within the environment, it moves beyond the physical surroundings to think about the culture and people that can influence a person. Finally, a person's behavior can impact their environment and personal beliefs (Bandura, 1983). A person who understands how their environment,

beliefs, and behaviors work together to influence their decisions can utilize this knowledge to capitalize on success and make decisions (Schiavo et al., 2019).

After semi-structured interviews with teacher participants, I coded the data for common emotional themes (Yin, 2018). I disaggregated the interview transcripts for commonalities in the participants' shared experiences (Yin, 2018). The goal of coding the data was to find how the environment and administrators' relationship impacted the teachers and their first-year experiences. Additionally, I looked at the participants' perceived levels of self-efficacy and which factor informed their decision to continue teaching.

Summary of Key Findings

This case study found ACNTs perceived administrators to create a positive culture on campus that supports teachers through endeavors such as professional learning communities (PLCs), mentoring, and instructional coaching. However, the teachers wanted more of a personal administrator relationship to influence them and their classroom behaviors. Additionally, alternately certified new teachers at the school site had high perceived self-efficacy, but again, their administrators did not influence their self-efficacy. All four teacher participants planned on returning for the following school year, but it was not because of the direct support of their administrator. The support and culture on the campus were positive; however, the administrator and new teacher relationship was not the perceived cause of the new teacher planning to return.

The key findings of this study show that administrators create a positive campus environment through culture, successful mentoring, and strong professional learning communities that have a more significant positive impact on alternatively certified new

teacher attrition than the administration's relationships with the ACNTs at this school site. The data also showed that the teachers wanted more from their administrators and a relationship where the administrator provided feedback and support instead of the teacher having to go to the administrator for feedback and support. The findings from the study proved that alternatively certified new teachers want more support from their administrators.

Another key finding of this study was that self-efficacy was a strong determinant of teachers' decisions to return for a second year of teaching. Their background and perceived level of self-efficacy outweighed the educator preparation program (EPP) and lack of preparation to start the school year. Each participant identified an area within their personal belief that helped to compensate for not having an EPP background. In each environmental and personal situation, some factors supplemented a weakness to create the relationship for teachers to feel successful and make an informed decision about returning.

Implications and Recommendations

Given these findings, administrators must adjust their approach to support alternatively certified new teachers. A more hands-on approach with routine support practices in place would satisfy the feedback from the teacher participants in this study. To support this initiative, the district should consider how they prepare administrators to support alternatively certified new teachers in their first year as a teacher. For example, if the district does not currently train administrators on specific feedback and individualized support for teachers, they should consider training that helps the administrator. This move supports a relationship that the participants expected and wanted from an administrator.

To gain further insight into all teachers and their perceived feelings about support from their administrators, a survey or a series of semi-structured interviews should be considered to acquire more data. The data would prove helpful in having administrators reflect on how they are currently supporting all teachers on their campus. In addition, the campus administrators should receive specific data about the current culture and climate to promote their continued efforts in creating a positive culture through mentoring and professional learning communities.

By allowing administrators to reflect on their craft, strengthen their positive culture, and gain insight into their relationships with individual teachers, they can improve their abilities to lower attrition rates of alternatively certified new teachers. Lowering the attrition rate of alternatively certified new teachers would improve campus culture, save the district and campus money, and ultimately impact student success. Additionally, administrators would benefit from understanding the factors that influence behaviors on their campus. Administrators who can understand how the environment, personal beliefs, and behaviors work together to influence a person's actions and decisions would improve their leadership practices for all teachers on their campus.

Future research should look at not only the self-efficacy of the teachers on campus but the collective efficacy and how the environment can influence the collective efficacy of teams of teachers. Based on the results of this study, the professional learning communities had a substantial impact on the alternatively certified new teachers. By exploring how the administrator impacts the professional learning communities, administrators can strengthen the culture on their campus and increase retention rates by improving collective efficacy in their teacher teams. Additionally, researchers could

conduct further studies to explore how all factors influence teachers' decisions to stay in the profession. A closer look at how the personal, behavioral, and environmental factors work together to influence that decision would help leaders target areas of improvement for districts, campuses, teams, and specific teachers.

Findings Distribution Proposal

The target audiences for this data include teachers, campus administrators, and district administrators to help them understand the relationship between administrators and alternatively certified new teachers. The best way to deliver this information to the target audience is through a series of professional development opportunities that require reflection and planning for the next steps at the campus level.

Target Audience

The primary audience for the findings of this study is campus administrators. The results reflect the need for administrators to provide more targeted support and feedback to alternatively certified new teachers (ACNTs), making them the audience that would most benefit from the findings. Additionally, campus administrators are the primary people impacted by high attrition levels because they staff campuses each year. Knowing and being able to lower attrition rates is a valuable tool for any campus administrator. A campus administrator who can utilize knowledge of creating a solid environment to lower alternatively certified new teachers' attrition rates can impact their teachers' self-efficacy and student success on their campus. The feedback from the data in this research will allow campus administrators to be reflective on their practices and more aware of how they approach support for their alternatively certified new teachers.

Teachers and district administrators would also benefit from hearing this research since an ACNTs environment is affected by other teachers and district leaders. District leadership plays a role in supporting ACNTs and could benefit this group of teachers if they provide the support structures that ACNTs find beneficial. The district can adopt district-wide support approaches from all levels when lowering attrition rates. Additionally, when district-level support helps campus leadership, they can reinforce best practices for feedback and individual support structures that promote teacher retention and self-efficacy.

