

**Beginning Teacher Perceptions of District-Based Induction Coaching:
A Phenomenology**

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Dissertation Submitted to the Doctoral Program
of the American College of Education
in partial fulfillment of the requirements for the degree of
DOCTOR OF EDUCATION in Educational Leadership
December 2021

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Abstract

A shortage of highly qualified teachers across the nation has prompted school districts to relax certification standards to fill vacant positions. The problem is the growing number of teachers being placed in classrooms without the skills needed to positively impact student achievement. Gaps in the literature show not much is known about the precise and repeatable actions of district-based induction coaches directly impacting beginning teacher practice. Vygotsky's Social Development Theory and Hersey and Blanchard's Situational Leadership Theory provide a framework for understanding beginning teacher knowledge and skill acquisition and coaching leadership stances. The research questions guiding the study ask: what are the lived experiences of under certified beginning teachers who participated in district-based induction coaching; what impact, if any, do beginning teachers believe district-based induction coaches had on their instructional practice, and what are beginning teacher opinions about ways to improve district-based coaching techniques. The qualitative, phenomenological study involved twenty beginning teacher participants with under five years' experience. Two (2) semi-structured, in-depth interviews were used as instruments to collect data. Transcripts were analyzed, categorized, and coded into themes that evolved into study findings. The results of the study reveal impactful practices of district-based induction coaching. Suggestions for improving district coaching practices and overcoming challenges are discussed. Recommendations for further research are presented.

Keywords: beginning teacher, district-based induction, instructional practice, credentialing, certification

Dedication

This doctoral dissertation is dedicated to God with which "...all things are possible" (Matthew 19:26). Thank you for placing people in my path who encouraged me to undertake this project. I also dedicate this dissertation to my parents Joyce and Chris Slaughter. Thank you for teaching me to value and love learning. I am grateful for the support of my husband and best friend, Martin Derrick. Your belief in me and constant encouragement were the wind beneath my wings. Thank you, my son, Rashad for your undying love and support. Thank you, my daughter, Cameron, for challenging me to undertake this project. Thank you to my aunt Ida, who inspired me to enter this field and who goes way above and beyond to help me be successful in it. Thank you to those in my path who inspired me and showed me this accomplishment was possible even for me. Finally, thank you to the dynamic, Dr. Eurethka Callon, one of the most influential and phenomenal women I know. Thanks for going above and beyond anytime I needed a second set of eyes, a late-night pep talk, professional feedback, motivation, encouragement, or just a warm voice and a good laugh.

Acknowledgments

I would like to thank Dr. Cathy McKay, my dissertation chair and Dr. Lesha Hickman, my dissertation committee, and all the excellent professors at the American College of Education for raising the bar on excellence in academic achievement. Thank you all for your professional guidance and support throughout this journey. I am also grateful for my advisor and the support staff at ACE as well as my classmates for their invaluable contributions over the years.

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Chapter 1: Introduction

Across the globe, induction coaching and mentoring are known to help beginning teachers acquire the skills needed to become highly qualified educators. Comprehensive induction programs, when implemented with fidelity, are known to accelerate teacher skills, positively contribute to teacher efficacy, and reduce teacher attrition rates (Woods, 2016). The study contributed to the existing coaching and induction knowledge base by providing insight on how to improve coaching and mentoring practices to best meet the needs of beginning teachers in South Florida schools. Information obtained from the study can be shared with school districts and induction coaches in the field to assist with understanding how specific coaching practices are perceived by beginning teachers.

If the study had not been conducted, district-based induction coaches (DBICs) will continue supporting beginning teachers using outdated programmatic practices rather than implementing important considerations derived directly from beginning teachers. These considerations could affect the beginning teachers' productivity, effectiveness, and ultimately, decision to stay in the field. As a result of the study, coaching and mentoring practices could be enhanced, resulting in increased teacher quality, reduced teacher attrition rates, and increased student achievement. The problem, purpose, research questions, literature, and research method for examining the lived experiences of beginning teachers are presented.

Background of the Problem

A shortage of teachers in America's K–12 schools continues to be a growing crisis (García & Weiss, 2019). Teacher shortages continue to impose a predicament due to the adverse effects on the education system, including students and teachers. The Education Commission of the United States reports fewer students overall are pursuing education majors and overall

student enrollment is increasing (Aragon, 2016). Lack of interest in the field and higher student numbers, along with a steady attrition rate of around 30%, create a shortage of K-12 teachers.

The shortages appear in high-poverty schools throughout the nation according to García and Weiss, (2019), since highly qualified teachers are in demand. Fully credentialed, highly effective teachers are often recruited by more affluent school districts. They can join staffs that provide adequate to stellar support, better working conditions, and choices of subjects and grades to teach (García & Weiss, 2019). In low-income, Title One schools, the least qualified teachers are often teaching the most critical subjects, further widening the national achievement gap (García & Weiss, 2019). The decline in the number of certified teachers has forced state departments of education and school districts to relax certification standards and issue temporary or emergency teaching certificates to fill vacant positions (Aragon, 2016.). As a result, many teachers sitting in classrooms are temporarily or emergency certified, lacking basic foundational skills for the position they hold.

With the influx of temporary, emergency, alternatively, and newly credentialed teachers, the need for comprehensive induction programs is heightened. A study focused on beginning teacher support revealed induction coaching and mentoring as an effective instrument in reducing teacher attrition, improving student achievement, and providing students with quality instruction (Zembytska, 2015). In the past, induction programs had little to no programming structure or conformity. Induction programs have become more structured and comprehensive, embracing mentoring and professional development (Wood & Stanulis, 2009). Induction coaching has been said to increase teacher skill set overall, but not every induction program is effective, and teachers who are underprepared to manage difficult situations and workload stress may struggle to acclimate and eventually leave the profession even after participating in

induction programming (Helms-Lorenz et al. 2015). DBICs apply programmatic practices with the belief that they are providing the necessary skills for teacher adaptation, survival, and success.

Obtaining an understanding of what the beginning teacher believes to be most impactful to their practice allows DBICs to align both programmatic processes and best practices. Alignment of program initiatives with teacher perspectives may strengthen the impact of district-based induction coaching. Gaps in the literature show not much is known about the precise and repeatable actions of DBICs that directly impact beginning teacher practice (Israel et al. 2014).

Statement of the Problem

The problem is there is a growing number of under-certified teachers being placed in K-12 public school classrooms without adequate instructional practice skills to positively impact student achievement (Darling-Hammond & Carver-Thomas, 2017; García & Weiss, 2019). Teachers who are under-certified in elementary school settings, sometimes lack classroom management, data analysis, and instructional delivery skills, especially in hard-to-fill subjects like math and science. South Florida school districts have assigned induction coaches to help beginning teachers acquire the skills to become highly qualified educators. Comprehensive induction programs accelerate teacher skills, positively contribute to teacher efficacy, and reduce teacher attrition rates (Woods, 2016). What is not known, due to the lack of in-depth research, is the perspective of beginning teachers in South Florida schools on the impact of district-based induction coaching.

In the past few years, vacancies have occurred due to decreases in the attractiveness of teaching as a profession, increases in student enrollment numbers, and excessive teacher attrition rates. An estimated lack of 110,000 teachers has caused a shortage in the teacher workforce

(García & Weiss, 2019). A shortage of teachers in a school means a decrease in opportunities for students. Like many facets of public education, the shortages are not equitably distributed. Low-income populations are affected most (McVey & Trinidad, 2019). The study contributed to the existing body of knowledge about induction coaching and mentoring practices in South Florida and filled in gaps about how beginning teachers experienced the induction process. Further, the study explored beginning teacher opinions and recommendations for improving district-based induction coaching efforts.

Purpose of the Study

The purpose was to explore the perspectives of beginning teachers about the impact of district-based induction coaching on beginning teacher instructional practice. The rationale for the research was to identify which DBIC practices motivate and best support beginning teacher development in the area of instructional practice. Phenomenological research was used to examine the commonalities of lived experiences within a group (Creswell & Creswell, 2017). Qualitative phenomenological design using in-depth interviews allowed authentic data to be gathered from the teachers. The goal of the study was to understand better the nature of the coaching and induction in a South Florida public school district.

Significance of the Study

According to Darling-Hammond, and Carver-Thomas, (2017), systematic, intense mentoring in the first years of teaching is essential. Weekly support and in-classroom coaching help fine-tune instructional skills like lesson planning, lesson alignment, and scaffolding of instruction. Understanding the mechanics of instructional practice, along with why and how to use student data to support instructional decision making are skills that positively impact student achievement (Dudek et al. 2019). The study can benefit school districts, district-based induction

coaches, beginning teachers, and students. Findings from the study can be used to advance knowledge about possible barriers, and repeatable practices useful to induction coaches in developing and mentoring beginning teachers. Beginning teachers benefit from a systematic, streamlined comprehensive induction program tailored to support their needs (Podolsky et al. 2017).

The study results can be shared with other district-based induction coaches, school districts, universities with teacher preparation programs, and Florida policymakers. The insights taken from the study will serve as research to support the implementation of certain practices into induction programming or pose conversations about new teacher support. Without the study, South Florida DBICs will continue supporting beginning teachers without important considerations derived from the participants' induction programs are designed to support.

Research Questions

This phenomenological study describes the perceptions and experiences of beginning teachers who participated in district-based induction coaching. Perspectives were defined by the context of experiences described and assisted in developing a deeper, broader understanding of district-based induction coaching and beginning teachers. The following questions guided the study.

Research Question 1: What are the lived experiences of beginning teachers who participated in district-based induction coaching?

Research Question 2: What impact, if any, do beginning teachers believe district-based induction coaches had on their instructional practice?

Research Question 3: What are beginning teacher opinions about ways to improve district-based induction coaches instructional coaching techniques?

Theoretical Framework

Both social cognitive theory and situational leadership theory provide foundations for the study. Vygotsky's Social Development Theory emphasizes that learning is more social than cognitive (McLeod, 2014; Shabani & Ewing, 2016). The foundation of induction coaching is to build and nurture social relationships of trust, servitude, and guidance with beginning teachers. Vygotsky theorized cognitive development and learning pivot on exchanges with an MKO, "more knowledgeable other" (McLeod, 2014). District-based induction coaches provide one-on-one professional development for beginning teachers and provide professional development opportunities designed to increase teacher effectiveness and efficacy.

In conjunction with situational leadership theory, district-based induction coaches assess the beginning teacher's current skill set and motivation level when deciding how to provide the best support and guidance (Hersey et al. 1979). Shabani and Ewing, (2016) emphasize the theory that there is no one best leadership stance to take when working with beginning teachers. With this knowledge, DBICs adjust leadership approaches to accommodate the willingness and readiness of beginning teachers.

Definitions of Terms

The following key terms are related to beginning teachers and induction coaching concepts discussed in this study. Definitions of the terms are provided for clarification to assist with comprehension of the research study. For the research, the following terms are defined.

Attrition. The rate at which new teachers leave the profession, specifically within the first five years (Podolsky et al. 2017).

Beginning Teacher. In this study, a beginning teacher is a teacher who has under five years of experience in the profession (New Teacher Center, 2019).

Comprehension Induction Program. A comprehensive induction program is an induction program that incorporates mentorship, professional learning communities, and the opportunities to be observed by coaches (Helms-Lorenz et al. 2015).

District-Based Induction Coach. A highly effective, instructional coach employed by a school district to develop and mentor beginning teachers new to the profession. Coaches (a) provide resources, (b) facilitate action research, (c) act as instructional specialists, (d) are curriculum specialists, (e) support pedagogy, (f) facilitate student learning, (g) act as mentors, teach skills, and provide knowledge (Broward County Public Schools, 2020).

Induction. Induction coaching is a comprehensive system of support and training for beginning teachers (Ronfeldt & McQueen, 2017).

Instructional Strategies. Instructional strategies are methods used for elevating student achievement. (Mansfield & Gu, 2019).

Mentor. A mentor is a teacher with three or more years of teaching experience who serves as a guide or coach to a beginning teacher (Gul et al. 2019).

Novice Teacher. A novice teacher has less than five years' experience (Kearney, 2016). In this text, the term is interchangeable with "beginning teacher".

Assumptions

Phenomenological research seeks to build an understanding of the many viewpoints experienced within one phenomenon. Phenomenology holds the assumption that each participant has a unique sense of reality (Creswell & Creswell, 2017). Under this belief, the study was conducted using an epistemological assumption that each beginning teacher experience was delved into as intensely as possible to elicit and analyze data. The next assumption is that better coaching leads to effectiveness in teaching and increased student achievement. Although

determining exactly which elements impact coaching effectiveness can be difficult (Kawinkamolroj et al. 2015), the study operated on the assumption that there were certain repeatable actions and strategies used by DBICs that positively or negatively steer beginning teacher experiences.

There is a third assumption that participants were honest in their statements. By permitting interview participants to revise transcripts and make edits through member-checking, the researcher abetted this assumption (Creswell & Creswell, 2017). To encourage authenticity and honesty, participants were assured of anonymity and confidentiality and informed of their right to withdraw from the study without repercussions.

The fourth assumption is that the research conducted is for the benefit and advancement of other DBICs. Beginning teachers and school districts seeking to implement or improve current induction programs can utilize the findings in designing induction protocols. Finally, it is assumed that the study contributed to the existing body of information on induction coaching and beginning teachers.

Scope and Delimitations

Scope refers to the parameters under which a study operates (Simon, & Goes, 2013). The scope of this study covered one academic school year in a South Florida public school district. Participants in phenomenological research are typically geographically related, which inherently leads to homogenous grouping (Correia et al. 2016). Data collected from the in-depth interviews of 20 beginning teachers were collected and analyzed. Social development and situational learning theories provided the framework to examine the perceptions of beginning teachers about the induction experience and other aspects of district-based induction coaching. Study participants were selected using the convenience sampling method. Convenience sampling is the

most applicable and widely used sampling method in clinical research (Jager et al. 2017), which presents a limitation. The results obtained from convenience sampling cannot be applied to a larger population, only suggested (Jager et al. 2017). Although limited, the results of the study can be used by other districts to support new teacher induction discussions on impact informed by beginning teacher perceptions.

Limitations

Limitations are conditions that occur outside the researcher's control (Simon & Goes, 2013). This qualitative study was limited to beginning teachers in a South Florida public school district with less than five years of experience. Phenomenological studies usually have participants that are geographically clustered, leading to homogenous groups (Creswell & Creswell, 2017). South Florida is a diverse geographical region. The diversity of South Florida beginning teachers could be considered a limitation due to transferability.

