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## **Preparing Elementary School Teachers for the Multifaceted Profession**

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PREPARING ELEMENTARY SCHOOL TEACHERS

Preparing Elementary School Teachers for the Multifaceted Profession

By

Laquandra Golf

A Dissertation in Practice

Submitted in Partial Fulfillment of the Requirements for the Degree of

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### **Abstract**

Teaching in the 21st century classroom requires one to successfully manage many facets simultaneously. Temporary certified teachers are entering the classroom without the proper training needed to survive in the multifaceted profession of education. Research shows that teachers lack the field experience needed to sustain a successful career (Kronholz, 2013).

Temporary certified teachers is better prepared for their career through clinical training. Through a review of literature, the researcher was able to determine that teachers lacked the necessary tools needed to fulfill their required duties. The implementation of customized clinical training proved to better prepare temporary certified teachers for the classroom. Providing clinical training increased teachers' comfort and knowledge levels in multiple areas.

The researcher used the qualitative research method to identify temporary certified teachers' level of preparedness for the classroom. Through the use of an online pre- and post- survey using Likert Scale and an interview with open-ended questions, the researcher discovered that temporary certified teachers needed additional training in four major areas: classroom management, providing accommodations, social and emotional learning, and addressing unconscious bias. Research proved that teachers are unprepared and need training before entering the classroom.

Based on the data collected from the survey and interviews, the researcher was able to create customized clinical webinar sessions that addressed the needs of the unprepared teachers. The virtual webinar sessions is a great tool to supplement the omitted student teaching and/or clinical training for temporary certified teachers. Once teachers participated in the clinical training, they received the customized field experience needed to be better prepared for the classroom. The

results of the pre- and post- survey indicated that providing teachers with clinical training prepared them for the multifaceted career of education.

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### **Dedication**

This dissertation is dedicated to my amazing daughter, Kamiyah Jean. Birthing you changed my life for the better. Your presence has motivated me in so many ways. I am who I am because of you. Everything I do and every choice I make is all to provide a better life for you. Your beautiful personality and inquisitive mind keeps me motivated and determined. This dissertation is my way of showing you that with an education, there are endless opportunities in this world, and Baby Girl the world is yours! All you have to do is keep God first, have faith, and work hard. You will amount to great things and your Mom will be on the sideline cheering you along the way. I love you so much and thank you for being my constant inspiration.

**Table of Contents**

Abstract .....	i
Copyright .....	iii
Acknowledgements .....	iv
Dedication .....	v
Chapter 1: Introduction .....	8
Background of the Research .....	9
Statement of the Problem .....	10
Purpose of the Study .....	11
Significance .....	12
Research Setting/Population .....	13
Research Questions .....	13
Research Design .....	14
Delimitations .....	14
Theoretical Framework .....	15
Definition of Terms .....	15
Alternative Pathway .....	15
Administrators .....	16
Clinical Training .....	16
Effective Component .....	16



Field Experience. ....	16
Practical Techniques. ....	16
Student Teaching.....	16
Temporary Certificate. ....	16
Title I.....	17
Traditional Pathway. ....	17
Social Scientist.....	17
Value Added Model.....	17
Withitness.....	17
Summary.....	18
Chapter 2: Literature Review.....	19
Introduction.....	19
Alternative Certification .....	20
Student Teaching/Classroom Experience.....	21
Florida Testing Requirements .....	22
Passing/Failing Rates for Education Certification.....	24
Pathways into the Education Profession.....	25
Omitted Pedagogies .....	27
Self-Efficacy .....	27
Traditional Pathway .....	29

Alternative Pathways .....	29
Millennials in Education .....	30
Emergency Certification .....	32
History of Clinical Training for Teachers .....	34
Teacher Shortage.....	36
Florida’s Certification Policies .....	36
Elementary Temporary Teachers.....	37
Preparation Programs.....	38
Florida Educator Accomplished Practices .....	38
Education Profession .....	39
Reformation .....	41
Comparison Aboard .....	42
Summary.....	44
Chapter 3: Methodology .....	45
Introduction.....	45
Overview of Problem.....	45
Research Design.....	46
Research Questions.....	47
Research Setting/Population .....	47
Research Sample.....	48

Instrumentation .....	48
Product Explanation.....	49
Data Collection .....	51
Procedures.....	52
Data Analysis .....	53
Ethical Issues .....	54
Summary.....	54
Chapter 4: Findings.....	55
Introduction.....	55
Research Design.....	55
Delimitations.....	56
Data Collection Method.....	56
Procedures.....	57
Participants.....	58
Research Questions .....	59
Research Questions Analysis.....	59
Analysis of Survey Questions.....	61
Analysis.....	62
Survey Question 4.....	63
Analysis.....	64

Survey Question 5.....	64
Analysis.....	65
Survey Question 6.....	65
Analysis.....	66
Survey Question 7.....	66
Analysis.....	67
Survey Question 8.....	68
Analysis.....	69
Survey Question 9.....	69
Analysis.....	70
Survey Question 10.....	70
Analysis.....	71
Survey Question 11.....	71
Analysis.....	72
Survey Question 12.....	72
Analysis.....	73
Survey Question 13.....	73
Analysis.....	74
Interview Findings .....	74
Teacher Respondents .....	74

Administrators Respondents .....	77
Analysis.....	79
Summary of Findings.....	80
Chapter 5: Conclusion.....	82
Introduction.....	82
Overview of Study .....	82
Product Explanation.....	83
Discussion of Major Findings .....	85
Finding 1. ....	85
Finding 2. ....	86
Finding 3. ....	87
Limitations .....	88
Recommendations for Further Research.....	89
Implication for practice.....	90
Conclusion .....	90
References.....	93
List of Tables.....	107
List of Figures .....	108
Appendix A. Social Media Invite For Teacher Participants.....	109
Appendix B. Consent Form .....	110

Appendix C. Pre-Survey .....	111
Appendix D. Zoom Invite: Interview.....	114
Appendix E. Zoom Invite: Webinar .....	115
Appendix F. Post-Survey .....	116
Appendix G. Interview Questions.....	119
Appendix H. Social Media Invite For Administrator Participants.....	120
Appendix I. Zoom Invite Phase 2 Interview .....	121
Appendix J. Zoom Invite Webinars Phase 2 .....	122
Appendix K. Social Media Invite For Teacher Participants Phase 2 .....	123

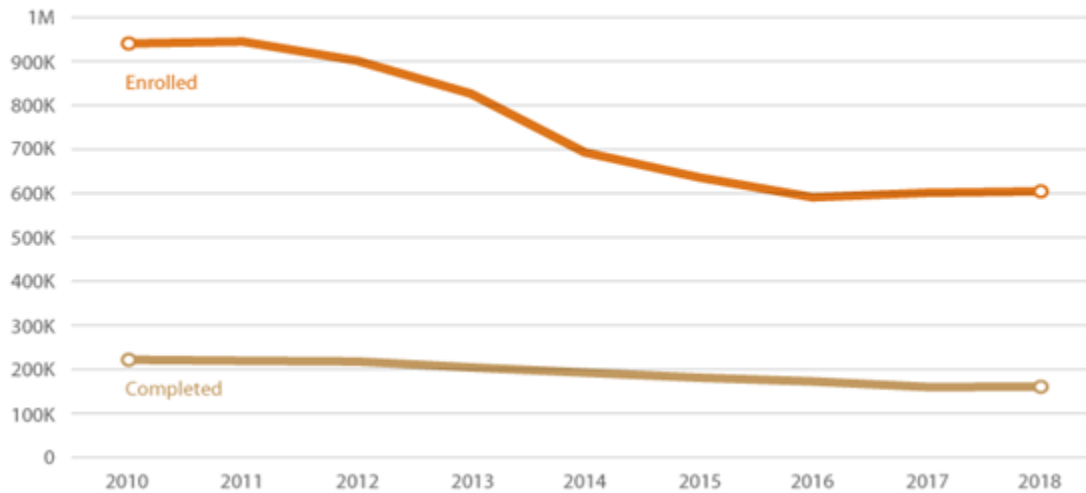
## Chapter 1: Introduction

For the last 20 years, teacher quality and quantity has been a concern of policymakers and educational leaders across the United States (Wilson, 2011). With the implementation of Every Student Succeed Act (ESSA) in 2015, the high stakes accountability to assign a highly qualified teacher in every classroom, which included placing teachers in the area where they are properly certified, increased for schools and districts in the United States (U.S. Department of Education, 2015). Former President Obama signed ESSA in 2015, since then schools have struggled to meet the law's mandates due in large part to teacher shortages (Legermann, 2015). According to Superville (2014), "It is a challenge for school districts to be held accountable while struggling to hire and retain qualified teachers" (p. 2). Failure to fill classrooms with highly qualified teachers was one of educational stakeholders' concerns (Wilson, 2011).

Teacher quantity had become a concern and an obstacle for many schools to meet the requirements of ESSA (Garcia & Weiss, 2019). Schools and district administrators struggled to recruit and retain highly qualified teachers due to teacher shortages (Superville, 2014). This shortage stimulated from teacher attrition, working conditions of schools, staffing requirements and the loss of millions of teachers who retired each year (Gresham, 2017). Another issue regarding teacher shortage was the decrease of education graduates from colleges and universities. As shown in Figure 1, enrollment and completion of teacher preparation programs had decreased tremendously according to U.S. Department of Education (Partelow, 2019). The enrollment of undergraduates participating in the education profession had decreased by 28,000 students in 2019 (Gerber, 2019). Due to the decrease in enrollment, states were forced to depend on Alternative Teacher Certification Programs (ATCP) to fill their classrooms (Ragland, 2017).

**Figure 1***Teacher Preparation Program Enrollment and Completion by Year***Both enrollment in and completion of teacher preparation programs have fallen**

Teacher preparation program enrollment and completion by year, 2010–2018



In 2018, 67,600 individuals earned their teaching license through an alternative certification program (National Center for Education Statistics, 2019). This type of dependency on alternative teacher certification had surfaced as a promising strategy to support new teacher development (Achinstein & Athanases, 2005; Ragland, 2017). This particular strategy was promising due to the supplementation of the overall shortage of individuals entering the education field. The National Council for Accreditation of Teacher Education (NCATE) believed teachers should be skilled, reflective practitioners who are able to assess candidate performance, with student achievement at the center of all interactions (Bigham et al., 2014).

**Background of the Research**

According to Ragland (2017) teacher education programs were responsible for providing the best possible preparation for teacher candidates. This preparation included in-class training, field experience, and content knowledge. Learning to teach efficiently and effectively during the



pre-service years of an aspiring teacher's career is a complex endeavor, but considered as the best preparation possible (Ragland, 2017). This complexity comes when preparation programs are not effective and do not provide the basic necessities needed to survive in a classroom. Ingersoll and Strong (2011) argued that pre-service preparation is not sufficient to provide all of the knowledge and skills necessary to be successful. Researchers insisted that a large portion of knowledge and skill acquisition can only come with on-the-job experience (Feiman-Nemser, 2001; Ganser, 2002; Gold, 1999; Hegsted, 1999). However, there still remains an ideological divide on how to prepare teachers, what constitutes good teaching, and how to ensure all students have access to quality teachers and teaching (Thompson, 2010).

### **Statement of the Problem**

For several decades, traditional education, both in its ideology and methodology, has met unprecedented challenges with teacher preparedness (Koehler et al., 2013). Some of these challenges ranged from academics to staff morale. According to a report released in 2016, roughly 20% of new teachers were already entering the profession through alternative certification programs (Woods, 2016). In 2018, more than 600,000 teachers entered the education profession through an alternative certification (National Center for Education Statistics, 2019). According to Allen (2003), "Researchers criticize alternative preparation programs because they feel that they "shortchange both teacher candidates and the students they teach because their preparation, particularly in pedagogy, is inadequate" (p. 6).

One must ask why there is still such criticism regarding the preparation of alternative teacher programs. One response to the problem focuses on changing preparatory courses to promote staff readiness is clinical training. Educators realized that teaching is more than a simple act of educating students on academic content; instead, it is a multifaceted profession (Parrish,

2019). Educators often carry the role of a parent, counselor, role model, disciplinarian, and many other related roles. Instead of teachers using a specific curriculum and a set of instructions on how to teach, teachers must now adapt learning methods to each individual learning style (Ingersoll & Strong, 2011).

In order to master all of these skills, teachers need the proper training on how to juggle each obstacle successfully and concurrently (U.S. Department of Education, 2001). Providing teachers with clinical training before entering the classroom will give teachers the confidence needed to analyze and understand each student's unique needs, learning style, interest, abilities, and social and cultural background (Gresham, 2017). Clinical training will provide educators with the chance to grow their practical skills through the interaction with many roles and elements of a school and different groups of teachers (Redmiles, 2019).

### **Purpose of the Study**

The purpose of this study is to examine teachers' perception of their level of preparedness as related to their lack of clinical training due to an alternative or temporary certification. This study investigated teachers' perceptions of lack of clinical training and the level of preparedness for the education profession.

According to the Alternative Teacher Certification Guide (2018), alternative or non-traditional teacher certification was initially introduced to fill critical teacher shortages. The problem of teacher shortages, viewed from a different perspective, was seen in terms of inadequacies in the qualifications and characteristics of the teaching force (Boe & Gilford, 1991; Hansen & Quintero, 2018). The teacher shortage had consequences and these consequences stem from the lack of sufficient, qualified teachers which in return threatened students' ability to learn (Darling-Hammond, 1999; Ladd & Sorensen, 2016).

Alongside this threat to students' ability to learn, educators who hold an alternative educator's certificate are not prepared to work due to the alteration of the required coursework (National Council for Teacher Quality [NCTQ], 2017). Professional teaching certificates are issued to educators who successfully fulfill all necessary requirements to be labeled as a highly qualified teacher. A temporary certification provided the opportunity for aspiring educators not to meet the education, experience, and certification requirements associated with being a prepared and highly qualified teacher (Garcia & Wess, 2019). Congress defined highly qualified teachers as those who not only possess full state certification but also have solid content knowledge of the subjects they teach (Gresham, 2017).

### **Significance**

The significance of this study is embodied in the new measurement of the significant difference in teachers who received clinical training and teachers who do not receive clinical training. The teachers will be the independent variable in this study and the clinical training will be the dependent variable for this study. In the United States, only 21% of the states required adequate training for teachers who hold a temporary certificate and 84% of the states required adequate training for professional certificate holders (NCTQ, 2017). Although research has not found measurable benefits of teachers who completed the traditional pathway over the alternative pathway, the National Council for Teacher Quality advocated for improvements in both coursework and clinical practice that will deliver competent and confident novice teachers (NCTQ, 2017).

Scholars of teacher education annually revise the relationship between theory and practice. According to Gerber (2019), "...teacher education programs struggle to redesign programmatic structures and pedagogy to acknowledge and build on the integrated nature of

theory and practice” (p. 12). Teacher preparation programs presumably had the goal of preparing excellent teachers, but a surprising variation was evident due to the three different certification pathways offered (Legermann, 2015). Due to the inconsistency in preparation programs, the NCTQ found that most preparation programs curriculum tend to omit various components such as student teaching, field experience, and pedagogical knowledge from their required course load (NCTQ, 2017).

### **Research Setting/Population**

For this study the researcher used teachers and administrators from a public school district that operates a total of 180 schools: 109 elementary schools, 34 middle schools, 23 high schools, and 14 alternative schools. In fiscal year 2020, this district employed a total of 12, 947 teachers, 27, 168 staff members, and 45,000 volunteers. There were a total of 191,786 students in grades pre-kindergarten to twelfth grade within this school district. The student enrollment breakdown for the 2020 fiscal school were: 35.9% Hispanic or Latino, 29.6% White, 27.7% Black, 3% Asian, and 2.8% other. The demographics of the staff for this district were: 55% White, 18% Black, 22% Hispanic or Latino, 3% Asian, and 2% other. From this population the researcher purposively solicited teachers who held a temporary teaching certificate and were within the first three years of their career.

### **Research Questions**

The following research questions drove the research for this study:

1. What are the effective components of customized clinical training for temporary certificate holders?
2. How will customized clinical training provide classroom strategies for educators who hold a temporary certificate?

### **Research Design**

The research utilized a qualitative case study design for this study. The qualitative approach allowed the researcher to analyze and collect data through an open-ended communication (Murphy, 2020). The qualitative method provided the researcher with the opportunity to gather participants' thoughts and their reasoning behind their thoughts. The researcher surveyed a group of teachers who had three years or less of teaching experience from a large public school district in the southeastern part of the United States. The purpose of utilizing teachers that had less than three years in this study was to identify and validate the need for a grand design for novice teachers. The researcher also interviewed administrators who managed the initiation of teachers who held a temporary teaching certificate. The purpose of those interviews was to allow the researcher to gain additional insight on the level of preparedness of temporary certificate holders.

The researcher used a stratified sampling strategy to select participants from the purposive sample of teachers. The reason for the stratified sampling allowed the researcher to obtain a sample population that best represented the entire population being studied; making sure that each subgroup of interest was represented (Murphy, 2020).

### **Delimitations**

In order to manage the size of the study, several delimitations was put in place. The study was delimited to groups of first-, second-, and third year teachers employed in the South Florida school system. Responses was obtained through a survey emailed to selected teachers from one of South Florida's largest school districts. The results of this study was solely based on novice teachers' perceptions reflecting only on teacher preparation due to lack of clinical training.

## **Theoretical Framework**

According to John Dewey (1938), learners needed to engage in their environment and this is what came to be known as practice. The notion that practice is inferentially complex and cannot be straightforwardly construed as a technological application as the concept implied (Deng, 2004). The lack of experience for incoming teachers across the districts of the United States means that the supply relationship was not meeting the level of demand; thus, leading to actions such as alternative certification and the acquisition of new partnerships in an attempt to increase the local supply of qualified teachers (Hackett, 2017). Research indicated that within this framework, teachers lacked the field experience needed to sustain a successful career (Kronholz, 2013). This study was aligned with the research with the goal of identifying the factors that caused inexperienced teachers to enter the profession. The researcher researched these factors through the use of a survey that addressed the multifaceted subjects of the education profession. The information gathered from the survey was used to drive the focus group discussion. The researcher utilized those factors to develop an evidence-based clinical webinar course that provided experiential learning to first year teachers before they enter the classroom. These experiential learning experiences consisted of scenarios that pertain to classroom management, social and emotional learning, accommodation, differentiation, and unconscious bias.

## **Definition of Terms**

The following terms are important to the study:

### ***Alternative Pathway***

Alternative pathways in education are alternative means of obtaining educational qualifications, other than the traditional means of gaining access to or completing the required study to obtain the educational qualifications (Florida Department of Education, 2015).

### ***Administrators***

Assistant Principals and/or lead teachers who manage new teachers induction.

### ***Clinical Training***

Clinical training refers to programs that provide developing professionals with practical and skills-oriented instruction under the supervision of a skilled practitioner (Florida Department of Education, 2015).

### ***Effective Component***

Rigorous curriculum and instruction, assessment and accountability, teacher quality, and professional development.

### ***Field Experience***

A field experience is an opportunity to apply knowledge gained in the classroom with supervised practice in the field (Paige, 2002).

### ***Practical Techniques***

Practical techniques are basic principles, discussion on classroom management, notes on preparation, and a thorough overview of basic techniques (Micheal Lewis, 1985).

### ***Student Teaching***

Student teaching is designed to allow pre-service teachers to practice and refine their teaching skills in a regular classroom experience (Florida Department of Education, 2015).