Proposed Distribution Method and Venue

Campus and district administrators and school board members would benefit from having a series of professional development opportunities focused on the role of the administrator in providing specific feedback and individualized support for teachers with embedded data from this case study. This professional presentation would be a three- to four-hour interactive event with reciprocal determinism and research material. First, campus and district administrators would experience the data and feedback from the teacher participants to form an understanding of how the administrator not only cultivates environments but is an element of the environment. Next, through a professional learning opportunity, the stakeholders would receive professional learning related to effective feedback practices and how to provide individual support to teachers. Finally, the stakeholders would plan their next steps at the campus level to institute these practices, including allotting intentional time in their administrator support of four new teachers. With each subsequent interaction, campus and district administrators would be asked to log their interactions and bring their reflections to their professional learning

opportunities. In the upcoming meetings, administrators will be introduced to a new factor of reciprocal determinism, aiming to enhance their understanding of how these factors work together to support the overall well-being and experience of individuals.

These interactive experiences aim for campus and district administrators to immerse themselves in the data, theoretical framework, and experiences of campus administration. This practical approach aims for administrators to understand their role in creating a supportive environment and shift their practices to impact student success and teacher attrition.

Conclusion

Alternatively certified new teacher attrition is a growing problem for many educational institutions in Texas. The environment that campus administration creates and its specific role in supporting alternatively certified new teachers can be integral in increasing their retention rate. Alternatively certified new teachers come to the profession with different tools than those who have undergone a traditional preparation program. Therefore, a campus administrator's approach to support should be different, considering the teacher's route to certification. An exploration into the experiences of four alternatively certified new teachers reveals that they have high levels of self-efficacy and personal beliefs not directly influenced by their administrators but by the environment their administrators created. However, the teacher participants wanted more direct support from their administrators and more feedback related to their instruction in the classroom.

Although campus administrators are responsible for the campus culture mentoring programs and professional learning communities that directly support alternately certified

new teachers, these new teacher participants wanted their administrators to give them more feedback and time. The teacher participants spoke to a lack of specific feedback and individualized support from their administrators, and they did not feel that their administrators directly influenced their classroom instruction teaching and professional lives. If campus and district administrators can reflect on these findings and understand their role in not only influencing a teacher's environment but directly supporting the teacher, they can further their retention rates and continue to build their campus culture, strengthen their teacher's personal beliefs, and impact classroom instruction.

APPENDICES

APPENDIX A

Demographics Questionnaire Protocol

Alternatively Certified New Teacher Participant Demographic Questionnaire

*created through Qualtrics

https://baylor.qualtrics.com/jfe/form/SV_2adBiezLnGXJqei

Thank you for your participation in this case study and this questionnaire as supported by Baylor University. The goal of this questionnaire is to gain insight into each participant's background, which will inform data analysis procedures after the interview process.

Your responses are confidential, and each participant will receive a participant number for publication purposes.

As you progress through this five question questionnaire, please answer each question to the best of your knowledge. To complete this questionnaire, you will need 5–10 minutes of undisturbed time. Thank you again for your time and commitment to this study.

Page Break

Q1 Please include your first and last name in the spaces provided along with the best contact information.

- First Name (1) _____
- Last Name (2) _____
- Email (3) _____
- Phone number (U.S.) (4) _____

Q2 What is your sex?

- Male (1)

- o Female (2)
- o Non-Binary (3)
- o Prefer Not to Disclose (4)

Q3 How old are you?

- o 22–25 years old (2)
- o 26–30 years old (3)
- o 31–35 years old (4)
- o 36–40 years old (5)
- o 41–45 years old (6)
- o 46–50 years old (7)
- o 51–55 years old (1)
- o 56+ years old (8)

End of Block: Participant Demographics

Start of Block: Participant Demographics

Q4 Which administrator acted as your T-TESS appraiser during the 2022–2023 school year?

Q5 Which content area best represents your teaching assignment for the 2022–2023 school year? (dropdown)

- o ELAR (1)
- o Math (2)
- o Science (3)
- o Social Studies (4)
- o General Electives (5)
- o PE/Athletics (6)

- o Fine Arts (7)

End of Block: Participant Demographics

APPENDIX B

Teacher Interview and Follow-up Protocols

A. Personal Beliefs: Teacher Preparation Program

- a. Were you happy with your teacher preparation program?
 - i. Probes: Why or why not?
- b. What were the core values of your teacher preparation program?
 - i. Probes: Do you think you can apply any of these values to your teaching practice? Or Have you had the opportunity to use any in your teaching practice?

B. Personal Beliefs: Teaching

- a. In your opinion, what are your strengths in teaching in the classroom?
 - i. Probe: Do you consider yourself strong in classroom management, instruction, or communication?
- b. In your opinion, what are your weaknesses with teaching in the classroom?
 - i. Probe: Do you consider yourself weaker in classroom management, instruction, or communication?
- c. Did the feedback your administrator provided during walkthroughs and T-TESS support or contradict your opinions?

C. Environmental Factors: Support

- a. Can you describe a time when your administrators supported you with classroom instruction and teacher duties?
 - i. Probe: Do you feel that your appraiser is more supportive in one role or the other?
- b. What do you envision support from your administrator looking like?
 - i. Probe: How would you like to receive your support from an administrator?
- c. How often did you meet with your administrator to discuss your feedback, performance, or check-in?
 - i. Probe: Can you tell me more about the conversation? If the meetings did not happen, what did you envision the conversations to look like?

D. Behavior: Attrition

- a. At the end of your first year, or this year, what is the likelihood that you would leave the teaching career?
 - i. Probe: Do you feel that administrator support played a role in that decision?

E. Reciprocal Determinism: Administrator and Environmental Factors

- a. How would you describe your relationship with your administrator?
 - i. Probe: During the T-TESS conversation and cycle, what role did the administrator play? Did you feel that there was an equal exchange of power in the conversation?

- b. Did your administrator help you to seek out other learning opportunities or encourage you to continue to grow in your teaching practice?
 - i. Probe: What feedback did you receive from your administrator?
- c. Did your administrator make you feel like you could handle the weight of the position both in the classroom and out?
 - i. Probe: What conversations led up to making you feel this way?