According to Neubauer et al. 2019), in phenomenology, the researcher is not detached from personal beliefs or participation in the phenomenon, which could present a final limitation due to objectivity. Note that the researcher was previously a DBIC. To ensure objectivity, personal bias was addressed using an epoche to record and separate personal experiences, thoughts, and feelings of the researcher (Creswell & Creswell, 2017).

Chapter Summary

The purpose of this research is to obtain the perceptions of beginning teachers about their induction experience to assess the impact of district-based induction coaching on beginning teacher practice. Impactful district-based induction practices are more likely to contribute to the development of effective, resilient, strong teacher professionals who can manage the stress of the position and positively affect student achievement. The need for high-quality comprehensive

induction coaching makes the research conducted in the study critical, especially in the wake of high teacher attrition and under certification across the state and district.

The literature around coaching and induction of beginning teachers in the United States is presented. Social development theory and situational leadership theories are used to explain the relationship between induction coaches as pedagogical leaders and novice teachers. A thorough review of the literature, including the historical background of induction programs and Florida policy on induction and mentoring, is discussed. Finally, induction coaching and mentoring impact on teacher practice are presented.

Three specific research questions guided the study. The selected research design, phenomenology, allows a qualitative analysis of the lived experiences of the novice teachers to uncover information about impactful practices used by district-based induction coaches as perceived by beginning teachers. In-depth, semi-structured interviews were conducted, and data were analyzed, which led to rich discussions about district-based induction impact.

In contextualizing the study, the next chapter examines existing literature on coaching and induction of beginning teachers in the United States. Social development theory and situational leadership theories are used to explain the relationship between induction coaches as pedagogical leaders and novice teachers. A thorough review of the literature including the historical background of induction programs and Florida policy on induction and mentoring are discussed. Induction coaching and mentoring impact on teacher practice are presented.

Chapter 2: Literature Review

According to Darling-Hammond & Carver-Thomas (2017), when students return to school in the fall, many will be taught in one of the 100,000 classrooms across the nation staffed by teachers who are not fully qualified to teach. The decline in the number of certified teachers has forced states and school districts to relax credentialing requirements, and issue temporary teaching certificates to fill more than 1.5 million vacant teaching positions (Aragon, 2016.) Research has linked students' academic success to the qualification and experience of the teacher and indicated that credentialed teachers positively impact student success (DeMonte, 2015).

One-third of U.S. teachers enter the field through alternative means (Fraser & Lefty, 2018). Research on the effectiveness of teachers who enter the field through alternative programs indicated that alternative teachers are less effective than teachers who enter through traditional routes (Whitford et al. 2018). Students have shown poor student learning outcomes under emergency, alternative, and temporarily licensed teachers (Darling-Hammond & Carver-Thomas, 2017; García & Weiss, 2019). Non-traditional pathways to certification diversify the unified landscape of university teacher preparation generating educators with varying skill and ability levels. Induction coaching and mentoring as a strategy to develop effective teachers further is a priority of state policymakers and school districts (Woods, 2016). The problem is underqualified teachers in U.S. classrooms, further widening the national achievement gap (Aragon, 2016; McVey & Trinidad, 2019).

The purpose of the qualitative research study was to examine the perceptions of beginning teachers who participated in induction coaching and mentoring regarding the impact of the support provided by district-based induction coaches. The overarching goal of district-based induction is to increase teacher effectiveness, increase student achievement through

learning gains, and reduce teacher attrition (Broward County Public Schools, 2020). Few studies have been conducted to evaluate the impact of district-based induction coaches on beginning teacher practices (Zembytska, 2016).

Little is known about specific activities impactful coaches employ to guide beginning teachers toward success (Israel et al. 2014). Gaps in the literature reveal a lack of empirical studies about induction coaches and mentors' specific, repeatable activities in developing new teachers (Israel et al. 2014). Even less is known about the induction experience from new teachers' perspective. Wood and Stanulis (2009) reported that more empirical studies are needed on the effects of induction on new teacher performance and induction.

The study can broaden the literature and fill in gaps about the induction experience while providing useful information that could strengthen existing programs. The upcoming sections of the literature review include the literature search strategy, the theoretical framework for the study, comprehensive research literature reviews, facets of coaching and mentoring, a gap in the literature, and a summary.

Literature Search Strategy

The following library databases and search engines were accessed to retrieve peer-reviewed and seminal works: American College of Education Library, ProQuest Education Database, Google Scholar, Education Resources Information Center (ERIC), EBSCO Education Source, and Journal Storage (JSTOR) Journal of Teacher Education and Sage publications. Key terms such as education crisis, mentoring, coaching, mentor, new teacher, teacher training, situational leadership, social development theory, coach, teacher induction, induction coaching, teacher retention, teacher attrition, induction coaching, self-efficacy, induction policy, resiliency, and teacher professional development guided the online search.

Theoretical Framework

The study is centered on the theoretical prepositions and delineations of the social development theory (Vygotsky, 1978) and situational leadership theory (Hersey et al. 1979). The literature review explored connections between the theories to understand better the influence induction coaches have on beginning teachers. The research framework for the study is based on a synthesis of Vygotsky's (1978) social processes and Hersey and Blanchard's (1979) leadership positioning stances.

Social development theory is based on the works of Russian psychologist Lev Vygotsky (Vygotsky, 1978). Social development theory emphasizes learning as a social construct. meaning that all learning starts with social interactions that help people apply concepts, construct meaning, and make sense of things (Barohny, 2019). The social interaction between a mentor and a beginning teacher allows novice teachers to acclimate to the position, achieve competence, and deal with potential problems (Barohny, 2019).

The central proposition of the theory is that knowledge is constructed through social interactions between a novice and a more knowledgeable other (MKO) in the novice's zone of proximal development (Barohny, 2019; Shabani & Ewing, 2016). When interactions occur within the beginning teacher's zone of proximal development, greater understanding and performance are achieved (Barohny, 2019). Vygotsky's sociocultural theory was applied to the role of social interaction in children's development of cognition (Vygotsky, 1978). In this study, the theory is centered around how beginning teachers acquire knowledge through interacting and building relationships with district coaches.

Situational leadership theory, originally known as the life cycle theory has been applied to managerial workplace relationships (Hersey et al. 1979). The central proposition of the theory

is there is no single leadership style that is considered the best. The theory affirms a leader's effectiveness depends on the ability to adapt leadership stances to accommodate the relationship with the novice and the task (Thompson & Glasø, 2018).

A coach's ability to assess learners' current ability, motivation, and maturity level helps select the leadership stance for providing support and guidance (Thompson & Glasø, 2018). The primary proposition of situational leadership is there is no one best stance to take when coaching or mentoring. In induction coaching, the stance taken by the lead teacher depends on the readiness and skill level of the novice teacher.

Situational leadership theory upholds that the most effective leaders modify leadership styles to fit the aptitude and readiness of the individual being led (Thompson & Glasø, 2018). In this study, situational leadership theory is centered around how district coaches switch leadership styles to fit the skill level and motivation of the novice teacher (Thompson & Glasø, 2018). coaching stances taken from Barohny (2019) were used with Vygotsky's (1978) social development concepts to cultivate, motivate, and accelerate teacher growth and development. Together the theories' present a framework for effective induction coaching and mentoring.

Coaching and mentoring help teachers become more effective through intentional changes in behavior (Shabani & Ewing, 2016). Coaches do not provide advice but use specific tools to teach skills and ask questions designed to help beginning teachers develop solutions and draw conclusions based on the knowledge and skill obtained (Thompson & Glasø, 2018). Table 1 displays a visual representation of the theories along with applicable stages.

Table 2.1*Leadership Coaching Stances for Beginning Teachers*

Novice Teacher Type	Skill/Ability Level	Coaching Stance
Enthusiastic Beginner	Low Skill High Commitment	Instructive Approach
Disillusioned Beginner	Some Competence Low Commitment	Coaching Approach
Capable but Cautious	High Competence Variable Commitment	Consulting Approach
Self-Reliant Achiever	High Competence	Delegating Approach

Note. The position induction coaches can take concerning the beginning teacher mindset. The suggested stances help coaches adjust leadership postures based on the ability and willingness of the novice teacher.

Research Literature Review

According to Fraser and Lefty (2018), there was a general dissatisfaction in elementary and secondary public-school education quality. The federal government examined education quality, which prompted a deeper look into teacher training, retention, and effectiveness. Responding to the examination, researchers began to look into issues afflicting the US educational system extensively. Research on the retention and training of new teachers revealed the earliest years of teaching as the most precarious years in which teachers are most likely to leave the profession (Fitchett et al. 2018). Researchers uncovered the reasons teachers were most likely to leave teaching and how student learning is impacted.

A wealth of information was revealed about the challenges new teachers and school districts face when teacher attrition rates are elevated. A great deal of existing literature on beginning teachers and new teacher induction programs, including best practices and benefits,

has emerged. This study focuses on beginning teachers and the experiences of being mentored by a district-based induction coach in one of the nation's largest public-school systems. For this purpose, the literature review includes research on induction and mentoring programs.

Induction History

In the 1980s the federal government launched an inquiry into failing schools and teachers (Ingersoll & Strong, 2011). Researchers reacted to the inquiry by conducting studies to examine teacher effectiveness. Results indicated that the early years are the most critical and when teachers are likely to quit the profession (Fitchett et al. 2018). Information was uncovered about the perils new teachers face and the impact teacher attrition has on students and schools. There was insufficient research on induction at the time, except stories and teacher accounts of the process.

A significant teacher shortage was predicted with the increased number of teachers approaching retirement and increased student enrollment (Fraser & Lefty, 2018). In response to the shortage, school systems began offering incentives to recruit teacher talent. School districts began offering sign-on bonuses, student loan forgiveness, tuition reimbursement, and housing assistance to attract prospective teachers.

In response to the severe teacher shortage and perception of "low-quality" schools, the New Jersey Alternative Certification program was approved (Fraser & Lefty, 2018). Previous law mandated teachers to possess a degree in education or have completed a required number of education courses in an approved program. This new pathway allowed people with a liberal arts degree to obtain certification after passing a subject-area exam, and 20 hours of pre-service training (Fraser & Lefty, 2018). Novice teachers also had to complete a one-year supervised internship while teaching. North Carolina produced four centers for alternative licensing across

the state, which assisted individuals with a bachelor's degree in becoming provisionally licensed teachers (Fraser & Lefty, 2018). In the 1980s the first version of induction and mentoring emerged, and veteran teachers were used for training and developing the newly recruited teachers (Fraser & Lefty, 2018). Induction programs focused solely on the needs of new teachers but according to Fraser and Lefty (2018) program designs were informal, loosely organized, and unfunded. Florida started the first state-level induction program, followed by seven other states.

In the 1990s the second phase of induction emerged. Teach for America, Troops to Teachers, and other alternative credentialing programs surfaced emphasizing mentoring as a vital component of any comprehensive induction program (Fraser & Lefty, 2018; Reeder, 2013). Thirty states had induction programs during this phase, with little to no conformity among programs. The organizational format of induction becomes more formal with observation and professional development opportunities (Reeder, 2013). The formation of intentional and purposeful teacher development began to occur in the second phase.

As characterized by Fraser and Lefty (2018), the third phase of induction occurred between 1990-1996 with the introduction of the Interstate New Teacher Assessment and Support Consortium. The consortium released new standards for teacher evaluation and assessment. Structure, formative assessment, and standards-based observations were introduced to teacher evaluation systems (Reeder, 2013). The Interstate New Teacher Assessment and Support Consortium required all state-required induction programs to incorporate a mentoring component.

The years 1997-2006 brought about the fourth phase of induction as the No Child Left Behind Act (Simpson et al. 2004) stressed teacher accountability, teacher effectiveness, and student learning pressuring induction programs to become more structured and comprehensive

(Fraser & Lefty, 2018; Reeder, 2013). Induction programs began to acknowledge mentoring aspects, professional development, and the need for structured formative assessment of teachers (Reeder, 2013). In phase four, induction programs became more structured and comprehensive. The final phase of induction, 2006-2020 marks a period in which induction programming is specialized to maximize student learning and achievement (Fraser & Lefty, 2018). With a focus on teacher effectiveness, induction programs have become concentrated and focused on including subject-area and specialization areas.

Research provides evidence of the link between teacher quality and student achievement. Podolsky et al. (2017) expressed that teaching experience is positively associated with student achievement gains throughout a teacher's career. Beginning teachers improve overall effectiveness when more experienced teachers confer knowledge, support, and assistance, further reinforcing the need for mandated teacher induction programs (Podolsky et al. 2017).

Florida Induction Policy

The real test of states' dedication to supporting new educators comes from the platform, programs, and resources allocated to this area of education—and the delivery of comprehensive, high-quality induction (NTC, 2016). Florida's policy on teacher induction was documented in the final consideration of House Bill 7069 (Florida Senate, 2017). The effectiveness of new teacher induction programs in improving new teacher competencies, lowering attrition rates, and increasing student learning was points deliberated in HB 7069 (Florida Senate, 2017). No legal provisions were mandated for individual district-run induction programs, except for peer mentors. Twenty-nine states require new teachers to participate in some form of induction or mentoring (New Teacher Center, 2016). Florida is one of nine states without mandated induction coaching for new teachers. According to Florida Statutes §§ 1012.56 and 1012.57, school

districts are not required to offer new teachers induction support (Florida Senate, 2017).

Beginning teachers in the state of Florida are provided a mentor with at least three years of teaching experience, a valid professional license, and effective or highly effective performance ratings on the past two years' performance evaluations (Florida Senate, 2017). Although funding is not allocated for district induction by the state, mentoring bonuses are sanctioned for national board-certified teachers and teachers with professional teaching standards certificates serving as mentors (Florida Senate, 2017).

As a result, guidelines were established for mentors of new teachers in Florida.

According to state guidelines, new teachers are not required to participate in induction as part of the requirements to achieve professional certifications but can satisfy the requirement of professional education competency by completing district induction programming (New Teacher Center, 2016). Induction coaching and mentoring are left up to district leadership to regulate and implement (Florida Senate, 2017).

In 2017, Florida proposed policies that could formalize induction programs supporting new teachers statewide through House Bill 7069 (New Teacher Center, 2019). The changes included longer induction periods, peer observations, coteaching opportunities, common planning times for mentors and mentees, and mandated professional development for new teachers. The New Teacher Center, (NTC), whose mission is to increase student learning by developing a new cohort of induction coaches, combined efforts with Florida's Public Schools to implement a Mentoring and Induction of New Teachers (MINT) program (NTC, 2019). NTC proposed two years of induction support as essential for beginning teachers. District-based induction coaches in South Florida are required to become credentialed through NTC's mentoring program.