### ***Temporary Certificate***

The Florida Temporary Certificate is issued after the individual is employed in a Florida school and his/her fingerprints have been cleared (Florida Department of Education, 2015). This certification is nonrenewable and is valid for 3 years.

### ***Title I***

Title I, Part A (Title I) of the Elementary and Secondary Education Act (ESEA), as amended provides financial assistance to local educational agencies (LEAs) and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards (U.S. Department of Education, 2015).

### ***Traditional Pathway***

Traditional programs are typically four-year undergraduate programs and often attract individuals who enter college with the goal of becoming a teacher (Florida Department of Education, 2015).

### ***Social Scientist***

An expert researcher who study all aspects of society from past event and achievements to human behavior and relationship among groups (Paige, 2002).

### ***Value Added Model***

Value Added Model is a method of teacher evaluation that measures the teacher's contribution in a given year by comparing the current test scores of their students to the scores of those same students in previous school years, as well as to the scores of other students in the same grade (Florida Department of Education, 2015).

### ***Withitness***

"Withitness" is a term created by Kounin to describe the teacher's awareness of what is going on in all parts of the classroom at all times (Kounin, 1977).



**Summary**

This research study exposed the need of clinical training for all temporary certificate holders by investigating four major themes that had a direct influence on teacher readiness: management skills and providing accommodations, unconscious bias, and social and emotional learning. The need for clinical training for educators who held a temporary certificate was introduced and a graphic representation of the researcher's purpose was presented. In this chapter, a rationale for conducting this research was presented. The research questions that guided this study were listed and the research designed was provided. This chapter provided an introduction that will precede the relevant literature review presented in Chapter 2.

## Chapter 2: Literature Review

### Introduction

This literature review will focus on the evolution of teacher preparation programs. The specific topics covered in this review will include the history of clinical training, teacher preparedness policies, teacher profession, and reformation of the professional development program for alternative certificate holders. The information provided in this chapter will expose the need of clinical training for all temporary certificate holders by investigating four major themes that have a direct influence on teacher readiness: preparation and forethought, classroom management, pedagogy, and content knowledge. The proposal of this research initiated changes to the overall process of entering the teaching profession with a temporary teaching certificate.

Shulman (2009) further elaborated that teaching is a:

Combination of an art, a craft and a science. Knowing what to teach, how to teach it and what methods to use with particular topics, particular kinds of students and in particular settings all combine to form the knowledge and skills that define teaching expertise.

(p. 110)

Crookes (2003) stressed the importance of teaching practice as he believed that the learning process needs to be grounded in classroom practice. It is important to have a program that supports and provides the essentials needed to survive in a diversified classroom. According to Richard and Crookes (1988), “The experience gained from the field is very crucial and valuable in the learning process and in developing the understanding regarding the profession” (p. 3). According to Kyriacou and Stephens (1999), “Learning to teach is a very complex activity and it could aggravate more problems if it's not taught correctly” (p. 5).

### **Alternative Certification**

Alternative certification has been a term used for a variety of programs that train and credential teachers in an expedited manner (Heinen & Scribner, 2009). According to Feistritzer, (1998):

Alternative Teacher Certification programs ranges from emergency certification to very sophisticated and well-designed programs that address the professional preparation need of the growing population of individuals who already have at least a baccalaureate degree and considerable life experience who want to become teachers. (p.5)

An emergency certification is a temporary measure enacted by some states to address the shortages of certified teachers (Parish, 2011). Emergency certification and the alternative certification have an overall goal of expediting the entry of candidates into the education profession (National Center for Education Statistics, 2019).

Alternative certification brought teachers to the field quicker than the traditionally trained teachers (Heinen & Scribner, 2009). According to the National Education Association (2019), alternative pathways to teacher certification were having a profound impact on K-12 education because of the offering of providing content experts as educators. However, having content knowledge without the experience was where alternative pathways missed to mark (Redmiles, 2019). Further, The National Education Association (2019) believed that alternative pathways must be equal in rigor to tradition programs and that every teacher candidate must meet identical standards and measures in order to receive a professional teaching license in a given state (National Education Association, 2019).

**Student Teaching/Classroom Experience**

Currently, teachers who hold a temporary educator certificate are required to complete professional development while simultaneously teaching. Research showed that one-time professional development workshops did not impact changes in teacher's classroom practice and did not typically align with the day-to-day practice of a classroom teacher (Loucks-Horsley & Matsumoto, 1999). The absence of field experience for alternative certificate holders manifested a negative impact on teacher effectiveness and districts typically did not provide a strong system of professional development to supplement the missing field work (Darling-Hammond et al., 2009; Gulamhussein, 2013; Guskey, 2009). According to Table 1, some states in the United States were mandating successful completion of student teaching to qualify for initial certification, with the aim of assuring teacher effectiveness (American Association of College for Teacher Education [AACTE], 2018).

Although state regulations did provide some guidance on student teaching experiences, no state had what could be termed a comprehensive set of regulations or even guidelines for student teaching programs (National Council of Teacher Quality, 2011). According to the data in Table 1, only about half of the United States required that student teaching last at least 10 weeks. In Finland, whose educational system is popularly compared to that of the United States, teacher candidates (all of whom were graduate students) engaged in a full year of student teaching experiences in training schools associated with a university (Darling-Hammond, 2010). In comparison with education systems similar to the United States, the lack of teacher preparedness continued to impact the education system (Magogwe & Ketsitlile, 2015).

**Table 1.**

*Student Teaching*

<b>What States Require on Student Teaching?</b>				
<b>States</b>	10 Weeks of field experience	12+ Semester Hour Commitment	Mentor Teacher Must Have 3+ years	Must have student teaching prior to entering classroom
<b>AK</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
<b>AR</b>	<b>X</b>			
<b>CT</b>	<b>X</b>	<b>X</b>		<b>X</b>
<b>FL</b>	<b>X</b>		<b>X</b>	<b>X</b>
<b>GA</b>				
<b>KY</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>

**Florida Testing Requirements**

In the state of Florida, these requirements are traditionally met through the Initial Teacher Preparation (ITP) pathway (Florida Department of Education, 2020). The ITP pathway consists of the completion of 120 credit hours from a state-approved initial teacher preparation program at the undergraduate or graduate level and the passing scores on the Florida Teacher Certification Examination (FTCE) (Darling-Hammond, Berry, & Thoreson, 2000). The FTCE assesses the skills and knowledge all candidates need to begin effective careers as professional educators. The FTCE consists of three components: the General Knowledge (GK) Test, the Professional Education (Prof Ed) Test, and the Subject Area Examination (SAE).

The first section of the FTCE is the GK. The GK test provides a basic foundation for instruction for teachers at all levels of teaching and instruction, and the competencies and skills assessed by the test are aligned by law to state standards (U.S. Department of Education, 2015). This test section consists of four subtests: math, reading, writing, and science. In 2018, a total of 107, 949 individuals took the GK test and only 65% passed on the first attempt (Florida Department of Education, 2019). Out of all four subjects tested, reading and math had the lowest passing rate of 59% (Florida Department of Education, 2019). According to Wexler (2019), these low passing rates had attributed to the surge of uncertified teachers. A report in 2019 from the National Council of Teacher Quality indicated that 54% of those who took the Elementary certification test failed on their first try (Wexler, 2019). This particular test assesses knowledge in four areas (English, Math, Social Studies, and Science) elementary teachers are expected to cover.

Individuals interested in becoming a teacher were tested by a computer-based test made by Pearson VUE. Pearson VUE is a part of Pearson, the world's largest learning company with more than 35,000 employees working across the globe (Pearson, 2020). Pearson serves over 450 credential owners across the globe to help develop, manage, deliver, and grow their testing programs. According to Pearson Education Testing Center, education testing for teachers assesses the skills and knowledge all candidates need to begin effective careers as professional educators (Pearson, 2020). In the state of Florida, educators were allowed to teach without successfully passing the general knowledge portion of the FTCE. In fact, more candidates failed the FTCE on their first attempt (54%) than those that pass, which suggested a lack of adequate preparation (Gerber, 2019).

Due to the alarming failing rates of inspired educators, several college prep courses offered support to individuals to pass the FTCE on their first attempt. According to the NCTQ (2011), much of the blame was on teacher training programs. The FTCE test was designed to assess knowledge in English, Math, Social Studies, and Science, but teacher training programs did not ensure these basic contents (National Council of Teacher Quality, 2011).

### **Passing/Failing Rates for Education Certification**

In 2018, out of the 5, 257 individuals who registered for the Elementary K-6 subject area exam, only 57% passed the Reading/Language Art section, 66% passed the Social Science section, 67% passed Science, and 62% passed Math (Florida Department of Education, 2019). The National Council of Teacher Quality placed most of the blame on teacher training programs. According to NCTQ (2019), teacher training programs did not ensure their graduates had the basic grounding in the content needed to successfully pass the certification test. According to Wexler (2019), the certification test required knowledge far above the level an elementary teacher needs.

In 2019, Florida lawmakers tried to remedy the failing of teachers' state exams after some publicity about teachers who had to leave their schools because they couldn't pass various portions of the FTCE (Rado, 2019). According to Rado (2019), "Legislation was filed in late 2019 that would extend the time teachers have to pass the exam to three years instead of one, or even waive the test entirely in certain circumstances" (p. 1). Regardless of the publicity surrounding the FTCE passing rate, the ESSA required a highly qualified teacher to demonstrate mastery of general knowledge before entering the classroom (U.S. Department of Education, 2015).

According to data retrieved from the National Council of Teacher Quality (NCTQ), the quality of a teacher was critical to students' learning and so the success of any plan for improving educational outcomes depended on the teachers (NCTQ, 2017). The importance of the preparation program was to hold each candidate aspiring to become a teacher accountable. Preparation programs are where prospective teachers gained a foundation of knowledge about pedagogy and subject matter, as well as early exposure to practical classroom experience.

### **Pathways into the Education Profession**

According to Legermann (2015), the distinction between preparation programs and alternative pathways were not precise, but in general pathways referred to broad categories of preparation, while preparation programs were tailored to specific courses of study or experiences sponsored by a particular institution. According to Florida Department of Education ([FLDOE], 2020), there were three different options to become a qualified teacher: Initial Teacher Preparation Programs (ITPs), Educator Preparation Institutes (EPIs), and Professional Development Certification Programs (PDCPs).

The ITP's program was designed for college career students at postsecondary institutions and typically culminated in a bachelor's or master's degree. The ITP program was the "traditional" route into the education profession. The EPI's programs provided an alternate route to teacher certification. This program was designed for prospective teachers including career changers and recent college graduates wishing to pursue an educational degree. The PDCP's program was an alternate route offered by school districts, which allowed teachers with temporary licenses to work while earning their full certification (Solodev, 2019). These programs included a minimum GPA, a completion of a bachelor's degree, and a focus on the following:



social, institutional, and state policy contexts; conceptual orientation; admission to teacher education programs, a specified curriculum; and field experiences (Zeichner & Paige, 2007).

According to Gerber (2019), educators who held a temporary teaching certificate in Florida were not prepared to enter the classroom. National Council on Teacher Quality (2017) emphasized alternative teaching certification procedures in the state of Florida were insufficient, thus, leaving these teachers unprepared. Teachers who held a standard certification had students perform better than teachers who went through alternate methods to obtain certification (Goldhaber & Brewer, 2000). According to Nagy and Wang (2006), “Teacher’s knowledge in the subject area has significant impacts on students’ learning” (p. 12). This significance derived from the fact that a teacher can teach the content efficiently due to the knowledge in the particular field. This knowledge gave room for the teachers to differentiate instruction and chunk the information into digestible bites for students to gain a better understanding of the concept being taught (Nagy & Wang, 2006).

Allen (2019) stated “the knowledge of how to teach a subject is important, so some form of teacher training is imperative in order for a teacher to be successful in the classroom” (p. 3). However, having the content knowledge alone did not make one successful inside the classroom. These teachers possessed content knowledge, however still lack the preparedness needed to successfully teach. Solodev (2019) said, “...having an interrelationship of these pedagogies may work more powerfully in relationship to one another” (p. 5). These quotes resonated with the significance of the fact that first year teachers needed practice before entering the classroom (Gresham, 2017).

### **Omitted Pedagogies**

According to Allen (2009), “Taking more courses in a specific subject does not guarantee the ability to successfully run a classroom; however, having the withitness and experience do” (p. 5). NCTQ (2017) posited offering clinical training to teachers who took the alternative pathway synthesized various components educators had learned about planning instruction, collecting or developing instructional materials, teaching lessons, guiding small group activities, acknowledging/accepting diversity amongst students, and establishing and maintaining order. In a research study from North Carolina, Darling-Hammond (2009) found that students did better in classes where the teacher was “fully prepared” (p. 7). Therefore, when teachers were not properly prepared, it destroyed the future for students enrolled in their class (NCTQ, 2017).

### **Self-Efficacy**

Sass (2008) showed that additional educational coursework did little to help improve teacher education outcomes. In fact, teachers often lacked the necessary pedagogical knowledge and training to be an effective teacher (Torff & Sessions, 2009). According to a more recent study conducted by the National Council of Education, findings implicated that the competencies in teaching was shaped significantly by student teaching and continuous learning (Feuer & Floden, 2013). The lack of field experiences contributed to a lower sense of self-efficacy as a teacher of record and affected the achievement and behavior of the students taught by the temporary certified teacher (Elliott et al., 2010). According to data obtained from Department of Education 2018 Efficacy survey, only 34% or less of teachers felt their preparation program prepared them do teach effectively inside the classroom.

In Figure 2, the pedagogies chart shows various encounters teachers face inside the classroom. The flow chart is broken into four pedagogical sections: classroom management,

unconsciousness bias, social and emotional learning, and privileges and accommodations. These sections were typically introduced within the curriculum of a traditional teacher preparation program. However, with the rise of participants on the alternative pathways to certification, many of these sections were not introduced to a teacher until they entered the classroom (Solodev, 2019). The knowledge presented in Figure 2 below contains pedagogical knowledge also known as craft knowledge (Solis, 2009). The flow chart encompasses both theory learned during teacher preparation as well as experience gained from ongoing schooling activities. The information provided from Figure 2 comprises integrated knowledge representing teachers' wisdom with the respect to their teaching practice (Solis, 2009).

**Figure 2**

*Pedagogies Chart*



### **Traditional Pathway**

Despite growing recognition of the importance of preparation, limited research and methodological challenges have not been overcome (Legermann, 2015). This challenge stemmed from the wide variance from state-to-state on what was required for an effective preparation program. The National Council of Teacher Quality's 2016 Landscape in Teacher Preparation had examined 875 traditional undergraduate programs that prepared elementary school teachers, finding widely variable levels of quality (NCTQ, 2016). According to the regulation of the Department of Education (2018), teachers who entered the education profession through the traditional pathway typically graduated from a university with a degree in education. In response to policy makers growing concern that teachers have not been adequately prepared to address various pedagogical needs, teacher preparation programs have begun to adapt their curricula to include this type of preparation; however, not for teachers who seek the alternate pathway (Gerber, 2019). During their preparation, they completed clinical training, took courses in pedagogy and completed a semester of student teaching experience. Whereas, teachers who entered the education profession through the alternative pathway had little to no experience in the classroom (Trivitt, 2018).

### **Alternative Pathways**

Alternative certification programs were designed to mitigate teacher shortages as well as fast track interested individuals into education (Heinen & Scribner, 2009). The education system identified a range of knowledge and skills that were valuable to teachers who completed the alternative pathway: self-knowledge, cultural and linguistic knowledge, culturally informed pedagogical knowledge, knowledge about the nature of learning differences, knowledge of

teaching methods and materials suitable for different kinds of learning needs, and knowledge of home-school relationships (Legermann, 2015).

The data retrieved from the National Council of Teacher Quality (2018) in Table 1, showed that the counties in Florida still refused to mandate adequate training for teachers who took an alternate route into the education profession. According to the National Council of Teacher Quality (2017), “Professional knowledge and identity of education is woven around the practices of teaching” (p. 3). Providing clinical training for teachers who hold a temporary teaching certificate will create the opportunity to provide greater assistance to pre-service teachers as they begin to learn the conceptual and practical tools of any specific practice (Gerber, 2019). According to Rogers (2004), “It is critical that all alternate route programs provide at least a brief student teaching or other supervised practice experience for candidates before they enter the classroom” (p. 1).

Florida has developed a system to support the continuous improvement of teacher preparation programs and hold them accountable for their own performance and the performance of the teachers they produce (Gerber, 2018). Research has shown that Florida State Legislature recognized congress defined highly qualified teachers as those who not only possess full state certification, but also have solid content knowledge of the subjects they teach (Department of Education, 2002). The Legislature further recognized that research has linked student outcomes to a teacher’s own academic achievement (Gerber, 2018).

### **Millennials in Education**

One of the most significant challenges in the public school system in the state of Florida was meeting the needs of new teachers (Department of Education, 2002). As the diversity amongst the population continues to increase throughout the United States, so must the skills

required for educators (Paige, 2002). School leaders need to be aware of the similarities and differences among those employed in schools, particularly, the attributes that make the Millennials' generation unique (Brown, 2018). Millennials are those who were born between the mid- 1980 and 2000. According to Twenge and Campbell (2008), "Millennials want to make suggestions right away and be promoted quickly" (p. 865). According to Ingersoll, Merrill, & Stuckey (2014) "Within five years of beginning their teaching assignment 30% to 50% of teachers leave the profession" (p. 19).

Echelon Insights conducted an opinion research study on millennials adults in the United States and found that those in rural areas were the most enthusiastic about alternative pathways to teaching. In fact, 67% of millennials believed that individuals should be able to teach without an education degree (Echelon Insights, 2017). According to Echelon results, while both methods of teacher preparation programs were effective, providing teacher candidates with ample amount of experience and promotion opportunities was the best way to train and retain the millennial teachers (Echelon Insights, 2017).

In order to constrict this study, this research examined the correlation of teacher preparedness for the primary level teachers who chose the alternate pathway. This literature review explored the significance of specific topics in relation to teacher preparedness and practical experiences. Such practical experiences included alternative certification pathway and emergency certification pathway. In 2010, the state of Texas had 46% percent of their teachers utilized the alternative pathway into the education profession (Uriegas et al., 2014). According to Texas Education Agency (2014), "Alternative certification programs came from universities, region service centers, and private organizations" (p. 3). These alternative certification programs

are expedited programs that placed prospective teachers into the classroom after a brief introductory training and student support period (Jacobs & Walsh, 2007).

### **Emergency Certification**

Alongside the alternative certification program, there was also an emergency certification program for teachers. In the state of Florida, public school teachers are required to obtain teacher certification before leading a classroom. Unlike most states, Florida teachers are issued a temporary certification when the districts experience a shortage of teachers (NCTQ, 2017). Similar to Florida's temporary certification, in the state of Oklahoma, the State Board of Education may issue an emergency teaching certification when the district is unable to hire individuals meeting certification criteria (Eger, 2019). According to Eger (2019), "The state of Oklahoma plunged into a statewide teacher shortage almost six years ago, school districts became increasingly reliant on these new hires who had not yet completed the state's requirements for either traditional or alternative certification" (p. 1). The information in Table 2 shows how emergency certifications used to be a rarity, with just 32 emergency teaching certificates approved in a single year in 2011-12.