Qualtrics Survey: Open-Ended Question

Choose one word that best represents your ability to succeed as a teacher in the classroom and with all of the extra tasks that accompany being a teacher. Explore your reflection with a few paragraphs to explain why this word best represents your current feeling.

APPENDIX C

Consent Form for Research

Baylor University
Department of Education

Consent Form for Research

PROTOCOL TITLE: The Environmental Factors that Contribute to Retention of Alternatively Certified New Teachers: A Single Case Study in Central Texas

PRINCIPAL INVESTIGATOR: Amanda Hardwick

Signatures have been removed for cyber security purposes and original signed documents are available upon request

Invitation to be Part of a Research Study

You are invited to be part of a research study. This consent form will help you choose whether or not to participate in the study. Feel free to ask if anything is not clear in this consent form.

Important Information about this Research Study

Things you should know:

- The purpose of the study is to address the problem of alternatively certified new teacher turnover and retention in Texas and administrators' roles.
- In order to participate, you must be an alternatively certified new teacher in Star ISD with less than three years of experience.
- If you choose to participate, you will be asked to complete two semi-structured interviews, and complete an open-ended reflection response. This will take approximately two months with the interviews interspersed throughout.
- The risks involved in this study are not greater than everyday life, but there may be some emotional discomfort throughout the reflective process.
- There is no direct benefit for participating in this study.
- Taking part in this research study is voluntary. You do not have to participate, and you can stop at any time.

More detailed information may be described later in this form. Please take time to read this entire form and ask questions before deciding whether to take part in this research study.

Why is this study being done?

The purpose of this study is to bridge the gap between the needs of alternatively certified new teachers and the support that campus administration provides. Despite schools implementing mentoring programs for new teachers and a state-wide appraisal system for administrators to evaluate teachers, attrition still impacts student success. In addition, teacher retention has negatively impacted education, districts, schools, and instruction because the highly qualified teachers are nowhere to be found or are leaving the profession early in their careers. By assessing the administrator's role in supporting new teachers, districts can change the narrative on alternatively certified new teacher attrition, impacting the best practices of instruction and allowing students the best opportunities to thrive.

What will happen if I take part in this research study?

If you agree to take part in this study, you will be asked to partake in:

- Two surveys completed digitally at the beginning of the research process.
- Initial Semi-Structured Interview: 1:1 interview with the researcher in a location of the participants choosing, 1 hour
- Final Semi-Structured Interview: 1:1 interview with the researcher in a location of the participants choosing, 1 hour

How long will I be in this study and how many people will be in the study?

Participation in this study will last two months. Approximately four subjects will take part in this research study.

What are the risks of taking part in this research study?

We do not believe there are any risks from participating in this research.

Are there any benefits from being in this research study?

Although you will not directly benefit from being in this study, others might benefit because of the information gained and the impact on campus administration and new teacher retention.

How Will You Protect my Information?

A risk of taking part in this study is the possibility of a loss of confidentiality. Loss of confidentiality includes having your personal information shared with someone who is not on the study team and was not supposed to see or know about your information. The researcher plans to protect your confidentiality.

We will keep the records of this study confidential by using an external, off-site data recorder as well as protection through anonymity. We will make every effort to keep your records confidential. However, there are times when federal or state law requires the disclosure of your records.

The following people or groups may review your study records for purposes such as quality control or safety:

- Representatives of Baylor University and the BU Institutional Review Board
- Other collaborating organizations such as Star ISD
- Federal and state agencies that oversee or review research (such as the HHS Office of Human Research Protection or the Food and Drug Administration)

The results of this study may also be used for teaching, publications, or presentations at professional meetings. If your individual results are discussed, your identity will be protected by using a code number or pseudonym rather than your name or other identifying information.

Will information and/or biospecimens you collect about me be used for future research studies?

Information and/or biospecimens collected from you as part of this research will not be used or distributed for future research studies, even if the identifiers are removed.

Will I be compensated for being part of the study?

You will not be paid for taking part in this study.

Is it possible that I will be asked to leave the study?

The researcher may take you out of this study without your permission. This may happen because:

- The researcher thinks it is in your best interest
- You can't make the required study visits
- Other administrative reasons

Your Participation in this Study is Voluntary

Taking part in this study is your choice. You are free not to take part or to withdraw at any time for any reason. No matter what you decide, there will be no penalty or loss of benefit to which you are entitled. If you decide to withdraw from this study, the information that you have already provided will be kept confidential. You cannot withdraw information collected prior to your withdrawal.

If you are a Baylor student or faculty/staff member, you may choose not to be in the study or to stop being in the study before it is over at any time. This will not affect your

grades or job status at Baylor University. You will not be offered or receive any special consideration if you take part in this research study.

Contact Information for the Study Team and Questions about the Research

Karon N. LeCompte, Ph.D.
Associate Professor
Baylor University
[Contact information redacted for security]

Contact Information for Questions about Your Rights as a Research Participant

If you have questions about your rights as a research participant, or wish to obtain information, ask questions, or discuss any concerns about this study with someone other than the researcher(s), please contact the following:

Baylor University Institutional Review Board
Office of the Vice Provost for Research
Phone: 254-710-3708
Email: irb@baylor.edu

Your Consent

SIGNATURE OF SUBJECT:

By signing this document, you are agreeing to be in this study. We will give you a copy of this document for your records. We will keep a copy with the study records. If you have any questions about the study after you sign this document, you can contact the study team using the information provided above.

I understand what the study is about and my questions so far have been answered. I agree to take part in this study.