Crisis in Education

The teacher shortage is unquestionable and more serious than originally reported by Aragon (2016) with high poverty school districts deteriorating the most (Garcia & Weiss, 2019). When teacher quality is taken under consideration, underserved public schools suffer the most (Darling-Hammond & Carver-Thomas, 2017) found the largest shortage of highly qualified teachers is in high-poverty schools. Teachers who are highly credentialed are in demand and have more options about where to teach. These teachers are usually recruited by higher-income districts with better working conditions and support (García & Weiss, 2019). A shortage of qualified teachers harms the public school system as a whole and threatens low-income students' ability to learn (Darling-Hammond & Carver-Thomas, 2017). Low pay, demanding workloads, challenging school environments, and weak support structures make it hard for low-income school districts to attract and retain highly qualified teachers. Shortages make it tough to professionalize teaching and reach the United States education systems' goal of providing an equitable education to all students (García & Weiss, 2019). Due to the decline in the number of certified teachers, states, and school districts all over the U.S. have been forced to relax certification standards and issue temporary teaching licenses to fill vacant positions (Aragon, 2016).

The average number of years in teaching is declining while teacher attrition within the first three years of teaching is increasing (Podolsky et al. 2019). New teachers going through the early years of teaching are in survival mode, carrying the same accountability demands and workload as veteran teachers (Mitchell et al. 2017). What teachers experience during this time determines satisfaction, competency, and longevity in the field (Mitchell et al. 2017). Coaching and induction programs have been identified as a method of mitigating teacher attrition.

Although the basic goal of induction programming is to increase teacher's skillsets, student achievement, and teacher retention rates, the impact such programs have on teacher practice can be varied. Not every coaching and induction program is effective. Diversity of program methods, varying formats, and inconsistencies in coaching practices from district to district can attribute to decreased teacher development and increased attrition rates (Ingersoll, 2012). The impact of high-quality coaching for beginning teacher professional growth is dependent on matching novice teachers and coaches appropriately, stellar customer service from the induction coach. These factors, along with applicable curriculum and technology positively impact the induction experience (Mitchell et al. 2019).

As more temporary and alternatively certified teachers enter the profession, the need for comprehensive induction programming has grown (Helms-Lorenz et al. 2015; Ingersoll & Strong, 2011). Beginning teachers face a plethora of problems, such as maintaining discipline, motivating students, assessing student performance, heavy workloads, coping with colleagues, and insufficient resources (Omar et al. 2018). New teachers struggle to keep up with the demands of supporting differentiated learner profiles. Frustrations such as lack of support, resources, and conflicts with colleagues can be detrimental to beginning teacher efficacy and retention. Inductions coaches and mentors help alleviate many of the challenges new teachers face by providing guidance and support (Omar et al. 2018).

NTC (2016) reported all job sectors encountering turnover. When compared to nurses, engineers, professors, and lawyers, teacher turnover before retirement was exceptionally high, especially in the first few years of practice. A teacher survey on attrition and mobility found 53% of teachers who left the field reported better working conditions after leaving (Goldring et al. 2014).

Programs, Practices, and Problems

Findings from a study conducted by Ronfeldt and McQueen (2017) revealed teachers who received induction support in the first year of teaching were less likely to experience migration and attrition than teachers who did not receive induction. Ronfeldt and McQueen also found each additional induction support practice implemented by induction coaches decreased the odds of teacher attrition between 20 and 24 %. This is important because most new teachers start their careers with the same workload and accountability as veteran teachers, adding to the pressure of acclimating to a new career.

In contrast, Darling-Hammond and Carver-Thomas (2017) noted in low-income and large urban schools, the effect of induction programs on teacher retention was not evident. Such findings nullify reports and studies pointing out the positive impact of induction programs on teacher retention, teacher effectiveness, and student achievement. These studies make assessing the effectiveness and impact of induction coaching inconclusive.

In a longitudinal study on the effects of induction coaching, Helms-Lorenz et al. (2015) found positive evidence of the influence of induction coaching on teacher skill acquisition. The study used 338 randomly selected beginning teacher participants. The teachers in the experimental schools were provided induction coaches, while the teachers in the control group were not. The effects of induction practices using repeated lesson observations in the experimental group showed greater improvement in teaching skills than those practices of beginning teachers who did not participate in induction coaching activities (Helms-Lorenz et al. 2015).

In an opposing study, (Williams & Gillham, 2016), 245 beginning teachers participants were asked if the Ohio Resident Educator Program, an induction program for beginning teachers

in the state, improved new teachers' ability to meet the Ohio standards for the teaching profession. The findings indicated beginning teachers did not believe the Ohio Resident Educator Program improved the ability to meet state standards. The novice teachers believed teacher preparation programs, classroom experiences, mentors, colleagues, and administrators were the most impactful in improving the ability to meet the standards (Williams, & Gillham, 2016). The teachers believed induction support was unnecessary due to the support provided by others at the school.

Zembytska (2016) reported similar findings that revealed induction support for novice teachers was an effective instrument in reducing teacher attrition, improving student achievement, and providing students with quality instruction. Alternatively, a study on the same topic of mentoring titled *What Happens When Induction Goes Wrong* by Kearney (2016) revealed reports from beginning teachers of divisive and punitive behaviors of mentors at times, with little to no support being offered. The variance in findings can be attributed to inconsistencies in how coaches and mentors work. The implementation of an induction program does not automatically guarantee success.

Induction programs are inclusive, professional development processes designed to support new teachers (Mitchell et al. 2019), but induction programs hastily put in place in the wake of mandated induction, and unregulated induction practices can negatively affect teacher morale and efficacy. Flaws in induction processes can have less than positive effects on beginning teachers, especially if beginning teachers do not receive high-quality induction support from the beginning (Kearney, 2016). Inconsistencies in how induction is administered, make identifying best practices challenging. Further research is warranted to determine repeatable induction practices.

Induction coaching and mentoring programs help reduce and alleviate frustrations while supporting teacher growth and retention (Suarez, 2018), but inconsistencies in the application of induction support undermine the quality and effectiveness of induction programs (Woods, 2016). Inconsistencies in requirements, applications, and procedures make it tough to regulate standardized coaching and mentoring practices. Despite the challenges of inconsistency in the applying of practices, Mitchell et al. (2019) verified increased retention of new educators in a case study review of teachers in an online induction program. Quantitative data from the study provided grounds for highlighting mentoring and induction programs. The study suggested induction programs significantly decrease turnover rates among new teachers, provide teacher professional development, and build school capacity by improving academic achievement through quality instruction (Mitchell et al. 2019). Still, little is known about the specific influence, activities, and preparation mentors should implement to assess teachers they support effectively. Israel et al. 2014) believed more research was needed to understand factors influencing positive coaching and mentoring relationships.

Induction Coaching

Induction coaching is a form of professional development that brings out the best in people, uncovers skills, and builds resiliency (Moyle, 2016). The collaboration of coach and novice on pedagogy, instructional delivery, organizational issues, and administrative matters cultivate increased self-awareness and self-directed learning. Exchanges between coaching and novice should not be judgmental or evaluative. The process of induction coaching should positively impact the teacher, regardless of teaching status (Suarez, 2018).

Coaching and mentoring are different terms that share the same processes (Moyle, 2016). Both are grounded in situational leadership which involves providing guidance and direction for

task completion or knowledge acquisition and influencing followers (Hersey et al. 1979).

Coaching is the nature of the processes and type of communication utilized to help a teacher realize professional goals (Moyle, 2016). Mentoring is the relationship in which experienced, or more knowledgeable others share with less experienced teacher practitioners (Moyle, 2016).

Coaching builds capacity in schools by focusing on evidence-based practices, individualized programming, professional development, and feedback (Mitchell et al. 2017). A coach encourages self-development and increased self-awareness through conversations and processes designed to help another person reach professional goals (Moyle, 2016). People learn best by listening, watching, asking questions, and trying. Induction coaches meet beginning teachers in the zone of proximal development (Vygotsky, 1978) and scaffold tasks, encouraging and supporting until the novice reaches proficiency, an approach grounded in social development theory. Induction coaches explore beginning teachers' motivations, skills, and beliefs. discuss the coaching cycle, and collaboratively set goals and assessments to progress monitor (Moyle, 2016).

Coaches are professional development experts who combine job-embedded experiences, inquiry-based learning, differentiated support methods, collaborative effort, and peer observations with feedback to develop teacher skills (Kurz et al. 2017). Implementing various teaching strategies, monitoring, goal setting, and data gathering are essential components of a robust coaching relationship (Kurz et al. 2017). Induction coaches provide a cycle of continuous support through classroom observations, one-on-one collaboration, planning, and providing feedback.

According to Kraft et al. 2018, evidence confirming a positive relationship between induction coaching and student achievement has been found. In a similar study reported by

Rumschlag (2017), mentoring support, collaborative opportunities, and professional development were named as benefits of induction. Alternatively, Mitchell et al. (2017) reported negative induction experiences and insufficient data in support of induction and new teacher retention.

Induction Phases and Strategies

DBICs in South Florida function as coaches and mentors, providing beginning teachers with the knowledge and emotional support needed to adjust to organizational demands. Observing and listening, modeling instructional delivery, purveying resources, and providing feedback are some practices DBICs use to acclimate new teachers to the profession. The degree of coaching support provided was supported and structured by the theoretical framework (Hersey et al. 1979; Vygotsky, 1978), connecting the more knowledgeable other with the skill level and the readiness of the learner.

Induction coaches modify activities to meet the immediate needs of beginning teachers. The support is individualized, highly differentiated, and changes throughout the relationship. According to Mitchell et al. (2019), there are four main phases of induction relationships. The first phase is initiation, in which the relationship is established. The initiation phase is the most essential part of constructing a relationship of trust, sincerity, and authenticity. Relationship development builds trust and allows new teachers to connect with coaches to learn through examination, reflection, and practice (Ingersoll, & Strong, 2011).

Challenges in coaching occur when trust is not fully developed. The next phase is cultivation in which the bond established is deepened through work tasks (Mitchell et al. 2019). The third phase is separation, in which the novice's readiness has developed into autonomy, or outside forces impose change (Mitchell et al. 2019). The fourth phase is redefinition, which is the

end of the relationship. New teachers move on to create new connections and bonds with colleagues. Navigating through the stages allows induction coaches to transform new teachers into professional educators, fulfill program requirements often linked to professional standards, and meet organizational goals.

High-quality induction allows the novice to gain experience through modeling instructional delivery, lesson-study, and co-teaching opportunities. Coaches perform peer observation, participate in collaborative discussions, and provide feedback in a non-evaluative manner (Pennanen et al. 2016). Workshops, classes, and seminars are also methods used by induction coaches to share pedagogical information.

Induction Challenges

One challenge DBICs face centers around assumptions of the DBICs' role and responsibilities (Hobbs, & Putnam, 2016). School administrators who are not well versed in comprehensive coaching and induction practices may make relational connections between district-based coaching and school-based coaching roles. For example, administrators may expect DBICs to perform tasks such as cafeteria duty or filling in as substitute teachers. Induction coaches should be able to clearly articulate their roles with administrators, beginning teachers, and school-based coaches. (Hobbs, & Putnam, 2016). Articulation sets the stage for DBICs to be utilized in their highest and best form.

Another challenge is beginning teacher release time for induction coaching (Horn, 2018). For example, elementary teacher schedules are constructed to accommodate students throughout the day, with short breaks for lunch and planning. A portion of the time allotted for lunch and breaks involve escorting students back and forth to specials like art and music in the elementary grades. Teacher responsibilities impose time constraints for quality induction coaching and

mentoring and are barriers to induction coaches seeking to develop trusting relationships and engage in purposeful work (Pennanen et al. 2016).

District vs. School-Based Support

In South Florida, DBICs undergo a rigorous training process of credentialing, which is highly structured to prepare and equip coaches to work with beginning teachers, ensuring a seamless transition from novice to professional, within two school years. Since beginning teachers are school-based and often receive support from school-based coaches, novice teachers may not differentiate the support provided by district-based coaches (Hobbs & Putnam, 2016). DBICs interact weekly with new teachers using a coaching cycle designed to scaffold and develop teacher practice over time (Hobbs & Putnam, 2016). Adversely, some studies have shown new teachers do not believe induction coaches are pedagogical experts and professional learners who can help them improve instructional practices (Davis, 2017). Another challenge for induction coaches occurs when the program coaching cycle used to develop new teachers is not viewed as a necessary professional development component by beginning teachers. When such is the case, beginning teachers move through the cycle out of compliance with little understanding of the impact and value coaches provide (Davis, 2017). These responses substantiate the need for further research into beginning teacher perspectives about the differences in the support provided by district-based induction coaches and the support provided by school-based coaches.

Uneven Application of Programs

Instructional coaching can be implemented and experienced in various ways (Mitchell et al. 2017). Induction programs can vary from a single orientation meeting at the beginning of the school year to a highly structured program involving multiple activities and frequent meetings over several years (Mitchell et al. 2017). Variations in induction programming and lack of

fidelity in coaching applications can hinder teacher development and lead to negative experiences. Unbalanced treatment of induction programming affects the effectiveness and quality of induction programs (Hobbs & Putnam, 2016).

In North Carolina, beginning teachers completed the Teacher Working Conditions Survey dedicated to the support of new teachers and mentors (Hobbs & Putnam, 2016). The data derived from the study revealed 28% of new teachers surveyed reported DBICs hardly ever or never collaborated to develop standards-based lesson plans. Fifty-eight percent of the new teachers reported never observing mastery of teaching delivered by DBICs. Thirty-seven percent reported the impact DBICs had on instructional practice was none or hardly at all and 41% of beginning teachers reported being observed less than once per month (Hobbs & Putnam, 2016).

The data revealed 33% of new teachers described DBIC support in the same terms as support offered by school-based coaches and other key resource professionals (Hobbs & Putnam, 2016). The data extracted from the study implied deviation from district guidelines in induction practices. Inconsistencies in practices and procedures were evident. The findings from Hobbs and Putnam (2016) justified the research questions for this study on beginning teacher perceptions about the support provided by DBICs.

Chapter Summary

Even though a considerable number of studies related to induction and mentoring of new teachers exist, there is still a noticeable gap in the literature regarding the experience from the novice's perspective. Additional exploration of the induction and mentoring experience was advocated by Horn (2018), who stressed that the lack of literature. Horn (2018) asserted research examining the process of developing teachers was critical. Exploring the induction process through the eyes of novice teachers can uncover a plethora of information (Davis, 2017). Gaps in

the literature show little is known about precise and repeatable actions DBICs use in developing new teachers (Israel et al. 2014). The research study broadened the literature on district-based induction and fills gaps by presenting evidence about beginning teachers' experiences. The information obtained from the study can help school leaders fine-tune induction support structures to better support and retain new teachers (Horn, 2018).