**Table 2.***Emergency Certification*

<b>Emergency certification issued for non-accredited teachers</b>	
<b>Year</b>	<b>Amount</b>
2011-2012	32
2012-2013	98
2013-2014	189
2014-2015	506
2015-2016	1063
2016-2017	1160

The Education System of Oklahoma noticed the spike in emergency certifications requested and decided to eliminate the criteria that allowed individuals to be employed as teachers for up to two years before they completed the education or training requirements for regular or alternative certification (Eger, 2019). In 2019, Oklahoma's State Superintendent Joy Hofmeister said, "Pre-kindergarten through third-grade teachers without a relevant degree or work experience must complete required state training before Nov. 15 or risk losing their emergency certification Dec. 31" (Eger, 2019, p. 3). The State Board of Education in Oklahoma has now decided that they would carefully scrutinize emergency certification requests submitted for their approval in the future, due to the importance of providing better equipped teachers for their early literacy grades (Eger, 2019).



### **History of Clinical Training for Teachers**

Public school education system has undergone many changes. In the state of Florida, Elementary school teachers have seen changes in formal preparation, licensure, certification, and accreditation all been modified to allow more open entry to teaching (Ron, 2007). “The face of our nation is changing, and nowhere is the change more evident than in public school classrooms,” stated Ron (2007, p. 1). These changes had greatly affected preparation programs for all teachers. In fact, preparing teachers for a multifaceted career had been a frequent problem since the implementation of the public school system. In 1965, the birth of clinical learning programs became the norm for undergraduate universities (Schneider, 2011). The clinical route gave aspiring teachers the opportunity to practice their craft before entering the classroom. Research showed aspiring teachers considered this process as a dreadful passage right, yet beneficial for first year teachers (, 2011).

Clinical training for teachers did not begin at the University level (, 2011). In fact, a number of reformers argued that teachers were unprepared for their work as early as the 19<sup>th</sup> century (Deng, 2006). The reformers used data from Prussia, where teachers’ requirements included instruction in both content and pedagogy, and given the chance to practice teaching at a laboratory design school (, 2011). In 1838, schools’ initial purpose was to establish teaching norms. A few years later, the state of Massachusetts birthed a path for all other schools to follow. This path introduced instruction in pedagogy and knowledge on basic content skills. The new wave of preparedness resulted in a small portion of training requirements for aspiring teachers in the late 1800s (, 2011). In fact, the length of this type of clinical training often lasted less than a week and most aspiring teachers coined the process as a dreaded rite of passage (, 2011).

Preparedness for aspiring teachers continued to struggle well into the 1930's. Local school boards did not have any type of policies or mandated preparation standards in place for aspiring teachers. Large school districts attempted to initiate the process and created their own teacher training programs led by experienced teachers (Wright, 2007). As the former State Superintendent of Education wrote in 1891, "...some teacher training schools had established relationships with lab schools, some schools have made the attempt and have abandoned it; some have accomplished the feat-on paper" (, 2007). Clinical training for teachers was slowly evolving and not every local school district was in favor of the change. According to a 1927 survey, some schools required less than 50 hours of student teaching, while other schools required 500 or more training hours (Darling-Hammond & Cobb, 1995).

Clinical practice for teachers became a normal requirement for aspiring teachers in the 1960's. As states began to strengthen, their education standards and licensure requirements attempted to establish some type of uniformity. Despite the attempt by the late 1970's adjustment and modifications amongst clinical training requirements for aspiring teachers continued to rise. Some states still lacked any mandated requirements for clinical training, while others had initiated a preparation program for aspiring teachers (, 1995). These programs required teachers to complete a baccalaureate degree and complete a minimum of 200 hours of student teaching for licensure. Today most states require a bachelor's degree from an accredited program, college or university, and at least 12 weeks or more of student teaching. Although most states have these requirements, research found that more and more aspiring teachers are opting to take the alternative route to eliminate the student teaching process (Wright, 2007).

### **Teacher Shortage**

Due to the extensive workload of the traditional route, education systems experienced a severe spike in teacher shortage (Aragon, 2016). A shortage is typically defined as the inability to fill vacancies at current wages with individuals qualified to teach in the fields needed.

According to recent data from ACT and the Department of Education, fewer high school graduates were interested in pursuing education majors and fewer college students were pursuing teaching careers (, 2016). Half of all schools and 90% of high-poverty schools are struggling to find qualified special education teachers (U.S. Department of Education, 2015). As the teacher preparation program enrollments decreased 35% nationwide, nearly 54% of non-certified teachers were hired on emergency or temporary credentials to supplement the shortage (Darling-Hammond et al., 2016).

### **Florida's Certification Policies**

The Florida Statute 1012.54 stated: "It is the intent of the Legislature that school personnel certified in this state possess the credentials, knowledge and skills necessary to allow the opportunity for high quality education in the public schools" (Florida Teacher Certification & Licensing Guide, 2019). Due to the lack of specifics within the statute, preparation programs were able to modify certain requirements. In the state of Florida, that State Board of Education offered alternative paths to certification for those applicants who have completed a bachelors' degree but did not complete a formal teacher preparation program (Joseph, 2004). These alternative paths had reset the clock for teaching preparation requirements and eliminated the clinical practice component (, 2004).

### **Elementary Temporary Teachers**

In the state of Florida, there were several paths to obtaining a career as a teacher. For the purpose of this literature review, the researcher focused on the Temporary Teaching Certification for Elementary school teachers. In order to receive a temporary teaching certificate in the state of Florida, individuals must complete a bachelor's degree program or have completed an education program outside the United States (, 2019). These individuals then received a temporary certificate while completing the remaining requirements. The remaining requirements consisted of a passing score on the subject area knowledge exam and/or met specialization requirements (, 2019). This particular certification was valid for three years while aspiring teachers attempt to fulfill requirements for full licensure. Florida Department of Education (2015) offered three different pathways to a temporary certificate: Bachelor's degree with a passing score on the Florida Subject Area Examination (for subjects that require no more than a Bachelor's degree); Bachelor's degree with a valid certificate issued by American Board for Certification of Teacher Excellence (ABCTE); Bachelor's degree with a major in the content area; Bachelor's degree with required courses, and a 2.5 GPA in the content area.

One major important factor about the alternative pathway into the education profession was temporary teaching certificates were only issued after an individual was employed in a Florida school (, 2019). A temporary teaching certificate was valid for three years and was nonrenewable. However, if an individual time expired before completing all required components, the district superintendent may request more time. According to Florida State Statute 1012.34, the State Board of Education can adopt rules to allow the department to extend the validity period of a temporary certificate for an additional two years (Florida Statute, 2005).

### **Preparation Programs**

The Office of the Educator Preparation is responsible for the initial and continued approval of educator preparation programs that lead to certification to teach in Florida's schools (, 2019). There are four educator preparation programs that offered a temporary teaching certificate: The Initial Teacher Preparation Program; The Educator Preparation Institutes; The Professional Development Certification Program; and The Education Leadership Program. For the purpose of this literature review, this study focused on the Educator Preparation Institute (EPI). This particular pathway provided an alternative route to Florida Professional Educator's Certification for those that already held a baccalaureate degree (, 2019). Florida's State Statute 1004.85, F.S, approved the EPI program and provided policies for educator preparation institutes created by postsecondary institutions or private providers. According to the Department of Education (2019), the current policies were as followed: (a) Professional development instruction to assist teachers in improving classroom instruction and in meeting certification or recertification requirements, (b) Instruction to assist potential and existing substitute teachers in performing their duties, (c) Instruction to assist paraprofessionals in meeting education and training requirements, and (d) Instruction for baccalaureate degree holders to become certified teachers as provided in the section in order to increase routes to the classroom for mid-career professionals who held a baccalaureate degree and college graduates who were not education majors.

### **Florida Educator Accomplished Practices**

The Department of Education (2019) emphasized that it will approve a preparation program if it incorporated the following Florida Educator Accomplished Practices (FEAPs). The six FEAPs are: (a) Instructional Design and Lesson Planning, (b) The Learning Environment, (c)

Instructional Delivery and Facilitation Assessment, (d) Continuous Professional Improvement, (e) Professional Responsibility, and (f) Ethical Conduct. Although each of these components is essential for temporary certificate holders, in-class experience remained the vital training component (, 2019). According to Florida State Statute 1012.98(3), individuals who held a temporary certification must complete specialized training in clinical supervision and participate in ongoing mentor training provided through the coordinated system of professional development (, 2019). Although the state statute indicated clinical learning, it did not specify if clinical training should be completed before entering the classroom. Research suggested that the most influential route for our teachers in the public school system was to provide adequate training before entering the classroom (Hightower et al., 2011; Rockoff, 2004; Stronge, Ward, Tucker, & Hindman, 2007). Boyd et al. (2009) found that student achievement was improved for first-year teachers prepared in institutions that had mandatory student teaching. Although there was research that showed teachers' level of education does not have a direct correlation to student achievement (Harris & Sass, 2011), there was significant research that proved clinical training did (Joshi et al., 2005). With rising numbers of temporary certificate holders infiltrating our public school system, clinical training should be at the forefront of teachers' preparation curriculum. While teachers' level of education was important, if they were not trained properly, it could be detrimental to the students as well as their career.

### **Education Profession**

Depending on the country, entering the teaching profession may be viewed as an honor and one of the most respected professions an individual can embark upon. In the United States, research suggests that the teaching profession is a mediocre profession and some have even regarded it as a "semi-profession" (Hirsh, 2009). According to the School and Staffing Survey

(SASS) conducted by the National Center for Education Statistics (NCES), most elementary and post-secondary schools lacked characteristics associated with professionalization (2019). In 2003 Sachs said,

New times, different challenges combined with conditions of uncertainty and ambiguity, require alternative ways of thinking about and engaging in the work of teaching.

Furthermore, new strategies for membership and mobilization for change are also required. An old professionalism does not provide the intellectual or moral leadership of a profession such as teaching in circumstances where being proactive, tactical and strategic are imperative. (p. 4)

According to Collins (1979), nearly all professions required completion of an accredited sanction program and passage of examination in order to obtain certification or licensure to practice (Collins, 1979). Darling-Hammond believed professionalization for teachers will occur when teacher preparation programs required aspiring teachers to be formally trained in an accredited program, tested, and then licensed in both teaching skills and subject knowledge (Darling-Hammond, 1984). In fact, the Department of Education recently incorporated incentives for teachers reaching these goals Darling-Hammond discussed (2015). According to the Florida Department of Education (2015), individual awards were now provided to teachers based on how well they improved their own students' performance. This incentive program has renewed the attraction of the education profession (Florida Department of Education, 2015).

Social scientists believe all professional careers consist of seven major components. These components consist of credentials, induction, professional development, specialization, authority, and compensation. The education profession contains all seven components; however, with the birth of alternate pathways the induction component lost validity (Sclan, 1993). The

reformation of teacher preparation programs combined the induction process and professional development. First year teachers are now inducted into the education profession without any initial practice or clinical training (Smalley et al., 2015). Instead, these teachers participate in routine professional developments over the course of three years.

Due to the modification of preparation programs, the teaching profession has eliminated a major component of professionalization. True professional work required an extensive amount of training before starting the actual task (Cao, 2008). In order to reverse this stigma placed upon the education profession, the degree of expertise amongst the job needs to increase. The upsurge of the education profession will not increase until the preparation programs specify training requirements. Expertise levels for the teaching profession will increase when preparation programs implement a curriculum that will challenge the skills and knowledge of aspiring teachers before they enter the classrooms (Carter et al., 2018).

### **Reformation**

Reforming licensing requirements for new teachers have been an ongoing battle for decades (Holmes Group, 1986). Research found that America failed to make it on the top 10 list for Best Educational Systems (Pearson, 2015). Other countries, like Finland and China, are ranked in the top 5 for having school systems with leading cognitive levels and educational attainment. America may need to reform the induction process for teachers and mirror the process of other leading educational countries.

In Finland, teaching was the most admired profession and primary school teaching was the most sought after career (Chard, David & Civulka, G. James, 2013). Due to Finland's very high standards, entering a teacher preparation program was a huge accomplishment. Primary school teachers in Finland were required to have a double major in education. This double major



consisted of a degree in a primary curriculum subject area and a degree in education. Alongside this double major, aspiring teachers must complete a fifth year and show that they have mastered the craft of teaching. After the completion of this high quality program, teachers were administered their Masters' degree.

The initial education and training program for teachers was so compact in Finland, only candidates with a clear aptitude for teaching and possessed a strong academic portfolio were admitted into the teaching preparation program (Hightower et al., 2011). Even once the program was completed, aspiring teachers completed an additional fall year of teaching at a training school for additional experience before entering the workforce. According to Hightower et al. (2011), Finland teachers are teachers of high quality. Hightower et al. (2011) definition of a high quality teacher were those who had a positive effect on student learning and development through a combination of content mastery, command of a broad set of pedagogical skills, and communication/interpersonal skills. Quality teachers are lifelong learners in their subjects' areas, teach with commitment, and are reflective upon their teaching practice (Hightower et al., 2011).

### **Comparison Aboard**

In a study conducted in China (2009), researchers argued that teaching practices may be improved with the use of practicing teaching. Clinical training provided an inside look on ways to develop relations with learners at a personal level, which was essential for students' performances (Braxter, Sullivan, & Jonson, 2008; Stage & Hassler, 2000). China's teacher preparation programs were found closely correlated with teachers' overall performances (Darling-Hamood, 200b). Due to the results of this positive correlation, teaching experience was highly valued in this country.

Unlike China, the Department of Education in the United States encouraged the federal government under the No Child Left Behind Act to stimulate programs that minimized teaching experiences (USDOE, 2015). Research showed some states offered alternate pathways to certification with no professional preparation at all (Darling-Hamood, 200b). In fact, Secretary of Education, Rod Paige, argued for the redefinition of teacher qualification to include little specific preparation for teaching (USDOE, 2015).

The alternative pathways provided a relief to complex requirements for education coursework, but it compromised the traditional regimes of teacher certification and the overall education profession. The preparation for elementary certificate holders is in a desperate need of change. Research showed teachers effect whether it is excellent or mediocre, and influenced students' learning for a substantial period of time (Bellows, Laura & Hippel, Paul, 2018). Unlike other countries, America allowed the most inequitable uncertified teachers into the education school system. According to Darling-Hammond, students of color, low income and low performing students were disproportionately taught by less qualified teachers (Darling-Hamood, 200b).

The main objective for providing clinical training before entering the classroom was to familiarize aspiring teachers with classroom day-to-day routine. The clinical training provided Lee Shulman signature pedagogies. As Shulman explained (2009):

Signature pedagogy has three dimensions: surface structure, deep structure, and an implicit structure. The surface structures consist of concrete, operational acts of teaching and learning, while deep structures reflect a set of assumptions about how best to impart a certain body of knowledge and know-how. The implicit structure includes a moral dimension that comprises a set of beliefs about professional attitudes, values, and

dispositions. (pp. 52, 54-55)

Completing some form of student teaching before actually teaching created opportunities to witness concrete realities of the teaching profession.

According to Echelon Insight (2017), 29% millennials were also less likely to be engaged in the workplace and were more likely to be ambivalent (55% "not engaged") compared with those from older generations (p. 1). To combat this statistic and get participants fully engaged, the clinical training used technology and culturally responsive teaching to prepare individuals for the education profession. Research showed that teachers who completed clinical training had the opportunity to gain missed skills and knowledge while completing their field experience (Liu, 2012).

### **Summary**

This chapter provided literature that exposed how the education profession had suffered through times. The literature provided described how shortages, the role of officials, lack of funding and insufficient planning had all affected the readiness of teachers entering the classrooms with a temporary certification. The specific topics covered in this chapter included the history of clinical training, teacher preparedness policies, teacher profession, and reformation of the professional development program for alternative certificate holders. It was evident by the data presented in this study that teachers needed preparation before entering the classroom.

## **Chapter 3: Methodology**

### **Introduction**

This chapter will provide an overview for the study and explain the proposed type of research question, selection of participants, and data collection tools. The researcher will provide a summary of the data analysis for this case study. The researcher will use a qualitative-case study design to examine-the need of clinical training for all temporary certificate holders by investigating four major categories that have a direct influence on teacher readiness: (a) preparation and forethought, (b) classroom management, (c) pedagogy, and (d) content knowledge. The proposal of this research initiated changes to the overall process of entering the teaching profession with a temporary teaching certificate.

### **Overview of Problem**

Educators often carry the role of a parent, counselor, role model, disciplinarian, and many other related roles. For several decades, traditional education, both in its ideology and methodology has met unprecedented challenges with teacher preparedness (Koehler et al., 2013). Some of these challenges ranged from the lack of training in academics, to connecting with students to staff morale. In 2018, more than 600,000 teachers entered the education profession through an alternative certification pathway that omitted training such as field experience and classroom management from the coursework requirements (National Center for Education Statistics, 2019).

Research showed that instead of teachers using a specific curriculum and a set of instructions on how to teach, teachers must now adapt learning methods to each individual learning style (Ingersoll & Strong, 2011). In order to master all of these skills, teachers need the proper training on how to juggle each obstacle successfully and concurrently (U.S. Department

of Education, 2001). Providing teachers with clinical training before entering the classroom gave teachers the confidence needed to analyze and understand each student's unique needs, learning style, interest, abilities, and social and cultural background (Gresham, 2017). Clinical training provided educators with the chance to grow their practical skills through the interaction with many roles and elements of a school and different groups of teachers (Redmiles, 2019).

### **Research Design**

The research utilized a qualitative case study design for this study (Creswell & Creswell, 2018). The qualitative approach allowed the researcher to analyze and collect data through an open-ended communication (Murphy, 2020). The qualitative method provided the researcher with the opportunity to gather participants' thoughts and their reasoning behind their thoughts. The researcher surveyed a group of teachers who had three years or less of teaching experience from a large public school district in the southeastern of the United States. The purpose of utilizing teachers that had less than three years in this study was to identify and validate the need for a grand design for novice teachers. The researcher also interviewed administrators who managed the initiation of teachers who held a temporary teaching certificate. The purpose of those interviews allowed the researcher to gain additional insight on the level of preparedness of temporary certificate holders.

The researcher used a stratified sampling strategy to select participants from the purposive sample of teachers. The reason for the stratified sampling (Murphy, 2020) was to allow the researcher to divide the teachers into groups of "professional certification" or "temporary certification". The use of grouping allowed the researcher to obtain a sample population that best represented the entire population being studied, making sure that each subgroup of interest was represented (Murphy, 2020).

### **Research Questions**

The following research questions drove the research for this study:

1. What are the effective components of customized clinical training for temporary certificate holders?
2. How will customized clinical training provide classroom strategies for educators who hold a temporary certificate?

### **Research Setting/Population**

For this study, the researcher utilized social media platforms to invite temporary certificate holders and administrators from a public school throughout South Florida with the goal of receiving a minimum target sampling size of N=25. If the target sampling size was not achieved in the initial request, then the study would have proceeded with the actual number of respondents who had agreed to participate. Participants came from a public school district that operated a total of 180 schools: 109 elementary schools, 34 middle schools, 23 high schools, and 14 alternative schools. In fiscal year 2020, the district employed a total 12,947 teachers, 27,168 staff members, and 45,000 volunteers. There were a total of 191,786 students in grades pre-kindergarten to twelfth grade within this school district. The student enrollment breakdown for the 2020 fiscal school were 35.9% Hispanic or Latino, 29.6% White, 27.7% Black, 3% Asian, and 2.8% other. The demographics of the staff of this district were: 55% White, 18% Black, 22% Hispanic or Latino, 3% Asian, and 2% other. From this population the researcher purposively solicited teachers who held a temporary teaching certificate and were within the first three years of their career. The recruitment of participants for this study contained no bias and was self-selecting.

