

School Psychologists Supporting Beginning Teachers:

A Multiple Case Study

A Dissertation Proposal

Presented to the

Faculty of the Morgridge College of Education

University of Denver

Sayani Das Chaudhuri, M.A.

Advisor: Cynthia E. Hazel, Ph.D.

PSYCHOLOGISTS SUPPORTING BEGINNING TEACHERS

Author: Sayani Das Chaudhuri, M.A.

Title: School Psychologists Supporting Beginning Teachers: A Multiple Case Study

Advisor: Cynthia E. Hazel, Ph.D.

ABSTRACT

Beginning teachers have unique learning needs and demonstrate a higher need for professional support in schools, particularly related to professional isolation, perceptions of low self-efficacy, burnout and coping with stress, classroom management, and supporting the needs of students with disabilities. School psychologists possess the training, knowledge, and skillsets to potentially play a key role in supporting beginning teachers, but there is limited research examining the working relationship between school psychologists and beginning teachers. Little is known about whether school psychologists perceive the needs of beginning teachers and/or adapt their approaches to consulting with these teachers, as a limited number of studies have examined how beginning teachers' concerns and characteristics may relate to school psychologists' consultation practice (Babinski & Rogers 1998, DeForest & Hughes, 1992; Robertson & Briedenstein, 2007).

This qualitative multiple case study will conduct an in-depth investigation into the perceptions and experiences of school psychologists who possess expertise in school-based consultation and have directly supported beginning teachers. . The purpose of this study is to describe the ways in which school psychologists engage in consultation and/or methods of support to assist beginning teachers with addressing their concerns. Four to six experienced school psychologists from the western mountain region of the United States will be recruited for this study. This research will provide important insights for

PSYCHOLOGISTS SUPPORTING BEGINNING TEACHERS

the field by shedding light on how school psychologists can enact their role in a way that supports beginning teacher learning and professional development.

Table of Contents

CHAPTER ONE: INTRODUCTION.....	1
Background.....	1
Current Supports for Beginning Teachers	3
Consultation and the Role of the School Psychologist	5
School Psychologists’ Experiences with Beginning Teachers	8
Statement of the Problem.....	12
Purpose of the Study	16
Significance of the Study	17
Definition of Terms.....	19
CHAPTER TWO: LITERATURE REVIEW	22
Beginning Teacher Development	23
Models of Teacher Development.....	24
Survival and Realities of Teaching	28
Developing a Teacher Professional Identity	29
Concerns of Beginning Teachers	33
Experiences with Stress and Early Burnout.....	33
Professional Isolation and Need for Socialization	36
Struggles with Classroom Management and Supporting Student Behavior	38
The Mediating Role of Beginning Teacher Self-Efficacy	50
Supports that are Sensitive to Beginning Teachers’ Concerns and Developmental Trajectory.....	53
Supports that Promote Beginning Teacher Resilience.....	60
Professional Practices and Relevant Skills of School Psychologists	62
School Psychologists’ Experiences with Consultation	67
School Psychologists’ Perceptions of Consultation Self Efficacy.....	70
School Psychologist’s Skills in Consultation.....	62
Other Relevant Skill and Experiences of School Psychologists	71
Literature Review Conclusion	75
CHAPTER THREE: METHODOLOGY	77
Research Design	78
Rationale for Case Study	79

PSYCHOLOGISTS SUPPORTING BEGINNING TEACHERS

Data Collection	81
Sample.....	81
Interviews.....	85
Data Analysis	91
Ethical Considerations	96
Researcher Positionality and Reflexivity	98
Limitations of the Study.....	100
Disseminating Data	101
References	102
Appendices.....	122
Appendix A.....	123
Appendix B	125
Appendix C	125
Appendix D	126
Appendix E	131
Appendix F.....	133
Appendix G.....	136
Appendix H.....	139
Appendix I	143
Appendix J	145
Appendix K.....	147

PSYCHOLOGISTS SUPPORTING BEGINNING TEACHERS

LIST OF TABLES

Table 1 Stages of Teacher Development and Training Needs of Teachers

Table 2 Areas of Focus for Beginning Teachers

Table 3 Factors that Increase Teacher Resilience

Table 4 Inclusion Criteria for Participants

LIST OF FIGURES

Figure 1. Huberman's Teacher Career Cycle Model

Figure 2. Moir's Phases of First-Year Teachers' Attitudes Toward Teaching

Figure 3. Multiple case study design of this dissertation

Figure 4. Timeline of interview data collection and analysis per case

CHAPTER ONE: INTRODUCTION

School psychologists have the knowledge and skill sets to support beginning teachers address concerns related to their early-career development (Ysseldyke et al., 2006). However, little research exists on how school psychologists engage in consultation, and other methods of support in service of beginning teachers, and whether these practices differ based on school psychologists' perceptions of and experiences with teachers of varying levels of experience and confidence. This study works towards filling a gap in the literature by examining how experienced school psychologists consult and support beginning teachers. By applying an understanding of beginning teacher development, and considering beginning teachers' common concerns in the field, school psychologists can adapt their consultative approach to help these teachers, and subsequently the students they serve, thrive in school settings. This chapter contains background information about beginning teacher attrition and some common struggles they experience in the field, current systems of support for beginning teachers, and the role of school psychologists in supporting beginning teachers. Additionally, this chapter presents the statement of the problem, the purpose of this study, the research questions, and a statement of how this study aims to contribute to the field of school psychology.

Background

Annual shortages of teachers are predicted to reach 112,000 by 2018 (Sutcher et al., 2016), which may result in larger classroom sizes, an influx of less experienced teachers, and the diminished capacity of a school to meet an increasingly diverse student

PSYCHOLOGISTS SUPPORTING BEGINNING TEACHERS

populations' academic, social-emotional, and behavioral needs (Hanushek & Rivkin, & Kain, 2004; Ronfeldt, Loeb, & Wyckoff, 2013). Beginning teachers have been identified as high risk for attrition, with anywhere from 29-50% of new teachers leaving the profession within the first five years (Boe, Cook, & Sutherland; Darling-Hammond, 2000), and an estimated one out of ten new teachers quitting after the first year (Gray & Taie, 2015). New teacher attrition and turnover disproportionately affect racial and ethnic minority students attending underperforming and under-resourced schools in urban communities, with studies indicating a 50% turnover rate in high poverty schools every three-years (Allensworth, Ponisciak, & Maseo, 2009; Hanushek, Rivkin, & Kain, 2004; Ingersoll, 2001). Subsequently, high poverty, low-performing urban schools have more job vacancies, which are frequently filled by new teachers (Clotfelter, Ladd, Vigdor, & Wheeler, 2007; Dwyer et al., 2007). New teachers, who are less experienced than veteran teachers, enter their teaching careers in roles that demand considerable efficacy around instruction and classroom management, as many students in at-risk schools experience the most challenging behavioral needs (Cobert & Wolff, 1992; Hanushek & Rivkin, & Kain, 2004; Ingersoll, 2003; Oliver & Reschly, 2007; Weiss & Weiss, 1999).

Teachers' experiences with classroom management, challenging student behaviors, and feelings of social isolation have frequently been cited as factors contributing to low job satisfaction, burnout, and resulting attrition (Ingersoll & Smith, 2003; New Teacher Project, 2013; Skaalvik, 2010). Teacher struggles with managing student behaviors have been shown to play a significant role in predicting whether teachers stay in the profession or leave (DOE, 2010; Weiner, 2002). A study conducted by the United States Department of Education (2005) indicated that 44% percent of teachers cited behavioral

PSYCHOLOGISTS SUPPORTING BEGINNING TEACHERS

problems as their reason for leaving. Research on beginning teachers' classroom practices has consistently indicated that they have unique learning needs and demonstrate a higher need of professional support in schools, particularly around concerns such as professional isolation, perceptions of low self-efficacy, burnout and coping with stress, classroom management, and supporting the needs of students with disabilities (Babinski & Rogers, 1998; Berry, 2010; Kagan, 1992; Ingersoll & Smith, 2003; Skaalvik & Skaalvik, 2010).

Current Supports for Beginning Teachers

In order to provide supports for beginning teachers, districts often implement new teacher induction programs, which provide a process for teachers engage in professional development and mentorship through the school district (Serpell, 2000; Wong, 2004). Induction programs have demonstrated some success in supporting and retaining teachers (Desimone, Hochberg, Porter, Polikoff, Schwartz, & Johnson, 2014; New Teacher Center, 2014). However, district-level new teacher induction programs vary greatly in structure and levels of support, and studies have indicated that many teachers do not experience quality induction programming (Algozzine, Gretes, Queen, & Cowan-Hathcock, 2007). Wong (2004) criticizes new teacher induction programs for over-relying on mentorship and simply connecting beginning teachers to veteran teachers. Richter et al., (2012) suggests that when mentors do not receive formal training or professional development in coaching, mentorship can simply look like a veteran teacher offering suggestions or strategies based on his or her own experience, which may not support a beginning teacher's problem-solving abilities or professional growth. When examining the quality of mentors used in teacher education training programs,

PSYCHOLOGISTS SUPPORTING BEGINNING TEACHERS

Greenberg, Pomerance, and Walsh (2011) found that less than half of the mentor teachers in a sample across 134 universities had the knowledge and skills necessary to provide effective mentorship. In addition, given beginning teachers' struggles with classroom management, research has indicated that even more experienced teachers may not have the requisite skills and knowledge in effective classroom management strategies. The capacity of mentor teachers to effectively consult and collaborate with beginning teachers around classroom concerns has also been questioned. Serpell (2000) discussed the burden of beginning teacher mentorship on mentors themselves, who serve their own classrooms and have limited release time to interact with beginning teachers in a structured and consistent manner. Despite supports like new teacher induction programming, beginning teachers often continue to struggle with their sense of efficacy, feelings of professional isolation, and struggles with classroom management (Babinski & Rogers, 1998; Hanushek, Kain, & Rivkin, 2004; Kagan, 1992). In an educational landscape struggling with teacher turnover and staffing, school-based professionals are called upon to consider how to use their existing resources to train, support, and retain beginning teachers (Darling-Hammond, 2000; Ingersoll, 2004; Suchter et al., 2016; Shernoff et al., 2016). Recent research on new teacher resilience recommends that schools shift long held deficit-based perspectives of beginning teachers in favor of sharing the responsibility for supporting beginning teachers in their learning and development (Johnson et al., 2014). Johnson et al. suggests that school staff can create conditions wherein beginning teachers thrive in their new roles by promoting teacher belonging, developing teachers' instructional and behavioral management skills, acknowledging the unique concerns and stressors experienced by teachers, and

PSYCHOLOGISTS SUPPORTING BEGINNING TEACHERS

supporting collaborative problem solving and self-reflection. While mentors, school administrators, and coaches are often discussed in the literature on beginning teacher supports, school psychologists can be an underutilized and overlooked source of support that could be of great benefit to beginning teachers.

Consultation and the Role of the School Psychologist

School psychologists possess knowledge in child adolescent development, behavior, evidence-based interventions, and skills in problem solving, data-based decision making, and consultation (National Association of School Psychologists, 2010a). According to the National Association of School Psychologists' (NASP) *Model for Comprehensive and Integrated School Psychological Services*, school psychologists:

provide services to schools and families that enhance the competence and well-being of children, including promotion of effective and safe learning environments, prevention of academic and behavior problems, response to crises, and improvement of family-school collaboration (p.1).

In order to effectively meet students' needs, the NASP Practice Model suggests that school psychologists provide direct services to students and indirect services through consultation and collaboration with school-based personnel. Gutkin and Conoley (1990) highlight the importance of this form of indirect service delivery, stating, "to service children effectively, school psychologists must, first and foremost, concentrate their attention and professional expertise on adults" (p.212).