The purpose of the study was to examine the impact of coaching and induction on beginning teacher practice. An increase in the number of teachers leaving the profession, along with increases in the alternative, temporary, and emergency-certified teachers, are progressively widening the national achievement gap. School districts rely on induction coaches and mentors to develop beginning teachers into highly effective practitioners, driven by the work ethic and a commitment to student achievement (Zembytska, 2016).

In reviewing the current literature on induction coaching impact, trends and patterns arose. Research indicating positive effects of induction coaching was found by Behrstock-Sherratt, et al. (2014) and Gardiner (2017). On the other hand, research presented by Kearney (2016) revealed unfavorable outcomes. Chapter 3 presents the research methodology used to conduct the study.

The next chapter starts with an introduction to phenomenology and the research questions that guide the study. The research design and rationale segments discuss the appropriateness of the selected design. The role of the researcher section follows, describing the position of the researcher in the study. Research procedures, population, sample selections, and instrumentation are discussed. The data collection, preparation, and analysis segments detail the process used to analyze the collected data. The reliability and validity section and ethical procedures sections discuss confirmability and the protection of human rights. Chapter 3 closes with a summary.

Chapter 3: Methodology

Coaching and induction programs have been implemented nationwide as a means of preparing, training, and retaining teachers (Ingersoll, 2012). DBICs function as leaders to beginning teachers, helping to navigate the parameters of the position, addressing concerns, and supporting professional growth. The purpose of the qualitative research study was to investigate the problem of beginning teachers being placed in classrooms without the skills needed to positively impact student achievement by studying the impact DBICs have on beginning teacher practice. Information obtained from the study can lead to improved coaching practices within the district's current coaching and induction model and further support the district's mission and goals for new teacher induction, which are accelerated teacher effectiveness, significant student learning gains, and retention of quality educators.

The following questions guided the study:

Research Question 1: What are the lived experiences of beginning teachers who were supported by district-based induction coaches?

Research Question 2: What are beginning teachers' perceptions about the impact of district-based induction coaches on teacher practice?

Research Question 3: What are beginning teacher perceptions about ways to improve the support provided by district-based induction coaches?

The rest of the chapter is comprised of research design and rationale, the role of the researcher; research procedures; instrumentation; data collection, data analysis; reliability and validity, and ethical procedures for conducting the study.

Research Methodology, Design, and Rationale

Maxwell (2013) noted qualitative research provides an opportunity to investigate study participant perspectives, providing insight and give meaning to social issues. The qualitative approach to research provides an opportunity to explore the district-based induction experience from the perspective of the beginning teacher, providing greater insight, depth, and clarity of the process. According to Astalin (2013), qualitative research is a systematic scientific inquiry building a holistic, narrative description to understand a phenomenon.

Methodology

The exploratory methods associated with qualitative research methods can help with understanding beginning teacher motivations, opinions, attitudes, and beliefs about the district-based induction process. The purpose of the phenomenological research design method in the study was to explore the problem of beginning teachers being placed in classrooms without the skills needed to positively impact student achievement by investigating the impact DBICs have on teacher practice.

Design

The selected research design for the study was phenomenology, which is an ideal design because the exploration of lived experiences and perceptions of unique phenomena was the goal of the study. Beginning teachers in a South Florida school district participated in intense conversations using semi-structured interviews to describe their experiences and perceptions about district-based induction coaching. A significant benefit of using a phenomenological design was the increase in understanding obtained by learning from the experiences of others (Neubauer et al. 2019).

Role of the Researcher

The role of the researcher was as an observer, conducting in-depth interviews to record the narratives of beginning teachers' lived experiences without generalization. As a former DBIC, extensive coaching interactions with beginning teachers were central to the position. As an observer, careful efforts to capture the true essence of the experience without bias were key. To address the possibility of bias in the study, the researcher bracketed or suspended subjective experiences, attitudes, beliefs, and suppositions to focus on the participant's experiences of the phenomenon. Bracketing is an essential rule of phenomenology, requiring researchers to set aside personal opinions, research perceptions, inherent beliefs, and assumptions from what is observed in the research process (Chan et al. 2013; Creswell, 2013).

Research Procedures

Sample sizes should be deduced in qualitative studies. The most common concept for sample size in qualitative studies is saturation (Malterud et al. 2016). The concept of information power was used to produce an adequate sample size for the qualitative study. Information power stipulates the more useful and relevant information within the sample, the fewer participants are needed. Since the study aimed to investigate beginning teacher experiences and extract data that could be applicable and beneficial to districts and coaches seeking to implement improvements in induction programming, a smaller sample was adequate.

Population and Sample Selection

The target population for the study was beginning teachers in one of the largest public-school districts in the U.S. The estimated target population size was 150-200 beginning teachers. The criteria for selection were beginning teachers with less than five years of teaching experience who participated in the district-based coaching and induction programming. Fifteen

to 20 participants were asked to participate in the study. Convenience sampling was used to recruit study participants. Convenience sampling is the most applicable and widely used sampling method in clinical research (Jager et al. 2017). The inability to meet either criterion resulted in a non-selection as a participant. Participants were recruited according to availability and accessibility, making the recruitment process quick, inexpensive, and convenient.

A letter was sent to school administrators requesting permission to interview beginning teachers assigned to the school. Following approval by the district's institutional review board, email invitations were sent to the beginning teachers identified by the school requesting participation. The emails were sent to both administrators and teachers and contained a statement of study intent. Interested respondents replied by email. Upon reply, respondents were sent study details, interview questions, informed consent, a confidentiality notice, and an expected timeframe for study completion. Respondents were asked to read over the information carefully and return the signed consent. The recruitment process took between two- and three weeks.

Instrumentation

The use of semi-structured interview questions with open responses allows participants to express thoughts and choose words that help understand personal perspectives (McLeod, 2017). Semi-structured interviews can provide reliable, comparative data (Frey, 2018). Two sets of semi-structured interview protocols were used to obtain teachers' individual experiences and feelings about the impact of district-based induction coaching (see Appendix C and D). The process of developing interview questions included reading and researching similar phenomenological studies and question protocols as a resource model for formatting and categorization.

Data Instrument One

The first set of interview questions were designed to extract descriptions of lived experiences. The process of developing interview questions included reading and researching similar phenomenological studies and question protocols as a resource model for formatting and categorization. Questions emphasizing experiences, opinions, knowledge, beliefs, and feelings were drafted and reviewed by subject matter experts.

Instrument Validation

In the study, individuals familiar with district-based induction coaching guidelines, goals, protocols, and processes, and who have directed, supervised, or coached beginning teachers for over 10 years were considered subject matter experts. The individuals were selected because of their deep understanding of coaching and induction. Leveraging their expertise helped comprise questions unique to the experience.

Data Instrument Two

The second set of interview questions elicited in-depth responses to assist with further understanding and clarification of the experiences. The interview questions asked participants to clarify information shared in the first interview. These questions permitted a deeper analysis of participants' perspectives.

Instrument Validation

Content validity and reliability of the interview questions were achieved by submitting both sets of researcher-developed instruments to five (5) subject matter experts for review (see Appendix E-H). Based on the feedback received from the subject matter experts, adjustments were made to the researcher-produced instruments, streamlining the interview process, and ensuring alignment with the study's research questions. Subsequently, a pilot test of the research

instruments was conducted on two volunteer teachers who were ineligible as participants due to years of experience but had undergone DBIC in previous years. The pilot tests were constructive in determining proper interview timeframes, clarity of questions, and whether interview questions elicited targeted information.

Data Collection

Data was collected using semi-structured questions asking participants to describe their experiences while undergoing DBIC. Interviews were conducted either face-to-face or virtual. Digital research methods are becoming more common as an inexpensive and effective means of gathering information (Herreid et al. 2016). Interviews took place in a private setting to ensure the comfort and confidentiality of the participant. All participants were asked the same set of questions, and if needed, questions were extended to clarify or further explain participant responses. Each interview was recorded, allowing the conversations to be saved and stored for transcription and analysis.

The recorded interviews were scripted into written form or transcripts. Data preparation and reduction were achieved by eliminating filler or unnecessary words from the transcripts. Transcripts were emailed to respective participants for member checking. Participants were asked to thoroughly examine the transcripts to ensure accuracy and intent. Once participants have had an opportunity to clarify unclear points or add further opinions not originally included, participants are exited from the study. Upon exit, a debriefing letter was sent to study participants, restating the purpose of the study. The letter also expressed gratitude and thank participants for contributing to the research.

Data Analysis

The steps for phenomenological data analysis will mirror the six steps set forth by J. W.

Creswell (2013a). The first step involves the elimination of researcher bias using an epoche. In the study, subjective experiences and assumptions around district-based induction coaching were journaled in an epoche and set aside, allowing the focus of the research study to be solely on participant experiences. Then, two cycles of data analysis transpired. In the first data analysis cycle, interview transcripts were read carefully and analyzed to gain a true understanding of the perspectives of the teachers (Saldaña, 2021). A list of significant comments and declarations were taken from the participant interview transcripts and documented creating a range of nonrepetitive statements. Significant statements were then classified into larger units. Once units were created, second interviews were scheduled to analyze the data further. When the second interviews were complete, the second cycle of data analysis occurred. According to Saldaña (2021), the second cycle is used to purify or polish the first cycle. Following the second interview, a textual description of how the teachers experienced DBIC was written. In the concluding step, a description of the essence of the experience, describing the setting and context of the study, and word-for-word examples from the participants were transcribed (Wicks, 2017).

Reliability and Validity

Qualitative studies establish reliability and validity through trustworthiness, demonstrated through credibility, transferability, dependability, and confirmability (DeVault, 2017). After the first and second interviews, participants reviewed written transcripts to corroborate and confirm intentions. In the member-checking process, participants can add to their statements or take away from original responses to ensure intentionality and accuracy. Member checking increases the soundness of the data and is a key credibility measure (Lincoln & Guba, 1985).

When the findings of a study are easy to read, identify with and apply to other settings, the study is considered transferrable. Transferring the findings of a study to other situations is the

importance of external validity (Merriam & Tisdell, 2016). The findings of the study about the impact of district-based coaching on teacher practice are generalizable to other school districts with similar settings. Commonalities displayed in the variations in participant selection, and rich, thick participant descriptions showing commonalities with other induction programs and participants, give the study internal and external validity and make the research applicable to other school districts and settings.

Amankwaa (2016) described confirmability as the extent to which the findings of a study are shaped by the respondents and not researcher bias, motivation, or interest. To establish confirmability, reflexivity was practiced. An epoche was created to record and separate personal thoughts, experiences, and feelings, putting aside personal bias and suspending judgment (Butler, 2016). A reflexive journal was used to consider what occurred in the research process and to log explanations about how and why decisions were made, which help readers of the study understand how the themes emerge.

In a validation technique presented by Creswell (2013), dependability can be achieved through the triangulation of data. Triangulation occurs when the researcher corroborates evidence from different sources to shed light on a theme or perspective (Creswell, 2013a). The strategy used to triangulate the data in the study was the diversity of data sources, including differences in teacher participants, varying school locations within the district, and individual member-checked interview responses.

Ethical Procedures

Since the Belmont Report, scholars have had an obligation and first duty to uphold the ethical treatment of research participants. To ensure the safety of the research participants, approval was obtained from the American College of Education (ACE) Institutional Review

Board (IRB) before conducting the study. Participants were informed of the requirement of institutions in the United States conducting research using human subjects to submit projects for review. The letters, forms, and instruments used in the study are subject to IRB review and approval.

At the beginning of each meeting, the informed consent form (see Appendix A) was used to introduce the study, explain the purpose of the study and procedures for data collection, and guarantee confidentiality. Participants were informed about the recording of interviews and reminded participation was voluntary, and volunteers may drop out at any time. Participants were informed that data collected would not be sold, transferred, or disseminated without the participant's consent, and no other persons were permitted to use the data due to restricted access. Member-checking was conducted to ensure credibility and accuracy in recording participant responses. To ensure confidentiality and protect the rights of privacy, codes were assigned to participants, and school names were given pseudonyms, such as School A or School B. Once the study was completed, interviews, anecdotal notes, observation notes, recordings, and transcripts obtained were archived and treated in a confidential manner using iCloud storage. Finally, they will be destroyed three years after collection. To build trust and ensure transparency, participants were reminded the researcher is non-evaluative, has no power over the participants in the workplace, and was the primary sponsor of the study.

Chapter Summary

Chapter three presented the methodology of the study. The goal of the chapter was to outline the research method used to investigate the impact of district-based induction coaching in preparing beginning teachers to positively affect student achievement. Twenty beginning teacher study participants were interviewed to investigate the problem of teachers being placed in

classrooms without the necessary skills to influence student achievement and the impact DBICs have on teacher practice.

Phenomenology as a research method was appropriate for the study because the design allows for intense discussions and inherent conversations about real-life experiences of participating in DBIC. Semi-structured interview questions were used to extract responses and guide the study's phenomenological approach. The research data gathered will help identify areas in which DBICs can further heighten support for beginning teachers, as well as identify areas of hindrances and obstructions, which encumber effective teacher practice. The findings of the study were conferred in Chapter 4.

Chapter 4: Research Findings and Data Analysis Results

To fill vacant teaching positions, School District A has resorted to hiring many under-certified teacher applicants. Consequently, the problem in School District A, like similar school districts in the nation, is the growing number of teachers being placed in classrooms without the skills needed to positively impact student achievement (García & Weiss, 2019); Darling-Hammond & Carver-Thomas, 2017). Induction programs and coaches have been identified as mitigants to the problem. DBICs work with assigned caseloads of beginning teachers providing coaching, mentoring, and support, helping new teachers get better, faster.

The purpose of this qualitative study is to investigate the impact if any, district-based induction coaches have on beginning teacher practice. Three research questions were posed:

Research Question 1: What are the lived experiences of beginning teachers who participated in district-based induction coaching?

Research Question 2: What impact, if any, do beginning teachers believe district-based induction coaches had on their instructional practice?

Research Question 3: What are beginning teacher opinions about ways to improve district-based induction coaching?

Information on how study data was collected and analyzed is detailed in the following sections. Study findings are revealed and discussed. Measures to ensure reliability and validity are also addressed, followed by a summary of the study.

Data Collection

To recruit study participants, eighteen school principals were asked to submit the names of beginning teachers with less than five years' experience working in their schools. Nine of the

eighteen principals responded. The request resulted in a list of 32 beginning teachers. An email invitation was sent to each of the teachers explaining the purpose and procedures of the study.

Twenty-four beginning teachers responded to the email agreeing to participate in the study.

Table 1 provides demographic data about the participants interviewed for the study.