### **Research Sample**

The researcher selected adult teachers ranging from the ages of 21-75 who held a temporary teaching certificate and assistant principals who managed temporary certificate holders. Among these strict qualifications, these teachers had to be within the first three years of their career to participate in the study. Finally, the researcher selected administrators who managed teachers who held a temporary certification. Collectively, both groups equaled the total participant selection for this particular study. In order to reassure the selection process was purposeful; the researcher used a pre- and post- survey from Google Forms and interviews from all participants to eliminate all bias. The survey and interviews were administered school wide in the fall of fiscal year 2020. The teacher participants had an opportunity to complete a pre-survey, a one-on-one interview, participated in an online webinar, and completed a post- survey. The administrators only participated in the one-on-one interview to obtain their perception of the level of preparedness temporary certificate holders had and to gather suggested training opportunities for temporary certificate holders.

### **Instrumentation**

The researcher utilized interviews and pre-/post- survey as the instrument to collect the data for this study with the teachers. The use of an open-ended survey allowed the all participants to discuss the research topic in-depth. Qualitative surveys often have problems with reliability (Choo, 2015); however, the researcher also had interview questions that were specific and that gathered detailed views of the participants. The validity of the survey relied on the participants' interviews discussing what the researcher wanted them to discuss.

The researcher first applied to the Institution Review Board (IRB). Once granted approval from the IRB committee, the researcher invited participants using three social media

accounts: Facebook, Instagram, and Twitter (see Appendix A & Appendix H). After the researcher received responses from invitations, the researcher then sought consent from the participants to participate in the study using a Google Form (see Appendix B). After consent was granted the researcher invited all teacher participants to take a pre- survey (see Appendix C). Once the pre- survey was completed, the researcher invited all teacher participants to participate in an one-on-one interview (see Appendix D). Once the teachers' interviews were completed, the researcher invited all administrator participants to participate in an one-on-one interview (see Appendix D). Once the assistant principal interviews were completed, the researcher invited the teacher participants to participate in a four-part webinar hosted by Zoom platform (see Appendix E). This webinar began in fall semester of the school year 2020. The webinar offered information and simulated situations surrounding the multifaceted education profession. Once the webinar was completed, all teacher participants were invited to complete a post- survey (see Appendix F).

The use of the pre- and post- survey instrument was to measure the self-efficacy of each participant before and after the implementation of the researcher's webinar. This information was used to measure the effectiveness of the researcher's webinar. The reliability of this instrument was stemmed from the consistency of the questions used in the survey. The survey questions elicited the same kind of information pertaining to teacher preparedness each time they were asked.

### **Product Explanation**

The researcher created a series of evidence-base webinars that provided research-based training that helped prepare participants (permanent subs, temporary certified, etc.) for the classroom. The webinar consisted of four parts: (a) classroom management skills, (b) social and emotional learning, (c) privilege and accommodations (Individual Education Plans [IEP],



English Speakers of Other Languages [ESOL], etc.) and (d) implicit bias. Each section of the webinar consisted of 45 minutes and only contain one moderator. The purpose of the webinar was to provide participants with the clinical training surrounding the multifaceted education profession.

The technical aspect of the webinar presentation was presented in listen-only mode. The participants were able to hear the presenter but the presenter was not be able to hear them. However, that did not mean participants were not be able to participate. All questions and discussion was addressed through the use of the question and answer panel bar. The presenter answered all questions and initiated a brief discussion after the presentation. Participants also participated with a live polling series offered throughout each section of the webinar.

The first section of the webinar provided strategies that dealt with classroom and school management. This section taught participants how handle a few legitimate crises such as a handful of crying students, classroom fights, setting parent conferences, and creating the climate for a diverse classroom. The second section of the webinar addressed social and emotional learning issues. This section taught participants how to identify emotions, provide skills on how to deal with attitudes, and managing the emotions of others. This section also taught participants how to show empathy for others and how to make thoughtful responsible decisions when dealing with fragile students.

The third section of this webinar taught participants how to differentiate instruction, provide accommodations, and individualize instructions for students. This section provided participants with an overview of different terminology that was attached to students who were legally bind to other various accommodations. Participants were taught how to read an Individual

Education Plan (IEP), Exceptional Student Education contract (504), and English as a Second Language (ESOL) contract.

The final section of this webinar taught participants about their unconscious bias. This section brought awareness to the inequality issues of the classroom. Participants were able to gain field experience through simulated situations that addressed teacher bias, achievement differences amongst students due to various levels of expectation, discrimination issues, and stereotyping. This section provided participants with the best reaction or solution for each issue encountered while in the classroom.

Overall, these webinars provided field experience in four areas: (a) management skills, (b) social and emotional learning, (c) providing accommodations, and (d) addressing unconscious bias. Each of these sections provided participants with simulated on-the-job training experiences. According to a study conducted by the National Council of Education, researchers found that the competencies in teaching are shaped significantly by on-the-job experiences and continuous learning (Feuer & Floden, 2013). Providing more field experiences instead of additional coursework helped to expose teachers to the classroom environment and the diverse learners that exist in today's classroom (Boyd et al., 2009). This webinar provided the missed field experience and offered strategies to be better prepared for the multifaceted education profession.

### **Data Collection**

The projected data collection date began on October 1, 2020 and was due to expire on November 30, 2021. The researcher separated all participants into two distinctive groups: temporary certification and administrators. The researcher began the data collection process with the use an electronic pre- and post- survey instrument. The pre- and post- surveys were designed

for the teacher participants only. These surveys accessed teachers' level of self-efficacy (see Appendix C) provided by Google Forms and the data collection platform provided by the Google Suite of tools. The researcher created the survey instrument based on the current literature, specifically for this research study. The survey instrument was anonymous and each characteristic was aligned with a free response option.

After the completion of the pre- survey, the researcher conducted one-on-one interviews with each distinctive group of participants (teachers & administrators). The researcher followed the qualitative exploratory model as defined by Creswell and Creswell (2018). The researcher used two different set of open-ended questions (see Appendix G) to discuss the level of preparedness each participant had when entering the classroom. These interviews were conducted virtually or via phone.

### **Procedures**

The researcher contacted all participants through a virtual post on three public social media platforms (see Appendix A & Appendix H): Face Book, Instagram, and Twitter. The invite advertisement contained no bias and was self-selecting. The invite had one requirement for teacher participants: must be within the first three years of their career. The advertisement was posted on October 1, 2020 and ended on October 14, 2020 and for phase two. After the researcher received all interested participants' responses, the researcher eliminated responses that do not qualify and then chose participants at random.

The chosen participants then received a consent form via email from the researcher (see Appendix B). After the researcher received consent from each participant, the researcher invited each teacher participant to complete a pre- survey (see Appendix C). The teacher participants received the pre- survey on October 16, 2020 and had twenty-four hours to complete the survey

and for phase two of this research, the teacher participants received the pre- survey on January 30, 2021 and had twenty-four hours to complete the survey. Once the pre- survey was completed the researcher invited all teacher participants to participate in an one-on-one interview (see Appendix D). Once the teachers' interviews were completed, the researcher invited all assistant principal participants to participate in an one-on-one interview (see Appendix D). Once the assistant principal interviews were completed, the researcher invited the teacher participants to participate in a four part webinar hosted by Zoom platform (see Appendix E). This webinar for phase one began on October 21, 2020 and ended on November 14, 2020. The webinar for phase two began on February 1, 2021 and ended on February 5, 2021 (see Appendix J). The webinars offered information and simulated situations surrounding the multifaceted education profession. Once the webinars were completed, all teacher participants completed a post survey (see Appendix F).

### **Data Analysis**

The researcher analyzed the data in multiple phases. First, the survey data was reviewed using a nominal scale. The researcher analyzed the surveys using descriptive statistics (mean, mode, median, standard deviation). The researcher analyzed the mode of how many participants chose each option and which option was selected the most. The response to each of the closed-ended questions from the survey was converted into a numeric value based on the mode of each response. The researcher began with the quantitative data of the survey to help understand and validate the remaining analysis of the research study.

Next, the researcher transcribed each interview and constructed the data from each response into a category or theme. The researcher then triangulated the administrators' interviews to these themes to analyze the questions of the surveys and looked for relationships

within and across the data sources. Lastly, the researcher developed a chart to refine the data into the four categories: management, accommodations, social and emotional learning, and unconscious bias.

### **Ethical Issues**

The researcher made sure that ethics remained a top priority throughout the study. The informed consent form (see Appendix B) was emailed out to each participant prior to participating in the study. There was a minimum risk to participants associated with this study. All participants invited to participate in this study were over the age of 18 years and did not demonstrate any mental incapacities. Participants had the ability to leave the study at any given time. Lastly, all recorded materials were used for the purpose of study and remained confidential and kept on the researcher's password protected computer and were destroyed when the study was completed.

### **Summary**

This chapter described the methods and procedures used to investigate the level of preparedness temporary certificate holders had when entering the classroom and the perceptions of the administrators who managed temporary certificate holders. The researcher provided an overview for the study and explained the proposed type of research question, selection of participants and data collection tools. The researcher also provided a summary of the data analysis for this case study. This study used qualitative research methodologies and a constructive philosophical paradigm. The data sources for this study included surveys and in-depth discussion groups. The chapter concluded with the ethical issue in research.

## **Chapter 4: Findings**

### **Introduction**

The overall aim of this case study was to examine the need of clinical training for temporary certificate holders by investigating four major categories that had a direct influence on teacher readiness: (a) preparation and forethought, (b) classroom management, (c) pedagogy, and (d) content knowledge. Using a thorough examination of the literature, the researcher created a series of virtual webinars specifically for new teachers. The researcher created these webinars with hopes to provide new teachers with the clinical training needed to thrive in the multifaceted field of education. This chapter presents the findings of the study. A description of the sample from which the data was collected is presented. An analysis of the results for each research question and how the information may impact the product going forward is provided.

### **Research Design**

Selected educators were solicited to provide feedback of their experience through a 13-question pre- and post- survey (see Appendix C), an eight question interview (see Appendix G), and participated in a webinar designed to examine the need of clinical training. Selected administrators were solicited to provide feedback of their experience managing new teachers through an eight question interview (see Appendix G). The pre- and post- surveys consisted of both a Likert Scale questionnaire and one open-ended question (see Appendix C). After completion of the pre- survey and the interview, teacher participants were required to complete a series of virtual webinars. The Likert Scale questions asked participants to provide feedback on the different sections that were discussed during the webinars. The open-ended question was designed to gain a better understanding of the needs of new teachers. Lastly, participants completed a post survey (see Appendix F) to determine the need of clinical training.

**Delimitations**

In order to manage the size of the study, several delimitations were put in place. This study was delimited to groups of first, second, and third year teachers employed in the South Florida school system. Responses were obtained through a survey emailed to selected teachers from one of South Florida's largest school districts. The results of this study were based on novice teachers' perceptions reflecting only on teacher preparation due to lack of clinical training.

**Data Collection Method**

The projected data collection date began on October 1, 2020 and ended on February 5, 2021. The researcher separated all participants into two distinctive groups: temporary certification and administrators. The researcher began the data collection process with the use of an electronic pre- and post- survey instrument. The pre- and post- surveys were designed for the teacher participants only. These surveys assessed teachers' level of self-efficacy (see Appendix C) provided by Google Forms and the data collection platform provided by the Google Suite of tools. The researcher created the survey instrument based on the current literature, specifically for this research study. The survey instrument was anonymous and each characteristic was aligned with a free response option.

After the completion of the pre- survey, the researcher conducted one-on-one interviews with each distinctive group of participants (teachers & administrators). The researcher followed the qualitative exploratory model as defined by Creswell and Creswell (2018). The researcher used two different sets of open-ended questions (see Appendix G) to discuss the level of preparedness each participant had when entering the classroom. These interviews were conducted virtually.

## Procedures

The researcher contacted all participants through a virtual post on three public social media platforms (see Appendix A & Appendix H): Face Book, Instagram, and Twitter. The invite advertisement contained no bias and was self-selecting. The invite required teacher participants to be within the first three years of their career. The advertisement originally posted on October 1, 2020 and was removed on October 14, 2020. After the researcher received all interested participants' responses, the researcher eliminated three responses that did not qualify and then chose the remaining nine participants. Due to lack of participation, the researcher advertised the research again using the same platforms (see Appendix K) on January 11, 2021 and removed it on January 29, 2021. After the researcher received all interested participants' responses, the researcher eliminated one response that did not qualify and then chose the remaining four participants to move forward for the second phase of this research process.

The chosen participants from both phases of the research study received a consent form via email from the researcher (see Appendix B). After the researcher received consent from each participant, the researcher invited each teacher participant to complete a pre- survey (see Appendix C). For phase one, the teacher participants received the pre- survey on October 16, 2020 and had twenty-four hours to complete the survey. Once the pre- survey was completed, the researcher invited all teacher participants to participate in an one-on-one interview (see Appendix D). Once the teachers' interviews were completed, the researcher invited all assistant principal participants to participate in a one on one interview (see Appendix D). Once the assistant principal interviews were completed, the researcher invited the teacher participants to participate in a four-part webinar hosted by Zoom platform (see Appendix E). The webinar sessions began on October 21, 2020 and ended on October 24, 2020. The webinars offered



information and simulated situations surrounding the multifaceted education profession. Once the webinars were completed, all teacher participants completed a post- survey afterwards (see Appendix F).

For phase two of this research, the teacher participants received the pre- survey on January 30, 2021 and had twenty-four hours to complete the survey. Once the pre- survey was completed, the researcher invited all teacher participants to participate in an one-on-one interview (see Appendix I). Once the teachers' interviews were completed, the webinar sessions began on February 1, 2021 and ended on February 5, 2021 (see Appendix J). The webinars offered information and simulated situations surrounding the multifaceted education profession. Once the webinars were completed, all teacher participants completed a post- survey (see Appendix F).

### **Participants**

Due to the lack of participants, the researcher repeated the study for a second phase to collect more data. During the second phase of this study, the teacher participant pool increased by four. The data in Figure 3 is a combination of responses from all participants in both phases of this research study.

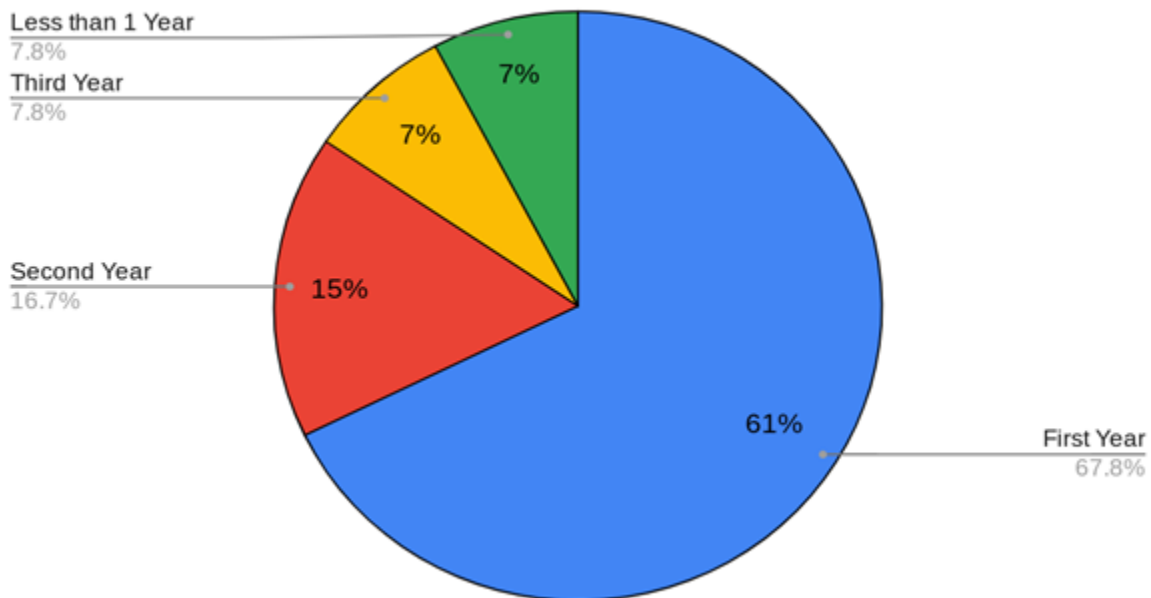
The administration of this study was conducted during the climax of the Covid Pandemic, which most likely limited participation of the study in phase one. There were a total of 13 teacher participants and two assistant principal participants. Out of the 13 teacher participants, there were a total of eight 1st year teachers (less than a year of experience), two 2nd year teachers, one 3rd year teacher and one teacher who completed one full year of teaching. The limited number of participants for this study was a disadvantage in determining the impact of clinical training for new teachers. While the researcher goal was to gather information from a vast number of new

teachers, input from the 15 participants was just as vital in determining the needs of incoming teachers in the multifaceted profession of education.

### Figure 3

*Survey Question 1*

#### How many years have you been teaching?



### Research Questions

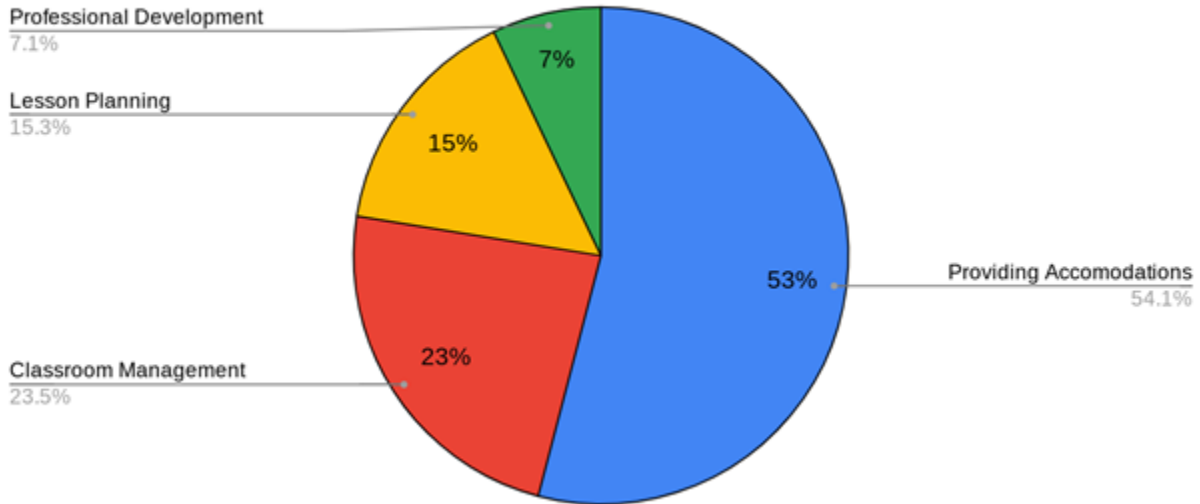
The following research questions drove the research for this study:

1. What are the effective components of customized clinical training for temporary certificate holders?
2. How will customized clinical training provide classroom strategies for educators who hold a temporary certificate?