Consultation is defined as a practice that permeates all aspects of school psychologists' delivery of services in the National Association of School Psychologists' (NASP) *Model for Comprehensive and Integrated School Psychological Services* (NASP,

PSYCHOLOGISTS SUPPORTING BEGINNING TEACHERS

2010a) and is a domain school psychologists receive training in, as per NASP's Standards for Graduate Preparation of School Psychologists (NASP, 2010b). During the consultative process, school psychologists collaborate with teachers to problem solve students' behavioral, social-emotional, and/or academic challenges, at the individual, group, or classroom level (Erchul & Martens, 2010; Gutkin & Curtis, 2009; Kratochwill, Altschaeffl, Bice-Urbach, 2014). A variety of consultation models have been established in the field of school psychology, including mental health consultation, behavioral consultation (also referred to as problem solving consultation), conjoint behavioral consultation, instructional consultation, client centered consultation, and consultee-centered consultation (Caplan, Caplan & Erchul, 1994; Gutkin & Curtis, 1999; Rosenfield, 2002). It is important to note that although they may have different defining characteristics, the terms "consultation" and "coaching" have been used synonymously by researchers in the school psychology literature, although coaching is frequently used in teacher education literature (see Capella, Jackson, Kim, Bilal, Holland, Atkins, 2016; Shernoff et al., 2016; Reinke, Herman & Sprick, 2011). Consultation models share characteristics, such as a focus on a triadic relationship between the consultee, consultant, and client and the use of a process for problem solving (Kratochwill, Altschaeffl, Bice-Urbach, 2014). In addition, the consultative relationship is collaborative, voluntary, and focused on professional problems (Erchul & Martens, 2010; Gutkin & Curtis, 2009; Kratochwill, Elliot, & Rotto, 1995). Newman and Rosenfield (2018) also add that the role of school psychologists in consultation is to "empower teachers, administrators, and other consultees with the knowledge and skills not only to tackle the problem at hand, but also to learn from the process and apply new skills to prevent problems from occurring in

PSYCHOLOGISTS SUPPORTING BEGINNING TEACHERS

the future (p.5). Consultation frameworks are distinguished by the following characteristics: the focus of the presenting problem being experienced by the client (academics, behavior, or social emotional); the intended recipient of the intervention (individual or whole group); if the goal is to prevent or remediate problems; and whether the approach is more collaborative or directive (Gutkin, 1999; Gutkin & Curtis, 2009; Kratochwill, Altschaeffl, Bice-Urbach, 2014). School-based consultation is derived from Caplan's (1970) model of consultee-centered consultation, as it focuses on engaging in a collaborative relationship with teachers to develop their ability to handle current classroom concerns and prevent future issues (Rosenfeld & Gravois, 1996). School-based consultation is defined by Erchul and Martens (2010) as:

a process for providing psychological and educational services in which a specialist (consultant) works cooperatively with a staff member (consultee) to improve learning and adjustment of a student (client) or group of students. During face-to-face interactions, the consultant helps the consultee through systematic problem solving, social influence, and professional support. In turn, the consultee helps the client(s) through selecting and implementing effective school-based interventions. In all cases, school consultation serves a remedial function and has the potential to serve a preventative function. (pp. 12-13)

Research on consultation has indicated that participation in consultation has positive effects on teachers and students. The use of consultation in schools also has potential to reduce the number of referrals for intensive mental health supports or special education evaluations (Durlak et al., 2011; Erchul & Sheridan, 2014; National Research Council, 2002; Strein, Kuhn-McKearin, & Finney, 2014). Studies have shown that consultation

PSYCHOLOGISTS SUPPORTING BEGINNING TEACHERS

outcomes for teachers include improved performance in the classroom, increased likelihood of implementing evidence-based practices, a better understanding of a problem in the classroom, and a stronger ability to problem solve (Babinski & Rogers, 1998; Reinke, Lewis-Palmer, Merell, 2008; Shernoff et al., 2016). Overall, teacher consultation has been described as a critical tool in promoting beginning teacher learning and development (Capella et al., 2011; Reinke, Stormont, Webster-Stratton, Newcomer, Herman, 2012; Reinke, Stormont, Herman, & Newcomer, 2014; Shernoff et al., 2016). School psychologists have the potential to indirectly support students in the classrooms of beginning teachers through consulting and collaborating with beginning teachers and developing their skillsets and sense of efficacy in the classroom. Consultation with beginning teachers around the problems they experience in their classrooms is one way to promote an essential area of service delivery.

School Psychologists' Experiences with Beginning Teachers

Given the prevalence of beginning teachers in schools, school psychologists likely interact and consult with them at their settings. Discussions of school psychologists as sources of support for beginning teachers are scant in the literature, as are discussions of beginning teachers in the school psychology literature. Surveys of beginning special education teachers indicate that these teachers believed that school psychologists are valuable sources of support at their schools (Gehrke, & McCoy, 2007; Joes, Youngs, & Frank, 2013). This finding is not surprising given the prominent role school psychologists play within the special education referral process (Bahr et al., 2017; Castillo et al., 2012). The limited mentioning of school psychologists as sources of support by general education teachers may be partly attributed to beginning teachers'

PSYCHOLOGISTS SUPPORTING BEGINNING TEACHERS

limited awareness and understanding of the multifaceted roles played by school psychologists in their buildings. Edzards (1996) found that preservice teachers received little information on the skills of school psychologists during their training program. Gilman and Gabriel (2004) found that when compared to beginning teachers, experienced teachers had a greater sense of the variety of services that school psychologists can deliver. Pryzwansky (1996) urged teacher education and school psychology training programs to establish collaborative opportunities between the two professions so individuals in both fields would be more inclined to develop supportive relationships with each other during the early-career stage.

Robertson and Briedenstein's (2007) research followed up on Pryzwansky's call for collaboration between the two fields and coordinated a project in which school psychology students and pre-service teachers engaged in consultation and collaboration as part of an experiential learning component of their graduate training. The content of the consultation between school psychology students and preservice teachers included behavior management, supporting students with disabilities, and guidance on the special education referral process. When the study's participants were asked what school psychologists and teachers should know about each other before engaging in collaboration, responses indicated that respect for each other's professional knowledge and understanding of time limitations were crucial. In addition, Robertson and Briedenstein found themes around intervention feasibility and acceptability in consultation, as beginning school psychologists discussed the importance of offering suggestions that were practical for teachers to implement. Beginning teachers in the study also indicated that they wanted school psychologists to understand the roles and

PSYCHOLOGISTS SUPPORTING BEGINNING TEACHERS

responsibilities of classroom teachers, including their experiences of managing large classrooms. Through qualitative methods, Robertson and Breidenstein identified some of the differing perspectives, training experiences, knowledge, and skill sets that school psychologists and teachers have when collaborating and consulting. In order for school psychologists to effectively engage with beginning teachers, it is critical for them to understand beginning teachers' experiences and concerns in the classroom.

According to my literature review, Babinski and Rogers (1998) published the first study of school psychologists' efforts to support beginning teachers, which resulted in four more publications (Knotek, Babinski, & Rogers, 2002; Rogers & Babinski, 1999; Rogers & Babinski, 2002; Webster, Knotek, Babinski, Rogers, & Barnett, 2003), and two published dissertations (Lee Durn, 2010; Prosje, 2003). The authors created a model of new teacher professional development based on Caplan's consultee-centered consultation to support beginning teacher reflection and problem-solving abilities (Babinski & Rogers, 1998). New Teacher Groups (NTG) consisted of a school psychologist as a facilitator, working with groups of two to three teachers. NTGs used group process and collaborative problem solving to support a new teacher's ability to discuss and frame problems in their practice, generate solutions, and implement a plan of action (Babinski & Rogers, 1998). Drawing on qualitative methods (interviews with participants and recorded consultation sessions), the authors found that during consultation, beginning teachers frequently identified concerns around how to support students with social-emotional, behavioral, and academic issues. Subsequent articles on Babinski and Roger's NTGs and additional qualitative analyses indicated that beginning teachers found support from school psychologists to be beneficial in developing positive images of self and

PSYCHOLOGISTS SUPPORTING BEGINNING TEACHERS

student interactions (Knotek, Babinski, & Rogers, 2002), combating social isolation (Rogers & Babinski, 2002), and becoming better problem solvers (Webster et al., 2003). Although Babinski and Rogers highlight the experiences and concerns of beginning teachers, their study does not capture the experiences of the school psychologists who consulted with beginning teachers or discuss how their knowledge and skills in consultation may have been influenced by this focused consultative process. It is also important to note that the school psychologist facilitators in the study were graduate students and university researchers, which limited the implications for practicing psychologists in schools with beginning teachers. Overall, Babinski and Rogers' work indicates that through consultation, school psychologists can effectively address concerns specific to beginning teachers, promote their sense of connectedness to school, and contribute to their development of a positive professional identity.

The publication "Expanding the Role of School Psychologists to Support Early Career Teachers: A Mixed-Method Study," by Shernoff et al. (2016) build on Babinski and Roger's (1998) idea of creating a model of professional development (outside of new teacher induction programming) that is tailored to the needs of beginning teachers. The study focused on early-career teachers in urban education and used coaching to develop teachers' classroom management and student motivation skills. Similar to NTGs, new teacher supports such as professional learning communities and individual coaching aimed to increase new teachers' sense of connection and social support in their schools. Although the title of the publication begins with "Expanding the Role of School Psychologists...", it is misleading as there is no discussion of school psychologists' involvement in the new teacher consultation or coaching described in the study. The

PSYCHOLOGISTS SUPPORTING BEGINNING TEACHERS

authors recruited experienced educators nominated by school staff, and coaches who were veteran teachers and administrators. Professional development was administered through monthly Professional Learning Communities (PLCs) in which school staff discussed their shared norms around classroom management and student engagement, seminars that shared knowledge of evidence-based classroom management practices, and weekly coaching sessions that supported teachers with the implementation of strategies in their classroom. Teachers indicated that they appreciated the coaches' on-site support which brought classroom management strategies into applied settings. In addition, teachers felt that their classroom practices and ability to anticipate and respond to student behaviors improved. Given the positive influence of additional support on beginning teachers' classroom practices, Shernoff et al. (2016) calls on school psychologists to expand their role and use their existing skills sets to consult with these teachers. The work of Babinski and Rogers and Shernoff et al. suggest that school psychologists are uniquely qualified and positioned to help beginning teachers address their needs during these formative years of practice. A next step in the research would be to examine if, and how, school psychologists are currently engaging with beginning teachers, whether informally or formally, through processes such as consultation.

Statement of the Problem

Consultation is a foundational aspect of service delivery in school psychology (NASP Practice Model, 2010a) that is expected to expand as school psychologists are called upon to engage in more prevention-oriented activities and services that address the needs of all students in school settings (Rosenfield, 2013; Erchul & Sheridan, 2014; Sheridan & D'Amato, 2003). While there are many frameworks for consultation, in

PSYCHOLOGISTS SUPPORTING BEGINNING TEACHERS

school-based consultation school psychologists may collaborate with teachers to problem solve students' behavioral, social-emotional, and/or academic challenges, at the individual, group, or classroom level (Erchul & Martens, 2010; Gutkin & Curtis, 2009; Kratochwill, Altschaeffl, Bice-Urbach, 2014). During the consultation process school psychologists interact with teachers who possess varying levels of knowledge, skills, and experience (Caplan, 1970; Sandoval, 2012). In order to effectively consult, school psychologists must understand how teacher characteristics, such as prior training, perceptions of self-efficacy, years of experience, skill level, and knowledge may influence the consultation process; including how a teacher conceptualizes a problem and selects and implements an intervention (Christofferson & Sullivan, 2015; Reinke, Herman, & Sprick, 2011; Sandoval, 2012).

Research on beginning teachers' classroom practices has consistently indicated that beginning teachers have unique learning needs and demonstrate a higher need of professional support in schools, particularly around concerns such as professional isolation, perceptions of low self-efficacy, burnout and coping with stress, classroom management, and supporting the needs of students with disabilities (Babinski & Rogers, 1998; Berry, 2010; Kagan, 1992; Ingersoll & Smith, 2003; Skaalvik & Skaalvik, 2010). Beginning teachers have been identified as high risk for attrition, with anywhere from 29-50% of new teachers leaving the profession within the first five years (Boe, Cook, & Sutherland; Darling-Hammond, 2000), and an estimated one out of ten new teachers quitting after the first year (Gray & Taie, 2015).

School psychologists, who are often overlooked or underutilized as supports for beginning teachers, possess knowledge in areas such as child and adolescent

PSYCHOLOGISTS SUPPORTING BEGINNING TEACHERS

development, behavior, evidence-based interventions; and demonstrate skills in consultation and problem solving (NASP Practice Model, 2010a). School psychologists can support beginning teachers through engaging in indirect service delivery and consulting and collaborating on topics such as classroom management and addressing the needs of exceptional learners and culturally and linguistically diverse students.

Beginning teacher attrition has been shown to negatively impact students' learning, behavioral, and social emotional outcomes, which in turn can have detrimental implications for school psychologists' capacity to engage in prevention and intervention on behalf of all students (Babinski & Rogers, 1998; Ronfeldt et al., 2013). By providing beginning teachers additional supports during their most formative years in the field, school psychologists have the potential to mitigate professional isolation and feelings of early burnout and promote perceptions of self-efficacy and commitment to teaching.

Unfortunately, mechanisms for supporting beginning teachers are an understudied and low prioritized area of school psychology literature. Little is known about whether school psychologists perceive the needs of beginning teachers and/or adapt their approaches to consulting with these teachers, as a limited number of studies have examined how beginning teachers' concerns and characteristics may relate to school psychologists' consultation practice (Babinski & Rogers 1998, DeForest & Hughes, 1992; Robertson & Briedenstein, 2007). Studies examining the consultative process between school psychologists and teachers typically do not examine how years of teaching experience influence consultation, and information on beginning teachers as consultees is limited, varying, and dated (Gutkin & Bossard, 1984; Ingraham, 2003; Lane et al., 2004; Mortenson et al., 2008; Stenger, Tollefson, & Fine, 1992); despite extensive

PSYCHOLOGISTS SUPPORTING BEGINNING TEACHERS

research into how beginning teachers develop, think, and enact the tasks of teaching differently than experienced teachers (Berliner, 2002; Kagan, 1992; Katz, 1979; Melnick & Meister, 2008; Moir, 1990; Tschannen-Moray & Hoy, 2006; Veenman, 1984).

Possible explanations for the lack of research on school psychologists' consulting with and/or supporting beginning teachers may be due to issues regarding the underutilization of consultation in school psychologists' practice (Castillo, Curtis, & Gelley, 2012; Newman et al., 2017), which may be partly due to perceptions of self-efficacy for consultation (Guiney, Harris, Zusho, & Cancelli, 2014), and specifically, consultation with beginning teachers. In addition, some research suggests that beginning teachers may not be initiating consultation with school psychologists (Pas, Bradshaw, Hersfeldt, & Leaf, 2010; Prywansky, 1996). Although consultation has been reported as a preferred activity of school psychologists, school psychologists are cited as typically spending more time with referrals for special education and engaging in assessment and intervention when student behaviors are more severe (Castillo, Curtis, & Gelley, 2012; Doll, Cummings, & Chapla, 2014). As such, school psychologists may not be engaging in consultation with beginning teachers in effective ways that are considerate of how they learn or develop, or ways that are responsive to their needs.