Informed consent forms were emailed to the volunteer participants. The emails contained a live hyperlink connecting participants to *DocuSign*, an online signature application that allows organizations to manage electronic agreements. Study volunteers were able to read details about the study, sign the informed consent form, and return the documents in the same manner. Exactly twenty informed consent forms were collected through DocuSign within a five-day timeframe.

A third email was sent to study volunteers containing a link to Calendly, a software application that allows instant appointment scheduling. Calendly permitted study volunteers to schedule and manage interview appointment times and dates. Volunteers were asked to schedule initial interviews by selecting a preferred date that linked the participant to an Outlook calendar.

Due to Covid-19 limitations, interviews were conducted virtually using TapeACall technology. TapeACall is an iPhone recording and transcription application. At the beginning of each interview, participants were telephoned at the scheduled time and read a statement of being recorded. The first semi-structured interviews consisted of 13 open-ended response questions. Initial interviews lasted between 20 and 25 minutes. The second interview also consisted of 13 open-ended response questions and lasted around 20 to 25 minutes.

Table 4.1*Demographic Information for Interview Participants*

Demographic Characteristic	
Type of Teaching Certification	
Professional	(6)
Temporary	(7)
None/Pending	(7)
Type of Teacher Preparation Program	
Traditional Pathway	(8)
Alternative Pathway	(6)
None/Pending	(6)
Years of Experience	
Year 1	(9)
Year 2	(8)
Year 3+	(3)

Note: Teaching Certification refers to state licensing of beginning teacher volunteers participating in the study. Teacher Preparation Program refers to the state-approved course of study required for certification or licensure to teach.

Data Analysis and Results

The study is phenomenological and collects evidence through semi-structured interviews to discover perceptions, experiences, and thoughts. The plan explored individual personal experiences with district-based induction coaches to amalgamate each collective experience into an overall experience. The thematic analysis model was used to analyze qualitative data collected

from the interviews. First, study participants were asked to answer 13 questions about their induction experience in an initial interview. The semi-structured interview was digitally recorded and transcribed into words using an iPhone with TapeACall software. After the interview, transcripts were emailed to participants for member-checking. Member checking is a form of participant verification achieved by providing study participants with a summary of the interview and allowing them to verify, add to, take away from, and confirm the statement or findings (Saldaña, 2021). Participants reviewed the emailed transcripts for accuracy, added additional information, and crossed out information they did not want to share. Once transcripts were validated and returned, an initial analysis took place.

In the initial analysis, important words and phrases were noted as summary statements. When a participant described an experience with the district-based induction coach, related words and phrases became summary statements. Focused categories of statements developed into codes.

Second interviews were scheduled and conducted. Participant responses from the second cycle strengthened, clarified, and provided additional information on the data collected from the first interviews. During the second interview, two additional categories, time and roles, emerged and were added to the chart. After interviewing participant number eight, data saturation was met. Saturation is the point during data analysis at which incoming interviews produce little or no new useful information relative to the study objectives (Guest et al. 2020). Thus, no new information was divulged. The remaining interviews conducted consisted of recurring information. Since there were only two interviews of each participant, most original information was generated in the first interviews.

Conspicuous categories emerged into themes, confirming thematic analysis as the most appropriate method for exploration. Thematic analysis is a powerful and flexible method of qualitative analysis that empowers researchers at all levels of experience to conduct data analysis rigorously and thoughtfully (Kiger & Varpio, 2020). Six themes emerged from the data collected.

The themes were: (a) district-based induction coaching is a constructive, valuable experience facilitating a smooth transition into teaching (b) DBICs increase teacher effectiveness by improving beginning teacher skill and performance (c) DBICs help beginning teachers increase student achievement levels (d) DBICs act as mentors and advocates, preventing teacher isolation, building morale, and promoting collegiality, communication, and professionalism. The final themes were (e) beginning teachers are generally confused about the coaching roles of district-based coaches vs. school-based coaches and assigned mentors and (f) beginning teachers need more coaching time with DBICs. Table 2 displays emerging themes from the analysis of participant interviews.

Sections to follow address the emerging themes in detail and are presented in order based on the research questions. Direct quotations from the research participants are detailed in support of the findings. Pseudonyms such as BT5 were used in describing individual experiences and participant statements to protect the participant's identity.

Table 4.2*Emerging Themes Based on Participant Interview Responses*

<i>Category</i>	<i>Frequency</i>	<i>Category</i>	<i>Frequency</i>
High Yield Strategies	High	Data Analysis	Moderate
DBIC Positive Attitude	High	Mentoring	Moderate
Classroom Management	High	Feedback & Reflection	Moderate
Time Management	High	Professionalism & Collegiality	Low
Standards Alignment	Moderate	Coaching Role Confusion	Low

Note: High=15 or more times; Moderate=8 to 14 times; Low=1-7 times and are reflective of topics most repeated in participant interviews.

Research Question 1

The first question asked about the lived experiences of beginning teachers who participated in district-based induction coaching. When asked to tell about the experience of working with a DBIC, participants indicated that the experience was positive and beneficial. Eighteen out of 20 beginning teachers described the overall induction experience using the exact words positive and helpful.

Finding 1

Beginning teachers perceive district-based induction coaching as a constructive, valuable experience facilitating a smooth transition into teaching. In analyzing teacher responses, the coach's knowledge and expertise in supporting effective instructional strategies were mentioned

in eighteen interviews. Respondents referenced coaches as being positive, knowledgeable, and supportive, making the induction experience beneficial. BT2 reported:

My coach was so positive but also honest. At the beginning of the year, the other teachers in my school were busy setting up their classrooms. My coach came to help me get set up. She knew everything I would need and helped me put everything in place. She helped me get through my entire first year. Without her, I don't think I would have made it.

All but two participants made statements about the willingness of DBICs to model strategies. This finding correlates with Algozzine et al. (2007), substantiating induction programs as a contributory factor for beginning teacher success during the first years of teaching. BT16 explained, "My coach modeled lessons for me so I could see how the gradual release method was delivered."

Finding 2

Beginning teachers believe DBICs increased their effectiveness by improving their instructional practice. Seventeen out of 20 beginning teacher responses support the idea that DBICs used research-based strategies for instructional delivery and were invested in their success. BT5 shared a similar experience:

I wanted to do a writing lesson with my struggling students. My coach found a resource for me to use and modeled chunking the lesson into small mini-lessons that my students could grasp. She showed me how to chunk the writing task into manageable steps.

When asked about specific activities that enhanced the developmental skills of participants, 18 participants recounted activities DBICs presented. Participants described deconstructing standards, identifying critical knowledge, scaffolding instruction, and small group center rotations. Such findings affirm the potential of coaching as a development tool for teachers (Kraft et al. 2018).

Eighteen respondents expressed induction coaching and mentoring as significant contributors to their success. Most respondent statements are validated by Dias-Lacy and

Guirguis (2017), claiming induction coaching and mentoring programs between new and experienced teachers are beneficial to novice teachers and guided them on how to cope with the anxieties of the first year in the classroom. Twelve teacher responses indicated DBICs as instrumental in helping beginning teachers set up and manage classrooms. Seventeen teachers reported DBICs as knowledgeable and helpful with understanding standards and providing resources and ideas. Fourteen out of 20 respondents commented on the training provided by DBICs in collecting, sorting, and analyzing student data.

Beginning teachers expressed frustrations with transitioning from face-to-face to online learning, during the Covid-19 pandemic but stated DBICs assisted them with technology management, including navigating canvass courses and other software applications. Also, responses from 17 of the 20 respondents confirmed the assistance DBICs provided with the gradual release model of instructional delivery to include pacing lessons, checking for understanding, and modeling instructional techniques. Fifteen of 20 teachers said DBICs also helped them prepare for their evaluations. BT17 reported “My coach helped me with my annual evaluation. She watched my lessons and gave me feedback on what I could do to implement certain elements. She was a second set of eyes.”

Research Question 2

The second research question asked what impact, if any, did beginning teachers believe district-based induction coaches had on their instructional practice? Donohoo and Katz (2017) reported when teachers share the belief that they can positively affect student achievement over other factors, they do. Numerous studies indicate weekly coaching sessions increase the execution of new instructional approaches (Kraft et al. 2018). Sixteen out of twenty teachers

reported receiving assistance from DBICs weekly had a significant impact on their growth and development as a teacher.

Finding 1

Beginning teachers believe DBICs help increase student achievement. Twelve teachers attested to DBICs teaching them to use the backward planning method, starting with analyzing the assessment first to plan daily instruction. Nine teacher interviews contained statements about sage management advice and resourceful ideas provided by DBICs. Fourteen teachers reported DBICs helped them use data to form small groups for differentiated instruction. DBICs modeled progress monitoring systems such as leveled literacy intervention, LLI, a supplementary intervention for helping struggling readings achieve grade-level competency (Thomas & Dyches, 2019), and benchmark assessment systems, BAS testing to determine student reading levels. BT2 explained:

I'll admit before the district coach came, I just went along with whatever the other teachers and the team leader came up with for instruction. The coach taught me how to look at my student data, decide what standards I should focus on, and which materials would be best for my students. I was teaching what they told me to teach, but once I knew how to tailor the lessons to my students...student scores got better.

Finding 2

DBICs prevent teacher isolation, support teacher morale, and promote collegiality, communication, and professionalism. BT1 reported:

I would not still be working in the school or district if it had not been for Ms. L. She was and still is my confidant and friend. When I was having trouble with difficult teachers on my team, she mentored me on how to get around the issues. She helped me learn how to communicate with my principal and how to move through this school without stepping on the toes of those who came before me. She helped me see other people's perspectives.

Other teachers commented about the close relationships formed with DBICs. The teachers reported that the non-evaluative positioning of the DBIC and detachment from the school and

principal helped them trust the DBIC. Six teachers' interviews revealed that DBICs listened to and acknowledged beginning teacher concerns, guiding on navigating certain situations.

BT10 talked about the DBICs' words to her in their initial meeting stating, "She said she was there for me, no matter what I needed, and that I was not alone." BT11 also described the relationship she had with her DBIC, reporting "...she was the only person who listened to me. We could sit down and have a conversation like friends. She is someone I trust will tell me the truth."

Research Question 3

The third research question asked what beginning teachers' opinions were about ways to improvedistrict-based induction coaching. To improve the induction process, beginning teachers were asked to share honest opinions. Though teachers reported overall satisfaction with the induction experience, seven beginning teachers mentioned being confused about the roles of the DBIC, the school-based coach, and their assigned mentor. BT3, BT7, BT9, and BT19 recounted that DBICs did not firmly communicate their role and purpose in the initial meetings.

Finding 1

Beginning teachers are often confused about the coaching roles of district-based coaches vs. school-based coaches and assigned mentors. For example, ten out of 20 beginning teachers made statements indicating that they were confused about the roles of the school-based coach, the district-based induction coach, and the school reading coach. BT 20 stated:

Not knowing why the district coach was there made me nervous. The fact that the coach was coming from the district... felt a little embarrassing, which made me less open. I already had a mentor assigned to me by the school and a reading coach. I made up every excuse not to meet.

Another participant expressed if the overall attitude of the school [about induction coaching] had been more positive, the induction experience might have been more acceptable.

BT11 recounted:

My district coach was very open with me. That made a big difference. He was clear and upfront about explaining what he does, and he told me what the school coach's job was and what my mentor does.

Fourteen beginning teachers also reported induction programming could be most improved by extending and protecting the time allotted for coaching. The teachers felt workday hours of 7:30-3 pm made it difficult to commit to the 120 designated minutes a week. Teachers reported having to meet with coaches during their students' 30 minutes of specials time. Specials time is when another teacher, usually music or art, is teaching the students. The 30-minute timeframe allotted also includes walking students back and forth from the specials teacher classrooms, which equates to around 10-20 minutes of unusable time. Seven of the teachers interviewed made references to the DBIC not having a clear plan or agenda, as indicated in Figure 1.

Finding 2

Beginning teachers need more coaching time with DBICs. Comprehensive coaching involves a cycle of observation, analysis, feedback, and collaboration. Fourteen out of 20 teachers reported needing more time and mentioned terms like *rushed*, *quick*, and *brief* to refer to coaching sessions. BT13 reported feeling rushed through the sessions without having a solid understanding of the work. With time being the issue, BT6 reported having to call his coach after hours when he got home in a comfortable, less hectic environment to vent, listen to feedback, collaborate, and plan. BT16 commented, "I have so many obligations during the school day and once I'm home, I have kids of my own to take care of. Finding the time to work with my coach was hard."

Figure 4.1

Categories Representing Induction Areas for Improvement



Table 4. 3*Final Analysis of Themes Aligned with Research Questions*

Research Question	Emerging Theme	Emerging Theme
1-What are the lived experiences? of beginning teachers who participated in district-based induction coaching?	District-based induction coaching is a constructive, valuable experience facilitating a smooth transition into teaching.	Beginning teachers believe DBICs increased their effectiveness by improving their instructional practice.
2-What impact, if any, do beginning teachers believe district-based induction coaches had on their instructional practice?	Beginning teachers believe DBICs help increase student achievement.	DBICs prevent teacher isolation, support teacher morale, and promote collegiality, communication, and professionalism.
3-What are beginning teachers' opinions about ways to improve district-based induction coaching?	Beginning teachers are often confused about the coaching roles of district-based coaches vs. school-based coaches and assigned mentors.	Beginning teachers need more coaching time with DBICs.

Note: Frequent participant responses are categorized into themes, then applied to the research questions.

Reliability and Validity

Both internal and external threats to reliability and validity were eliminated or controlled using a variety of methods. Threats to authenticity were eliminated by ensuring different perspectives and voices were heard. Both positive and negative views were reported to capture participants' lived experiences with honesty and candor. To ensure accurate interpretation of the participants' responses and reduce threats to credibility, participants could

validate the findings through member checking. Confirmability threats were reduced by keeping a journal to separate the researcher's experiences, personal feelings, thoughts, and judgments from the participants. To ensure dependability, research procedures were followed, questions used in the research instruments were carefully aligned with the research questions, and the role and position of the researcher were outlined clearly so that future researchers could replicate the study.

To ensure transferability, 18 hours of interview data was collected. Transcripts and field notes containing thick, rich descriptions of lived experiences were taken from the in-depth interviews, and demographic information was provided. While not completely generalizable due to the uniqueness of people and phenomena, the data retrieved from the 20 volunteer participants can allow other school districts to make comparisons. School districts with similar settings can transfer the findings of the study.

Chapter Summary

Twenty beginning teachers from one of the largest school districts in the nation were interviewed. Using phenomenology, the DBIC impact on beginning teacher practice was explored. The data findings functioned to address the three research questions posed in the study.