Signature of Subject

Date

BIBLIOGRAPHY

- Alexander, J., & Alexander, W. (n.d.). *Six steps to an effective mentoring program*. The School Superintendents Association.
<https://www.aasa.org/content.aspx?id=10502>
- Anderson, W., & Schuh, K. (2021). Self-efficacy holds staying power for new teachers. *Educational Leadership*, 79(3). <https://www.ascd.org/el/articles/self-efficacy-holds-staying-power-for-new-teachers>
- Avolio, B. J., & Bass, B. M. (1995). Individual consideration viewed at multiple levels of analysis: A multi-level framework for examining the diffusion of transformational leadership. *The Leadership Quarterly*, 6(2), 199–218.
[https://doi.org/10.1016/1048-9843\(95\)90035-7](https://doi.org/10.1016/1048-9843(95)90035-7)
- Avolio, B. J., & Bass, B. M. (1998). You can drag a horse to water but you can't make it drink unless it is thirsty. *Journal of Leadership Studies*, 5(1), 4–17.
<https://doi.org/10.1177/107179199800500102>
- Bandura, A. (1978). The self system in reciprocal determinism. *American Psychologist*, 33(4), 344–358. <https://doi.org/10.1037/0003-066X.33.4.344>
- Bandura, A. (1983). Temporal dynamics and decomposition of reciprocal determinism: A reply to Phillips and Orton. *Psychological Review*, 90(2), 166–170.
<https://doi.org/10.1037/0033-295X.90.2.166>
- Bandura, A. (Ed.). (1995). *Self-efficacy in changing societies*. Cambridge University Press.
- Bell, S. (2019). *Be excellent on purpose: Intentional strategies for impactful leadership*. Times 10 Publications.
- Berg, J. H. (2018). *Leading in sync: Teacher leaders and principals working together for student learning*. ASCD.
- Birbeck, D., McKellar, L., & Kenyon, K. (2021). Moving beyond first year: An exploration of staff and student experience. *Student Success*, 12(1), 82–92.
<https://doi.org/10.5204/ssj.1802>

- Boyd, D., Grossman, P., Ing, M., Lankford, H., Loeb, S., & Wyckoff, J. (2011). The influence of school administrators on teacher retention decisions. *American Educational Research Journal*, 48(2), 303–333. <https://doi.org/10.3102/0002831210380788>
- Burgess, S., Rawal, S., & Taylor, E. (2021). Teacher peer observation and student test scores: Evidence from a field experiment in English secondary schools. *Journal of Labor Economics*, 39(4), 1155–1186. <https://doi.org/10.1086/712997>
- Carver, C. L. (2003). The principal's role in new teacher induction. In M. Scherer (Ed.), *Keeping good teachers* (pp. 33–41). <http://www.ascd.org/publications/books/104138/chapters/The-Principal's-Role-in-New-Teacher-Induction.aspx>
- Carver-Thomas, D., & Darling-Hammond, L. (2017, August 16). *Teacher turnover: Why it matters and what we can do about it*. Learning Policy Institute. <https://learningpolicyinstitute.org/product/teacher-turnover-brief>
- Carver-Thomas, D., & Darling-Hammond, L. (2019). The trouble with teacher turnover: How teacher attrition affects students and schools. *Education Policy Analysis Archives*, 27, Article 36. <https://doi.org/10.14507/epaa.27.3699>
- Colognesi, S., Van Nieuwenhoven, C., & Beusaert, S. (2020). Supporting newly-qualified teachers; professional development and perseverance in secondary education: On the role of informal learning. *European Journal of Teacher Education*, 43(2), 258–276. <https://doi.org/10.1080/02619768.2019.1681963>
- Conner, S., & Jennifer Froehle. (2022). Approaching observations as a curious colleague. *Educational Leadership*, 79(7). <https://www.ascd.org/el/articles/approaching-observations-as-a-curious-colleague>
- Creswell, J. D., & Creswell, J. W. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). SAGE Publications.
- Creswell, J., & Miller, D. (2000). Determining validity in qualitative inquiry. *Theory Into Practice*, 39(3), 124–130. https://doi.org/10.1207/s15430421tip3903_2
- Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). SAGE Publications.
- Dai, J. (2023). New teachers are leaving the profession: How can leadership make a difference? *SHS Web of Conferences*, 157, Article 01002. <https://doi.org/10.1051/shsconf/202315701002>

- Damore, S., & Rieckhoff, B. (2021). School leader perceptions: Coaching tool and process. *Journal of Research on Leadership Education*, 16(1), 57–80. <https://doi.org/10.1177/1942775119868258>
- Derrington, M., & Campbell, J. (2015). Implementing new teacher evaluation systems: Principals' concerns and supervisor support. *Journal of Educational Change*, 16(3), 305–326. <https://doi.org/10.1007/s10833-015-9244-6>
- Desimone, L. M., & Pak, K. (2017). Instructional coaching as high-quality professional development. *Theory Into Practice*, 56(1), 3–12. <https://doi.org/10.1080/00405841.2016.1241947>
- Dirkx, J. M., & Mezirow, J. (2006, April). Musings and reflections on the meaning, context, and process of transformative learning: A dialogue between John M. Dirkx and Jack Mezirow. *Journal of Transformative Education*, 4(2), 123–139. [10.1177/1541344606287503](https://doi.org/10.1177/1541344606287503)
- Dooley, K. (2021, April 5). *Teacher certification: Part 1—Alternative certification programs*. Texas Association of School Boards. <https://www.tasb.org/services/hr-services/hrx/recruiting-and-hiring/teacher-certification-part-1-alternative-cert.aspx>
- Eliophotou Menon, M., & Lefteri, A. (2021). The link between transformational leadership and teacher self-efficacy. *Education*, 142(1), 42–52. <https://link.gale.com/apps/doc/A693706317/AONE?u=txshracd2488&sid=bookmark-AONE&xid=4dbf7c33>
- Fackler, S., Malmberg, L.-E., & Sammons, P. (2021). An international perspective on teacher self-efficacy: Personal, structural and environmental factors. *Teaching and Teacher Education*, 99, Article 103255. <https://doi.org/10.1016/j.tate.2020.103255>
- Fantilli, R. D., & Mcdougall, D. E. (2009) A study of novice teachers: Challenges and supports in the first years. *Teaching and Teacher Education*, 25(6), 814–825. <https://doi.org/10.1016/j.tate.2009.02.021>
- Farmer, D. (2020). Teacher attrition: the impacts of stress. *The Delta Kappa Gamma Bulletin*, 87(1), 41–50.
- Fisher, D., & Frey, N. (2021). Show and tell: Rebuilding teacher efficacy. *Educational Leadership*, 79(3). <https://www.ascd.org/el/articles/show-and-tell-a-video-column-rebuilding-teacher-efficacy>
- Fisher, D., & Frey, N. (2022). Show and tell: Getting great at feedback. *Educational Leadership*, 79(7). <https://www.ascd.org/el/articles/getting-great-at-feedback>