Researchers have found that training, years of experience and confidence in one's knowledge and ability across the domains of school psychological practice (see NASP Practice Model, 2010a) influence consultation self-efficacy and positive consultation outcomes (Gutkin & Hickman, 1990; Guiney, Harris, Zusho, & Cancelli, 2014). In drawing from self-efficacy theory (Bandura, 1977) and prior research on school psychologists' reported consultation practice, it can be imagined that school

PSYCHOLOGISTS SUPPORTING BEGINNING TEACHERS

psychologists who are experienced in consultation, perceive themselves to be effective consultants, and engage in consultation regularly, are more likely to pursue opportunities to consult with beginning teachers (Gutkin & Hickman, 1990; Guiney et al., 2014; Newman et al., 2017). This study hypothesizes that expert school psychologists who perceives themselves to have effectively engaged in consultation and/or other methods of support for beginning teachers, have valuable insight into the needs of these teachers, and an understanding of knowledge and skills specific to school psychologists that can be of great benefit to new teachers. Given that little is known about the phenomenon of school psychologists supporting beginning teachers within the context of their role and setting, a qualitative multiple case study allows for an in-depth investigation into the perceptions and experiences of expert school psychologists who have directly supported beginning teachers, while examining contextual variables that facilitate their ability to work with these teachers.

Purpose of the Study

The purpose of this study is to describe the ways in which school psychologists engage in consultation and/or other methods of support to assist beginning teachers with their concerns during their early-career stage. In order to accomplish this goal, I will use a qualitative, multiple case study approach to investigate four to six expert school psychologists' perceptions of how they understand the needs of beginning teachers, the methods of support they use with beginning teachers, and any barriers and/or facilitators to their ability to engage with beginning teachers effectively. Four to six expert school psychologists who self-identify as those who have effectively consulted with and supported beginning teachers will be recruited from the western mountain region of the

PSYCHOLOGISTS SUPPORTING BEGINNING TEACHERS

United States for this study. Each school psychologist will be interviewed independently, and findings will be discussed within case and across-case to generate analytic generalizations and lessons learned from the cases. This study will provide important insights for the field by shedding light into how school psychologists enact their role in a way that supports beginning teacher learning and professional development.

Research Questions

1. How do (expert) school psychologists describe their perceptions of beginning teachers and beginning teachers' concerns with teaching?
2. How do (expert) school psychologists support the needs of beginning teachers, for example, in the following areas: classroom and behavior management; burnout avoidance; professional isolation; supporting students with disabilities and/or mental health concerns?
3. How do (expert) school psychologists describe their experiences of consultation with beginning teachers?
4. How do (expert) school psychologists describe any barriers and/or facilitators in their ability to effectively consult and/or support beginning teachers?

Significance of the Study

This study contributes to the school psychology literature by providing an examination of how the developmental concerns of beginning teachers could be addressed and supported using knowledge and practices specific to school psychologists' training and professional practice. School psychology practitioners will benefit from this study's findings as the information aims to highlight strategies and methods used by expert school psychologists. Findings from this study may be used to inform

PSYCHOLOGISTS SUPPORTING BEGINNING TEACHERS

recommendations on how school psychologists can be more effective with teachers of varying levels of experience, knowledge, skills, and confidence. In addition, dissemination of findings can also increase educational leaders' awareness of the multifaceted skills possessed by school psychologists, so they may incorporate school psychologists into programming to support beginning teachers. Lastly, as the literature suggests that beginning teachers' perceptions of the role of school psychologists is limited, the results of this study can also increase teacher understanding of the roles of school psychologists and encourage them to seek out school psychologists as sources of support.

Definition of Terms

Terms that will be used throughout this dissertation are defined below:

Burnout

When an individual experiences low feeling of accomplishment, emotional and physical exhaustion, low self-esteem or self-efficacy, and perceives themselves to be unable to cope with stressors in their environment (Maslach & Jackson, 1981; Wood & McCarthy, 2002).

Coaching

A professional practice in which an expert professional supports teachers' knowledge and skill development in a particular area of practice, which may include content instruction, assessment, or classroom management. Similarly to consultation, there are varying models of coaching, but it is typically characterized by its focus on supporting teacher change and triadic relationship, in which the coach works with an individual or group of teachers and engages in a process which involves observation, feedback, and teacher implementation of a research-based practices (Joyce & Showers, 1981; Denton & Hasbrouck, 2009).

Consultation

A domain of professional practice that permeates all aspects of school psychologists' service delivery. Consultation in school settings is characterized by a triadic relationship, or as "a process for providing psychological and educational services in which a specialist (consultant) works cooperatively with a staff member (consultee) to improve learning and adjustment of a student (client) or group of students" (Erchul & Martens, 2010; p.12-13). It is important to note that while the term coaching is typically

PSYCHOLOGISTS SUPPORTING BEGINNING TEACHERS

used in teacher education literature, “coaching” and “consultation” have been used synonymously by researchers in the school psychology literature (see Capella, Jackson, Kim, Bilal, Holland, Atkins, 2016; Shernoff et al., 2016; Reinke, Herman & Sprick, 2011).

Classroom Management

Defined by Everston and Weinstein (2006) as “...the actions teachers take to create an environment that supports and facilitates both academic and social emotional learning” (p. 1044).

Expert School Psychologist

In this study, an expert school psychologist is defined as a school psychologist who has over five years of experience, reports being competent across the domains of practice in the NASP Practice model, particularly in consultation; and has high self-efficacy beliefs in their delivery of psychological services to beginning teachers, and ability to collaborate and support these teachers. (Berliner, 2002; Guiney, Harris, Zusho, & Cancelli, 2014; Harvey & Struzziero, 2008; NASP, 2010c).

Beginning Teacher

A general education or special education teacher with three or less years of professional teaching experience (Feiman-Nemser, 2001; Melnick & Meister, 2008; Gray & Taie, 2015) Also referred to as, novice teachers, new teachers, early-career teachers, and beginning teachers in the literature base (Berliner, 1988; Huberman, 1989; Kim & Roth, 2011; Shernoff et al., 2016; Babinski & Rogers, 1998).

Beginning Teacher Stage of Development

PSYCHOLOGISTS SUPPORTING BEGINNING TEACHERS

Based on stage-based theories of teacher development, the proposition that when teachers enter the field of teaching they learn to teach and develop a professional identity as a teacher, and experience a process by which they learn to teach and develop a professional identity as a teacher, and experience a sequential stage of changing concerns, cognitions, behaviors, and attitudes toward teaching while learning to enact all of the tasks of teaching during the early-career phase (Berliner, 1988; Fuller, 1969; Huberman, 1989; Kagan, 1992; Moir, 1990; Veenman, 1984).

Teacher Resilience

Beltman (2015) defines resilience as “the capacity of teacher to harness personal and contextual resources to navigate through challenges, process whereby characteristics of teachers and their personal/professional contexts interact over time as teachers use strategies, and outcome of teacher who experiences professional engagement, growth, commitment, enthusiasm, satisfaction, and wellbeing (p.173)

Self-efficacy

Bandura (1997) describes self-efficacy as one’s belief in their own ability to accomplish a goal and “organize and execute courses of action required to produce given attainments” (p. 3). Self-efficacy is constructed by an individual’s experiences with four variables: mastery experiences, verbal persuasion, emotional/psychological arousal, and vicarious experiences, with experiences of mastery being considered the most prominent contributor to self-efficacy.

CHAPTER TWO: LITERATURE REVIEW

Beginning teachers' growth, development, and professional challenges are topics that have been studied for decades by researchers, policy makers, and educational leaders (Fuller, 1969; Kagan, 1992; New Teacher Project, 2013; Veenman, 1984). School psychologists, who are often overlooked or underutilized as supports for beginning teachers, possess knowledge and skills that may benefit beginning teachers, as illustrated in the Model for Comprehensive and Integrated School Psychological Services (NASP Practice Model). This chapter presents a review of existing research on this topic and highlights gaps in collective understanding (see Appendix A). In order to examine gaps in the research, a literature search was performed through using the University of Denver's library databases (i.e., ProQuest, ERIC, PsycINFO) with search terms relevant to this study (e.g., "new teacher*"; "novice teacher*"; "early career teacher*"; "beginner teacher*"; "beginning teacher*"; "first year teacher*"; "new educator*"; "school psychology"; "school psychologist*"; "consultation";). In addition, articles regarding beginning teachers and school counselors and counseling psychology were also examined for relevancy to school psychologists' practice.

In order to examine how school psychologists understand the needs of, and provide support to, beginning teachers, it is important to first define the term 'beginning teachers' and gain an understanding of their characteristics. This literature review begins with an examination of different models of beginning teacher development, beginning teacher concerns, the mediating role of self-efficacy, and proposed supports that align with beginning teachers' developmental stage. Next, school psychologists' skill sets and their potential applicability to beginning teachers' needs will be discussed.

Beginning Teacher Development

Of the over three million teachers working in public schools in the United States, an estimated 372,000 teachers are in their first or second year of teaching (Civil Rights Data Collection, 2014; MarFarland et al., 2017). These teachers are often called beginning teachers, but have also been referred to as new teachers, early career teachers, or beginning teachers. For the purposes of this study, the term *beginning teacher* will be used and is defined as a teacher with three or less years of professional teaching experience (Gray & Taie, 2015; Melnick & Meister, 2003). Researchers have analyzed how teachers' professional identities develop in many ways, including drawing from adult-learning theory (Christensen, 1983), conducting surveys, interviews, and observations of teachers (Berliner, 1988, Katz, 1972; Melnick & Meister, 2003; Moir, 1990), tracking teachers in longitudinal studies (Bullough & Knowles, 1991), and synthesizing the literature on teachers' concerns over the years (Kagan, 1992; Veenman, 1984). However, it is important to note that existing research on beginning teacher development is limited and somewhat outdated, which suggests that it is difficult to understand the modern professional and personal characteristics of this large group of teachers. Overall, the stage-based theories on beginning teacher development indicate that teachers experience a process by which they learn to teach and develop a professional identity as a teacher. They also experience a sequential stage of changing concerns, cognitions, behaviors, and attitudes toward teaching while learning to enact all of the required tasks during their early-career phase (Berliner, 1988; Fuller, 1969; Huberman, 1989; Kagan, 1992; Moir, 1990; Veenman, 1984). Given the unique trajectory and needs of beginning teachers, researchers (Kagan, 1992; Katz, 1972; Killion

PSYCHOLOGISTS SUPPORTING BEGINNING TEACHERS

& Harrison, 2017; Moir, 1990; Stroot et al., 1998) suggest that it is vital for school-based staff working with beginning teachers to understand and apply an understanding of teacher development to supportive practices for these teachers. The following section will examine relevant models of teacher development and discuss common themes based on studies of beginning teachers' experiences.

Models of Teacher Development

Katz (1972) studied the developmental stages of preschool teachers and found that throughout their careers, teachers experience a hierarchical sequence of phases that go from survival to consolidation, to renewal, and lastly, maturity. According to Katz, in the first stage (zero to two years), teachers experience the mismatch between their expectations of teaching and reality. Often, they are focused on day-to-day survival and question their ability get through the day, week, and year. During the survival period, acceptance by colleagues is also critical for new teachers, and feelings of inadequacy are pervasive. According to Katz's (1972) model, it is not until the consolidation stage (one to three years), when teachers start accessing learning from prior experience to address current concerns and prevent problems in the classroom. In addition, teachers' concerns with classroom behaviors may also begin to focus more on individual students rather than issues at the class wide level. Anxieties around professional competency still exist during this time, but they are not as heightened as during the career entry phase. In contrast to teachers in the beginning stages of development, Katz (1972) asserts that teachers in the stage of renewal (years two to four) and maturity (years three to five) are more interested in novel approaches to teaching and are more able to concentrate on their philosophies and values as a teacher, and how their practices align with their beliefs.

PSYCHOLOGISTS SUPPORTING BEGINNING TEACHERS

Huberman's (1989) Teacher Career Cycle model (see Figure 1) is similar to Katz's approach (1972) in its description of a beginning teacher's period of survival, suggesting this stage lasts between one to three years. Huberman's work also illustrates differences between a positive developmental trajectory, in which a teacher continues to grow professionally and experiment with his or her craft, and a negative developmental trajectory that culminates in disengagement and burnout. It is also important to note that even when teachers with years of experience transition to new schools, teach new subject matter, or encounter students in a different grade level, they too may experience some of the same stressors and stages of development as beginning teachers (Katz, 1972).

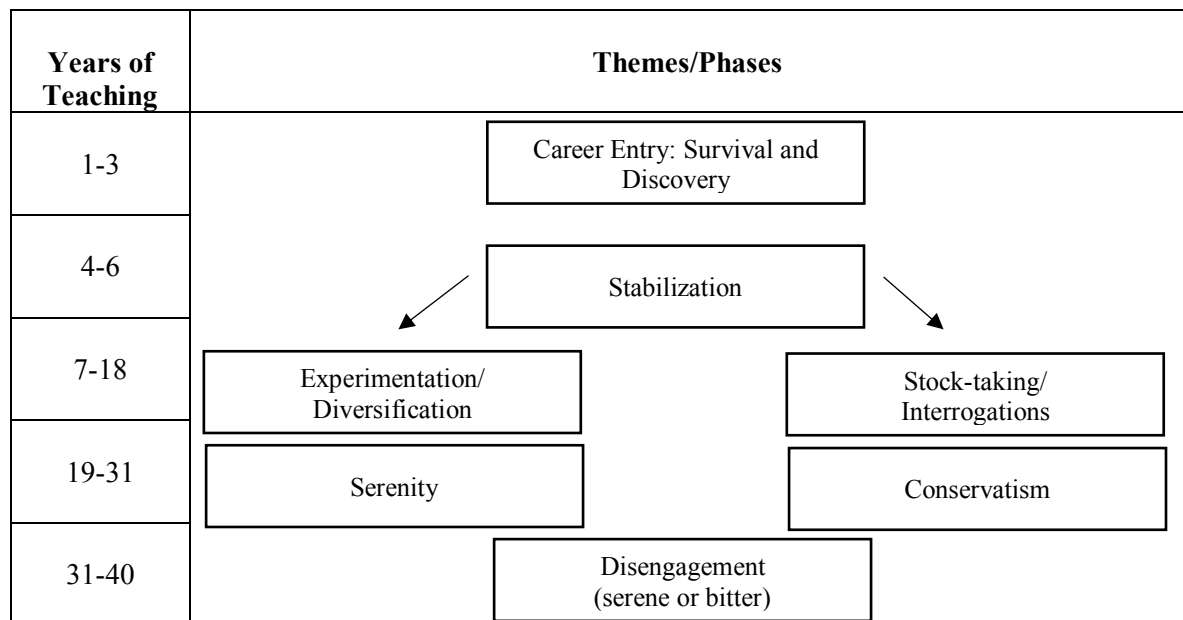


Figure 1. Huberman's Teacher Career Cycle Model.