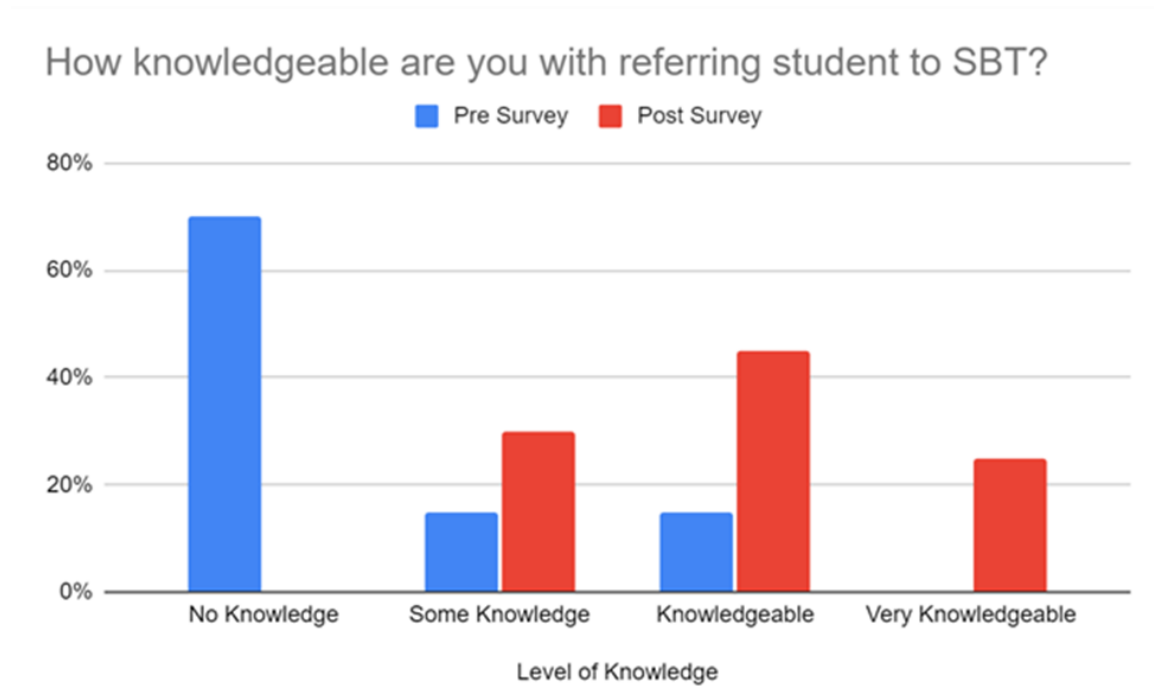
**Research Questions Analysis.** According to the two demographic questions of the survey (see Appendix C), an overwhelming number of respondents indicated that they wish they had

more experience with providing accommodations to students. One of the goals of this study was to develop clinical training for teachers to become efficient and effective teachers for all students. The fact that most of the participants indicated that they desired to have more training in this area was beneficial for this particular study. Having their input, allowed the researcher to narrow in on the beginning teachers true needs of the multifaceted education profession. However, the researcher would have preferred more feedback from a larger number of participants to generalize the need of new teachers.

The four pedagogical sections: (a) classroom management, (b) unconsciousness bias, (c) social and emotional learning issues, and (d) privileges and accommodations are typically introduced within the curriculum of a traditional teacher preparation program. However, for this study, participants did not take the traditional route and therefore, were provided these sections during the virtual webinar. The data collected from the post- survey questions and interviews indicated that 53% of respondents stated that they wished they had more training in providing accommodations to students. Only 23% respondents indicated that they wished they had more training in classroom management, 15% of respondents indicated that they wished they had more training with lesson planning, and 7% of respondents indicated that they wished they had more training with professional development. These results aligned directly with the research question that framed this study. Considering the fact that only 21% of the states require adequate training for teachers who held a temporary certificate (National Council for Teacher Quality, 2017), the results from this study suggested otherwise. The National Council for Teacher Quality advocated for improvements in both coursework and clinical practice that will deliver competent and confident novice teachers (NCTQ, 2017). The data provided found measurable benefits of teachers who completed the online webinars provided within this study.

**Figure 4***Survey Question 2***Reflecting on your teaching career, what areas do you wished you had more training?****Analysis of Survey Questions**

The third survey question asked, in thinking of students who struggle academically, how knowledgeable are you with referring students to the School Base Team (SBT)? Participants indicated the levels of knowledge using a five point Likert Scale with one being “not knowledgeable” and five being “very knowledgeable.” In the pre- survey 70% of the participants indicated that they had no knowledge on how to refer a student to the School Base Team. While 15% of the respondents indicated that they were really knowledgeable and 15% of the respondents indicated that they had a little knowledge on how to refer students to the School Base Team.

**Figure 5***Survey Question 3*

**Analysis.** In the post- survey, 25% of the respondents indicated that they were very knowledgeable on how to refer students to the School Base Team and 45% of the respondents indicated that they were really knowledgeable on how to refer students to the School Base Team. Alongside this, 30% of the respondents indicated that they had the knowledge it took to refer students to the School Base Team. In comparing this data, it appears that after participants completed the online webinars knowledge on how to refer a student to the School Base Team increased. The pre- survey indicated that 30% of the respondents already held the knowledge needed for research question one; however, after the online webinars, there was a 70% increase. Alongside this 70% of the respondents, who lacked knowledge prior to the online webinars, indicated that they were more knowledgeable after the online webinars. As mentioned earlier, the quality of a teacher matters (National Council of Teacher Quality, 2017). One of the goals of this

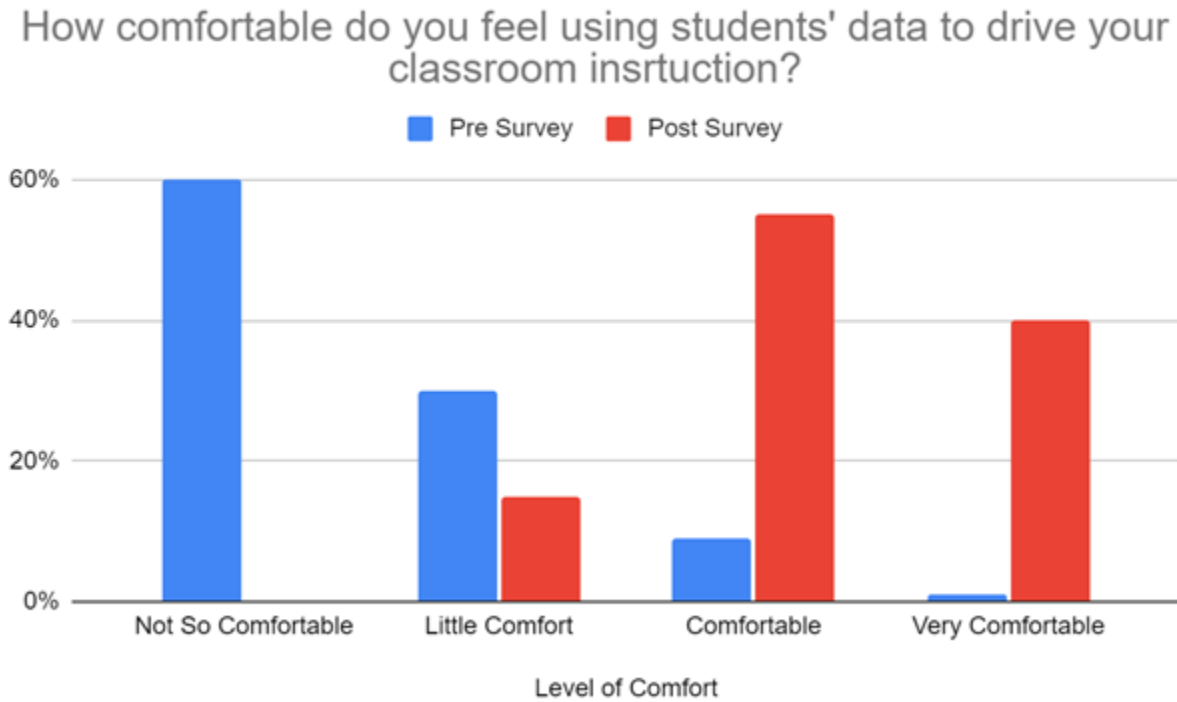
study was to provide teachers with the essential tools needed to thrive in the multifaceted profession of education.

**Survey Question 4**

The fourth survey question asked respondents, how comfortable they were using student data to drive their daily lesson plans? Participants indicated their level of comfort using a five point Likert Scale with one being “not so comfortable” and five being “very comfortable”. In the pre- survey, 60% of respondents indicated that they were not so comfortable. While 30% of the respondents indicated that they had very little comfort, 9% indicated that they were comfortable, and 1% indicated they were very comfortable.

**Figure 6**

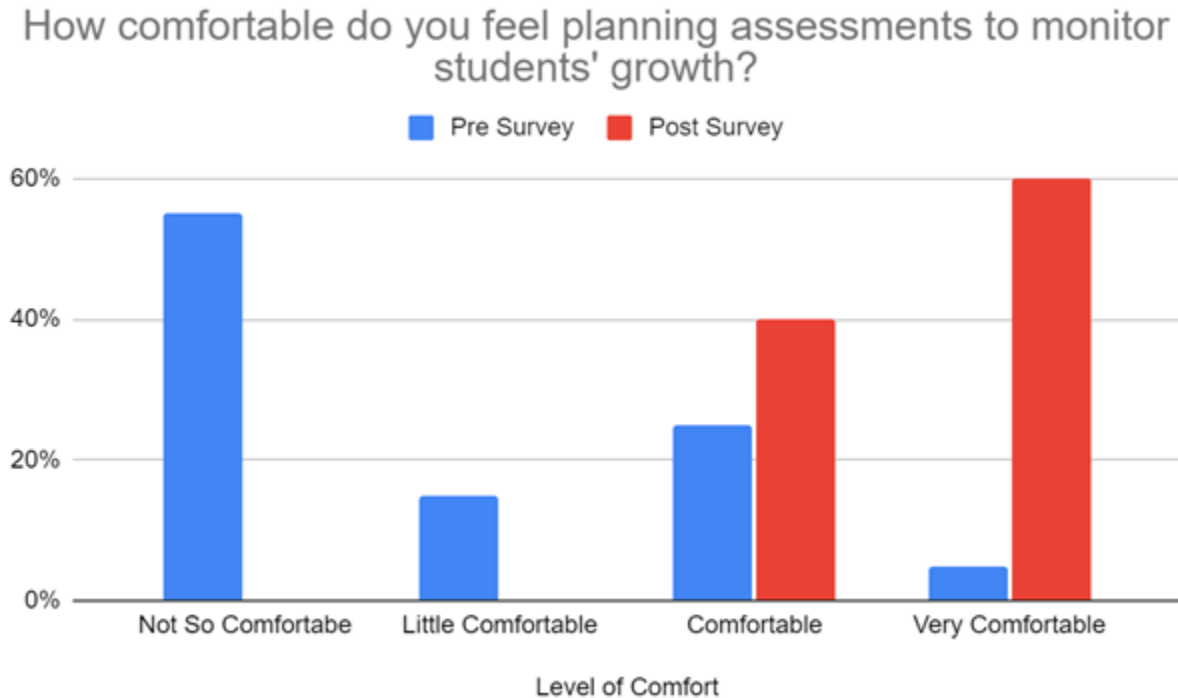
*Survey Question 4*



*Analysis.* In the post survey, 55% of the respondents indicated that they were very comfortable utilizing students' data to drive instruction and 40% of the respondents indicated that they were really comfortable utilizing students' data. Only 15% of respondents indicated that they were comfortable and 0% of participants indicated lack of comfort. In comparison to this data, it appears that respondents' level of comfort to utilize students' data to drive instruction increased. In the pre- survey there were 60% of respondents lacking the comfort needed to utilize students' data to drive instruction. After the online webinars, 95% of respondents obtained high levels of comfort utilizing student data to drive instruction. As previously mentioned, providing clinical training for teachers who hold a temporary teaching certificate will create the opportunity to provide greater assistance to pre-service teachers as they begin to learn the conceptual and practical tools of any specific practice (Gerber, 2019).

### **Survey Question 5**

The fifth survey question asked respondents to indicate their comfort level with planning assessments to monitor students' growth. Participants indicated their level of comfort using a five point Likert Scale with one being "not so comfortable" and five being "very comfortable". In the pre- survey 55% of respondents indicated that they were not comfortable completing the task, 15% of participants said they had little comfort, 25% of the participants were comfortable, and only 5% of respondents were very comfortable.

**Figure 7***Survey Question 5*

**Analysis.** In the post- survey, 40% of the respondents were comfortable with completing the task in research question 5 and 60% were really comfortable with completing the task. The data indicated that after completing the online webinars, respondents increased their level of comfort when planning assessments to monitor students' growth. As previously mentioned, true professional work required an extensive amount of training before starting the actual task (Cao, 2008).

**Survey Question 6**

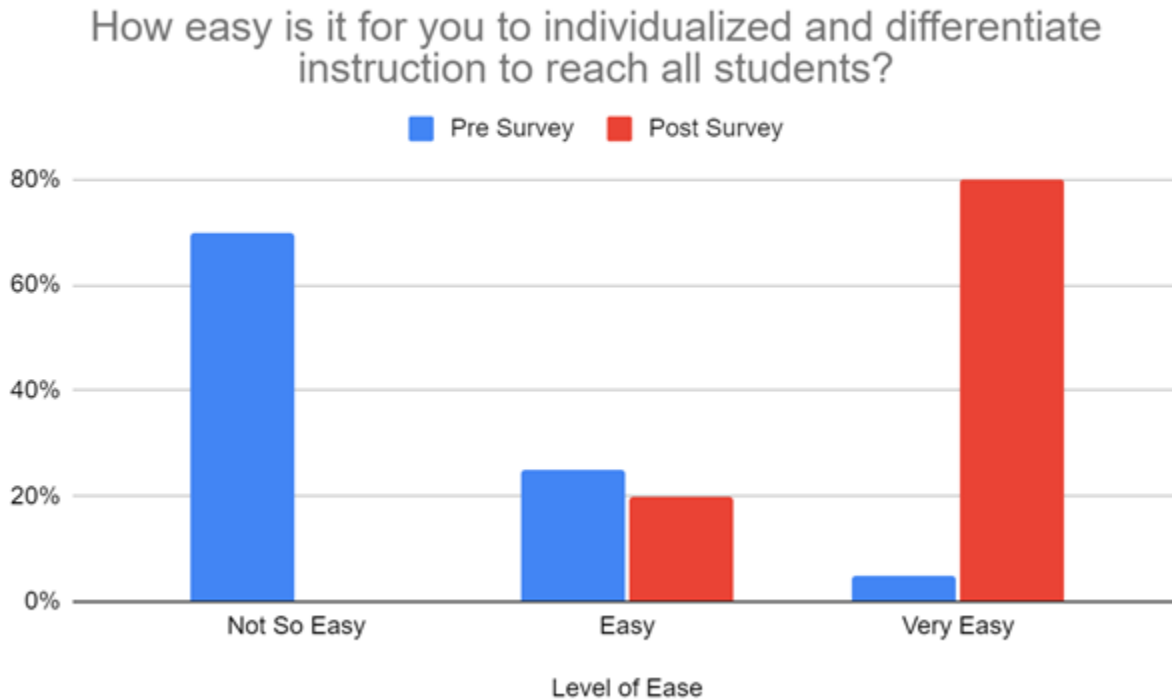
The sixth survey question asked respondents to indicate how easy it is for them to individualize and differentiate instruction to reach all students. Participants indicated their level of ease using a five point Likert Scale with one being "not easy" and five being "extremely



easy”. In the pre- survey 70% of respondents indicated that the task was not easy for them, 25% of the respondents indicated that it was kind of easy, and 5% indicated that it was very easy.

### Figure 8

#### Survey Question 6



**Analysis.** In the post- survey, 100% of respondents indicated the same task was easy or very easy. Although there was research that showed teachers' level of education does not have a direct correlation to student achievement (Harris & Sass, 2011), there was significant research that proves clinical training does (Joshi et al., 2005).

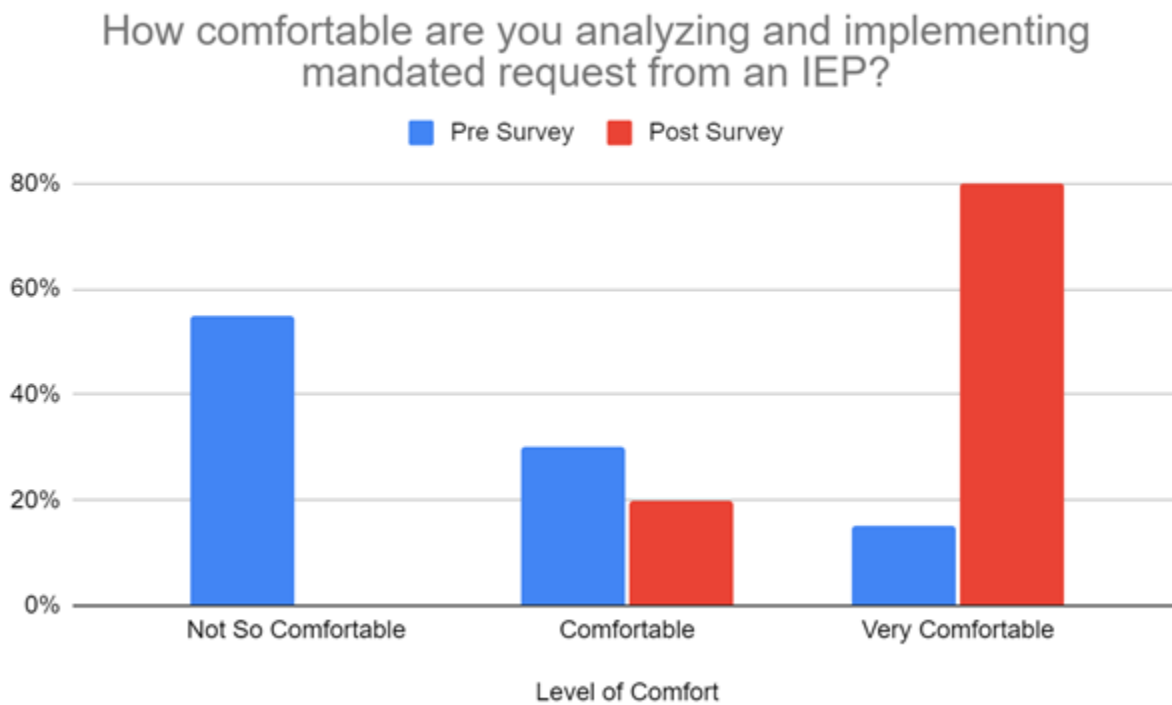
#### Survey Question 7

The seventh survey question asked respondents to indicate how comfortable they were analyzing and implementing mandated requests from an Individualized Education Plan. Participants indicated their level of comfort using a five point Likert Scale with one being “not

comfortable” and five being “very comfortable”. In the pre- survey 55% of respondents indicated that they were not comfortable with providing and/or meeting the request of Individualized Education Plans. Surprisingly, 30% of respondents indicated that they were comfortable with providing and/or meeting the request of Individualized Education Plans and 15% indicated that they were extremely comfortable.