- Flores, M. A., & Day, C. (2006). Contexts which shape and reshape new teachers' identities: A multi-perspective study. *Teacher and Teacher Education*, 22(2), 219–232. <https://doi.org/10.1016/j.tate.2005.09.002>
- Fraser, J. W., & Lefty, L. (2018). *Teaching teachers: Changing paths and enduring debates*. Johns Hopkins University Press.
- García, E., Han, E. S., & Weiss, E. (2022). Determinants of teacher attrition: Evidence from district-teacher matched data. *Education Policy Analysis Archives*, 30, Article 25. <https://doi.org/10.14507/epaa.30.6642>
- García, E., & Weiss, E. (2019). *The teacher shortage is real, large and growing, and worse than we thought: The first report in 'The perfect storm in the teacher labor market' series*. Economic Policy Institute. <https://www.epi.org/publication/the-teacher-shortage-is-real-large-and-growing-and-worse-than-we-thought-the-first-report-in-the-perfect-storm-in-the-teacher-labor-market-series/>
- Garrison, D. R. (1997). Self-directed learning: Toward a comprehensive model. *Adult Education Quarterly*, 48(1), 18–33. <https://doi.org/10.1177/074171369704800103>
- Guthery, S., & Bailes, L. P. (2022). Patterns of teacher attrition by pathway and initial school type. *Educational Policy*, 36(2), 223–246. <https://doi.org/10.1177/0895904819874754>
- Grant, A., & Brantlinger, A. (2022). Demography as destiny: Explaining the turnover of alternatively certified mathematics teachers in hard-to-staff schools. *Teachers College Record (1970)*, 124(4), 35–64. <https://doi.org/10.1177/01614681221096796>
- Hammerness, K., Darling-Hammond, L., Zeichner, K., Goodwin, A. L., Burns, D., Campbell, C., Low, E.-L., McIntyre, A., & Sato, M. (2017). *Empowered educators: How high-performing systems shape teaching quality around the world*. Wiley.
- Hanushek, E., Rivkin, S., & Schiman, J. (2016). Dynamic effects of teacher turnover on the quality of instruction. *Economics of Education Review*, 55, 132–148. <https://doi.org/10.1016/j.econedurev.2016.08.004>
- Harju, V., & Niemi, H. (2020). Newly qualified teachers' support needs in developing professional competencies: The principal's viewpoint. *Teacher Development*, 21(1), 52–70. <https://doi.org/10.1080/13664530.2019.1685588>
- Harris, S. P., Davies, R. S., Christensen, S. S., Hanks, J., & Bowles, B. (2019). Teacher attrition: Differences in stakeholder perceptions of teacher work conditions. *Education Sciences*, 9(4), Article 300. <https://doi.org/10.3390/educsci9040300>

- Henry, G. T., Bastian, K. C., & Fortner, C. K. (2011). Stayers and leavers: Early-career teacher effectiveness and attrition. *Educational Researcher*, 40(6), 271–280. <https://doi.org/10.3102/0013189X11419042>
- Heikkinen, S., Fransson, G., Aspfors, J., & Edwards-Groves, C. (2014). Mentoring of new teachers as a contested practice: Supervision, support and collaborative self-development. *Teaching and Teacher Education*, 43, 154–164. <https://doi.org/10.1016/j.tate.2014.07.001>
- Holloway, J. (2001, May). Research link: The benefits of mentoring. *Educational Leadership*, 58(8), 85–86. <http://www.ascd.org/publications/educational-leadership/may01/vol58/num08/The-Benefits-of-Mentoring.aspx>
- Horn, C., Burnett, C., Lowery, S., & White, C. (2021). *Texas teacher workforce report*. Raise Your Hand Texas. <https://www.raiseyourhandtexas.org/wp-content/uploads/2020/11/Texas-Teacher-Workforce-Report.pdf>
- Humphrey, D. C., Wechsler, M. E., & Hough, H. J. (2008). Characteristics of effective alternative teacher certification programs. *Teachers College Record*, 110(1), 1–63. <https://www.sri.com/wp-content/uploads/pdf/effective-alt-cert-programs-characteristics.pdf>
- iteachTexas. (2022). *Texas teacher certification training*. iteach. <https://www.iteach.net/texas-alternative-teacher-certification/#training>
- Ingersoll, R., & Strong, M. (2011). The impact of induction and mentoring programs for beginning teachers: A critical review of the research. *Review of Educational Research*, 81(2), 201–233. <https://doi.org/10.3102/0034654311403323>
- Johnson, S. M. (2019). *Where teachers thrive: Organizing schools for success*. Harvard Education Press.
- Kaplan, H. (2022). The unique effects of supporting beginning teachers' psychological needs through learning communities and a teacher-mentor's support: A longitudinal study based on self-determination theory. *Frontiers in Psychology*, 13, Article 859364. <https://doi.org/10.3389/fpsyg.2022.859364>
- Kardos, S., & Johnson, S. (2007). On their own and presumed expert: New teachers' experience with their colleagues. *Teachers College Record*, 109(9), 2083–2106. <https://www.tcrecord.org>
- Keese, J., Waxman, H., & Kelly, L. (2021). Ready and able? Perceptions of confidence and teaching support for first-year alternatively certified teachers. *The Teacher Educator*, 57(3), 280–303. <https://doi.org/10.1080/08878730.2021.2003496>