Beginning teacher learning and cognition. According to Feiman-Nemser (2001), “new teachers have two jobs-they have to teach and they to learn to teach” (p.1026). Given that beginning teachers' experiences with teaching are often in the established classrooms of mentors, the first year of teaching is a steep learning curve

PSYCHOLOGISTS SUPPORTING BEGINNING TEACHERS

where teachers are integrating volumes of knowledge about pedagogy, classroom management, and students into their day to day practice. Berliner's (1988) five-stage model of teacher development is based on his research of how teachers acquire knowledge and develop expertise in pedagogy and illustrates how teachers think when learning to teach. According to Berliner, teachers shift through career phases of being a beginning, advanced beginner, competent, proficient, and expert. Berliner describes beginning teachers' cognition and approach to problem solving as being "rational, relatively inflexible, and tend[ing] to conform to whatever rules and procedures they were told to follow" (p. 8). Therefore, tasks of teaching must be broken down for the beginning. Berliner suggests that when compared to experts, beginnings struggle with interpreting and making sense of classroom events. Within this stage, beginnings are still identifying and labeling classroom tasks, while learning and applying context-free rules, whereas teachers in the advanced beginner stage are more strategic around when to apply a rule or strategy, and have developed skills in various contexts, allowing them to use the context of a scenario to guide their actions. How beginning teachers think and act in the classroom is quite different than experienced teachers, whom Berliner describes as those who can analyze situations and determine importance. As such, beginning teachers often have difficulty predicting what students may struggle with or misunderstand, whereas experienced teachers use prior experiences to predict and address issues in advance. The differences in cognition between proficient and expert teachers in this model focus on a sense of automaticity, as experience lends veteran teachers to work fluidly in making decisions while teaching.

Beginning teacher attitudes towards teaching. Moir's (1990) work, "Phases of First-Year Teaching," adds to the teacher development literature base by describing how beginning teachers' attitudes towards teaching transition through phases of anticipation, survival, disillusionment, rejuvenation, and reflection (see Figure 2). According to Moir, the stages of a first-year teacher's attitude towards teaching start with anticipation as they are hired and typically hold idealistic expectations of what the work will be like. During the first couple of months of the school year, these teachers experience a phase of survival, in which they work long hours and may be overwhelmed by the unexpected challenges of the job. Challenges with student behavior or academic progress, navigating teacher evaluations, and communicating with families contribute to a phase of disillusionment, characterized by markers of burnout such as low feelings of accomplishment, emotional and physical exhaustion, and low self-esteem or self-efficacy (Moir, 1999; Wood & McCarthy, 2002). According to Moir, after having a chance to recharge and rest during winter break, teachers are expected to experience a stage of rejuvenation in which they may better anticipate and address potential classroom issues. Lastly, after May, Moir describes a stage of reflection, wherein beginning teachers may start to contemplate successes and consider what to do differently next year. Specific times during the school year are especially stressful for beginning teachers and they benefit from added support and coaching during events such as parent teacher conferences or teacher evaluations (Moir, 1999; Johnson et al., 2014)

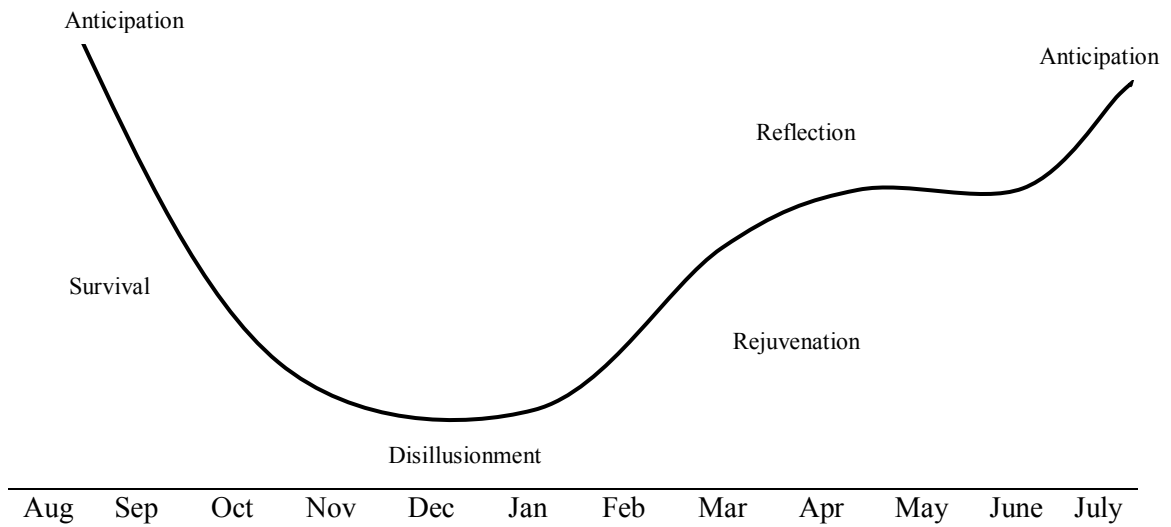


Figure 2. Moir's Phases of First-Year Teachers' Attitudes Toward Teaching

Survival and Realities of Teaching

The first year of teaching is often described as a time of survival and discovery for beginning teachers as they adapt to their new roles in schools (Huberman, 1989; Katz, 1972). Beginning teachers quickly transition from operating in classroom environments pre-established by their mentors to independently establishing their own, while learning how to navigate a variety of demands in a new setting that can be markedly different than their preservice teaching (Desimone, Bartlett, Gitomer, Mohsin, Pottinger, & Wallace, 2013; Huberman, 1989; Stroot et al., 1998). Beginning teachers are often expected to learn new curriculums, develop daily lesson plans, adapt instruction for the various learning needs of students, socialize into the school culture and understand its' policies, collaborate with colleagues, construct a positive classroom learning environment, manage materials for teaching, build relationships with a new cohort of students, communicate with families, progress monitor student learning, perform other duties related to teaching (e.g., supervising lunch, recess, bus duty, etc.), and manage time effectively (Feiman-

PSYCHOLOGISTS SUPPORTING BEGINNING TEACHERS

Nemser, 2003; McCormack, Gore, & Thomas, 2006; Veenman, 1984). Many describe this period as a transition or reality shock, with teachers experiencing discord between their expectations and reality (Corcoran, 1981; Day & Gu, 2010; Huberman, 1989; Veenman, 1984).

More recent studies of teachers' experiences entering the field find that the transition shock still exists. For example, in Nahal's (2010) phenomenological study of beginning teachers, he found that all 20 participants found their expectations of teaching to be quite different than their lived experiences. During this phase, beginning teachers are often expected to "sink or swim" as they face the various demands and inherent challenges of teaching (Ingersoll & Smith, 2004, Weiss & Weiss, 1999). According to Katz (1972), teachers may ask themselves, "Can I make it until the end of the day? Can I make it until the end of the week?". This is consistent with Moir's (1990) description of beginning teachers' focusing on day-to-day survival, particularly during the first months of the school year.

Developing a Teacher Professional Identity

According to the teacher development literature, the primary task of beginning teachers during the first years of teaching is to create and establish a professional identity as a teacher (Beauchamp & Thompson, 2009; Hammerness, Darling-Hammond, & Bransford, 2005; McCormack, Gore, & Thomas, 2007). Johnson et al. (2014) define teacher identity as the interaction between a teacher's professional and personal identity, describing the process as the "development of 'self-understanding' that enables beginning teachers to maintain a coherent sense of personal identity, while learning what it means 'to be a teacher' in different contexts and at different times" (p. 540-541). The

PSYCHOLOGISTS SUPPORTING BEGINNING TEACHERS

development of a professional identity has been described as crucial to new teacher resilience, with strong associations with teacher self-efficacy and sense of agency (Beauchamp & Thomas, 2009; Day & Gu, 2010; Johnson et al., 2014). Hammerness, Darling-Hammond, and Bransford (2005) elaborate on the importance of professional identity:

Developing an identity as a teacher is an important part of securing teacher's commitment to their work and adherence to professional norms...the identities teachers develop shape their dispositions, where they place their effort, whether and how they seek out professional development opportunities, and what obligations they see as intrinsic to their role. (pp. 383-384)

A teacher's professional identity consists of teachers' beliefs and assumptions about teaching and learning and perceptions of self as a learner and a teacher, including how one's personality interacts with instructional or behavioral management style, along with a sense of belonging in the profession (Johnson et al., 2014; Feiman-Nemser, 2001; Lundeen, 2007). Fuller's (1969) research resulted in a model of teacher development based on stages of teachers' concerns with self, tasks, and the impact on students. Her Model of Teacher Concerns has been used and adapted for decades as an approach to facilitate new teacher growth and change (Conway & Clark, 2003; Rutherford & Hall, 2004). The model stipulates that beginning teachers' self-concerns are triggered by simultaneously occurring explicit and implicit concerns. According to Fuller, these concerns include appraisals of professional competence by peers, administration, and parents, as well as feelings of belonging in school and perceptions of control over the classroom.

PSYCHOLOGISTS SUPPORTING BEGINNING TEACHERS

Kagan's (1992) review of 40 studies of pre-service and beginning teachers from 1987 through 1991 found that beginning teachers shift their attention in a sequential stage from a focus on one's ability to manage students in the classroom, to instruction, and lastly, to student learning. According to Kagan, beginnings often enter classrooms with notions of what teaching should be like based on their own experiences as a student and their interactions with teachers. These expectations of teaching and self as a teacher, which Hoy and Weinstein (2006) describe as a sense of "unrealistic optimism" (p. 205), are often confronted by the reality of teaching in contexts different than one's own schooling experience. As beginning teachers attempt new strategies and learn how to teach new curriculums and new students, they may be more focused on their own performance of teaching than what students are learning. According to Katz (1972), this focus on self may explain why instruction in beginning teachers' classrooms may be more teacher-directed than student-centered at first. More recently, in Lundeen's (2007) qualitative study of first-year teachers, it was found that teachers' reflective comments about their teaching problems experienced a developmental shift from a focus on self to a focus on students over the course of a year. For example, in the beginning of the school year, teachers' comments were more negative and they used a greater number of "I" comments such as "I can't figure it out", "I feel like I", "I didn't expect", and "I am surprised" (p.556) when discussing their struggles. As the year progressed, teachers' comments used less "I" statements and were more confident, reflective, and focused on the impact of on students.

Both Kagan (1992) and Fuller's (1969) work suggest that beginning teachers' initial concerns, such as a sense of survival, classroom management, and establishing a

PSYCHOLOGISTS SUPPORTING BEGINNING TEACHERS

professional identity must be addressed in order for them to focus on their impact on students. Teachers' professional growth can be defined as "changes over time in the behavior, knowledge, images, beliefs, or perceptions of beginning teachers" (Kagan, 1992, p. 131). Lundeen (2007) states, "Progressing through career stages of development involves successfully negotiating crises and social conflict in the teaching context" (p.552). As teachers are constantly tasked with learning and applying new skills in their classroom, their professional identity is influenced by their openness to new ideas and how they navigate tensions between their beliefs and practices (Johnson et al., 2014).

Overall, existing research indicates that beginning teachers spend a great amount of energy and time navigating the day-to-day demands of teaching towards establishing a professional identity as a teacher (Johnson et al., 2014; Moir, 1990). Although these developmental models provide a conceptual understanding of how beginning teachers' beliefs, cognitions, and actions may differ from veteran teachers, it is important to acknowledge the complexity of teacher development and its contingency on teachers' personal characteristics and their school setting contexts (Beijaard, Meijer, & Verloop, 2004). This may be why researchers examining the experiences and perceptions of beginning teachers often rely upon qualitative methodologies, including interviews and case studies (Bullough & Knowles, 1991; Lundeen, 2007; Melnick & Meister, 2008; Nahal, 2010). Overall, teacher development research suggests that it is beneficial for staff to understand the stages experienced by new teachers and use that understanding to anticipate challenges and create systems of supports that are responsive to their teachers' concerns. For school psychologists who are often working in buildings with beginning teachers, being responsive or empathetic to beginning teachers' stages of professional

PSYCHOLOGISTS SUPPORTING BEGINNING TEACHERS

identity development can both facilitate consultation and collaboration and help teachers work effectively with students.

Concerns of Beginning Teachers

Teaching is a demanding profession and beginning teachers experience a variety of stressors that may lead them to question their ability to persevere and stay committed to the field (Babinski & Rogers, 1998; Katz, 1972). As illustrated in the previous section, beginning teachers' stages of development can be characterized by a need to survive (Huberman, 1989; Katz, 1972). Some of the greatest challenges experienced by beginning teachers relate to their focus on themselves, including their desire to develop a professional identity (Johnson et al., 2012; Johnson et al., 2014; Kagan, 1992), experiences of early burnout (Gavish and Friedman, 2010; Goddard & Goddard, 2006), a sense of professional isolation and desire for socialization (Babinski & Rogers, 1998; Bryk & Schneider, 2002; Feiman-Nemser, 2003), struggles with classroom management (Ingersoll & Smith, 2003; Kagan, 1992; New Teacher Project, 2013; Veenman, 1984), and low levels of confidence and self-efficacy (Browsers & Tomic, 2000; Meister and Melnick, 2003). The following section explores these factors that have been described as some of beginning teachers' most common concerns.