**Figure 9**

*Survey Question 7*



**Analysis.** In the post- survey, all participants indicated that they were comfortable analyzing and implementing mandated requests from an Individualized Education Plan. In comparison to the pre- survey, the 55% of participants who indicated that they were not comfortable with this task, gained confidence after participating in the online webinars. As

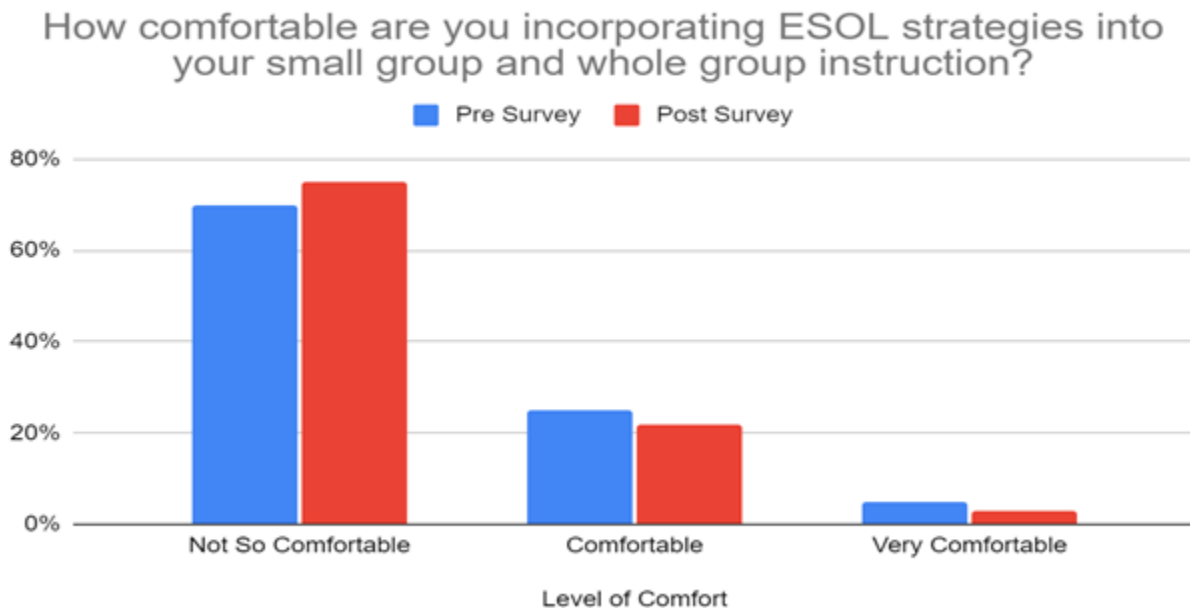
previously stated, the degree of expertise amongst the job needed to increase so that we have quality teachers in the classrooms.

**Survey Question 8**

The eighth survey question asked respondents to indicate how comfortable they were incorporating ESOL (English to Speaker of Other Languages) strategies. Participants indicated their level of comfort using a five point Likert Scale with one being “not comfortable” and five being “very comfortable”. In the pre- survey, 70% of participants indicated that they were not comfortable and 5% of participants indicated that they were extremely comfortable. There were a total of 30% of participants who indicated some level of comfort with incorporating ESOL strategies.

**Figure 10**

*Research Question 8 Pre-Survey*



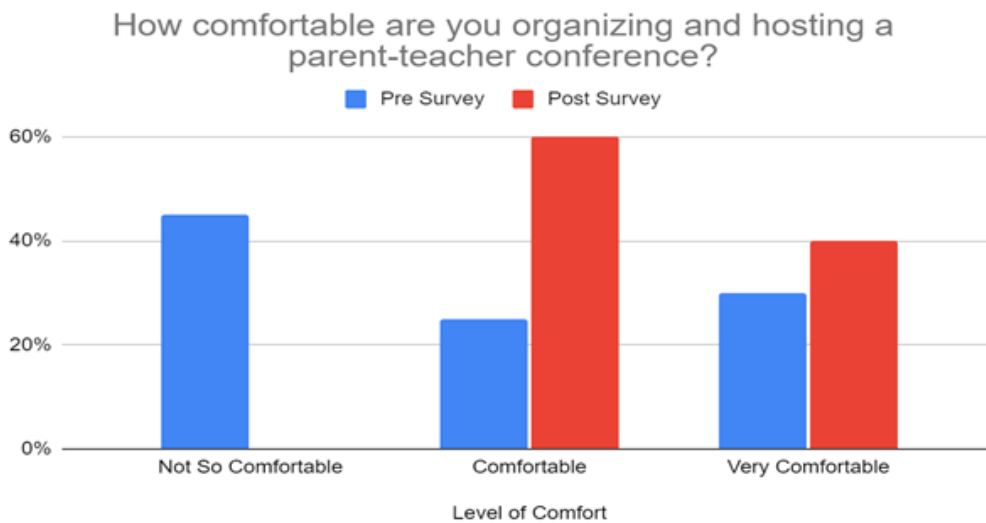
*Analysis.* In the post- survey, more than 70% of participants indicated they were not comfortable with incorporating ESOL strategies within their whole group and small group instruction. Alongside this, surprisingly, the 5% of participants who were initially extremely comfortable completing this task, declined to 2% of participants. The researchers looked for reasons in the interview questions regarding the decline in comfort level for this particular research question.

**Survey Question 9**

The survey question asked respondents to indicate how comfortable they were organizing and hosting a parent-teacher conference. Participants indicated their level of comfort using a five point Likert Scale with one being “not comfortable” and five being “very comfortable”. In the pre- survey 45% of participants indicated that they were not comfortable and 20% of participants indicated that they were extremely comfortable. There were a total of 65% of participants who indicated some level of comfort with hosting and organizing a parent-teacher conference.

**Figure 11**

*Survey Question 9*



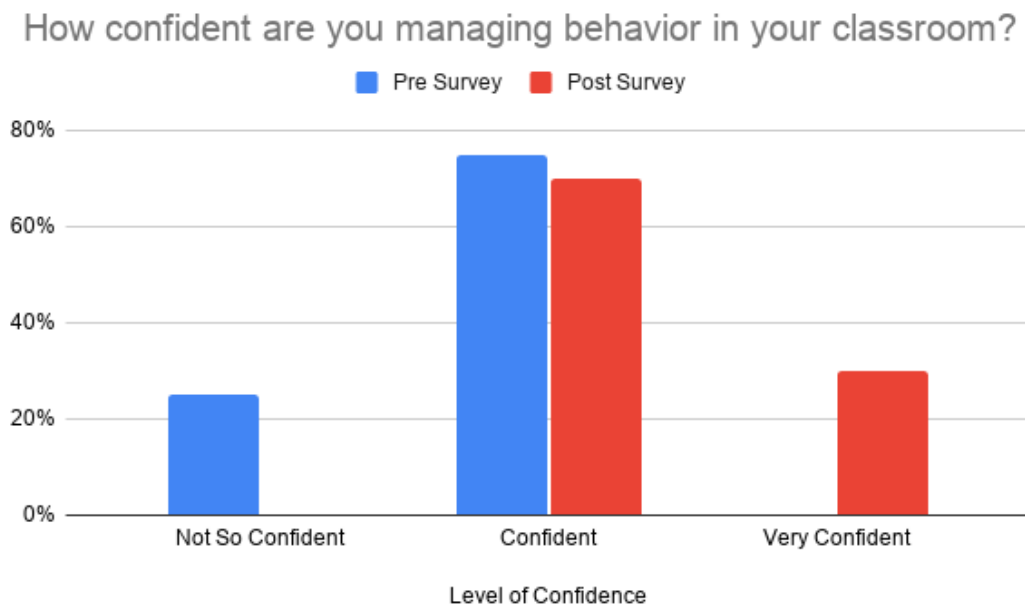
*Analysis.* In the post- survey, participants increased their comfort level with organizing and hosting parent-teacher conferences. Although 100% of participants answered this question favorably after the webinars, the researcher looked for justification of the difference between the pre- and post- survey within the open-ended interview questions.

**Survey Question 10**

The tenth survey question asked respondents to rate their level of confidence managing behavior inside of the classroom. Participants indicated their level of confidence using a five point Likert Scale with one being “not confident” and five being “very confident”. Only eight out of the 13 participants answered this question. Out of the eight respondents, only two participants indicated not being confident managing behavior inside the classroom. The other six participants indicated some level of confidence managing classroom behavior.

**Figure 12**

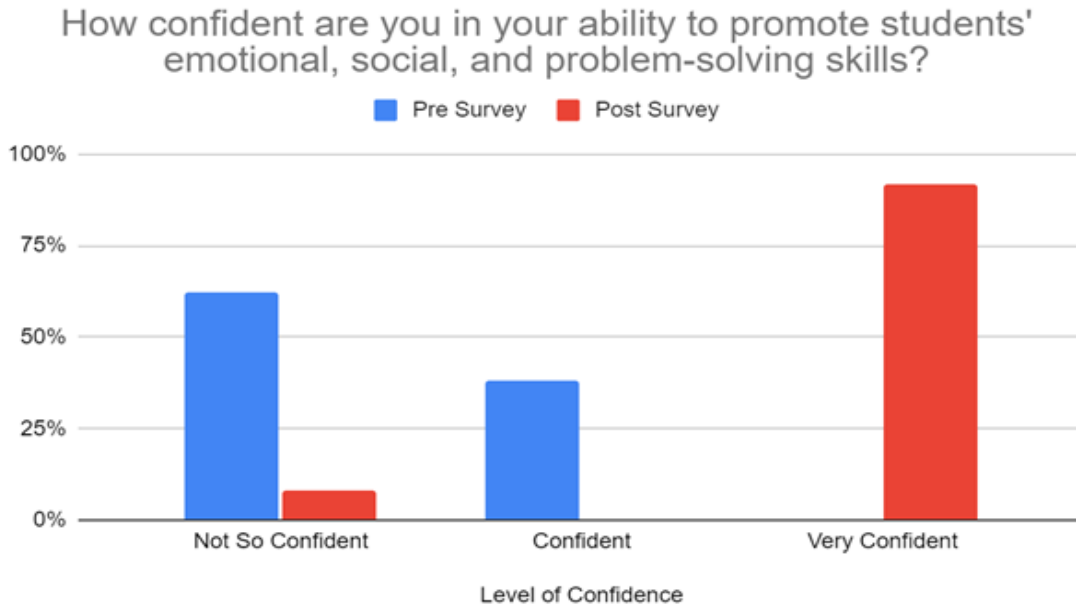
*Survey Question 10*



*Analysis.* In the post- survey, all participants responded to this question. Out of the 13 participants, four of the participants indicated that they were extremely confident, five indicated that they were very confident, and four indicated that they had enough confidence to manage behavior in the classroom. As previously stated, educators often carry the role of a parent, counselor, role model, disciplinarian, and many other related roles. Instead of teachers using a specific curriculum and a set of instructions on how to teach, teachers must now adapt learning methods to each individual learning style (Ingersoll & Strong, 2011). The fact that all participants indicated confidence maintaining classroom management was beneficial for the data collection.

### **Survey Question 11**

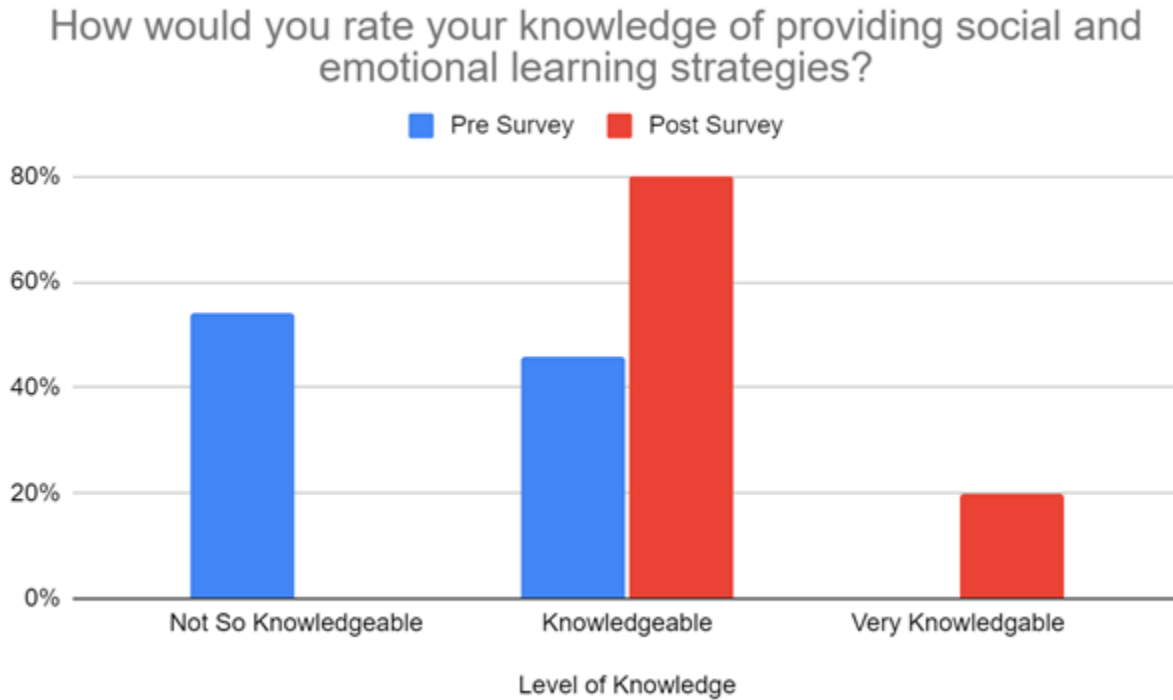
Survey question 11 asked participants to rate their level of confidence to promote Social and Emotional Learning (SEL). Participants indicated the levels of knowledge using a five point Likert Scale with one being “not knowledgeable” and five being “very knowledgeable.” Out of the 13 participants, only eight respondents indicated their level of confidence. Surprisingly only three of the teachers indicated that they had the confidence needed to promote SEL.

**Figure 13***Survey Question 11*

**Analysis.** In the post- survey all participants responded to question 11. One of the goals of this study was to develop clinical training that provided teachers with the confidence needed to thrive in the multifaceted field of education. The fact that 12 out of 13 participants indicated that they were very confident promoting SEL was beneficial for the data collection.

**Survey Question 12**

Survey question 12 asked participants to rate their knowledge of Social and Emotional Learning (SEL) and the level of confidence to promote SEL learning. Participants indicated the levels of knowledge using a five point Likert Scale with one being “not knowledgeable” and five being “very knowledgeable.” Out of the 13 participants who answered this question, only six participants had knowledge of providing Social and Emotional Learning.

**Figure 14***Survey Question 12*

**Analysis.** In the post- survey participants' level of knowledge increased dramatically after the online webinars. As previously stated, educators realized that teaching was more than a simple act of educating students on academic content; instead, it was a multifaceted profession (Parrish, 2019). Therefore, it was imperative that new teachers have the necessary knowledge to successfully teach all students.

### Survey Question 13

Survey question 13 was an open-ended question that asked respondents to list one thing they could change about their training for their first year of teaching. According to the responses, 10 out of 13 participants indicated that they would change the training on behavior management.



The remaining participants indicated changes surrounding virtual teaching, seeking support, and differentiated instruction.

*Analysis.* The overall aim of this study was to identify the challenges new teachers faced in the education profession due to lack of training. The feedback from research question 13 confirmed the need of clinical training for new teachers. As previously stated, there was a significant difference in teachers who received clinical training and teachers who do not receive clinical training.

### **Interview Findings**

Selected teacher and administrator participants were asked to participate in an eight question interview. There were a total of 15 participants, two administrators and 13 teachers. The researcher categorized each participant's responses into four main categories: (a) preparation and forethought, (b) classroom management, (c) pedagogy, and (d) content knowledge. The researcher combined this method with the analytical results provided through the pre- survey to develop the themes and lessons for the virtual clinical webinars.

### **Teacher Respondents**

The first question of the interview asked respondents to describe pre-service preparation in a public school system. Each participant provided a unique elaborative description of the pre-service training offered throughout South Florida's public school system; however, 100% of participants used the word "mentor" to describe the pre-service preparation. Interview question 2 and question 3 asked respondents to describe the initial mentoring process and the most significant part of the preparation for working in a public school. More than 70% of the teacher respondents indicated that there was a lack of significance in the preparation process. Table 3 is a selection of direct quotations from the teacher respondents.

**Table 3.***Preservice Preparation: Teachers' Interview Responses*

<b>Participant #1</b>	“My first day on campus, the principal introduced me to my mentor and told me she would be my Fairy Godmother on campus. I think I saw my mentor like 3 times throughout the year because she was always busy or absent.”
<b>Participant #2</b>	“I didn’t really receive any training until the 2nd month of school. My school was short staff and everyone was just trying to do the best they could, so I used what I knew and made it work.”
<b>Participant #3</b>	“My training consisted of a teacher constantly providing me copies of her lesson plans and the standards I needed to put on the board... but to be honest I didn’t really know how to teach the stuff.”
<b>Participant # 4</b>	“One thing that really stood out to me during my pre service training was that first week. The school had a committee that welcomed the new teachers and we went on a scavenger hunt around the school, but after that first week the fun was over and I felt alone.”
<b>Participant # 10</b>	“One thing I realized is that teaching seemed easy to me until I got inside the classroom. I found out quickly that I wasn’t prepared for half of the stuff!”

The interview continued to question 4 and question 5, which asked respondents to describe how the climate and culture of their school affected the requirements of a new teacher.

Table 4 is a selection of direct quotes from the teacher participants.

**Table 4.***Climate and Culture of Schools: Teachers' Interview Responses*

<b>Participant # 5</b>	“My school climate began very friendly and family oriented, but that quickly changed 2 months into the year. The dynamic of each one teaches one changed to every man for themselves. It was like we were all trying to outshine the other with various test scores.”
<b>Participant # 6</b>	“The requirements that go along with testing kind of make it hard for me to teach them the way I really want to. I was always worried how to infuse this standard or how to accommodate these kids who can't reach the standard.”
<b>Participant # 7</b>	“The climate of my school during my first year was chaotic. Lots of behavior issues. Mainly because we have a huge ESE population and I had no idea how to reach those kids, so the environment was always like a zoo, especially in the cafeteria and hallways.”
<b>Participant # 11</b>	“My first year at my school I learned quickly to separate myself from drama around campus. It's so easy to forget the overall mission and get caught up in mess. Making friends is good but keep your personal stuff, personal.”

The last interview questions asked participants to provide suggestions, plans, and knowledge a new teacher should have coming into the profession. Table 5 is a selection of direct quotes from all participants.

**Table 5.***Advice for Aspiring Teachers: Teachers' Interview Responses*

<b>Participant # 6</b>	"Don't forget to establish rules and expectations; this will save you many tearful nights
<b>Participant # 7</b>	"Find at least 3 to 4 mentors and don't rely too much on administration, they have their own issues to juggle daily."
<b>Participant # 8</b>	"Get training on how to complete a day to day task. It's the stuff they don't teach you that makes the job hard!"
<b>Participant # 9</b>	"I think new teachers should spend some time in the school and classroom before embarking this journey."
<b>Participant # 1</b>	"Make sure you have patients and know how to go seek or ask for help."
<b>Participant # 12</b>	"Find you a teacher mentor, even if one is not assigned to you and ask for help!"
<b>Participant # 13</b>	"Don't be afraid to say you don't know how to do something!"

**Administrators Respondents**

The first question of the interview asked administrators respondents to describe pre-service preparation in a public school system. Each participant provided a unique elaborative description of the pre-service training offered throughout South Florida's public school system; however, both participants used the word "mentor" to describe the pre-service preparation. Interview question 2 and question 3 asked respondents to describe the initial mentoring process and the most significant part of the preparation for working in a public school. The administrators' responses to question 2 and question 3 were opposite of the teachers' responses. In fact, both administrators indicated that their pre-service program aligned with the district requirements for new teachers. Table 6 are direct quotes from the two administrator participants.