- Kim, L., & Buric, I. (2021). Teacher self-efficacy and burnout: Determining the directions of prediction through an autoregressive cross-lagged panel model. *Journal of Educational Psychology, 112*(8), 1661–1676. <https://doi.org/10.1037/edu0000424>
- Kini, T. (2020, June 25). *Raising demands and reducing capacity: COVID-19 and the educator workforce*. Learning Policy Institute. <https://learningpolicyinstitute.org/blog/covid-raising-demands-reducing-capacity-educator-workforce>
- Klassen, R. M., & Tze, V. M. (2014). Teachers' self-efficacy, personality, and teaching effectiveness: A meta-analysis. *Educational Research Review, 12*, 59–76. <https://doi.org/10.1016/j.edurev.2014.06.001>
- Knight, D. (2012). Assessing the cost of instructional coaching. *Journal of Education Finance, 32*(1), 52–80. <https://www.muse.jhu.edu/article/483949>.
- Korthagen, F. (2010). Situated learning theory and the pedagogy of teacher education: Towards an integrative view of teacher behavior and teacher learning. *Teaching and Teacher Education, 26*(1), 98–106. <https://doi.org/10.1016/j.tate.2009.05.001>
- Kovacs, H. (2018). Change, challenge, transformation: A qualitative inquiry into transformative teacher learning. *Center for Educational Policy Studies Journal, 8*(3), 99–118. <https://doi.org/10.26529/cepsj.510>
- Kraft, M. A., & Gilmour, A. F. (2016). Can principals promote teacher development as evaluators? A case study of principals' views and experiences. *Educational Administration Quarterly, 52*(5), 711–753. <https://doi.org/10.1177/0013161X16653445>
- Landa, J. B. (2022a, March). *Teacher attrition by LEA size 2016–17 through 2020–21*. Texas Education Agency. <https://tea.texas.gov/sites/default/files/teacher-attrition-by-district-size-2022.pdf>
- Landa, J. B. (2022b, March). *Teacher retention by preparation route 2015–6 through 2020–21*. Texas Education Agency. <https://tea.texas.gov/sites/default/files/teacher-retention-by-preparation-route-2022.pdf>
- Legislative Budget Board Staff. (2013). *Routes to teacher certification: Educator preparation programs*. Legislative Budget Board. https://www.lbb.texas.gov/Documents/Publications/Issue_Briefs/384_PE_RoutesTeacherCert.pdf
- Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. SAGE Publications.

- Lücker, P., Kästner, A., Hannich, A., Schmeyers, L., Lücker, J., & Hoffman, W. (2022). Stress, coping, and considerations of leaving the profession—A cross-sectional online survey of teachers and school principals after two years of the pandemic. *International Journal of Environmental Research and Public Health*, *19*(23), Article 16122. <https://doi.org/10.3390/ijerph192316122>
- Lynch, M. (2016, February 22). The first year teaching: Why you need a teacher mentor. *The Edvocate*. <https://www.theedadvocate.org/the-first-year-teaching-why-you-need-a-teacher-mentor/>
- Madigan, D., & Kim, L. (2021). Towards an understanding of teacher attrition: A meta-analysis of burnout, job satisfaction, and teachers' intentions to quit. *Teaching and Teacher Education*, *105*, Article 103425. <https://doi.org/10.1016/j.tate.2021.103425>
- Many, T. W., DuFour, R., Eaker, R., Mattos, M., & DuFour, R. (2016). *Learning by Doing: A handbook for professional learning communities at work*. Solution Tree Press.
- Maready, B., Cheng, Q., & Bunch, D. (2021). Exploring mentoring practices contributing to new teacher retention: An analysis of the beginning teacher longitudinal study. *International Journal of Evidence Based Coaching and Mentoring*, *19*(2), 88–99. <https://doi.org/10.24384/rgm9-sa56>
- Martin, K. L., Buelow, S. M., & Hoffman, J. T. (2015, October 9). New teacher induction: Support that impacts beginning middle-level educators. *Middle School Journal*, *47*(1), 4–12. [10.1080/00940771.2016.1059725](https://doi.org/10.1080/00940771.2016.1059725)
- Melesse, T., & Belay, S. (2022). Uplifting teachers' professional capital through promoting engagement in professional learning: Mediating effect of teacher job satisfaction. *Cogent Education*, *9*(1), Article 2057102. <https://doi.org/10.1080/2331186X.2022.2057102>
- Merriam, S. B., & Bierema, L. L. (2014). *Adult learning: Linking theory and practice*. Jossey-Bass.
- Merriam, S. B., & Tisdell, E. J. (2016). *Qualitative research: A guide to design and implementation*. Wiley.
- Mielke, C. (2019). *The burnout cure: Learning to love teaching again*. ASCD.
- Million, C., & Brodie, K. (2018). Conversations in a professional learning community: An analysis of teacher learning opportunities in mathematics. *Pythagoras*, *39*(1), e1–e9. <https://doi.org/10.4102/pythagoras.v39i1.363>