Experiences with Stress and Early Burnout

Beginning teachers are confronted with a variety of complex tasks upon their entry into the profession. It is not surprising that they struggle to cope with stressors and experience low rates of job satisfaction (Hafner & Owings, 1991; National Center for Education Statistics, 2014; Rieg, Paquette, & Chen, 2007). Kyriacou (2001) describes teacher stress as "the experience by a teacher of unpleasant, negative emotions, such as

PSYCHOLOGISTS SUPPORTING BEGINNING TEACHERS

anger, anxiety, tension, frustration or depression, resulting from some aspect of their work as a teacher” (p.28). Teachers’ responses to stress may also fluctuate during the school year. Moir’s (1999) “Phases of First Year Teaching” argues that beginning teachers experience a phase of disillusionment during the school year when they realize that despite their hard work and effort, teaching is overwhelming and things may not be going as well as they anticipated. High levels of teacher stress are associated with missing days of work, burnout, and resulting attrition (Kipps-Vaughan, 2013). In Rieg, Paquette, and Chen’s (2007) examination of beginning teachers’ experiences with stressors in the profession, participants’ common stressors included managing student behaviors and classroom discipline.

A teacher’s inability to cope with stressors is associated with feelings of burnout (Kyriacou, 2001). Burnout consists of depersonalization, a low sense of self efficacy, and emotional exhaustion from the demands of the profession (Maslach & Jackson, 1981). Research indicates that professional burnout may be experienced at high rates by new teachers. A survey of beginning teachers’ perceptions of burnout by Goddard and Goddard (2006) showed that these teachers scored higher in the emotional exhaustion dimension of burnout than more experienced teachers. Similarly, an Israeli study (Gavish & Friedman, 2010) of 492 beginning teachers’ perceptions of teaching indicated that, on average, beginning teachers experienced higher levels of burnout during their first year of teaching than more experienced teachers. Beginning teachers who experienced burnout attributed it to feelings of “unaccomplishment,” while feelings of depersonalization were attributed to the realities of teaching, such as interactions with students and professional isolation in an unsupportive work environment. Struggles with classroom management,

PSYCHOLOGISTS SUPPORTING BEGINNING TEACHERS

challenging student behaviors, and feelings of social isolation have frequently been cited as challenges contributing to low job satisfaction, burnout, and resulting attrition

(Ingersoll & Smith, 2003; New Teacher Project, 2013; Skaalvik & Skaalvik, 2010).

Burnout from persistent challenging student behaviors contribute to high rates of teacher attrition at high poverty, urban schools (Metz, 1999; Weiner, 2002). Wood and McCarthy (2002) describe several factors that contribute to teacher's feelings of burnout:

Burnout results from the chronic perception that one is unable to cope with daily life demands. Given that teachers must face a classroom full of students every day, negotiate potentially stressful interactions with parents, administrators, counselors, and other teachers, contend with relatively low pay and shrinking school budgets, and ensure students meet increasingly strict standards of accountability, it is no wonder many experience a form of burnout at some point in their careers. (p. 6)

Burnout has been described as a gradual process that occurs due to the stress in one's work environment (Maslach & Jackson, 1981) and beginning teachers are especially vulnerable to experiencing heightened levels of stress and early symptoms of burnout.

Burnout and experiences with stress may be further amplified by beginning teachers' concerns with time management. Moir (1990) indicated that beginning teachers can work up to 70 hours a week. Managing time effectively has frequently been cited as a concern of beginning teachers (Johnson et al., 2012; Veenman, 1984). As beginning teachers learn to perform the duties of a teacher, they are often overwhelmed by the workload. In a reflective piece about beginning teachers' concerns and questions during the first year, Bentley, Morway, and Short (2013) articulate beginning teachers' concerns with time management, specifically related to their desire to know how much effort and

PSYCHOLOGISTS SUPPORTING BEGINNING TEACHERS

time should be exerted on a given task, how to prioritize tasks, and how to have the self-awareness and self-compassion to say no.

Professional Isolation and Need for Socialization

Lundeen (2007) describes supportive relationships with colleagues as a critical part of developing a professional identity as a teacher, stating that teachers' "levels of confidence can be enhanced through cultural support and acceptance, affirmation, consultation, interaction, and integration with other teachers" (p. 560). Unfortunately, research has indicated that beginning teachers often experience feelings of isolation and lack of support during the first year of teaching, citing that teachers spend the majority of their time in classrooms and have limited opportunities to collaborate with colleagues (Babinski & Rogers, 1998; Bryk & Schneider, 2002, Feiman-Nemser, 2003). Fry (2007) states that beginning teachers experience "benign neglect" (p. 229) due to lack of support from experienced teachers and school administration. In addition, feelings of professional isolation may also be perpetuated by a lack of positive feedback from colleagues or administration (McCormack, Gore, & Thomas, 2007), or a lack of support by school personnel with regards to behavior management or student discipline (He & Cooper, 2011).

A study of beginning teachers conducted by Johnson et al. (2014) found that although teachers were eager to find sources of support during their first years, many experienced a culture of professional isolation and sought supports and advice outside of the school. Feelings of isolation can be particularly troubling as positive relationships with colleagues have been shown to help beginning teachers navigate the emotional, psychological, and cognitive demands of teaching, and support their professional

PSYCHOLOGISTS SUPPORTING BEGINNING TEACHERS

commitment during challenging times (Lundeen, 2007; Rieg, Paquette, & Chen, 2007; Shernoff et al., 2012). Furthermore, peer support and self-efficacy may have a reciprocal effect on each other, as Johnson et al. (2011) found that a sense of connection with colleagues was associated with higher levels of teacher self-efficacy and a positive professional identity. In contrast, experiences of professional isolation were associated with lower levels of self-esteem, self-efficacy, and confidence (Johnson et al., 2014).

Professional sources of support are imperative in assisting teachers with socializing and understanding the culture and climate of a new school environment. According to Feiman-Nemser (2001), beginning teachers must acquaint themselves with the day-to-day logistics of the school, including policies and where to access resources, while also learning everyone's role (and how they enact their role), and how professionals collaborate, problem solve, and make decisions about students. The teacher education literature often references New Teacher Induction programs as one way to socialize teachers into a school community and support their adjustment to teaching and school structures (Feiman-Nemser, 2001). However, it is important to consider the possible burden of beginning teacher mentorship for mentors, who serve their own classrooms and have limited release time to interact with beginning teachers in a structured and consistent manner (Serpell, 2000). District-level new teacher induction programs vary greatly in structure and levels of support, and studies have indicated that many teachers do not experience quality induction programming (Algozzine, Gretes, Queen, & Cowan-Hathcock, 2007). Consequently, beginning teachers continue to struggle with their sense of efficacy, feelings of professional isolation, and classroom

PSYCHOLOGISTS SUPPORTING BEGINNING TEACHERS

management (Hanushek, Kain, & Rivkin, 2004; Ingersoll & Smith, 2001; New Teacher Project, 2013).

Research on beginning teacher supports indicates that programs promoting teacher collaboration and peer connection are effective in developing beginning teachers' practices and viewed favorably by beginning teachers. In a study of early-career teachers' professional development, Shernoff et al. (2016) targeted teacher isolation by providing opportunities for new teachers to engage in professional learning communities around evidence-based classroom management and partner with coaches and veteran teachers at their school sites. Findings indicated that teachers who received social support were more likely to seek advice from peers and initiate requests for support. They also found that beginning teacher supports focused on building teacher relationships with colleagues have the potential to enhance teacher efficacy. Babinski and Rogers (1998) addressed teachers' sense of isolation through New Teacher Groups in which a school psychologist facilitated consultee-centered consultation groups. Teachers' perceptions of social and emotional support were high within the group. These findings are echoed in the literature on new teacher resilience, which emphasizes the importance of meaningful teacher and staff relationships as a form of emotional support and a facilitator of resilience for teachers navigating adverse and challenging situations in their professional lives.

Struggles with Classroom Management and Supporting Student Behavior

Beginning teacher skills and perceptions of self-efficacy in handling classroom management, challenging student behaviors, and discipline have been the most frequently identified concern of educators for decades (Browers & Tomic, 2000; Ingersoll & Smith,

PSYCHOLOGISTS SUPPORTING BEGINNING TEACHERS

2003; Kagan, 1992; Meister & Melnick, 2003; New Teacher Project, 2013; Tschannen-Moran & Hoy, 2001; Veenman, 1984). With up to 20% of students at risk for mental health issues, teachers are also tasked with understanding and addressing students' emotional and mental health concerns, which may present as behavioral issues in the classroom (World Health Organization, 2004; Stormont, Reinke, Herman, 2011). Everston and Weinstein (2006) define classroom management as "the actions teachers take to create an environment that supports and facilitates both academic and social emotional learning" (p. 1044). Researchers define the many tasks embedded in classroom management, including setting up the physical classroom environment, establishing routines and expectations for behavior and instruction, promoting on-task behaviors while minimizing disruptions to learning, and supporting students with more significant behavioral problems (Emmer & Stough, 2001; Feiman-Nemser, 2001; Lundeen, 2007; Martin, Yin, & Baldwin, 1998). Classroom management is critical to establishing a learning environment and considered a "central task of teacher learning" (Feiman-Nemser, 2001, p. 1029). Teachers who do not have a firm grasp of behavior management find it difficult to facilitate instruction or assess student learning (Kagan, 1992; Walker, Ramsey, & Gresham, 2004). At the personal level, struggles with managing student behaviors have been shown to contribute to high levels of stress, low levels of job satisfaction, burnout, and resulting attrition for teachers (Ingersoll & Smith, 2003; New Teacher Project, 2013; Skaalvik & Skaalvik, 2010).

Effective classroom management is a high priority skill in teacher evaluations, with the potential to determine if a teacher is retained or dismissed. For example, in the state of Colorado, the Department of Education's Colorado Teacher Quality Standards

PSYCHOLOGISTS SUPPORTING BEGINNING TEACHERS

(n.d.) discusses classroom management in one of five indicators of teacher effectiveness.

Quality Standard II states that teachers establish a safe, inclusive, and respectful learning environment. Element A of this standard emphasizes teacher-student relationships:

“Teachers foster a predictable learning environment in the classroom in which each student has a positive, nurturing relationship with caring adults and peers” (Colorado Department of Education [CDE], Educator Effectiveness, n.d., p.1). Element D discusses supporting students with disabilities: “Teachers adapt their teaching for the benefit of all students, including those with special needs across a range of ability levels” (p.1).

Element F focuses specifically on managing student behaviors: “Teachers create a learning environment characterized by acceptable student behavior, efficient use of time and appropriate intervention strategies” (CDE, Educator Effectiveness, n.d., p.1). Carter and Doyle (1995) suggest that it takes a minimum of four years for teachers to gain proficiency in classroom management and be able to effectively handle challenging behaviors. However, other researchers have found that concerns managing student behaviors may persist throughout a teacher’s career, especially if left unaddressed during the first years of teaching (Baker, 2005; Reinke, Stormont, & Herman, 2011). Teacher competency in classroom management is especially critical because research indicates that classrooms with ineffective management systems may contribute to students experiencing greater behavior problems in the future (Kellam, Ling, Merisca, Brown & Ialongo, 1998; Reinke & Herman, 2002).

While there are a number of classroom management models and philosophies, (Stough, Montague, Landmark, & Williams-Diehm, 2015), empirical research has indicated that specific teacher actions can create well-managed classrooms that promote

PSYCHOLOGISTS SUPPORTING BEGINNING TEACHERS

student learning (Oliver & Reschly, 2007; Simenson et al., 2008). Empirical studies of evidence-based management indicate that effective classroom strategies establish and explicitly teach classroom expectations, rules, and routines, communicate expectations and reinforce students for meeting expectations, use a continuum of strategies to respond to misbehavior, and foster student engagement (Greenberg, Putnam, & Walsh, 2014; Hulac & Briesch, 2017; Simenson et al., 2008; Sugai & Horner, 2002). Strong teacher-student relationships are considered foundational to classroom management, as research has indicated associations between student-teacher relationships and student behavioral regulation (Doll, Brehm, & Zucker, 2014; Greenberg, Putnam, & Walsh, 2014; Mashburn et al., 2008). Teacher surveys have indicated that support and training in classroom management and handling behavioral issues is valuable to all teachers regardless of experience level (American Psychological Association, Coalition for Psychology in Schools and Education, 2006). In order to support beginning teachers' concerns with classroom management, there is a need for a deeper examination of the ways in which beginning teachers struggle with classroom management and the contributing factors. The following section synthesizes the relevant literature on factors that influence beginning teachers' development and implementation of classroom management and highlights specific struggles with regards to supporting culturally and linguistically diverse students, students with disabilities, and students with mental health, emotional, and behavioral concerns.