**Table 6.***Preservice Preparation: Administrators' Interview Responses*

<b>Administrator Participant 1</b>	“The pre-services we provide to new teachers come directly from our district. We have a program where the teachers are required to complete different tasks pertaining to the job. It’s really a stellar program and offers a huge amount of support.”
<b>Administrator Participant 2</b>	“The great thing about the pre-service program we provide for our teachers is the mentoring component. The district requires all new teachers to have one and I think that’s the best way to provide beginners with support.”

The interview continued with question 4 and question 5 which asked respondents to describe how the climate and culture of their school affected the requirements of a new teacher. The administrators’ response to question 4 and question 5 was ironically similar to the teachers’ responses. Table 7 are direct quotes from the two administrator participants.

**Table 7.***Climate and Culture of Schools: Administrators' Interview Responses*

<b>Administrator Participant 1</b>	“The school climate is important for the flow of day-to-day instruction. Sometimes when the climate is not welcoming or the unexpected continues to happen, it makes it difficult for new teachers to work effectively.”
<b>Administrator Participant 2</b>	“Like any large organizations, everything is not peaches and cream. Sometimes the environment is a little off, especially now with this pandemic. I can understand teachers, especially new teachers not thriving as they should due to this.”

The last interview questions asked participants to provide suggestions, plans, and knowledge a new teacher should have coming into the profession. Table 8 is a selection of direct quotes from all participants.

**Table 8.**

*Advice for Aspiring Teachers: Administrators' Interview Responses*

<p><b>Administrator Participant 1</b></p>	<p>“Teachers need the knowledge of management and equality. Classrooms are more diverse than it’s ever been. Knowing how to provide an equitable education to all students is something a new teacher will need when entering this profession.”</p>
<p><b>Administrator Participant 2</b></p>	<p>“Teachers need to have a growth mindset and knowledge of how to deliver an equitable education for all students. Teaching itself is tough, but teaching in today’s society is extremely difficult, and I know from experience only the strong survive in this profession.”</p>

*Analysis.* The feedback from the interviews indicated that there was a need for additional training for new teachers. The focus group findings were organized into codes to generate four different themes: (a) management, (b) accommodations, (c) social and emotional learning, and (d) unconscious bias. The researcher transcribed each interview and constructed the data from each response into a category or theme. The researcher triangulated the administrator interviews to these themes and analyzed the questions of the surveys to find relationships within and across the data sources. The researcher discovered that teachers and administrators agreed that the climate and culture of the school affected the performance of the profession and was beneficial to the data collection.

As previously mentioned, the National Council of Teacher Quality advocated for improvements in both coursework and clinical practice that delivered competent and confident novice teachers (2017). According to a study conducted by the National Council of Education, findings implicated that the competencies in teaching was shaped significantly by student teaching and continuous learning (Feuer & Floden, 2013). The lack of field experiences contributed to a lower sense of self-efficacy as a teacher of record and affected the achievement and behavior of the students taught by the temporary certified teacher (Elliott et al., 2010).

### **Summary of Findings**

The feedback of respondents who participated in this study confirmed that providing clinical training for the new teachers was successful. The researcher analyzed the data in multiple phases. First, the survey data was reviewed using a nominal scale. The researcher analyzed the surveys using descriptive statistics (mean, mode, median, standard deviation). The researcher analyzed the mode of how many participants chose each option and which option was selected the most.

The response to each of the closed-ended questions from the Likert Scale survey was converted into a numeric value based on the mode of each response. The data collected confirmed that preparation programs were not effective and did not provide the basic necessities needed to survive in a classroom. Ingersoll and Strong (2011) argued that pre-service preparation was not sufficient to provide all of the knowledge and skill necessary to be successful. Researchers insisted that a large portion of knowledge and skill acquisition only came with on-the-job experience (Feiman-Nemser, 2001; Ganser, 2002; Gold, 1999; Hegsted, 1999).

The data collected also confirmed that teachers lacked the necessary preparation needed to thrive in the multifaceted profession of education. As previously stated, in order to master all of the needed skills, teachers needed the proper training on how to juggle each obstacle successfully and concurrently (U.S. Department of Education, 2001). Providing teachers with clinical training before entering the classroom will give teachers the confidence needed to analyze and understand each student's unique needs, learning style, interest, abilities, and social and cultural background (Gresham, 2017). Clinical training will provide educators with the chance to grow their practical skills through the interaction with many roles and elements of a school and different groups of teachers (Redmiles, 2019).

The aim of the virtual webinars created for this study was to provide aspiring and current new teachers with the training, support, and experience needed to thrive in the multifaceted educational profession. Serving as a virtual clinical training component, the webinars closed the gap that existed amongst educators who received clinical training and those who did not. It was evident from the data collected that the information provided in the webinars was needed and valued. The content provided from the virtual webinars was supportive, relevant, and critical for new teachers in the education profession.



## **Chapter 5: Conclusion**

### **Introduction**

The overall aim of this case study was to examine the need of clinical training for temporary certificate holders by investigating four major categories that had a direct influence on teacher readiness: (a) preparation and forethought, (b) classroom management, (c) pedagogy, and (d) content knowledge. Using a thorough examination of the literature, the researcher created a series of virtual webinars specifically for new teachers. The researcher created these webinars with the hope to provide new teachers with the clinical training needed to thrive in the multifaceted field of education. This chapter presents the discussion of the major findings, the limitations of the study, and recommendations for further research. Finally, the conclusions based on the findings are also provided.

### **Overview of Study**

The researcher used a qualitative case study design (Creswell & Creswell, 2018) for this study. The qualitative approach allowed the researcher to analyze and collect data through an open-ended communication (Murphy, 2020). The qualitative method provided the researcher with the opportunity to gather participants' thoughts and their reasoning behind their thoughts. The researcher surveyed a group of teachers who had three years or less of teaching experience from a large public school district in the southeastern of the United States. The purpose of utilizing teachers that had less than three years in this study was to identify and validate the need for a grand design for novice teachers. The researcher also interviewed administrators who managed the initiation of teachers who held a temporary teaching certificate. These interviews allowed the researcher to gain additional insight on the level of preparedness of temporary

certificate holders. The use of an open-ended survey allowed participants to discuss the research topic in-depth.

### **Product Explanation**

The researcher created a series of evidence-based webinars that provided research-based training that helped prepare participants (permanent subs, temporary certified, etc.) for the classroom. The webinar consisted of four parts: (a) classroom management skills, (b) social and emotional learning, (b) privilege, (c) accommodations (Individual Education Plans [IEP], English Speakers of Other Languages [ESOL]), and (d) implicit bias. Each section of the webinar consisted of 45 minutes and only contained one moderator. The purpose of the webinar was to provide participants with the clinical training surrounding the multifaceted education profession.

The technical aspect of the webinar presentation was presented in listen-only mode. The participants were able to hear the presenter but the presenter was not able to hear them. However, that does not mean participants were not able to participate. All questions and discussion was addressed through the use of the question and answer panel bar. The presenter answered all questions and initiated a brief discussion after each presentation. Participants also participated with a live polling series offered throughout each section of the webinar.

The first section of the webinar provided strategies that dealt with classroom and school management. This section taught participants how handle a few legitimate crises, such as a handful of crying students, classroom fights, setting parent conferences, and creating the climate for a diverse classroom. The second section of the webinar addressed social and emotional learning issues. This section taught participants how to identify emotions, provided skills on how to deal with attitudes, and how to manage the emotions of others. This section also taught

participants how to show empathy for others and how to make thoughtful responsible decisions when dealing with fragile students.

The third section of the webinar taught participants how to differentiate instruction, provide accommodations, and individualize instructions for students. This section provided participants with an overview of different terminology that were attached to students who are legally bind to other various accommodations. Participants were taught how to read an Individual Education Plan (IEP), Exceptional Student Education contract (504), and English as a Second Language (ESOL) contract.

The final section of the webinar taught participants about their unconscious bias. This section brought awareness to the inequality issues of the classroom. Participants were able to gain field experience through simulated situations that addressed teacher bias, achievement differences amongst students due to various levels of expectation, discrimination issues, and stereotyping. This section provided participants with the best reaction or solution for each issue encountered while in the classroom.

Overall, these webinars provided field experience in four areas: (a) management skills, (b) social and emotional learning, (c) providing accommodation, and (d) addressing unconscious bias. Each of these sections provided participants with simulated on-the-job training experiences. According to a study conducted by the National Council of Education, researchers found that the competencies in teaching are shaped significantly by on-the-job experiences and continuous learning (Feuer & Floden, 2013). Providing more field experiences instead of additional coursework exposed teachers to the classroom environment and the diverse learners that existed in today's classroom (Boyd et al., 2009). This webinar provided the missed field experience and offered strategies to be better prepared for the multifaceted education profession.

### **Discussion of Major Findings**

During the analysis of the summary of the responses from the survey questions, and interviews, three major findings emerged about the need of clinical training for teachers who held a temporary teaching certification in a public school setting: (a) the need for accommodation support, (b) professional developments on how to identify behavior issues, and (c) strategies on how to connect with students socially and emotionally.

***Finding 1.*** While schools were consistent in providing some sort of preparation for novice teachers, there was a profound variation in the type of preparation needed to allow teachers to feel prepared. An overwhelming number of respondents indicated that they wished they had more experience with providing accommodations to students. One of the goals of this study was to develop clinical training for teachers to become efficient and effective teachers for all students. The fact that most of the participants indicated that they desired to have more training in this area was beneficial for this particular study. Having their input, allowed the researcher to narrow in on the beginning teachers true needs of the multifaceted education profession. Due to this overwhelming request to have more information on how to service and provide accommodations to students, the researcher was able to implement these services within the webinar.

As a result, it appeared that after participants completed the online webinars, they gained knowledge on how to provide accommodations to students. As mentioned earlier, the quality of a teacher mattered (National Council of Teacher Quality, 2017). One of the goals of this study was to provide teachers with the essential tools needed to thrive in the multifaceted profession of education. After conducting this study, the researcher found 100% of respondents obtained higher levels of comfort utilizing student data to drive instruction and provided various

accommodations to students. As previously mentioned, providing clinical training for teachers who held a temporary teaching certificate created the opportunity to provide greater assistance to pre-service teachers as they begin to learn the conceptual and practical tools of any specific practice (Gerber, 2019).

***Finding 2.*** Though the researcher hoped to see a higher need for training on classroom management the data collected suggested otherwise. During the first phase of my data collection, only one participant indicated not being confident managing behavior inside the classroom. The other participants indicated some level of confidence managing classroom behavior. According to Allen (2019), “the knowledge of how to teach a subject is important, so some form of teacher training is imperative in order for a teacher to be successful in the classroom” (p. 3). However, having the content knowledge alone does not make one successful inside the classroom. Solodev (2019) said, “...having an interrelationship of these pedagogies along with classroom management may work more powerfully in relationship to one another” (p. 5). These quotes resonated with the significance of the fact that first year teachers needed practice before entering the classroom (Gresham, 2017).

The premise for advocating a clinical training component for novice teachers was based on an expectation that the implementation of such training would provide teachers with more training on classroom management. However, based on the data collected, this particular topic was not something participants felt had any significant value.

The researcher used responses from the conducted interviews to gain a better insight as to why participants felt they mastered classroom management with a little-to-no field experience. The feedback from the interviews indicated that teachers were overloaded with behavior and/ classroom management strategies before beginning the education career. Classroom management

was something the district practically hammered into newly hired teachers. Various researched-based resources were provided to participants during their first year on the job. The researcher discovered that the biggest concern surrounding classroom management was the process of identifying the indicators prior to a disturbance occurring. Teachers wanted more training on preventative methods more so than management strategies.

Shockingly teachers' perceptions were that classroom management was second nature. They figured they were the adult in the classroom and students would just automatically respect that fact and adjust accordingly. Teachers' indicated that as long as rules, expectations, consequences, and procedures were introduced then classroom management was handled. It should be noted that after the online webinars, the results for the post- survey questions about classroom management increased. Out of 13 participants, two of the participants indicated that they were extremely confident, five indicated that they were very confident, and six indicated that they had enough confidence to manage behavior in the classroom. As mentioned earlier, Solodev (2019) said, "...having an interrelationship of these pedagogies may work more powerfully in relationship to one another" (p. 5). The results from the post- survey proved this statement to be true.

***Finding 3.*** Surprisingly, participants indicated a need to connect with students socially and emotionally. According to the data collected, 100% of participants requested a need of some type of training to reach students on an emotional or social level. As mentioned earlier, learning to teach efficiently and effectively during the first years of the profession is a complex endeavor, but considered as the best preparation possible (Ragland, 2017). This complexity comes when preparation programs are not effective and do not provide the necessities needed to survive in a classroom.

Educators entering the classrooms in the 21<sup>st</sup> century are now requiring more than the standard preparation the programs were offering. Participants indicated that students were dealing with issues that stems far beyond classroom curriculum. One participant suggested implementation of a professional development that focused on normalizing therapy in elementary classrooms. As stated previously, educators realize that teaching is more than a simple act of educating students on academic content; instead, it is a multifaceted profession (Parrish, 2019). Educators often carry the role of a parent, counselor, role model, disciplinarian, and many other related roles. Instead of teachers using a specific curriculum and a set of instructions on how to teach, teachers must now adapt learning methods to each individual learning style (Ingersoll & Strong, 2011).

The data collected from this study indicated that in order to master all of these skills, teachers needed the proper training on how to juggle each obstacle successfully and concurrently. When the teacher participants were provided the clinical webinars, results from the post- surveys indicated that teachers gained the confidence needed to analyze and understand students' unique needs and learning styles. The webinars provided participants with the chance to grow their practical skills through the interaction with many roles and elements of a school.

### **Limitations**

Obstacles to this study was that teachers' had a heightened sensitivity due to the onset of the Black Lives Matters Movement and the COVID pandemic. The dynamics of the classroom changed traumatically due to the presentation of these two emotional world changing events. The participant selection and data collection process was severely altered by these events. The participants' primary concern was how to provide accommodations that would address the

mental and emotional state of the students. Participants now wanted trainings that focused on virtual learning, Google classroom, and ways to connect and keep students engaged virtually.

Another limitation to this study was the sample size. There was an inconsistency in the number of participants. In this study, 13 participants responded to the pre- survey and 10 participants responded to the post- survey. This was credited to the fact that the pre- survey was given at the beginning of the study whereas the post- survey was sent as a follow-up, as the participants were adjusting to the configuration of providing grades for students during a pandemic. The final limitation was the researcher's personal relationship with the participants. Considering the fact that most of the participants knew the researcher, this could have possibly effected the way the participants answered the survey questions.

### **Recommendations for Further Research**

The majority of participants indicated that they had some type of virtual professional training before entering the classroom and still did not feel prepared. An improvement for this study would be the implementation. Instead of offering online webinars, maybe further research could provide face-to-face clinical training. This process could possibly provide specifics on what teachers truly need to be prepared for the multifaceted career. Additionally, participants would be able to train in a real-time classroom with a professional, and work through the unexpected issues that classroom teachers' experience.

Another recommendation for future research would be to implement a longitudinal study using webinars and a follow-up questionnaire and/or survey once the teachers enter the classroom. These results would provide the researcher with the information needed to improve the clinical training component.



**Implication for practice**

As previously stated, in the United States only 21% of the states required adequate training for teachers who held a temporary certificate and 84% of the states required adequate training for professional certificate holders (National Council of Teacher Quality, 2017). The difference amongst the required training for teachers who held a temporary certificate and teachers who held a professional certificate was the key component to why temporary certificate holders were in need of clinical training before entering the education profession.

It is important to ensure that teachers have the necessary tools needed to be successful in a classroom. According to Gerber (2019), "...teacher education programs struggle to redesign programmatic structures and pedagogy to acknowledge and build on the integrated nature of theory and practice" (p. 12). Teacher preparation programs presumably had the goal of preparing excellent teachers, but a surprising variation was evident due to the three different certification pathways offered (Legermann, 2015). When hiring temporary certificate holders, it would be important to provide theory and practice training before placing these individual in a classroom.

Finally, temporary certificate holders should engage in clinical training to promote staff readiness. Engaging in clinical training will provide temporary certificate holders with more than a simple act of preparing them to educate students on academic content; instead, it will provide them with the necessary tools to thrive in a multifaceted profession.

**Conclusion**

The overall purpose of this study was to examine teachers' perception of their level of preparedness as related to their lack of clinical training due to an alternative or temporary certification. This study investigated teachers' perceptions of lack of clinical training and the level of preparedness for the education profession. The research showed that teaching is a:

Combination of an art, a craft and a science. Knowing what to teach, how to teach it and what methods to use with particular topics, particular kinds of students and in particular settings all combine to form the knowledge and skills that define teaching expertise.

(Shulman, 2009)

As stated previously, research showed that one-time professional development workshops did not impact changes in teacher's classroom practice and did not typically align with the day-to-day practice of a classroom teacher (Loucks-Horsley & Matsumoto, 1999).

The research also showed that field experience for temporary certificate holders manifested a negative impact on teacher effectiveness and districts typically did not provide a strong system of professional development to supplement the missing field work. Based on the data collected, providing teachers with clinical training before entering the classroom will give teachers the confidence needed to analyze and understand each student's unique needs, learning style, interest, abilities, and social and cultural background (Gresham, 2017). Clinical training will provide educators with the chance to grow their practical skills through the interaction with many roles and elements of a school and different groups of teachers (Redmiles, 2019).

In summary, one of the ongoing challenges for public schools was the idea of having a highly qualified teacher in every classroom. In order for public schools to reach this goal, preparations programs must reach the true needs of educators working in the multifaceted profession. The idea of providing temporary certificate holders with clinical training before entering the classroom is fundamental to the overall success of students. At the time of the study, the country was facing a shift in how instruction was being implemented for various students across the nation. Based on the new wave of virtual learning, the urgency and relevance of

providing efficient and effective clinical training for temporary certificate holder is now more critical than it was before.

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**List of Tables**

Table 1. Student Teaching.....	22
Table 2. Emergency Certification .....	33
Table 3. Preservice Preparation: Teachers' Interview Responses .....	75
Table 4. Climate and Culture of Schools: Teachers' Interview Responses .....	76
Table 5. Advice for Aspiring Teachers: Teachers' Interview Responses.....	77
Table 6. Preservice Preparation: Administrators' Interview Responses.....	78
Table 7. Climate and Culture of Schools: Administrators' Interview Responses .....	78
Table 8. Advice for Aspiring Teachers: Administrators' Interview Responses .....	79

**List of Figures**

Figure 1. Teacher Preparation Program Enrollment and Completion by Year .....	9
Figure 2. Pedagogies Chart.....	28
Figure 3. Survey Question One.....	59
Figure 4. Survey Question Two .....	61
Figure 5. Survey Question Three .....	62
Figure 6. Survey Question Four.....	63
Figure 7. Survey Question Five .....	65
Figure 8. Survey Question Six.....	66
Figure 9. Survey Question Seven.....	67
Figure 10. Research Question Eight Pre-Survey .....	68
Figure 11. Survey Question Nine.....	69
Figure 12. Survey Question 10 .....	70
Figure 13. Survey Question 11 .....	72
Figure 14. Survey Question 12 .....	73

**Appendix A.**

**Social Media Invite For Teacher Participants**

**Are You A New Teacher Looking To Improve Your Craft?**

"If so, you may be eligible to participate in a research study."



**Preparing Teachers for a Multifaceted Profession**

The purpose of this study is to examine teachers' perception of their level of preparedness as related to their lack of clinical training due to an alternative or temporary certification. This study will investigate teachers' perceptions of lack of clinical training and the level of preparedness for the education profession.