Research Question 1: What are the lived experiences of beginning teachers who participated in district-based induction coaching?

Research Question 2: What impact, if any, do beginning teachers believe district-based induction coaches had on their instructional practice?

Research Question 3: What are beginning teacher opinions about ways to improve district-based induction coaching?

The findings revealed district-based induction coaching as a constructive, valuable experience that facilitates a smooth transition into teaching. DBICs were found to increase teachers' instructional skillset and effectiveness. DBICs were instrumental in helping beginning teachers increase student achievement levels, and act as mentors and advocates to beginning teachers. DBICs prevent teacher isolation, build teacher morale, and promote collegiality, communication, and professionalism.

Finally, study findings revealed beginning teachers are often confused about the roles of district-based coaches, school-based coaches, and assigned mentors. Beginning teachers also expressed the need for more coaching time with DBICs. Beginning teachers felt the time allotted with DBICs was insufficient to complete the coaching cycles presented.

The research questions were answered by the findings presented. Proposals for future coaching and induction actions and ideas for further research are to follow. A message emphasizing the study's impact is discussed in the next section.

Chapter 5: Discussion and Conclusion

The purpose of the study was to explore beginning teacher perceptions of the district-based induction experience with the intent of identifying impactful coaching practices. to uncover coaching actions impacting teacher practice. Gaining a deeper understanding of impactful district-based induction practices as perceived by beginning teachers can provide insight on effective coaching strategies, which can be implemented by DBICs to acclimate beginning teachers, increase instructional skillsets, and ultimately increase student achievement. The discernable achievement gap in the United States makes the development of new teachers crucial. There is little literature focusing on new teacher perceptions of district-based induction coaching in large urban school districts. District-based induction coaching acts as a mitigant in improving teacher effectiveness. Understanding the collective perspective of beginning teachers about the induction experience and the impactful practices of district coaches can add to the existing body of literature on induction coaching and help narrow an existing literature gap. The study was designed to answer three research questions. The following research questions led the study:

Research Question 1: What are the lived experiences of beginning teachers who participated in district-based induction coaching?

Research Question 2: What impact, if any, do beginning teachers believe district-based induction coaches had on their instructional practice?

Research Question 3: What are beginning teacher opinions about ways to improve district-based induction coaching?

A qualitative phenomenological design was used in the study allowing rich descriptions from the 20 research participants. In-depth, semi-structured interviews were used as instruments for data collection. The interview questions were designed to gather information about the experiences of beginning teachers who worked with DBICs including perceived impact on instructional practice and recommendations on improving district-based induction coaching. Data collected from participant interviews provided the constructive insight needed to study district-based induction coaching.

Thematic analysis of the data collected revealed key themes responding to the research questions. Themes relating to Research Question 1 provided answers about the lived experiences of beginning teachers who participated in district-based induction coaching including perceptions about assigned coaches. Themes relating to Research Question 2 revealed information about the perception of beginning teachers regarding the impact of district-based induction coaching on beginning teacher practice skills and strategies. Finally, themes relating to Research Question 3 uncovered perceptions from beginning teachers on how district-based induction coaching can be improved to further acclimate, develop, and retain new teachers.

The study findings are presented in a discussion along with limitations that address the study's reliability, validity, and transferability. Recommendations for future research are included. Implications for leadership and a concluding summary of new knowledge and critical outcomes conclude the study.

Findings, Interpretations, Conclusions

This qualitative phenomenological study was conducted to answer the research questions presented in the study. Initially, a predictive set of thematic categories covering coaching experiences, professional development techniques, roles, and responsibilities was created. The in-depth, semi-structured interview questions were strategically designed to target each research question, which provided a predictive set of thematic categories. The thematic categories included: overall induction coaching experience, induction practices, and recommendations for district-based coaching improvement. During the data collection process, additional themes emerged. Those themes were added to the predictive categories of themes and analyzed in the research.

This discussion of findings focuses on the theoretical aspects of district-based induction coaching. Suggestions for improving district-based induction coaching are discussed. Finally, aspects of district-based induction coaching which negatively impact the DBIC experience are conferred as cautions. Two theories were selected to examine the study findings. Both theories speak to social constructs developed that allow beginning teachers to acquire skills through interactions with DBICs in weekly meetings and classroom visits.

The Experience

The purpose of Research Question 1 was to gain an understanding of the induction experience from the perspective of beginning teachers who were assigned a DBIC. The themes identified during the analysis of data collected confirmed district-based induction coaching is perceived as a constructive, valuable experience facilitating a smooth transition into teaching.

Literature has shown induction coaching should have a positive impact on teachers (Suarez, 2018).

New Teacher Development

In the study, beginning teachers' induction experiences were found to be related to the social relationship and trust established between the DBIC and the novice teacher. Social development theory integrates coaching purpose and social associations fostering teacher learning and growth. Negative experiences expressed in the study on coaching impact were connected to beliefs of coaches being unrelatable and untrustworthy. When coaches were perceived as skillful in both coaching and teaching, the DBIC experience was perceived to be a valuable process.

In addition, social development theory emphasizes the construction of knowledge in the novices' zone of proximal development (Shabani & Ewing, 2016). Beginning teachers reflected on the valuable learning experiences provided by DBICs while working side-by-side in classrooms. Induction coaching was reported by Kraft et al. (2018) to have helped new teachers acclimate to the position, develop necessary skills to manage their classrooms, and handle problems with students and coworkers that arose.

Relationships of Trust

Relationships of trust established by DBICs set the foundation for a positive induction coaching and mentoring experience (Kraft et al. 2018). According to the interview respondents, having a coach in the classroom increased their teaching skills, made them more confident, and was crucial to their success. Findings indicated teachers were confident in the DBIC's ability to increase their knowledge and skillset and viewed district-based induction coaching as positive

and beneficial. Participants detailed specific ways DBICs made acclimation less stressful and frequently referenced coaches as non-judgmental, confidential, and good listeners. Interview responses reflected perceived DBIC effectiveness as predicated on the rapport and quality of the DBIC. When respondents believed the coach was effective and dedicated, the coach's proper name was used, even though participants were asked not to reveal personal names.

When the DBIC experience was mentioned in less favorable terms, the statements referred to the coach's inability to provide value or engage the teacher due to inexperience in a particular expertise subject area such as marine biology or orchestra. The experience was reported as limited by respondents who had preconceived notions about district coaching, including school sites not receptive to having a DBIC, which limited beginning teacher buy-in.

The Impact

The purpose of Research Question 2 was to assess the perceived impact on teacher's instructional practice. Five major activities surfaced as impactful activities engaged in by beginning teachers and DBICs: coaching collaboration, goal setting, modeling, observations, and feedback. Prevailing literature on the impact of induction coaches shows induction coaches are professional development experts who provide job-embedded experiences, inquiry-based learning, and a plethora of differentiated support methods, (Kurz et al. 2017).

The overall findings of the study support this idea. Beginning teachers perceived DBICs as highly knowledgeable, skilled practitioners. Dominant themes revealed beginning teachers felt like DBICs understood their respective school culture and climate and helped them acclimate to the teaching profession. According to respondents, DBICs were easy to work with, extremely dedicated, and effective in increasing skillfulness and expertise. Respondents described instances

in the experience in which DBICs went above and beyond what was required to accommodate their needs.

Impact on Acclimation

Beginning teachers described non-pedagogical support such as listening ranked as a repeatable coaching action and DBIC best practice. Responses were given such as *was my confidant, gave me advice on how to work with difficult coworkers, listened to me, and allowed me to vent*. Findings revealed DBICs prevent teacher isolation and support teacher morale while promoting collegiality, communication, and professionalism. Respondents stated DBICs helped them acclimate to the culture and climate of their assigned schools and helped them manage the stress of the job in addition to being non-judgmental and confidential.

Impact on Student Achievement

Overall, themes identified during the analysis of data revealed DBICs were believed to increase teacher effectiveness, resulting in improved student achievement. Interview participants believed DBICs were knowledgeable in the areas of standards, curriculum, and subject area content. Findings indicated teachers believe DBICs possess the knowledge and skills to help them raise student achievement levels.

Respondents who participated in district-based induction coaching cycles reported increases in teaching skills and abilities and increased student achievement. In contrast, respondents who did not participate in coaching cycles reported little to no growth. This finding corroborates Suarez's (2018) findings that having an induction coach or mentor is more advantageous than any other factor contributing to teacher success.

Impact on Resiliency

Another finding revealed by the study was beginning teachers believe DBICs help to prevent teacher isolation, support morale, build resiliency, and promote collegiality, communication, and professionalism. Respondents reported DBICs as helping to decrease stress for new teachers tasked under the pressure of learning the job while being held responsible for the same amount of work as veteran teachers. These findings further confirm induction coaching alleviates challenges new teachers face in their first years (Omar et al. 2018). Teachers made a statement revealing DBICs prevent teacher isolation, support teacher morale, and promote collegiality, communication, and professionalism.

The Improvement

The purpose of the question was to find out what beginning teachers believe would improve the induction coaching experience. Themes identified during the analysis of data collected confirmed beginning teachers are often confused about the coaching roles of district-based induction coaches, school-based coaches, and assigned mentors. Findings also revealed beginning teachers believe they need adequate coaching time with DBICs.

Clarification of Roles

Beginning teachers, school-based administrators, school-based coaches, and assigned mentors were perceived to be unclear about DBICs' roles and responsibilities. Harré (2015) stated proper positioning gives DBICs influence with mentors. The research findings confirm beginning teachers believe a clear understanding of the roles of their induction coach versus the school-based coach and their assigned school mentor is needed. Descriptions like *confusing*, *not explained well enough*, and *unclear* were frequently referred to when discussing

the DBIC role by participants. Respondents revealed a lack of clarity in the roles as the primary cause of hesitancy and resistance in induction program advocacy among new teachers.

Adequate Coaching Time

The other major finding concerning time constraints during contractual hours is the lack of coaching time in the elementary setting. According to Hersey et al. (1979), leaders adjust their leadership stances to accommodate the readiness and willingness of the beginning teacher. Flexibility is believed to be key in this situation.

A recommendation is DBICs should strategically break up tasks to accommodate the time limitation of elementary teachers. Teachers in the study repeatedly mentioned DBICs forgoing set agendas to help with beginning teachers' immediate, more pressing needs. Knight et al. (2016) emphasized the importance of goal setting, questioning, and data gathering in a one-on-one setting, integrated with explanation, modeling, and feedback as the basis for impactful coaching.

It is believed DBICs have a greater potential for impact and effectiveness if they understand the role of the DBIC and are provided adequate time to collaborate. The findings of this study are authenticated when compared to the findings of existing literature. Interpretations and inferences of the findings do not exaggerate or exceed the data collected.

Findings revealed beginning teachers believe they need more coaching time with DBICs. Existing literature poses mentors should be positioned to act, react and function to meet the needs of mentees (Hee et al. 2020). Almost all mentors mentioned insufficient time as a challenge to the induction experience. The district induction program has a meeting requirement of 50 minutes per teacher per week as a requirement.

In elementary school settings, teachers are expected to use the 30-minute *specials* time for induction coaching. Prearranged activities and documents are often cut short, forcing DBICs and new teachers to meet after school hours, or resulted in the incomplete accomplishment of preplanned coaching activities. Respondents reported frustrations with DBICs supporting too many teachers in three or more buildings and the inability to complete coaching requirements during contractual hours.

Perhaps the study's most significant findings were district-based induction leadership and coaches should focus on clearly communicating their roles and responsibilities to all school-based administrators, staff members, and teachers. Teachers reported negative feelings of confusion about the roles and responsibilities of the DBIC. The school district is a major inner-city school district with multiple coaching roles. One suggestion might be for DBICs to deliver clear, specific, consistent messages on how DBICs function as compared to other coaches. This practice would increase clarity and guide beginning teacher expectations, helping to alleviate possible frustrations.

Limitations

The study included several limitations. The district is only one school district, in one state within the United States. The lived experiences of participants reported are specific and unique to this population.

Diversity of Population

The geographic diversity of beginning teachers could be considered a limiting factor. The school district is one of the largest in the nation, with a 70% white teacher population, although the student body is 80% minority (Campbell-Montalvo, 2020). The district's beginning teacher

population could affect the transferability of findings and influence the study. Even so, the most significant findings can be applied to settings beyond the district. Major findings of the study relate to overall induction research and can potentially impact any school with induction programming, making the limitation negligible.

Teacher Exclusion

Another limitation is the exclusion of the perspectives of beginning teachers who participated in induction programs but were no longer employed by the school district. The lived experiences of the missing teachers were not accounted for in the study. The inability to explore the lived experiences of the missing teachers presents a constraint to the study findings. The findings presented are reflective of teachers who were retained by the district.

Dependability of Findings

Limitations to the dependability of study findings can exist when study findings are not consistent with the raw data collected. The research process was logical, traceable, and documented but did not account for the potential of exaggeration or attribution. Although the data collected was accepted as truth, the limitation does exist and could influence the study.

Choice of Methodology

Any variation in explanations or findings could be due to limitations in internal validity, such as the chosen methodology for the study. Convenience and participant availability were factors in selecting qualitative, phenomenology as a research methodology. Study requirements could be met by using participants within

reach, data could be collected virtually, and an excessive number of participants was not required. Limitations to internal validity could exist due to the narrow scope and composition of the interview questions used as data collection instruments. The interview questions were composed and designed to elicit specific information only and could have limited the full expression of the participants. Since the data analysis did not use statistical controls, findings cannot be applied to the findings of quantitative research methods.

Recommendations

Although participants shared thoughts about ways to improve district-based induction coaching the recommendations offered can be applied globally. The valuable information about coaching and induction can be applied to school systems seeking to implement or structure similar induction coaching programs. The recommendations should be carefully contemplated by district leaders when designing and implementing comprehensive induction programs.

Protecting Elementary Coaching Time

Novice teachers recommended directors and administrators create more reasonable scheduling or release time for comprehensive coaching. These recommendations align with Howe's (2006) characteristics of stellar induction programs. Other changes include creating state policy mandates for protected coaching and mentoring time for beginning teachers. Beginning elementary teachers discussed having back-to-back responsibilities during the school day, which lessened the collaboration time spent with DBICs. Mandated and protected coaching time could ensure teachers receive comprehensive quality coaching in their first years of teaching.

Articulating Differences in Coaching Support

Recommendations for changes in practices include annual professional development of school administrators, faculty, and teachers about the roles of DBICs. DBIC roles should be frequently published, publicized, disseminated, and articulated using a common language by both district and DBICs. DBICs and district leaders should be able to articulate the differences between their roles and other support roles such as the instructional facilitator, the school-based literacy coach, and the school-based teacher mentor to the beginning teacher, principal, and staff.