Teacher training in classroom management. Studies examining beginning teachers' perceptions of pre-service preparation in classroom management have indicated that beginning teachers, particularly beginning general education teachers, often do not

PSYCHOLOGISTS SUPPORTING BEGINNING TEACHERS

feel prepared to effectively manage or handle behavioral issues in their classroom (Coggshall, Bivona, & Reschly, 2012; Ficarra & Quinn, 2014; Kee, 2011; Melnick & Meister, 2003; Nahal, 2010). Furthermore, reviews of teacher preparation curriculums have revealed inconsistencies in training. For example, in a systematic review of U.S. teacher preparations, Greenberg, Putman, and Walsh (2014) found that over half of the teacher preparation programs in the sample did not emphasize evidence-based classroom management strategies. Oliver and Reschly (2010) found that less than a third of teacher preparation programs offered a whole class devoted to the topic, and Akin and Akin-Little (2008) found that out of 157 participants, only 60% of teachers took a class focused entirely on classroom management. Studies have also indicated that pre-service teachers struggle with applying pedagogical knowledge of classroom management to the already established classrooms of their mentor teachers (Monroe, Blackwell, & Pepper, 2010). As a result, classroom management is often practiced for the first time during the first year of teaching (Feiman-Nemser, 2001; Stough et al., 2015). Pre-service teachers often receive theoretical knowledge of classroom management but struggle to implement practices in real contexts (Nahal, 2010). Inadequate preparation during the pre-service year may contribute to unrealistic expectations of how to manage classrooms during the first year, leaving teachers feeling overwhelmed as they scramble to regain control of the class (Martin, Yin, & Mayall, 2006).

Management focused on student control and reactive strategies. Kagan's (1992) developmental trajectory of teachers highlighted beginning teachers' attention on student control in the classroom. Studies of beginning teachers' classroom management practices highlight an internal tension in beginning teachers' professional identity

PSYCHOLOGISTS SUPPORTING BEGINNING TEACHERS

development as they attempt to reconcile beliefs and expectations of classroom management with practices in the classroom. Kaufman and Moss's (2010) survey of beginning teachers' beliefs and practices around classroom management found that a majority of beginning teachers held a narrow view of classroom management focused on control of, and response to, student behavior, rather than proactive encouragement of positive behaviors. Beginning teachers in this study unknowingly endorsed management practices that were in conflict with their reported desire to build meaningful relationships with students and promote student creativity and autonomy in the classroom. First-year secondary teachers in He and Cooper's (2011) qualitative study brought up concerns around professional identity formation with regards to classroom management, citing difficulty navigating the relationship between disciplinarian and trusted adult. Beginning teachers in Bullough's (1987) study also felt that being compassionate and caring were at odds with maintaining order in the classroom. Hover and Yeager (2004) found that beginning teachers who struggled to manage disruptive student behaviors and maintain an orderly classroom environment tended to shift their practices to promote teacher control and demote student autonomy, opting to facilitate instruction through lectures and worksheets, which are perceived as easier to manage. As argued by Martin et al. (2006) and Feiman-Nemser (2003), the interaction between student control, teacher identity, and sense of survival underlie how beginning teachers think and act when it comes to managing their classrooms, which may help explain why this is often a struggle.

When operating from survival mode, it can be difficult to anticipate challenges in the classroom and address them proactively. Reactive strategies, such as practices used to punish students (e.g., office discipline referral, suspensions, detentions, negative phone

PSYCHOLOGISTS SUPPORTING BEGINNING TEACHERS

calls home, public redirect in front of peers) are frequently used by teachers as a means to respond to student behaviors (Martin & Baldwin, 1996). However, evidence strongly indicates that these practices negatively affect the quality of teacher-student relationships and do not change student behavior (McIntosh, Filter, Bennet, Ryan, & Sugai, 2010). Main and Hammond's (2008) study of pre-service teachers' beliefs and practices related to behavior management indicated that teachers concentrated more on providing consequences to misbehavior than understanding the function of behavior. In contrast to beginning teachers, Sabers, Cushing, and Berliner (1991) found that experienced teachers are typically more adept at understanding and analyzing the significance of student behavior and providing solutions to change the behavior. When teachers lack an understanding of the function of a student's behavior or environmental factors in the classroom that can contribute to challenging behaviors, it can be difficult for them to be proactive or anticipate challenges. Shook (2012) found that even teachers who receive training on proactive classroom management practices struggle to implement them in their classroom.

As Berliner's (1988) model of teacher development suggests, novices often learn skills discretely, one at a time, and require more experience and practice to integrate their skills in new contexts. Classroom management consists of a number of complex and integrated skills that must be performed in various contexts, in front of a live audience, every day. Gettinger (1988) elaborates on the complex nature of teachers' cognitions in relation to classroom management practice, stating, "The most difficult aspect of proactive classroom management is not performing the behaviors in and of themselves, but rather being able to apply them properly in varied situations, according to situational

PSYCHOLOGISTS SUPPORTING BEGINNING TEACHERS

demands” (p. 239). In addition, Hollingsworth’s (1989) studies on how teachers learn suggest that the disconnect between teachers’ beliefs and practices in classroom management can be reconciled once beginning teachers recognize a need to revise their beliefs about classroom management. As such, beginning teachers need supports that promote reflective practice and generalizing new skills across contexts.

Supporting students with disabilities. Classroom environments with effective systems for behavioral and instructional management are especially important for students with disabilities (Berry, 2010). Although the demands of managing a classroom can be high, understanding and addressing the behaviors of students with disabilities can be an even greater challenge for beginning teachers (Berry, 2010; Melnick & Meister, 2008 Taylor & Sobel, 2001). Federal education legislation (e.g., Individuals with Disabilities Education Act, [IDEA 2004]) requires teachers to provide students in special education the opportunity to participate in the general education setting. This means that beginning teachers have to implement inclusive classrooms that support and accommodate students’ varying academic, social-emotional, and behavioral needs. Cook (2004) found that in general, teachers have indicated lower levels of confidence and skill in teaching and managing students with disabilities. Melnick and Meister (2003) surveyed 272 first-and second-year teachers across the United States and found that across all respondents, their biggest area of concern with regards to management were addressing the needs of students with disabilities. Participants’ responses suggested that teachers felt overwhelmed, emotionally exhausted, and unprepared when integrating students with higher needs or more externalizing behaviors in the general education classroom.

PSYCHOLOGISTS SUPPORTING BEGINNING TEACHERS

Teachers' beliefs in their ability (i.e., self-efficacy) to reach students with disabilities have also been linked to teachers' attitudes towards inclusion (Lifshitz, Glaubman, & Issawi, 2004). Burke and Sutherland (2004) found that inexperienced teachers were more likely to hold negative attitudes towards inclusion and were less inclined to figure out how to work with students with disabilities. In contrast, Berry's (2010) survey of pre-service and early-career teachers found that they held favorable attitudes towards the concept of inclusion and having students with disabilities in the general education classroom, but experienced high levels of anxiety around their ability to support them. Anxiety, feelings of inadequacy, and perceptions of self-efficacy can all contribute to teachers' approaches towards supporting students with disabilities in their classrooms.

Supporting students with mental health concerns. Studies of mental health disorders in youth indicate that up to one in four students experience a mental health disorder (e.g., anxiety, behavior disorder, mood disorder, etc.) during their lifetime (Merikangas et al., 2010). As such, there is a critical need to expand school-based mental health services focused on prevention and intervention into the classroom setting (Reinke, Stormont, Herman, 2011; Puri, & Goel, 2011). As a result, beginning teachers are often tasked with supporting student's social-emotional and behavioral needs in the general education classroom setting through the implementation of evidence-based practices. Evidence-based practices are defined by the Association for Children's Mental Health (2004) as "treatment approaches, interventions, and services, which have been systematically researched and shown to make a positive difference in children" (p. 4). Despite the dissemination of research around promoting positive behaviors in a

PSYCHOLOGISTS SUPPORTING BEGINNING TEACHERS

classroom and selecting and implementing targeted behavior interventions for students with more intensive needs, researchers have indicated that there are gaps in teacher knowledge and implementation of evidence-based practices (Greenberg, Putnam, & Walsh, 2014; Oliver & Reschly, 2007; Simonsen et al., 2008; et al., 2011). In a survey of 239 classroom teachers, Reinke, Stormont, and Herman (2011) found that a majority of teachers were not familiar with nine out of ten evidence-based classroom management strategies and interventions for students with behavioral and or mental health concerns. Pre-service teachers working with students with disabilities in Main and Hammond's (2008) study showed a lack of knowledge of practices such as applied behavior analysis. Mortenson, Rush, Webster, and Beck (2008) found that early-career teachers (with less than five years of experience) struggled to participate in practices such as collaborative problem solving and accurately predicting the function of challenging student behaviors.

The gap between research and practice may be due to a number of reasons. For one, Briere, Simonsen, Sugai, and Myers (2015) state that beginning teachers require more training and assistance to implement evidence-based practices. Reupert and Woodcock (2010) suggest that teachers are more likely to implement strategies when they feel confident to do so, even if they are not empirically supported or effective. In addition, classroom management and behavior management are conceptualized and taught differently in the school psychology and teacher education fields, resulting in professionals who possess different knowledge, beliefs, and skills with regards to managing student behavior. In Greenberg, Putnam, and Walsh's (2014) extensive review of how classroom management is taught in teacher education programs, they state,

PSYCHOLOGISTS SUPPORTING BEGINNING TEACHERS

There is little consensus in the field for what aspects of classroom management should be taught or practiced. The closest the field comes to an endorsed ‘approach’ is the apparent conviction that teachers should be able to rise to the level of instructional virtuosity that would largely negate any need to consciously and deliberately ‘manage’ a classroom using a variety of defined strategies (p. 37).

In contrast, professionals in the fields of school psychology and special education, who work more closely with students who demonstrate a higher need of behavioral and social-emotional supports, have long endorsed the use of a continuum of specific evidence-based prevention and intervention practices to support student behavior, learning, and academics (Sugai & Horner, 2002; Sugai & Simonsen, 2012). Given beginning teachers’ concerns with supporting students with significant needs, it is critical to support their knowledge, skills, and understanding of behavioral interventions for students experiencing significant behavioral challenges.

Enacting culturally responsive classroom management. According to the National Center for Education Statistics, over 80 percent of teachers in public schools in the United States are White. The racial demographics of teachers does not reflect an increasingly diverse student population, where over 50 percent of students are students of color (Taie & Goldring, 2018). Due to the demonstrated lack of representation, it is crucial for teachers to understand their students’ cultures and the context in which culture can influence students’ behaviors, interests, and motivation in school. A cultural mismatch between beginning teachers and students can contribute to struggles in classroom management. As mentioned previously, beginning teachers are often hired into schools markedly different than their field experiences. Findings from a five-year

PSYCHOLOGISTS SUPPORTING BEGINNING TEACHERS

longitudinal study of mathematics teachers by Desimone et al. (2013) indicated that beginning middle school teachers did not feel adequately prepared to meet the needs of diverse student populations and students in high poverty or urban settings. Beginning teachers are tasked with understanding how their cultural background impacts their attitudes and practices towards classroom management and responding to student behaviors (Weinstein, Tomlinson-Clarke, & Curran, 2004). Culturally responsive classroom management is defined as a practice in which teachers “recognize their biases and values and reflect on how these influence their expectations for behavior and their interactions with students as well as what learning looks like” (Metropolitan Center for Urban Education, 2008, p. 2). Culturally responsive classroom management practices are imperative to countering implicit racial bias in education, which can result in disproportionate disciplinary practices and or referrals for special education assessment (Staats, Capatosto, Wright, & Contractor, 2015). Although teachers receive training on culturally responsive teaching, beginning teachers may need additional supports with promoting equitable classroom management and disciplinary practices (Weinstein, Tomlinson-Clarke & Curran, 2004).

As the teacher development literature has indicated, teachers move through phases of development by acquiring experience and competency. As teachers gain experience in the classroom, their concerns about teaching and students also shift (Kagan, 1990). Research suggests that beginning teachers often struggle with classroom management because they may feel unprepared to tackle the behavioral, social-emotional, and mental health needs of students; lack knowledge of evidence-based practices; use ineffective management techniques focused on control and discipline; and struggle to

PSYCHOLOGISTS SUPPORTING BEGINNING TEACHERS

address the needs of diverse learners. It is therefore critical to support beginning teachers with implementing evidence-based practices and creating predictable and safe classroom environments that prevent behavioral issues.

The Mediating Role of Beginning Teacher Self-Efficacy

According to Ewing and Smith (2003), “many beginning teachers do not recognize how much of their own self-esteem and self-efficacy is integral to their professional identity as a teacher” (p. 19). Teacher self-efficacy influences a beginning teacher’s process of becoming a teacher. Research has indicated that perceptions of self-efficacy are connected to how teachers experience stress, burnout, and job satisfaction, and whether they chose to remain in the profession (Blackburn & Robinson, 2008; Brouwers & Tomic, 2000). Self-efficacy has been shown to correlate with effective teaching, behavior management practices, and student performance (Skaalvik & Skaalvik, 2007; Tschannen-Moran & Woolfolk Hoy, 2001; Woolfolk, 2007). Bandura (1997) describes self-efficacy as one’s belief in one’s ability to accomplish a goal, or as he states, “organize and execute courses of action required to produce given attainments” (p. 3). Tschannen-Moran, Woolfolk, Hoy, & Hoy (1998) describe teacher self-efficacy as an internal construct related to motivation, dependent on a teacher’s belief that he or she can positively influence student learning and behavior, while handling issues that arise in their classroom. According to Bandura, self-efficacy is constructed by an individual’s experiences with four variables: mastery experiences, verbal persuasion, emotional/psychological arousal, and vicarious experiences. Bandura suggests that mastery experiences, or in the case of teachers, experiences of successful teaching, are major contributors to self-efficacy. Beginning teachers need to experience success in the

PSYCHOLOGISTS SUPPORTING BEGINNING TEACHERS

classroom in order to develop self-efficacy. However, beginning teachers face a steep learning curve in their first year of teaching and may have less experience of being successful. In addition, the teacher evaluation process sends the message that beginning teachers are expected to perform at similar levels of competency as more experienced peers in order to keep their job (Babinski & Rogers, 1998). It is therefore not surprising that beginning teachers may question their competency in teaching (Killion & Harrison, 2017; Katz, 1972) or experience lower levels of self-efficacy during their early career.