- Miulescu, M. (2020). Walking the tightrope: challenges encountered in novice teachers' practice. *Journal of Pedagogy-Revista de Pedagogie*, 68(1), 115–136. <https://doi.org/10.26755/RevPed/2020.1/115>
- Mojavezi, A., & Tamiz, M. P. (2012). The impact of teacher self-efficacy on the students' motivation and achievement. *Theory and Practice in Language Studies*, 2(3), 483–491. <https://doi.org/10.1016/j.tate.2009.11.005>
- Oliveras-Ortiz, Y. (2017). School administrators as instructional coaches: Teachers' trust and perceptions of administrators' capacity. *School Leadership Review*, 12(1), 39–46. <https://scholarworks.sfasu.edu/slr/>
- Opper, I. M. (2019). *Teachers matter: Understanding teachers' impact on student achievement*. RAND Corporation. https://www.rand.org/pubs/research_reports/RR4312.html
- Padua, J., & Fujii, R. (2021). A research-informed way to support first-year teachers. *ASCD Express*, 16(18). <http://www1.ascd.org/ascd-express/vol16/num18/a-research-informed-way-to-support-first-year-teachers.aspx>
- Palma-Vasquez, C., Carrasco, D., & Tapia-Ladino, M. (2022). Teacher mobility: What is it, how is it measured and what factors determine it? A scoping review. *International Journal of Environmental Research and Public Health*, 19(4), Article 2313. <https://doi.org/10.3390/ijerph19042313>
- Reeves, D. B. (2020). *The learning leader: How to focus school improvement for better results*. ASCD.
- Ronfeldt, M., Loeb, S., & Wyckoff, J. (2012). *How teacher turnover harms student achievement*. National Center for Analysis of Longitudinal Data in Education Research. <https://caldercenter.org/sites/default/files/Ronfeldt-et-al.pdf>
- Redding, C., Booker, L., Smith, T., & Desimone, L. (2019). School administrators' direct and indirect influences on middle school math teachers' turnover. *Journal of Educational Administration*, 57(6), 708–730. <https://doi.org/10.1108/JEA-10-2018-0190>
- Redding, C., & Nguyen, T. (2020). Recent trends in the characteristics of new teachers, the schools in which they teach, and their turnover rates. *Teachers College Record*, 122(7), 1–36. <https://doi.org/10.1177/016146812012200711>
- Renbarger, R., & Davis, B. (2019). Mentors, self-efficacy, or professional development: Which mediate job satisfaction for new teachers? A regression examination. *Journal of Teacher Education and Educators*, 8(1), 21–34. <https://files.eric.ed.gov/fulltext/EJ1214939.pdf>

- Rubiera, C. (2018, November 27). *Teachers by preparation route*. TASB.
<https://www.tasb.org/services/hr-services/hrx/recruiting-and-hiring/teachers-by-preparation-route.aspx>
- Ryan, E. (2011). Focused on learning: Four critical questions to which every educator should have the answers. *C & I Tech Journal*, 2(1), 1–4.
https://www.allthingsplc.info/files/uploads/everett_ryan_plc_article.pdf
- Saldaña, J. (2012). *The coding manual for qualitative researchers* (2nd ed.). SAGE Publications.
- Schiavo, M. L., Prinari, B., Saito, I., Shoji, K., & Benight, C. C. (2019). A dynamical systems approach to triadic reciprocal determinism of social cognitive theory. *Mathematics and Computers in Simulation*, 159, 18–38.
<https://doi.org/10.1016/j.matcom.2018.10.006>
- Schunk, D., & DiBenedetto, M. (2020). Motivation and social cognitive theory. *Contemporary Educational Psychology*, 60, Article 101832.
<https://doi.org/10.1016/j.cedpsych.2019.101832>
- Star ISD. (2022). *Star ISD Middle School redesign*. Star Independent School District.
<https://www.star.k12.tx.us/page/msr.home>
- Star ISD. (2023). *Texas academic performance report (TAPR) 2021—2022*. Star Independent School District.
<https://www.star.k12.tx.us/upload/page/0316/docs/TAPR%20compiled.pdf>
- Simon, N. S., & Johnson, S. (2015). Teacher turnover in high-poverty schools: What we know and can do. *Teachers College Record*, 117(3), 1–36.
<https://doi.org/10.1177/016146811511700305>
- Sowell, M. (2017). Effective practices for mentoring beginning middle school teachers: Mentor’s perspectives. *The Clearing House: A Journal of Educational Strategies, Issues, and Ideas*, 90(4), 129–134.
<https://doi.org/10.1080/00098655.2017.1321905>
- Stajkovic, A., & Luthans, F. (1998). Self-efficacy and work-related performance: A meta-analysis. *Psychological Bulletin*, 124(2), 240–261.
<https://doi.org/10.1037/0033-2909.124.2.240>
- Steinberg, M., & Donaldson, M. (2016). The new educational accountability: Understanding the landscape of teacher evaluation in the post-NCLB era. *Education Finance and Policy*, 11(3), 340–359.
https://doi.org/10.1162/EDFP_a_00186