Preparing DBICs to be able to differentiate themselves from administrators, coaches, faculty, and beginning teachers is needed. Often, school administrators understand the DBIC role, but the information is not shared with teachers and staff. Some DBICs are unfamiliar with the roles of other beginning teacher support staff within the school site. Both beginning teachers and DBICs should be made aware of how the roles of each support person fit together.

This awareness could expedite beginning teacher professional development and eliminate confusion among teachers, coaches, and departments. If roles are presented to all levels within a school, new teacher buy-in is likely to increase. Accountability at the school site is a responsibility of the administration and is predicated on a clear understanding of the differences being communicated to teachers and staff.

Recommendations for Further Research

The recommendations for expansion and opportunities for related research derived from the study's limitation include: (1) A replication of this study using written reflections as data collection instruments paced throughout the induction program. (2) Research to explore the perceived support of DBIC on beginning teachers who are no longer employed by the district. (3)

Research from the perspective of school site administrators on the impact of DBIC on beginning teacher practice. Still, other recommendations include designing two induction tracks, which would provide beginning teachers with options for induction coaching and mentoring based on their experience.

Teachers with no experience should be placed on the first track. The curriculum for these teachers would be likened to basic training. The program would be two years of coaching instead of one. Classroom management, lesson planning, data analysis, and other foundational skills development would be the framework for coaching and mentoring.

Teachers with verifiable teaching experience should have a more advanced induction track composed of higher-level programming aspects for teachers new to the district. The curriculum for these teachers would include advanced aspects such as data analysis and would only be required for one year. Providing two tracks would help DBICs focus support and streamline repeatable best practices and experiences to meet the needs of the two beginning teacher types. The tracks should be designed to shorten the length for experienced teachers and lengthen the time for novice teachers. Podolsky et al. (2019) reported most new teachers are likely to leave within 1-3 years. Extending or shortening to differentiate new teacher coaching and induction programming could keep coaches from trying to fit unrealistic coaching requirements into the already demanding new teacher workday.

Implications for Leadership

The teachers shared best practices they believed positively impacted their practice. The study's findings revealed the need for clarification of DBIC roles and more time with

coaches. The potential impact for positive changes on the district and school level are detailed.

Time Provisions

District leadership planned and implemented induction program requirements and guidelines for coaching and mentoring, including timeframes of 55 minutes for a classroom visit and 50 minutes of dedicated one-to-one coaching collaboration weekly. Elementary teachers are generally allotted 30 minutes for induction coaching. Inconsistencies in coaching collaboration time were revealed. This predicament necessitates a review of induction programming related to coaching and induction in the elementary segment.

Elementary beginning teachers repeatedly discussed coaches' attempts to guide them through multiple tasks and essential functions but being unable to fully accomplish the tasks due to time constraints. A review of organizational barriers should lead to restructuring and redesigning of elementary coaching to accommodate better teachers who receive fragmented coaching due to contractual responsibilities. Once the issue of time is addressed at the highest levels of district leadership, firm, non-negotiable mandates can be carried out within school organizations. The implication is providing teachers with adequate time for induction coaching would give them the ability to collaborate without students so they can internalize skills. The impact at the district level is district coaching would be regarded as a highly regarded professional practice, with protected time, which would allow DBICs to plan and implement professional development with fidelity. On an organizational level, long-term capacity can be built, leading to increased levels of self-efficacy, confidence, effectiveness, and retention.

Role Clarification

The need to clarify the DBIC role as compared to other support coaches in the school and district was of concern to beginning teacher participants. Beginning teachers mentioned being confused about the roles of DBICs, school site coaches, instructional facilitators, and assigned mentors at the school site. Participants recommended DBICs should communicate the roles and responsibilities of various support personnel in the initial meeting.

In addition, beginning teachers in the study recommended school leaders, beginning teachers, and all support coaches should be made aware of each other's roles to prevent overlapping support. The district could create both beginning teacher agreements and principal agreements with a side-by-side of all support roles listed. The list should specify DBIC responsibilities as compared to other coaches and support staff.

The document would provide clarity for principals, teachers, and coaches. Presenting this document would keep principals from asking DBICs to perform duties outside their realm of expertise and provide information on which support person they should contact for various teacher support. The document would prevent misuse of DBICs on school campuses such as assigning DBICs to teachers who are on performance plans. The implication would be district coaching in its highest and best form, positively impacting beginning teachers' social and professional development.

Conclusion

Investigating the impact of DBICs on beginning teacher practice was the focus of this study. Based on the findings of the research questions and a detailed literature review, research revealed the perspective of beginning teachers was that district-based induction coaching is a

valuable experience. District-based induction coaching was found to have numerous benefits for beginning teachers coming into the school district from either traditional or nontraditional pathways.

Based on the findings of 20 teacher participants DBICs positively impacted teachers' instructional practice skills using various strategies designed to support their success. Challenges such as confusion about the roles of DBICs and other support personnel and a lack of adequate coaching time with DBICs posed barriers to the induction process. A strategic program review to ensure adequate coaching time for elementary teachers is a possible outcome of this study.

In addition, a side-by-side description of each support role would frame and help differentiate district coaching and induction from the support offered by other divisions and school-based coaches and mentors. Adjustments in these areas could strengthen the position of district-based induction coaches. This dissertation is only the beginning of analyzing district-based induction coaching models. The information in the study provides the experiences and perceptions of beginning teachers in their first years of practice. Finally, the impact of the study can be measured by the way district leaders respond to the findings.

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Appendix A

Informed Consent



Informed Consent for Research Participation

Prospective Research Participant: Read this consent form carefully and ask as many questions as desired before deciding whether to participate in this research study. Ask questions at any time before, during, or after participation in this research.

Project Information

Project Title: The Impact of District-Based Induction Coaching on Beginning Teacher Practice:

A Phenomenology

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Introduction

I am Frances Sire Derrick, and I am a doctoral candidate student at the American College of Education. I am researching under the guidance and supervision of my Chair, Dr. Cathy McKay. I would like to provide information about the project and invite you to participate in the research.

Purpose of the Research

You are being asked to participate in a research study that may assist with understanding district-based induction coaching from the perspective of the beginning teacher. This qualitative study may investigate the impact if any, DBICs have on beginning teacher practice. . Investigating teacher perspectives and coaching practices may provide valuable information which could result in improved district-based coaching practices and result in increased student achievement.

Research Design and Procedures

The study uses a qualitative methodology and phenomenological research design. The study may be comprised of 15- 20 participants, conveniently selected, who may participate in two semi-structured virtual interviews using FaceTime, Google Duo, Zoom, Skype, or other virtual communication software most convenient for participants. The interviews conducted are recorded. Participants are provided an opportunity to check the accuracy of recorded transcripts.

Participant Selection

You are being invited to take part in this research because of your experience as an early career or beginning teacher who has worked with a district-based induction coach who can contribute much to the experience. The criteria for this study are as follows:

- 1-Participants should be beginning or early career teachers with less than five years of experience.
- 2-Participants should have participated in district-based induction coaching and been assigned or is working with a district-based induction coach.

Voluntary Participation

Your participation in this research is entirely voluntary. It is your choice whether to participate. If you choose not to participate, there are no punitive repercussions. If you select to participate in this study, you may change your mind later and stop participating even if you agreed earlier.

Procedures

We are inviting you to participate in this research study. If you agree, you may be asked to answer questions from two sets of interview questions. The interviews are recorded.

Duration

The first and second interviews require approximately 45 minutes to one hour to complete. In the second interview, you may be asked to verify findings from the first interview before answering interview questions.

Risks

The researcher may ask you to share personal and confidential information. If you are uncomfortable, you do not have to answer or take part in the discussion. You do not have to give any reason for not responding.

Benefits

While there is no direct financial benefit to you, your participation is likely to help us find out more about district-based coaching and induction. The potential benefits of this study may aid DBICs in best supporting the needs of beginning teachers.

Confidentiality and Anonymity

Personal information about you is not disclosed to anyone outside of the researcher. During the defense of the doctoral dissertation, data collected may be presented to the dissertation committee using anonymous names and markings. The data collected is kept in a locked file cabinet or encrypted computer file. Personal information is coded and has no direct correlation, which could directly identify participants. Information is kept confidential to the best of my ability.

Sharing the Results

At the end of the research study, the results are available for each participant to review. The study may be published publicly, other interested parties may learn from the research.

Right to Refuse or Withdraw

Participation is voluntary. At any time, you wish to end your participation in the research study, you may without repercussions.

Questions About the Study

If you have any questions, you can ask them at any time. This research plan has been reviewed and approved by the Institutional Review Board of the American College of

Education. This is a committee whose role is to make sure research participants are protected from harm. If you wish to ask questions about this group, you can email IRB@ace.edu.

Certificate of Consent

I have read the information about this study, or it has been read to me. I acknowledge why I have been asked to be a participant in the research study. I have been provided the opportunity to ask questions about the study, and any questions have been answered to my satisfaction. I certify I am at least 18 years of age and understand the interviews are recorded. I consent voluntarily to be a participant in this study.

Print or Type Name of Participant: _____

Signature of Participant: _____

Date: _____

I confirm the participant was allowed to ask questions about the study, and all the questions asked by the participant have been answered to the best of my ability. I confirm the individual has not been coerced into giving consent, and the consent has been given freely and voluntarily.

A copy of this Consent Form has been provided to the participant. Print or type name of lead researcher: Frances Sire Derrick

Signature of Lead Researcher: Frances Sire Derrick

I have accurately read or witnessed the accurate reading of the assent form to the potential participant, and the individual has had the opportunity to ask questions. I confirm the individual has freely given consent.

Print or type name of Lead Researcher: Frances Sire

Derrick Signature of lead researcher: Frances Sire Derrick

Date: _____

Signature of a faculty member: _____

Date: _____

PLEASE KEEP THIS INFORMED CONSENT FORM FOR YOUR RECORDS.

Appendix B**Recruitment Email**

My name is Frances Sire Derrick. I am a doctoral student at the American College of Education. I am researching my dissertation. You have been identified as a possible participant in my study.

The purpose of the research study I am conducting is to investigate the impact if any, DBICs have on beginning teacher practice. . Participation in the study involves answering questions from two semi-structured interviews which could last from 30-45 minutes each.

As stated before, your participation in the study is voluntary. If you do not wish to participate in the study, you may decline this offer or withdraw once enrolled at any time without repercussion or question.

I may publish the results of this study, participant names, identifying information, and sources is kept anonymous.

While there may be no direct benefit to you, the potential benefit of your participation is it can help us find out more about district-based coaching and induction. In this research study, there are no known risks to you.

If you are interested in participating in the study, please respond by replying *YES* to this email. Thank you for your time and consideration.

Sincerely,

A handwritten signature in black ink that reads "Frances Sire Derrick". The script is cursive and fluid, with the first letters of each name being capitalized and prominent.

Frances Sire Derrick, Ms.Ed.

Appendix C

First Interview Protocol

Beginning Teacher Perceptions of District-Based Induction Coaching

You have been selected to interview because you have been identified as someone who can share valuable information about the district-based induction coaching experience in our school district.

This research project focuses on the improvement of district-based coaching and induction, with an interest in understanding how beginning teachers engaged in this activity perceive the program.

This study does not aim to evaluate your techniques or practice. Rather, we are trying to learn more about coaching best practices that help improve student learning.

To facilitate notetaking, the conversation is audiotaped. For your information, only the researcher on the project has access to the recording which is destroyed after it is transcribed. Please be reminded that: (1) all personal information is held confidential, (2) your participation is voluntary, and you may stop at any time if you are uncomfortable, and (3) the researcher does not intend to inflict any harm. Thank you for agreeing to participate.

This interview is planned to last no longer than one hour. During this time, we have several questions to cover. If time begins to run short, it may be necessary to interrupt you to push ahead and complete this line of questioning or go over the allotted time should you desire.

Appendix D

Interview Protocol Matrix

	Purpose	Correlation to Research Question	
Introductory	Neutral questions eliciting general and nonintrusive information and that are non-threatening		<i>1-Where are you originally from?</i> <i>2-How are you adapting to the online learning environment?</i> <i>3-Where did you go to college?</i>
Transition	Questions linking the introductory questions to the key questions to be asked		<i>4-What made you decide to teach?</i> <i>5-How long have you been a teacher?</i> <i>6-When did you start?</i> <i>7-What is your subject area expertise?</i>
Key	Questions most related to the research questions and purpose of the study	Research Question 1: What are the lived experiences of beginning teachers who participated in district-based induction coaching?	<i>8-How would you describe the DBIC experience overall?</i> <i>9-What type of relationship did you have with your DBIC?</i> <i>10-Describe your experience working with your DBIC.</i>
		Research Question 2: What impact, if any, do beginning teachers believe DBICs had on their instructional practice?	<i>11-How would you describe your current ability to perform your job duties?</i> <i>12-In what ways did your DBIC help to develop your teaching practice?</i> <i>13-Which DBIC practices did you find to have the greatest impact on developing your practice?</i> <i>14-Which DBIC practice was least useful in your development?</i> <i>15-Who or what would you attribute your success or failure to?</i>
		Research Question 3: What are beginning teacher opinions about ways to improve DBICs instructional coaching techniques?	<i>16-What support did you believe you needed, but did not receive from your DBIC?</i> <i>17-In what ways could your DBIC have better supported your practice?</i>
Closing	Easy to answer questions that provide an opportunity for closure		<i>18-Is there anything you would like to add to the interview today?</i>

Appendix E**First Interview Questions**

1. *Where are you originally from?*
2. *How are you adapting to the online learning environment?*
3. *Where did you go to college?*
4. *What made you decide to teach?*
5. *How long have you been a teacher?*
6. *When did you start?*
7. *What is your subject area expertise?*
8. *How would you describe the DBIC experience overall?*
9. *What type of relationship did you have with your DBIC?*
10. *Describe your experience working with your DBIC.*
11. *How would you describe your current ability to perform your job duties?*
12. *In what ways did your DBIC help to develop your teaching practice?*
13. *Which DBIC practices did you find to have the greatest impact on developing your practice?*
14. *Which DBIC practices had the least impact on developing your practice?*
15. *Who or what would you attribute your success/failure to?*
16. *What support did you believe you needed, but did not receive from your DBIC?*
17. *In what ways could your DBIC have better supported your practice?*
18. *Is there anything you would like to add to the interview today?*

Appendix F**Second Interview Protocol***Beginning Teacher Perceptions of District-Based Induction Coaching**Second Interview Protocol*

I would like to thank you once again for being willing to participate in the second interview of my study. As I have mentioned to you before, my study seeks to understand how beginning teachers experience working with a district-based induction coach.