Low levels of self-efficacy are particularly salient to beginning teachers' struggles with classroom management and burnout (Brouwers & Tomic, 2000). Studies conducted by both Tschannen-Moran and Hoy (2001) and Melnick and Meister (2008) found that beginning teachers report lower feelings of self-efficacy in classroom management than experienced teachers. This is supported by research indicating that a sense of self efficacy increases over time as teachers gain experience (Beltman et al., 2010). Beginning teachers tend to struggle with classroom management at higher rates than experienced teachers, so reports of lower levels of self-efficacy are developmentally appropriate and hardly surprising (Katz, 1972; Stroot et al., 1998). Research on teacher use of preventative or proactive classroom management has indicated that teachers with higher levels of confidence or belief in their ability to complete a course of action (self-efficacy) used more proactive behavior management systems, and positive reinforcement for students (Blankenship, 1988; King-Sears, 1997). In contrast, teachers with lower levels of self-efficacy used punitive strategies to address student behaviors, such as taking time from recess or revoking students' privileges (Emmer & Hickman, 1991). Lack of

PSYCHOLOGISTS SUPPORTING BEGINNING TEACHERS

knowledge and skills coupled with feelings of stress and low self-efficacy can contribute to increased reliance on punitive and reactive classroom management practices.

Research on teacher development suggests that beginning teachers experience a lower sense of control over the teaching conditions in which they operate and may not believe they are able to influence what happens in the classroom or assume responsibility for when things don't go well (Kagan, 1992; Katz, 1972; Stroot et al., 1998). Teachers with low levels of self-efficacy may take less responsibility for problems and attribute challenging student behaviors to factors outside of their influence, such as a student's family, medical condition, or home life (Katz, 1972; Gibson & Dembo, 1984). In addition, self-efficacy beliefs have been associated with teacher motivation to support struggling students (Hoy & Woolfolk, 1993) and inclination to create inclusive learning environments for students with disabilities (Soodak, Podell, & Lehman, 1998). This is problematic, as low levels of self-efficacy can contribute to teacher resistance in consultation and negatively affect a teacher's motivation to change their practice or implement a new strategy in order to address the needs of students in their classroom (Aloe, Amo, & Shanahan, 2004; Brouwers & Tomic, 2001; Reinke, Herman, & Sprick, 2011). Teachers with low levels of self-efficacy may exert less effort in problem solving or persistence in facing a challenge (Tschannen-Moran-Hoy, 2007 or Tschannen-Moran, Woolfolk, Hoy, & Hoy, 1998). An examination of 491 teachers' perceptions of self-efficacy and experiences with burnout revealed that those with low levels of self-efficacy in behavior management were less likely to refer students to student support teams (Pas, Bradshaw, Hersfeldt, & Leaf, 2010). This finding is troublesome in that teachers who need help managing the needs of students experiencing behavioral or social emotional

PSYCHOLOGISTS SUPPORTING BEGINNING TEACHERS

issues may not seek out appropriate supports due to low self-efficacy perceptions, disengagement, or the belief that they cannot influence student outcomes (Pas, et al., 2010). In contrast, studies have illustrated that teachers with a higher sense of self-efficacy are willing to persevere through challenging situations, seek support from colleagues, and attempt a range of strategies to support students (Blackburn & Robinson, 2008; Brouwers & Tomic, 1999; Tschannen-Moran et al., 1998; Woolfolk, Rosoff, & Hoy, 1990).

As classroom management is foundational to creating a positive learning environment, challenges with classroom management can undermine a teacher's overall professional confidence. Friedman and Farber (1992) found that teachers who felt less confident in their classroom management practices experienced higher levels of burnout. Developing strong self-efficacy beliefs during the early-career phase of teaching is imperative for teachers, as Bandura stipulates that once beliefs about efficacy have been established, they are difficult to alter (Bandura, 1997). Fortunately, studies have indicated that teachers' self-efficacy beliefs can be positively influenced when they feel supported by colleagues (Woolfolk Hoy & Burke-Spero, 2005). Individuals in these support roles must recognize how feelings of self-efficacy interact with the way beginning teachers reflect on their experiences in the classroom and how they act in the classroom in order to coordinate supports that can increase teacher self-efficacy perceptions.

Supports that are Sensitive to Beginning Teachers' Concerns and Developmental Trajectory

PSYCHOLOGISTS SUPPORTING BEGINNING TEACHERS

Given various areas of concern for beginning teachers and the complex interaction between beginning teacher development and personal and contextual conditions (Beijaard, Meijer, & Verloop, 2004; Feiman-Nemser, 2001), beginning teachers require supports (defined as specific methods, approaches, or tools) to assist them in their professional learning. Morrison (2013) suggests that certain activities foster professional growth, such as collaborating with colleagues or attending professional development, and that these are crucial to supporting beginning teachers' formation of positive professional identities. Given that teachers advance through the stages of development by growing professionally (Kagan, 1992; Katz, 1972; Lundeen, 2007), Feiman-Nemser (2001) proposes a framework for teacher learning focused on central tasks that beginning teachers must learn in pre-service, induction, and early-career stages. Based on Feiman-Nemser's framework, beginning teachers in the first three years of teaching need supports in the following areas: socialization into the broader school community (e.g., knowledge of community resources, ways to communicate with parents); familiarity with grade level instruction, curriculum, and expected student outcomes; skills in adapting instruction based on student needs; ability to enact practices purposefully, in a way that is aligned to beliefs; creating a safe and productive classroom community; thinking reflectively and critically about their teaching, and consolidate a professional identity. Feiman-Nemser suggests that teachers who have successfully moved past the beginning stage and are in the experimentation and consolidation period of development (Berliner, 1986; Huberman, 1989) require supports that enable them to critique, deepen, and strengthen their skills in pedagogy and differentiating for learners.

PSYCHOLOGISTS SUPPORTING BEGINNING TEACHERS

Katz (1972) also extends teacher development literature to match the characteristics and training needs of teachers in each stage to specific approaches of support (see Table 1). According to Katz, a teacher in the beginning or survival stage needs support with developing professional skills in classroom management and behavior function, along with supports that address the personal aspects of teaching (e.g., encouragement or reassurance). Given the year of Katz's publication and the advances in teacher preparation programs since the 1970s, it is important to interpret her work with some caution and not make assumptions about the limitations of teachers based on the developmental phase they are expected to be in. For example, access to mental health specialists and problem solving can be beneficial to teachers in the first few years of teaching and should not wait until they are more experienced.

Table 1

Stages of Teacher Development and Training Needs (Katz, 1972)

Developmental Stages	Characteristics of Teachers in this Stage	Needs
Stage 1 Survival	Teachers are focused on their day to day survival, and ask questions such as: "Can I get through the day in one piece?"	Encouragement and guidance from peers and sources of support.
	Can I make it until the end of the week? Can I really do this kind of work day after day?"	Help with understanding factors that contribute to student behavior.
	Teachers also focused on acceptance by colleagues.	Instruction on specific skills and strategies to implement in the classroom, with specific contexts in which to perform them. Need support in understanding that one strategy may not work for all students.
	There is a mismatch between teachers' expectations of what teaching will be like and what the reality of it is.	
	Teachers feel inadequate, or unprepared for the job.	

PSYCHOLOGISTS SUPPORTING BEGINNING TEACHERS

Table 1 (continued).

Developmental Stages	Characteristics of Teachers in this Stage <i>(left intentionally blank)</i>	Needs
(Years 0-2)		<p>Will benefit from a few options of strategies to try. <i>A power deferential between the new teacher in this stage and a support staff is heightened.</i></p> <p>Flexibility and availability from support staff</p> <p>On-site support and technical assistance</p>
Stage 2 Consolidation (Years 1-3)	<p>Learning from prior experience helps teachers with having more realistic expectations of what to expect from students.</p> <p>Start to focus on concerns of the individual student (as opposed to whole class)</p> <p>Still concerned about professional competency and adequacy.</p>	<p>Access to specialists such as mental health professionals.</p> <p>Teacher may be readier to engage in a problem-solving process, and “mutual exploration of a problem” with specialists or consultants. The power deferential between a teacher in this stage and support staff is less.</p> <p>Support with framing problems in the classroom and understanding how his or her experiences and attitudes influence the issue can help towards figuring out solutions.</p> <p>On-site assistance, access to specialists, colleague advice, consultants</p>

Coaching is a common practice in school settings, specifically as a method of professional development in which an expert professional supports teachers’ knowledge, skills, and implementation of a new practice, which may be related to content instruction, assessment, or classroom management (Joyce & Showers, 1981; Denton & Hasbrouck, 2009). Although there are too many different types of coaching approaches (e.g., cognitive coaching, problem solving coaching, peer-coaching technical coaching, etc.) to fully describe in this text, during a typical coaching cycle, a coach works with an

PSYCHOLOGISTS SUPPORTING BEGINNING TEACHERS

individual or group of teachers and engages in a process which involves observation, feedback, and teacher implementation of a research-based practices (Joyce & Showers, 1981; Denton & Hasbrouck, 2009). In Killion and Harrison's (2017) text *Taking the Lead: New Roles for Teachers and School-Based Coaches*, the authors devote a chapter on how coaches (defined as expert or veteran teachers or mentors) can differentiate supports and coaching for beginning teachers. Killion and Harrison assign the term "mentor" to individuals who coach to improve the skills of beginning teachers and suggest that those in support roles for beginning teachers focus on classroom management and organization, instruction, students, parents, school context, and professionalism (see Table 2). According to Killion and Harrison, professionals coaching and or supporting beginning teachers must understand the developmental concerns of these teachers and align supports with teachers' reported concerns. Additionally, they state that individual working with beginning teachers must have specific knowledge, skills, and competencies to support these teachers, including knowledge of instructional and behavioral pedagogy and interpersonal skills to build relationships with these teachers.

Table 2

Areas of Focus for Coaching Beginning Teachers (Killion & Harrison, 2017)

Classroom management and organization
Classroom set up
Discipline
Student engagement strategies
Grouping strategies
Transition strategies
Instruction
Plan and organization of instruction
Assessment strategies
Implementation of curriculum

PSYCHOLOGISTS SUPPORTING BEGINNING TEACHERS

Content knowledge

Students
Differentiate strategies to address individual student needs
Motivation of students
Teacher-student “distance”
Parents
Relationships
Communication
Conferences
Understanding community
School Context
Relationships with colleagues and administration
School and district policies
Logistics, resources, procedures, forms, etc.
School philosophy
Professionalism
Balancing personal and professional responsibilities
Coping with feelings of success, failure, and rejection
Professional growth opportunities
Materials needed

In addition to being aware of the developmental areas of focus for beginning teachers, school-based professionals who coach can also apply an understanding of teacher development to select strategies that promote beginning teacher learning. Traditional models of professional development in schools are criticized for didactic instruction geared towards large audiences, with a lack of individualization based on teacher perceptions or needs or follow-up on teachers’ practices (Babinski & Rogers, 1998; Guskey, 2002). According to Guskey (2002), professional development models often do not consider the process by which teachers change, or their beliefs or understanding of a problem in their classroom. Teachers’ self-reported preferences for learning often emphasize opportunities to collaborate with peers or mentors, to engage in problem solving, and to attempt new strategies (Clunies-Ross, Little, & Kienhuis, 2008;

PSYCHOLOGISTS SUPPORTING BEGINNING TEACHERS

Owens et al., 2017; Sheridan et al., 2004). Reflective inquiry and problem solving can be challenging for beginning teachers without formal structures that promote reflection and inquiry. Supports in the form of consultation and coaching from professionals already situated at the school are regarded as more effective practices for new teacher development because these activities require the consultant to understand the specific needs of a consultee and take into consideration a beginning teacher's knowledge, skillsets, and confidence when problem solving (Sandoval, 2014).

School-based professionals who support beginning teachers with concerns in their classroom must also take into consideration characteristics of beginning teacher in this learning to teach stage, such as their focus on self as a teacher, perceptions of self-efficacy, self-confidence, skills and knowledge, prior experiences, and beliefs about teaching and learning (Fuller, 1969; Gutkin & Hickman, 1990; Kagan, 1992; Martin & Curtis, 1980). Killion and Harrison (2017) suggest that beginning teachers learn best through modeling, observing other teachers, and receiving feedback on their practices. Nahal (2010) found that beginning teachers preferred strategies that also involved demonstrations, informative resources, and the use of role-play. Ye and Cooper (2011) recommend that those who mentor or support of beginning teachers provide emotional support to encourage teachers during problem solving. Overall, the literature suggests that the most effective approaches to supporting beginning teachers are methods that address their concerns in the classroom and are sensitive to their developmental trajectory.

Supports that Promote Beginning Teacher Resilience

The literature on beginning teachers' resilience over the past two decades provides a strengths-based perspective on how to support beginning teachers. Johnson et al. (2014) argue that common approaches to supporting beginning teachers are grounded in a deficit-based perspective of teachers, resulting in interventions focused on fixing teachers' lack of skills and competence, rather than considering how school's contextual factors can promote teachers' individual strengths. Beltman (2015) defines resilience as:

The capacity of teacher to harness personal and contextual resources to navigate through challenges, process whereby characteristics of teachers and their personal/professional contexts interact over time as teachers use strategies, and outcome of teacher who experiences professional engagement, growth, commitment, enthusiasm, satisfaction, and wellbeing. (p. 173)

Put simply, teachers who have resilience overcome challenges in the profession through accessing internal resources and external support, which in turn combats burnout.