This study will also provide a clinical webinar that will provide strategies and skills that can be utilized in the classroom. The purpose of the webinar is to provide clinical practice that will deliver competent and confident teachers.

Participants will receive:

- 4 free clinical webinars
- Field Experience
- Strategies on Management
- Strategies on Social & Emotional Learning
- Training on Providing Accommodations
- Training on Unconscious Bias

**Location**

- Virtual meetings via Zoom for duration of 4 days.
- First live webinar session starts October 21, 2020 at 6:30pm

**Are you eligible?**

- Are you an Elementary Educator?
- Have 3 years or less of teaching experience?
- Currently working in South Florida Region?

**If you answered yes to all 3 questions, then click the link below to sign up!**

<http://9365129.275955.renderforestsites.com/>

**Got Questions? Contact Me Today!**

- Laquandra Golf, M.Ed.
- Study Coordinator
- [lgolf@email.lynn.edu](mailto:lgolf@email.lynn.edu)



## Appendix B.

### Consent Form

## Research Informed Consent

Read the entirety of this Research Consent page and click to give consent that you have read and understood each part of the Research Consent page. After the last statement, you will be allowed to take a 5-8-minute survey.

**Purpose of Survey:** The purpose of this survey is to examine the first year of temporary certified educators. This survey is designed to assess the level of preparedness for temporary certified educators.

**Procedures:** Please answer all questions honestly and to the best of your recollection. The individual response data will be collected anonymously and no identifying information will be released.

**Risk:** Participation in this survey is voluntary. There are no known risks for participation in this survey. Participants may withdraw from the survey at any time, with no penalty, by simply closing the survey instrument or browser web page.

**Benefits:** By completing this survey you are helping the researcher collect vital information that could possibly be used to improve preparation programs for educators.

**CONFIDENTIALITY:** Please do not place any identifying information. Every effort will be made by the researcher to preserve your confidentiality. Participant data will be kept confidential except in cases where the researcher is legally obligated to report specific incidents.

**CONTACT INFORMATION:** If you have questions at any time about this study, or you experience adverse effects as the result of participating in this study, you may contact the researcher whose contact information is provided on the first page. If you have questions regarding your rights as a research participant, or if problems arise which you do not feel you can discuss with the Primary Researcher directly by telephone at [REDACTED] or at the following email address [jgolf@email.jynn.edu](mailto:jgolf@email.jynn.edu)

**VOLUNTARY PARTICIPATION:** Your participation in this study is voluntary. It is up to you to decide whether or not to take part in this study. If you decide to take part in this study, you will be asked to sign a consent form. After you sign the consent form, you are still free to withdraw at any time and without giving a reason. Withdrawing from this study will not affect the relationship you have, if any, with the researcher. If you withdraw from the study before data collection is completed, your data will be destroyed.

\* Required

120

Research Informed Consent

1. **CONSENT:** I have read, and I understand the provided information and understand that if I have any questions I have the opportunity to ask questions, by contacting Laquandra Golf at [jgolf@email.jynn.edu](mailto:jgolf@email.jynn.edu). I understand that my participation is voluntary and that I am free to withdraw at any time, without giving a reason and without cost. I understand that I will be given a copy of this consent form. I voluntarily agree to take part in this study. \*

Check all that apply.

By checking this box it affirms that you have read and understand all terms in this section

**Link For Consent:**

[https://docs.google.com/forms/d/e/1FAIpQLSeOUmWwauCF9qHW644rZJCKCKLbJePXmFq5ZKbf7qy45LQfIQ/viewform?usp=sf\\_link](https://docs.google.com/forms/d/e/1FAIpQLSeOUmWwauCF9qHW644rZJCKCKLbJePXmFq5ZKbf7qy45LQfIQ/viewform?usp=sf_link)

**Appendix C.**

**Pre-Survey**

Reflecting on your teaching career, what areas you wish you had more training.

*Mark only one oval.*

- Professional Development
- Classroom Management
- Lesson Planning
- Providing Accommodations to Students
- Other: \_\_\_\_\_

How many years have you been teaching?

---

In thinking of students who struggle academically, how knowledgeable are you with referring students to the School Base Team (SBT)?

*Mark only one oval.*

	1	2	3	4	5	
Not Knowledgeable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very Knowledgeable

How comfortable do you feel utilizing students' data to drive your classroom instruction?

*Mark only one oval.*

	1	2	3	4	5	
Not Comfortable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Comfortable

How comfortable do you feel planning assessments to monitor students' growth?

*Mark only one oval.*

	1	2	3	4	5	
Not Comfortable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Comfortable

How easy is it for you to individualize and differentiate instruction to reach all students?

*Mark only one oval.*

1	2	3	4	5		
Not Easy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Easy

How comfortable are you with analyzing and implementing mandated requests from an (Individualized Education Plan)?

*Mark only one oval.*

1	2	3	4	5		
Not Comfortable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Comfortable

How comfortable are you with incorporating ESOL strategies within your whole group and small group instruction?

*Mark only one oval.*

1	2	3	4	5		
Not Comfortable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Comfortable

How confident are you with organizing and hosting a parent-teacher conference? \*

*Mark only one oval.*

1	2	3	4	5		
Not Confident	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very Confident

How confident are you in managing current behavior problems in your classroom?

*Mark only one oval.*

1	2	3	4	5		
Not Confident	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very Confident

How confident are you in your ability to promote students' emotional, social, and problem-solving skills?

*Mark only one oval.*

1	2	3	4	5		
Not Confident	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very Confident

How would you rate your knowledge of providing students with Social and Emotional Learning strategies?

*Mark only one oval.*

	1	2	3	4	5	
Not so Knowledgeable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very Knowledgeable

If you could change one thing from your first year of teaching, what would it be?

---

---

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Survey link:

[https://docs.google.com/forms/d/e/1FAIpQLSeOUmWwauCF9qHW644rZJCKCKLbJePXmFq5ZKbf7qy45LQfIQ/viewform?usp=sf\\_link](https://docs.google.com/forms/d/e/1FAIpQLSeOUmWwauCF9qHW644rZJCKCKLbJePXmFq5ZKbf7qy45LQfIQ/viewform?usp=sf_link)



## Appendix D.

### Zoom Invite: Interview

Zoom meeting invitation - One on One Interviews  



**Laquandra Golf** 

to me, Lala ▾

 Jul 26, 2020, 3:28 PM   

Laquandra Golf is inviting you to a scheduled Zoom meeting.

Topic: One on One Interviews

Time: Sep 21, 2020 08:00 AM America/Detroit


Join Zoom Meeting

<https://zoom.us/j/95244743784?pwd=OWt5RVVvL1pBWChwOFVXeWJ2N3E1QT09>

Meeting ID: 952 4474 3784

Passcode: 4JW4SN

---

 Zoom-Meeting.ics [Download](#)


## Appendix E.

### Zoom Invite: Webinar

Zoom meeting invitation - Multifaceted Education Profession Webinar 



**Laquandra Golf** 

 Thu, Jul 2, 2020, 11:15 PM   

to laquandra.golfe 

Laquandra Golf is inviting you to a scheduled Zoom meeting.

Topic: Multifaceted Education Profession Webinar

Time: Sep 21, 2020 10:00 AM

Join Zoom Meeting

<https://us04web.zoom.us/j/71678226229?pwd=R3gzZ1NYam9uSTM0U3FwUj0N0UJiNiZz09>

Meeting ID: 716 7822 6229

Password: 1CMCED

**Appendix F.**

**Post-Survey**

Reflecting on your teaching career, what areas you wish you had more training.

*Mark only one oval.*

- Professional Development
- Classroom Management
- Lesson Planning
- Providing Accommodations to Students
- Other: \_\_\_\_\_

In thinking of students who struggle academically, how knowledgeable are you with referring students to the School Base Team (SBT)?

*Mark only one oval.*

	1	2	3	4	5	
Not Knowledgeable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very Knowledgeable

How comfortable do you feel utilizing students' data to drive your classroom instruction?

*Mark only one oval.*

	1	2	3	4	5	
Not Comfortable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Comfortable

How comfortable do you feel planning assessments to monitor students' growth?

*Mark only one oval.*

	1	2	3	4	5	
Not Comfortable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Comfortable

How easy is it for you to individualize and differentiate instruction to reach all students?

*Mark only one oval.*

1	2	3	4	5		
Not Easy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Easy

How comfortable are you with analyzing and implementing mandated requests from an (Individualized Education Plan)?

*Mark only one oval.*

1	2	3	4	5		
Not Comfortable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Comfortable

How comfortable are you with incorporating ESOL strategies within your whole group and small group instruction?

*Mark only one oval.*

1	2	3	4	5		
Not Comfortable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Comfortable

How confident are you with organizing and hosting a parent-teacher conference? \*

*Mark only one oval.*

1	2	3	4	5		
Not Confident	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very Confident

How confident are you in managing current behavior problems in your classroom?

*Mark only one oval.*

1	2	3	4	5		
Not Confident	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very Confident

How confident are you in your ability to promote students' emotional, social, and problem-solving skills?

*Mark only one oval.*

1	2	3	4	5		
Not Confident	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very Confident

How would you rate your knowledge of providing students with Social and Emotional Learning strategies?

*Mark only one oval.*

	1	2	3	4	5	
Not so Knowledgeable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very Knowledgeable

Survey link:

[https://docs.google.com/forms/d/e/1FAIpQLSeOUmWwauCF9qHW644rZJCKCKLbJePXmFq5ZKbf7qy45LQfIQ/viewform?usp=sf\\_link](https://docs.google.com/forms/d/e/1FAIpQLSeOUmWwauCF9qHW644rZJCKCKLbJePXmFq5ZKbf7qy45LQfIQ/viewform?usp=sf_link)

## Appendix G.

### Interview Questions

#### For Teachers:

1. Please describe your pre-service preparation for working in a public school system?
2. What was the most significant part of your preparation for working in a public school system?
3. Describe the initial mentoring process and subsequent administrative support you received as a help to acclimate you into their respective school culture and climate?
4. How does the climate and culture of your school affect the way you perform your professional tasks?
5. Explain what motivates you to be successful in your current role and how you gauge that level of success?
6. Based on experience, what suggestions would teachers have for other teachers coming into the profession to teach in a public school system?
7. What are your plans for the future with regard to teaching in a public school system?
8. What knowledge might teachers considering working in a public school system need prior to doing so?

#### For Assistant Principals

1. Please describe the pre-service preparation you offer for teacher who hold a temporary teaching certification.
2. What is the most significant part of your preparation for temporary certificate holders?
3. Describe the initial mentoring process and subsequent administrative support you provide as a help to acclimate your temporary certificate holders into their respective school culture and climate?
4. How does the climate and culture of your school affect the way your temporary certificate holder perform their professional tasks?
5. Explain what motivates your temporary certificate holders to be successful in their current role and how do you gauge that level of success?
6. Based on experience, what suggestions would you have for other teachers coming into the profession to teach in a public school system?
7. What are your plans for the future with regard to preparing teaching in a public school system?
8. What knowledge might teachers considering working in a public school system need prior to doing so?

Information Retrieved From:

<https://mail.google.com/mail/u/0/?tab=rm&ogbl#inbox/QgrcJHsNkfZWWJDvTZwCNbXHdGXxzHrkvwL?projector=1&messagePartId=0.1>

**Appendix H.****Social Media Invite For Administrator Participants**

# Volunteers Needed for Research Study on Teacher Preparation.

Do you manage or mentor temporary certified teachers in a public school system? If so, you may be eligible to participate in a one-month study of a program that could improve teachers' level of preparedness.

**You May Qualify If You**

- Are a certified Assistant Principal
- Have experience mentoring temporary certified teachers

**Potential Benefits**

Participating in this study may improve teachers' performance inside classrooms.

**Participation Involves**

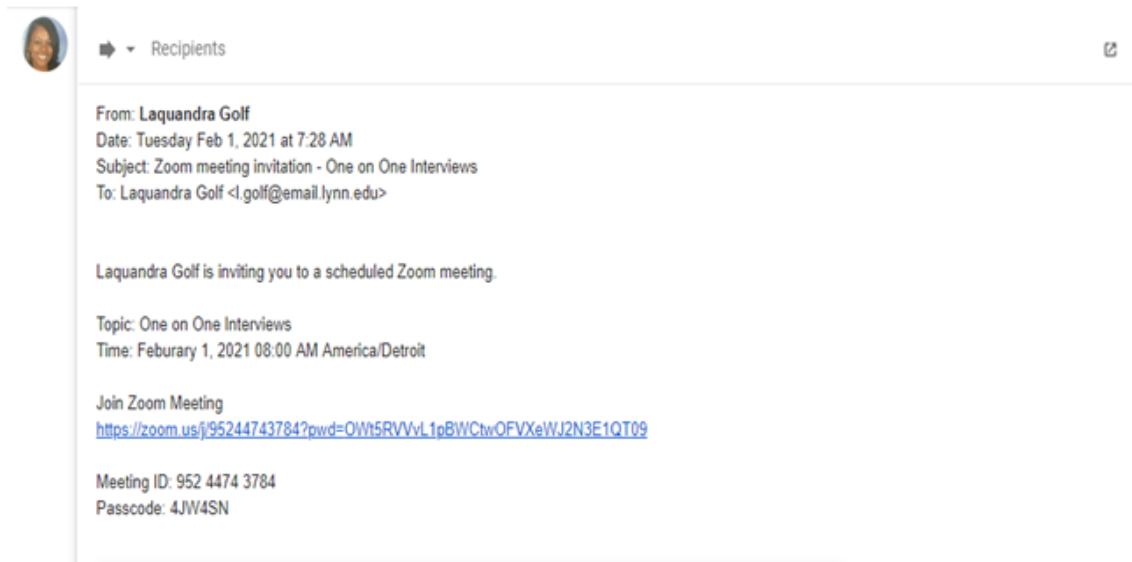
- Full consent to participate in a virtual interview
- Offering your perception on the level of preparedness of temporary certified teachers
- Providing suggestions regarding training for temporary certified teachers

**FOR MORE INFORMATION**

Please contact [Laquandra Golf](mailto:Laquandra.Golf@lynncps.edu) at [REDACTED] email [lgolf@lynncps.edu](mailto:lgolf@lynncps.edu)

## Appendix I.

### Zoom Invite Phase 2 Interview



The image shows a screenshot of an email invitation from Zoom. The email header includes the sender's name, date, subject, and recipient. The main body of the email contains the invitation message, the meeting topic and time, and the Zoom meeting link. The meeting ID and passcode are also provided.

From: Laquandra Golf  
Date: Tuesday Feb 1, 2021 at 7:28 AM  
Subject: Zoom meeting invitation - One on One Interviews  
To: Laquandra Golf <l.golf@email.lynn.edu>

Laquandra Golf is inviting you to a scheduled Zoom meeting.

Topic: One on One Interviews  
Time: February 1, 2021 08:00 AM America/Detroit

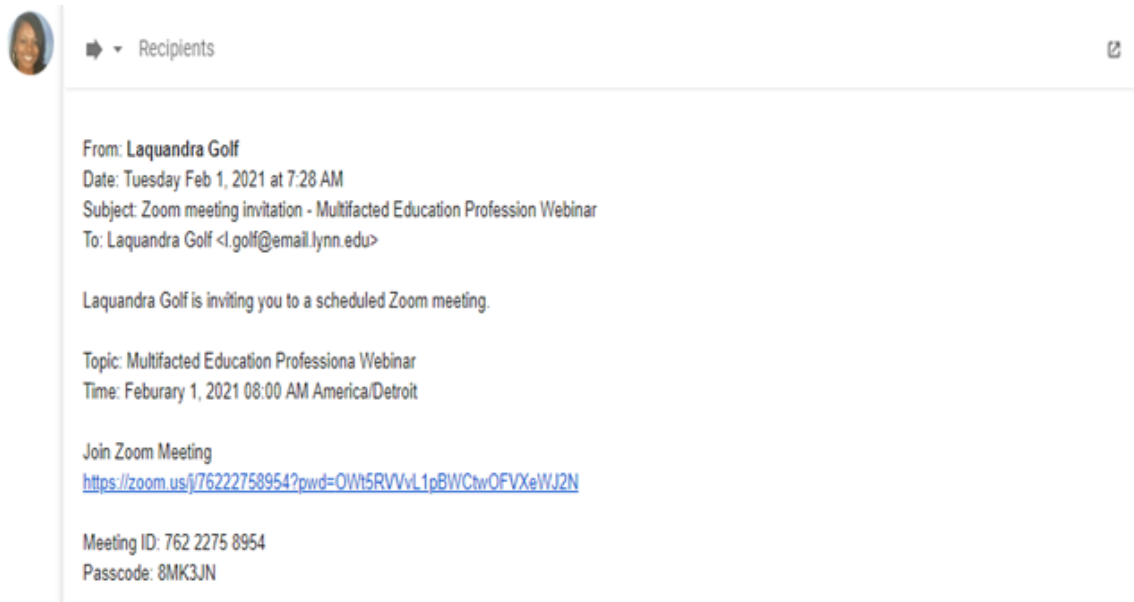
Join Zoom Meeting  
<https://zoom.us/j/95244743784?pwd=OWt5RVVvL1pBWCtwOFVXeWJ2N3E1QT09>

Meeting ID: 952 4474 3784  
Passcode: 4JW4SN



## Appendix J.

### Zoom Invite Webinars Phase 2



The image shows a screenshot of an email interface. At the top left is a circular profile picture of a woman. To its right is a dropdown menu with a right-pointing arrow and the text "Recipients". Further right is a share icon. The main body of the email contains the following text:

**From:** Laquandra Golf  
**Date:** Tuesday Feb 1, 2021 at 7:28 AM  
**Subject:** Zoom meeting invitation - Multifacted Education Profession Webinar  
**To:** Laquandra Golf <l.golf@email.lynn.edu>

Laquandra Golf is inviting you to a scheduled Zoom meeting.

**Topic:** Multifacted Education Professiona Webinar  
**Time:** Feburary 1, 2021 08:00 AM America/Detroit

Join Zoom Meeting  
<https://zoom.us/j/76222758954?pwd=OWt5RVVvL1pBWctwOFVXeWJ2N>

Meeting ID: 762 2275 8954  
Passcode: 8MK3JN

**Appendix K.**

**Social Media Invite For Teacher Participants Phase 2**

## Are You A New Teacher Looking To Improve Your Craft?

"If so, you may be eligible to participate in a research study."

### Preparing Teachers for a Multifaceted Profession

The purpose of this study is to examine teachers' perception of their level of preparedness as related to their lack of clinical training due to an alternative or temporary certification. This study will investigate teachers' perceptions of lack of clinical training and the level of preparedness for the education profession.

This study will also provide a clinical webinar that will provide strategies and skills that can be utilized in the classroom. The purpose of the webinar is to provide clinical practice that will deliver competent and confident teachers.

Participants will receive:

- 4 free clinical webinars
- Field Experience
- Strategies on Management
- Strategies on Social & Emotional Learning
- Training on Providing Accommodations
- Training on Unconscious Bias




### Are you eligible?

- Are you an Elementary Educator?
- Have 3 years or less of teaching experience?
- Currently working in South Florida Region?

If you answered yes to all 3 questions, then click the link below to sign up!

<http://9365120.275955.renderforestsites.com>

Got Questions? Contact Me Today!

- Laquandra Golf, M.Ed.
- Study Coordinator
- [lgolf@email.lynn.edu](mailto:lgolf@email.lynn.edu)