In our interview today, questions may be asked about the information you shared in our first interview session and ideas you may have about your induction experience.

In our first meeting, you consented to audio recording our conversation. Are you still ok with recording our conversation?

-If yes: Thank you! If at any point you want to stop recording or keep something you said off the record.

-If no: Thank you for letting me know. I will only take notes of our conversation.

Before we begin the interview, do you have any questions? If any questions (or other questions) arise at any point in this study, you can ask them at any time.

Appendix G

Interview Protocol Matrix

	Purpose	Correlation to Research Question	
Introductory	Neutral questions eliciting general and nonintrusive information and are non threatening		<p>1. How was your workday?</p> <p>2. How many are your students are back in the classroom?</p>
Transition	Questions linking the introductory questions to the key questions to be asked		<p>3. Is this the school where you went through induction?</p> <p>4. How many years of induction did you participate in?</p>
Key	Questions most related to the research questions and purpose of the study	Research Question 1: What are the lived experiences of beginning teachers who participated in district-based induction coaching?	<p>5. Was the experience of working with a DBIC what you expected? Why or why not?</p> <p>6. If you could score your DBIC on a scale of 1-10 what score would you give him or her? Please explain.</p>
		Research Question 2: What impact, if any, do beginning teachers believe DBICs had on their instructional practice?	<p>7. What key skills do you believe all BT's need to possess?</p> <p>8. Do you believe your DBIC helped you to develop those skills? Please explain.</p> <p>9. In what ways did your DBIC help to develop your classroom management skills?</p> <p>10. In what ways did your DBIC help to develop your instructional delivery skills?</p> <p>11. In what ways did your DBIC help to develop your ability to engage students?</p>
		Research Question 3: What are beginning teacher opinions about ways to improve DBICs instructional coaching techniques?	<p>12. What changes or improvements would you make to the DBIC experience?</p>
Closing	Easy to answer questions which provide the opportunity for closure		<p>13. Is there any other information you would like to share about the DBIC experience?</p>

Appendix H

Second Interview Questions

1. *How was your workday?*
2. *How many of your students are back in the classroom?*
3. *Is this the school where you went through induction?*
4. *How many years of induction did you participate in?*
5. *Was the experience of working with a DBIC what you expected? Why or why not?*
6. *If you could score your DBIC on a scale of 1-10 what score would you give him or her?
Please explain.*
7. *What key skills do you believe all BT's need to possess?*
8. *Do you believe your DBIC helped you to develop those skills? Please explain.*
9. *In what ways did your DBIC help to develop your classroom management skills?*
10. *In what ways did your DBIC help to develop your instructional delivery skills?*
11. *In what ways did your DBIC help to develop your ability to engage students?*
12. *What changes or improvements would you make to the DBIC experience?*
13. *Is there any other information you would like to share about the DBIC experience?*

Appendix I

Subject Matter Expert Feedback Request

Research Interview Question Review Request

Frances E. Curry <fran.derrick@browardschools.com>

Sat 2/8/2020 1:56 PM

To: ucallon@vwsd.org <ucallon@vwsd.org>; Katie J. Sanchez <katie.sanchez@browardschools.com>; Clifford H. Wimberly Jr <clifford.wimberly_jr@browardschools.com>; Nandrane M. Fairclough Willie <nandrane.fairclough-willie@browardschools.com>; Lynnel E. Joseph <lynnel.joseph@browardschools.com>

2 attachments (89 KB)

Second Interview.docx; Initial Interview Questions.docx

Good Afternoon Colleagues!

I am conducting phenomenological research on beginning teachers and their coaching and induction experiences. The research seeks to understand the lived experiences of beginning teachers.

I have been asked to submit the instruments (interview questions) to five subject matter experts for review. Can you please review the initial and second sets of interview questions and provide feedback?

PS-DBIC is an acronym for District-Based Induction Coach

Thanks for your professional feedback.

Fran Derrick, MS.Ed
Master Coach

Broward County School District
Coaching & Induction Department
Office of School Performance & Accountability



Appendix J

Subject Matter Expert Feedback Request

Re: Subject Matter Expert Opinion

Lynnel E. Joseph <lynnel.joseph@browardschools.com>

Sat 2/29/2020 8:56 AM

To: Fran S. Derrick <fran.derrick@browardschools.com>

Hello Mrs. Derrick,

These questions are spot on. They are very targeted which will provide you with very specific answers about the effects of an induction coach program! In the 10 question interview, I really like that question 2 asks them to compare reality to their initial expectation of teaching! That is a great one since so many new teachers struggle with the reality of the actual responsibilities and experiences of a teacher. I also liked the questions that asked them to compare their district support with their school-based support.

One thing to consider on the follow up interview question about how would the teacher's experience would be different if they did not have an induction coach is to make a small change of the word "would" to "might". My thought is that it's just speculation so they do not know for sure. Also, if you are asking these questions to both teachers who have had both induction coaches and those who have not, will you be asking any other questions specifically for teachers who did not have an induction coach? I ask this because currently there's only one question that targets that group in the both the initial and follow up interview. If you are looking for an overall comparison, a suggestion might be to have 2 forms of each-one for the teachers who have induction coaches and another set of interview questions for those who do not. What are your thoughts?

Overall, these interview questions are great as they will elicit responses that will provide clear information about teachers feelings about how the induction program supported their teaching career.

Get [Outlook for iOS](#)

From: Fran S. Derrick <fran.derrick@browardschools.com>

Sent: Saturday, February 29, 2020 7:41:55 AM

Subject: Fwd: Subject Matter Expert Opinion

I am conducting qualitative phenomenological research on the Impact of District-Based Induction Coaches on beginning teacher practice.

The research seeks to understand the lived experiences and perceptions of beginning teachers while going through induction in a South Florida Public school district. .

I have been asked to submit the instruments or interview questions I am using to gather data to [five subject matter experts](#) for review.

Can you please take a look at the initial (10 question interview) and second (5 question interview) sets attached and provide feedback by replying to this email?

With Sincere Gratitude,

Fran S. Derrick, MS.Ed
Master Coach-Cadre 6

Broward County School District
Coaching & Induction Department
Office of School Performance & Accountability



Appendix K

Subject Matter Expert Feedback

Re: Subject Matter Expert Opinion

Uretka Callon <ucallon@vwsd.org>

Fri 2/28/2020 5:45 PM

To: Fran S. Derrick <fran.derrick@browardschools.com>

CAUTION: This email originated from an external source. Use caution when replying, clicking links, or opening attachments.

Hi Fran! I have no comments or suggestions at this time. Everything looks great! I do like how you condensed the questions in terms of the quantity. That should ease your load as you're analyzing the data. Best wishes to you!

On Wed, Feb 26, 2020 at 5:54 PM Fran S. Derrick <fran.derrick@browardschools.com> wrote:

Good Evening,

I am conducting qualitative phenomenological research on the Impact of District-Based Induction Coaches on beginning teacher practice.

The research seeks to understand the lived experiences and perceptions of beginning teachers while going through induction.

I have been asked to submit the instruments or interview questions I am using to gather data to [five subject matter experts](#) for review.

Can you please review the initial and second sets of interview questions attached and provide feedback by replying to this email?

With Sincere Gratitude,

Fran S. Derrick, MS.Ed
Master Coach-Cadre 6

Broward County School District
Coaching & Induction Department
Office of School Performance & Accountability



--

Yours in Education,

Uretka Callon, PhD
Instructional Lead Teacher
Dana Road Elementary School
1247 Dana Road

Appendix L

Subject Matter Expert Feedback

Re: Subject Matter Expert Opinion



Michelle M. Tillett

Sat 2/29/2020 9:16 AM

Fran S. Derrick ✓



Mrs.Derrick,

The questions from the initial interview appear to be effective in eliciting responses from the beginning teachers. The first two questions open up the conversation and make teachers feel comfortable. In my opinion the remaining questions will be instrumental in producing the information you are looking for. The second set of questions seem to go into more detail and will give teachers the chance to open up for deeper explanations. Overall I think the questions are straight forward and effective.

Michelle Tillett

6th Grade Math

James S. Rickards Middle School

754-322-4420

Appendix M

Conditional Site Approval



THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
INSTITUTIONAL REVIEW BOARD

600 Southeast 3rd Avenue, Fort Lauderdale, Florida 33301 • Office: 754-321-2500 • Fax: 754-321-2722

Adam Iarussi, Ed.S

Institutional Review Board (IRB) Chair
Adam.iarussi@browardschools.com

**The School Board of
Broward County, Florida**

Dr. Rosalind Osgood, Chair
 Laurie Rich Levinson, Vice Chair

Dennis P. Korn
 Lori Alhadeff
 Sarah Leonard
 Patricia Good
 Debra Hixon
 Ann Murry
 Nora Rupert

Robert W. Runcie
 Superintendent of Schools

IRB Conditional Approval

Approval Date: January 20, 2021
Protocol ID#: RR 1146
Type of Submission: IRB (Standard)
Status: SBBC IRB approval is contingent upon
 Full ACE IRB approval.

Principal Investigator: Frances Sire Derrick
Protocol Title: *Beginning Teacher Perceptions of District-Based Induction
 Coaching: A Phenomenological Study*

Current Approval Dates¹: Approval dates will be set upon Full ACE IRB approval.
Original Approval Dates:
Approved Change Requests:
Approved Renewals:

**Approval is granted to
contact the principal at:** Permission to contact principals is contingent upon full SBBC IRB
 and full ACE IRB approval.

Approval Notes: Per the Common Rule, requests to change any aspect of the research process or informed consent
 procedure must be submitted to this IRB for approval before the change is implemented. A Change
 Request must also be completed for instruments or protocols not developed at the time of review.

PARTICIPATION IS VOLUNTARY: Participation in this research is strictly voluntary. To assist school-based
 staff in their decision to participate, present this Certificate to the principal and outline the research activities to be
 conducted at their school. Based on this information, each principal would then make a decision to participate or not.

DATA REQUESTS: Applicants are responsible for costs incurred for data requested from the District's Data
 Warehouse. Fees (\$100/hr.) are based on the time required by staff to build data files. Data requests for approved projects
 should be directed to Michael Jernigan in Student Assessment and Research at michael.jernigan@browardschools.com.

SECURITY PROTOCOL: All researchers must complete security protocol to receive a Security ID Badge before
 entering a school or sponsored school event, or having contact with staff, students, or parents under any circumstances.
Researchers not completing these procedures before visiting a school site will have their IRB approval suspended.

CONTACT INFORMATION: School-based or District staff with questions about this Certificate may contact IRB
 staff at 754-321-2500 or by email at BCPS.IRB@browardschools.com.

Adam P. Iarussi
 Signature of IRB Chair

January 20, 2021
 Date

¹If researchers are unable to complete the approved research by the annual expiration date, a *Renewal Request* must
 be submitted one month prior to the expiration date. Research not completed within the timeframe specified in the
 protocol approved on the original Research Request will require re-approval by participating schools and staff.

Appendix N

ACE IRB Approval Letter



March 15, 2021

To : Frances Sire Derrick
Cathy McKay, Dissertation Committee Chair

From : Institutional Review Board
American College of Education

Re: IRB Approval

"Beginning Teacher Perspectives of District-Based Induction Coaching: A Qualitative Phenomenological Study"

The American College of Education IRB has reviewed your application, proposal, and any related materials. We have determined that your research provides sufficient protection of human subjects.

Your research is therefore approved to proceed. The expiration date for this IRB approval is one year from the date of review completion, March 15, 2022. If you would like to continue your research beyond this point, including data collection and/or analysis of private data, you must submit a renewal request to the IRB.

Our best to you as you continue your studies.

Sincerely,

Tiffany Hamlett
Chair, Institutional Review Board

Appendix O

School Board IRB Approval



THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
INSTITUTIONAL REVIEW BOARD

600 Southeast 3rd Avenue, Fort Lauderdale, Florida 33301 • Office: 754-321-2500 • Fax: 754-321-2722

Adam Iarussi, Ed.S
Institutional Review Board (IRB) Chair
Adam.iarussi@browardschools.com

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Broward County, Florida

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Lori Alhadeff
Sarah Leonardi
Patricia Good
Debra Hixon
Ann Murray
Nora Rupert

Robert W. Runcie
Superintendent of Schools

IRB Approval

Approval Date: March 17, 2021
Protocol ID#: RR 1146
Type of Submission: IRB (Standard)
Status: Approved

Principal Investigator: Frances Sire Derrick
Protocol Title: *Beginning Teacher Perceptions of District-Based Induction Coaching: A Phenomenological Study*

Current Approval Dates¹: March 17, 2021 – March 16, 2022
Original Approval Dates: March 17, 2021 – March 16, 2022
Approved Change Requests:
Approved Renewals:

Approval is granted to contact the principal at: Broadview ES, Castle Hill ES, Coconut Palm ES, Coral Cove ES, Dolphin Bay ES, Fairway ES, Larkdale ES, Lauderhill PT ES, Miramar ES, Sea Castle ES, Silver Lakes ES, Silver Shores ES, Sunset Lakes ES, Sunshine ES, Broward Estates ES, Oriole ES, Park Lakes ES, Walker ES

Approval Notes: Per the Common Rule, requests to change any aspect of the research process or informed consent procedure must be submitted to this IRB for approval before the change is implemented. A *Change Request* must also be completed for instruments or protocols not developed at the time of review.

PARTICIPATION IS VOLUNTARY: Participation in this research is **strictly voluntary**. To assist school-based staff in their decision to participate, present this Certificate to the principal and outline the research activities to be conducted at their school. Based on this information, each principal would then make a decision to participate or not.

DATA REQUESTS: Applicants are responsible for costs incurred for data requested from the District's Data Warehouse. Fees (\$100/hr.) are based on the time required by staff to build data files. Data requests for approved projects should be directed to Michael Jernigan in Student Assessment and Research at michael.jernigan@browardschools.com.

SECURITY PROTOCOL: All researchers must complete security protocol to receive a **Security ID Badge** before entering a school or sponsored school event, or having contact with staff, students, or parents under any circumstances. *Researchers not completing these procedures before visiting a school site will have their IRB approval suspended.*

CONTACT INFORMATION: School-based or District staff with questions about this Certificate may contact IRB staff at 754-321-2500 or by email at BCPS.IRB@browardschools.com.

Adam P. Iarussi
Signature of IRB Chair

March 17, 2021
Date

¹If researchers are unable to complete the approved research by the annual expiration date, a *Renewal Request* must be submitted one month prior to the expiration date. Research not completed within the timeframe specified in the protocol approved on the original Research Request will require re-approval by participating schools and staff.