- Sutcher, L., Darling-Hammond, L., & Carver-Thomas, D. (2019). Understanding teacher shortages: An analysis of teacher supply and demand in the United States. *Education Policy Analysis Archives*, 27, Article 35. <https://doi.org/10.14507/epaa.27.3696>
- Teachers of Tomorrow. (2021). *State-accredited Texas teacher certification: Texas teachers of tomorrow*. Teachers Of Tomorrow. <https://www.teachersoftomorrow.org/texas/why-texas-teachers>
- Texas Administrative Code. (2020). *Requirements for educator preparation programs*. Retrieved January 23, 2022, from [https://texreg.sos.state.tx.us/public/readtac\\$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=228&rl=2](https://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=228&rl=2)
- Texas Education Agency. (2021). 19 Tex. Admin. Code §153.BB. <https://tea.texas.gov/sites/default/files/ch153bb.pdf>
- Texas Education Agency. (2022a). *Becoming a classroom teacher in Texas*. Texas Education Agency. <https://tea.texas.gov/texas-educators/certification/initial-certification/becoming-a-classroom-teacher-in-texas>
- Texas Education Agency. (2022b). *Becoming a certified Texas educator through an alternative certification program*. Texas Education Agency. <https://tea.texas.gov/texas-educators/preparation-and-continuing-education/becoming-a-certified-texas-educator-through-an-alternative-certification-program>
- Texas Education Agency. (2022c). *Educator preparation programs (EPPs) in Texas*. EPP Map (dashboard). <https://tea-texas.maps.arcgis.com/apps/dashboards/8fdeed6e29b741ba8bac151ac023186d>
- Texas Education Agency. (2022d). *Newly certified educators*. Texas Education Agency. <https://tea4avcastro.tea.state.tx.us/ELQ/teacherproduction/newlycertifiededucators.html>
- Texas Education Agency. (2022e). *Newly certified and new teacher hires dashboards*. Texas Education Agency. <https://tea4avcastro.tea.state.tx.us/oess/edrs/regional-dashboards/>
- Texas Education Agency. (n.d.). *The science of teaching reading (STR) exam*. Texas Education Agency. Retrieved February 5, 2023, from <https://tea.texas.gov/texas-educators/certification/educator-testing/the-science-of-teaching-reading-str-exam>
- Texas Education Code. (2019). *Education Code Chapter 21. Educators*. Texas Constitution and Statutes. <https://statutes.capitol.texas.gov/Docs/ED/htm/ED.21.htm>

- Texas Teacher Evaluation & Support System. (2022). *What is T-TESS?* Texas Teacher Evaluation and Support System (T-TESS). <https://www.teachfortexas.org/Default>
- Tran, C. (2021, October 15). *Pandemic worsens school staffing shortages*. Texas Association of School Boards. Retrieved January 23, 2022, from <https://www.tasb.org/services/hr-services/hrx/recruiting-and-hiring/pandemic-worsens-school-staffing-shortages.aspx>
- Tschannen-Moran, M., & Woolfolk Hoy, A. W. (2009). Teacher efficacy: Capturing an elusive construct. *Teaching and Teacher Education, 17*, 783–805. [https://doi.org/10.1016/S0742-051X\(01\)00036-1](https://doi.org/10.1016/S0742-051X(01)00036-1)
- Van den Borre, L., Spruyt, B., & Van Droogenbroeck, F. (2021). Early career teacher retention intention: Individual, school and country characteristics. *Teaching and Teacher Education, 105*, Article 103427. <https://doi.org/10.1016/j.tate.2021.103427>
- Watlington, E., Shockley, R., Guglielmino, P., & Felsher, R. (2010). The high cost of leaving: An analysis of the cost of teacher turnover. *Journal of Education Finance, 36*(1), 22–37. <https://doi.org/10.1353/jef.0.0028>
- Westphal, A., Kalinowski, E., Hoferichter, C. J., & Vock, M. (2022). K–12 teachers’ stress and burnout during the COVID-19 pandemic: A systematic review. *Frontiers in Psychology, 13*, Article 920326. <https://doi.org/10.3389/fpsyg.2022.920326>
- Whitaker, T. (2019). How principals can support new teachers. *Educational Leadership, 77*(1). <https://www.ascd.org/el/articles/how-principals-can-support-new-teachers>
- Wilhelm, A., Woods, D., Kara, Y., & Hoboken, W. (2021). Supporting change in novice alternative certification teachers’ efficacy. *Psychology in Schools, 58*(10), 1902–1918. <https://doi.org/10.1002/pits.22539>
- Willey, G. (2019). The perceptions of teacher evaluation by teachers and campus administrators in a suburban Texas district. *School Leadership Review, 14*(1), 4–11. <https://scholarworks.sfasu.edu/slr/>
- Woodcock, S., & Tournaki, N. (2023). Bandura’s triadic reciprocal determinism model and teacher self-efficacy scales: A revisit. *Teacher Development, 27*(1), 75–91. DOI: 10.1080/13664530.2022.2150285
- Woolfolk Hoy, A., & Burke Spero, R. (2005). Changes in teacher efficacy during the early years of teaching: A comparison of four measures. *Teaching and Teacher Education, 21*, 343–256. <http://dx.doi.org/10.1016/j.tate.2005.01.007>

- Yang, H., Yang, M., Batt, L., Xie, X., You, E., & Goff, P. (2021). A new evaluation approach for teacher preparation programs using labor market competitiveness of teacher applicants. *Teaching and Teacher Education*, *104*, Article 103368. <https://doi.org/10.1016/j.tate.2021.103368>
- Yin, R. K. (2018). *Case study research and applications: Design and methods*. SAGE Publications.
- Zelinski, A. (2019, May 31). Teacher turnover remains high in Texas public schools. *Houston Chronicle*. <https://www.houstonchronicle.com/news/houston-texas/houston/article/Teacher-turnover-remains-high-in-Texas-public-13908607.php#:~:text=The%20teacher%20turnover%20rate%20slipped,for%20high%2Dquality%20teachers%20grows>.
- Zhang, J., Yuan, R., & Shao, X. (2022). Investigating teacher learning in professional learning communities in China: A comparison of two primary schools in Shanghai. *Teaching and Teacher Education*, *118*, Article 103839. <https://doi.org/10.1016/j.tate.2022.103839>
- Zimmerman, B. J. (2000). Self-efficacy: An essential motive to learn. *Contemporary Educational Psychology*, *25*(1), 82–91. <https://doi.org/10>