Beltman (2015) argues that beginning teachers can develop resilience through accessing supports in their professional and personal networks, using coping strategies in response to professional challenges and stressors, and harnessing personal assets, such as motivation. In their review of the research on teacher resilience from 2000 to 2014, Beltman, Mansfield, and Price (2010) found the following factors to contributed to teacher resilience: self-efficacy, coping skills, teaching skills, professional reflection and growth, and self-care (see Table 3)

Table 3

Factors that Increase Teacher Resilience (Beltman et al., 2010)

PSYCHOLOGISTS SUPPORTING BEGINNING TEACHERS

Self-efficacy

Sense of competence, pride, confidence
Internal locus of control; belief in ability to make a difference
Self-efficacy increases with experience

Coping skills

Proactive problem-solving skills including help-seeking
Able to let go, accept failure, learn and move on
Use of active coping skills
High levels of interpersonal skills, strong networks; socially competent

Teaching skills

Know students; help them succeed; high expectations
Skilled in range of instructional practices
Confidence in teaching abilities
Creative and explore new ideas

Professional reflection and growth

Self-insight, self-evaluation, reflection
Professional aspirations
Professionally proactive - act as mentors, role models, leaders
Committed to ongoing professional learning

Self-care

Take active responsibility for own wellbeing
Significant supportive relationships
Type of qualification

Supports in the school

School/administrative support
Mentor support
Support from peers and colleagues

Research on teacher resilience enhances our understanding of how best to support beginning teachers. Instead of focusing exclusively teachers' skill deficits in instruction and behavior management, we should also promote professional characteristics associated with persevering in the profession. To this end, Johnson et al. (2014) focused specifically on how practices within a school can support the development of beginning teachers. The authors found four schoolwide practices to be most supportive of beginning teacher resilience:

- (1) acknowledge the complex, intense, and unpredictable nature of teachers' work;
- (2) develop teachers' curriculum and pedagogical knowledge and strategies;
- (3) provide

PSYCHOLOGISTS SUPPORTING BEGINNING TEACHERS

support to create engaging learning environments; and (4) ensure access to appropriate ongoing support, resources, and learning opportunities (p.539).

In order to support beginning teachers' ability to persevere through challenging and complex situations in teaching, Johnson et al., suggests that school-based professionals pay attention to how these teachers' personal (e.g., emotional state and perceptions of stress) and professional (knowledge of curriculum and pedagogy) identities interact and engage in practices that promote teacher belonging, collaboration, reflection, and problem solving

Professional Practices and Relevant Skills of School Psychologists

School psychologists possess knowledge in child and adolescent development, behavior, evidence-based interventions, problem solving, data-based decision making, and consultation (NASP, 2010). Thus, they can play key roles in promoting beginning teacher development and resilience in the field, especially through practices such as consultation around classroom management and behavioral issues, mentorship, building trusting relationships, and supporting adaptive ways to cope with stress. The following section provides an overview examining school psychologists' consultation skills, experiences with consultation, perceptions of consultation self-efficacy, and other relevant skills that may be used to support beginning teachers.

School Psychologist's Skills in Consultation

Effective consultation integrates a variety of skills and practices of school psychologists that encompass numerous domains of school psychology practice (Newman & Rosenfield, 2018; Rosenfield, 2002). As such, consultation is considered an advanced skill set of school psychologists. According to Newell (2012), competent

PSYCHOLOGISTS SUPPORTING BEGINNING TEACHERS

school-based consultants must have knowledge and skills in the following domains: developing relationships; engaging consultees in the process; understanding consultation research and theory; assessing problems; intervening on problems, and consulting in multicultural contexts (p.9). Consultation skills have been grouped by consultation process and content skills (Vail, 2004). Examples of consultation content skills include a school psychologist's knowledge of evidence-based practices (e.g., interventions for mental health or academics, classroom management strategies), and expertise in data-based decision making (e.g., knowledge of processes and tools for data collection or progress monitoring) (Guiney & Zibulsky, 2017; Newman, Ingraham, & Shriberg, 2014; Reinke, Herman, Sprick, 2011). Demonstrating and modeling new practices and skills in the classroom have also been described as effective consultation practices to support teacher learning (Athanasίου et al., 2002; Reinke, Herman, & Sprick, 2008) and may be especially useful for beginning teachers who need practice and application within their classroom context (Katz, 1972; Killion & Harrison, 2017)

Consultation process skills involve a school psychologist's ability to communicate, build relationships, and engage in problem solving (Guiney & Zibulsky, 2017). Gutkin and Curtis (1982) state that skills such as genuineness, empathy, ability to build rapport, and ability to listen actively are regarded as critical consultation skills regardless of the framework. Reinke, Herman, and Sprick (2011) highlight these interpersonal characteristics as well. The authors examined perceptions of effective consultation skills from a sample of expert consultants in the fields of school psychology, special education, general education, and counseling, and found that establishing relationships characterized by respect, collaboration, and authenticity were essential to

PSYCHOLOGISTS SUPPORTING BEGINNING TEACHERS

creating a condition in which to provide teachers suggestions or advice on their practice (Reinke, Herman, Sprick, 2011). In consultee-centered consultation, a consultant is tasked with examining how the consultee's perceptions, level of knowledge, skills, and confidence influence the problem in the classroom, and addresses these barriers through the collaborative relationship (Sandoval, 2014). The relational process is a defining characteristic of this framework (Newman, Ingraham, & Shriberg, 2014). Arredondo et al. (2014) state, "the capacity to develop and maintain professional relationships is at the core of consultation" (p. 791), while Newman, Ingraham, and Shriberg (2014) describe the relationship between a consultant and consultee as a conduit for change. The emphasis on trust and rapport within consultation relationships can be especially beneficial to beginning teachers combating professional isolation and lack of support in their buildings (Babinski & Rogers, 1998; Gutkin & Curtis, 2009; Ingraham, 2000; Newman et al., 2017).

It is interesting to note that one of the characteristics of consultee-centered consultation is the sense of shared expertise between the consultant and consultee. The nonhierarchical and nonevaluative nature of the relationship between consultants and consultees also allows school psychologists to create a safe space to collaborate with beginning teachers and support their reflection on their practice, without fear of judgment or evaluation (Johnson et al., 2014; Newman & Ingraham, 2017). At the same time, school psychologists typically struggle with the role of being an expert within a consultative relationship (Newman et al., 2017). It can be imagined that experienced school psychologists working with beginning teachers negotiate both a power and knowledge deferential when working with this group of teachers and use social power

PSYCHOLOGISTS SUPPORTING BEGINNING TEACHERS

and influence to facilitate the problem-solving process, and teacher implementation of changes in the classroom, although further research exploring this topic is needed (Wilson, Erchul, & Raven, 2008). Gutkin's (1999) work on collaborative and directive approaches to consultation also suggests that consultants may employ different tactics based on experience, skill-level, and relationship between the consultee and consultant (Tysinger, Tysinger, & Diamanduros, 2009). For example, a directive approach may be beneficial for a beginning teacher who is struggling to operationally define a problem in the classroom and starts to veer off-topic in the consultation session. Although there are very limited studies on the differences between beginning and experienced teachers as consultees, Martin and Curtis (1980) found that school psychologists with more years of experience perceived consultation with less experienced teachers to be more successful, suggesting that beginning teachers (who are still consolidating their beliefs and practices about teaching) are more open to making changes in their practice than experienced teachers.

In addition to the consultation process skills listed above, cultural competence is also a critical skill for effective consultation (Newell, 2012). Ingraham (2003) describes cultural competence as a school psychologist's ability to integrate cultural factors that influence student achievement and behavior within the problem-solving stages of consultation. Culturally competent consultants raise teacher awareness of cultural issues and promote use of culturally responsive practices. Awareness of one's own culture and that of the consultee is equally important. Guiney et al. (2014) includes cultural competence as a domain in their Consultation Self Efficacy scale, stating, "Because consultation is an interpersonal problem-solving process, one cannot consult effectively

PSYCHOLOGISTS SUPPORTING BEGINNING TEACHERS

without a clear understanding of how the consultant's and consultee's worldviews impact their conceptualization of and approach to the issues being addressed" (p. 32). Cultural competency is a critical skill for those supporting beginning teachers, who often struggle to effectively address the needs of culturally and linguistically diverse student populations (Desimone, et al., 2013; Greenberg, Putnam, & Walsh, 2014).

In order to effectively engage in consultation with beginning teachers, school psychologists must draw upon specific consultation knowledge and skills to address beginning teachers' concerns. For example, in Robertson and Breidenstein's (2007) study of a graduate-level consultation training program, beginning school psychologists and teachers valued interpersonal skills such as honesty and trust over content knowledge or intervention methods. An understanding of beginning teacher development, self-efficacy perceptions and experiences with early burnout can help school psychologists understand teacher factors that influence how these teachers behave and act in the classroom. As the discussion of New Teacher Groups by Babinski and Rogers (1998) suggests, one can imagine that the content, focus, and process of consultation between school psychologists and beginning teachers may look quite different than consultation with veteran teachers. For example, consultation with a beginning teacher who is struggling with classroom management may be more responsive to the teachers' concerns if problem solving is focused on class-wide interventions rather than individual students (Reinke, Lewis-Palmer, & Merrell, 2008; Shernoff et al., 2016). In comparison to beginning teachers, experienced teachers likely have more knowledge and skill sets to draw upon when identifying a problem or providing hypotheses for the function of a student's behavior, suggesting they may need less assistance with class-wide concerns

PSYCHOLOGISTS SUPPORTING BEGINNING TEACHERS

(Mortenson, Rush, Webster, & Beck, 2008; Sabers, Cushing, & Berliner, 1991). The research on teacher efficacy suggests that experienced teachers with higher levels of self-efficacy in classroom management may be more willing to implement new interventions than beginning teachers. However, a study by Otaba, Hosp, Smartt, Dole (2008) found that experienced teachers were more resistant to changing their practices than newer teachers. These findings indicate a limited understanding of how teacher experience and knowledge influence the consultation process, and a need for school-based consultants to tailor their approaches to consultation and collaboration to address differences in teacher knowledge, skill, and efficacy perceptions.

School Psychologists' Experiences with Consultation

Although consultation has been described as a practice that permeates all aspects of school psychologist's service delivery (NASP, 2010a), research indicates an inherent tension in the field of school psychology between the demand for school psychologists to increase their roles in consultation and the reality of their everyday practice (Bahr et al., 2017; Castillo et al., 2012; Sheridan & D'Amato, 2003; Newman et al., 2017). Decades of research on school psychologists' roles in schools have highlighted that they spend a majority of their allocated time in the area of psychoeducational assessment and the special education process (Doll, Cummings, & Chapla, 2014; Fagan & Wise, 2000; Farling & Hoedt, 1971; Smith, 1984). Although federal legislation, such as the Individuals with Disabilities Education Improvement Act (IDEIA, 2004), encourages school psychologists to expand their role in consultation and use problem-solving approaches with teachers to address concerns around students' academic, behavioral, and social-emotional functioning, the same legislation, according to Erchul and Martens

PSYCHOLOGISTS SUPPORTING BEGINNING TEACHERS

(2002), also reinforces the role of the school psychologists as a “gatekeeper for special education” (p.11). After attending the Future of School Psychology conference, Sheridan and D’Amato’s (2003) commentary in the combined issue of *School Psychology Review* and *School Psychology Quarterly* suggested a reconceptualization of school psychologists’ roles to emphasize the practice of consultation in response to the changing educational landscape. The authors recommended that school psychologists focus efforts on prevention in lieu of special education assessment, use problem-solving models, strengthen collaboration with teachers, and serve the needs of all students, rather than only those in special education.

Surveys of practitioners in the field have consistently found that while school psychologists spend the bulk of their time on activities related to special education services and assessment, they desire more opportunities to engage in indirect service delivery and consultation to support the needs of all students (Castillo et al., 2012; Doll, Cummings, & Chapla, 2014; Fagan & Wise; 2000). National surveys of school psychologists’ roles and function have some evidence of the rise of consultation in school psychologists’ practice. In Bahr et al.’s (2017) survey of school psychologists’ (n = 175), problem solving consultation was reported as a highly preferable activity that school psychologists spent the most amount of time in, and reported as being highly knowledgeable in. Newman, Barrett, Hazel (2015) found that early career school psychologists (n = 262) reported engaging in consultation (i.e., behavioral consultation) often in their practice. However, it is difficult to illustrate the amount of time school psychologists report spending on consultation. For example, Castillo, Curtis & Gelley (2010) found that on average school psychologists (n = 1,272) spend 16% of their time

PSYCHOLOGISTS SUPPORTING BEGINNING TEACHERS

on consultation; Bahr et al., (2017) found that on average school psychologists in the Midwestern region of the United States spend between three to nine hours per week on consultation. Additional studies of school psychologists' consultative practice indicate that factors such as consultation training and the amount of time, or frequency in which school psychologists dedicate to consultation are important factors that influence the likelihood of consultation occurring in schools (McGuiney et al., 2014; Newell, Newell, Looser, 2013; Newman et al., 2015).

Despite strong evidence for the utility of consultation, there are many reported barriers to engaging effective consultation among school psychologists. Newman, Hazel, Barrett, Das Chaudhuri, and Fetterman (2018) examined the barriers and facilitators of early school psychologists' consultative practices and found that time spent on special education referrals, administrative support for consultation, teachers' reported lack of time for consultations, perceived resistance of teachers, building trusting relationships with teachers, and lack of training in formal consultation models influenced school psychologists' ability to consult effectively. Capella et al. (2016) found that teachers' perceived obstacles in engaging with consultants included adequate time to work with consultants, struggles with reflecting, consultants' lack knowledge and understanding of teachers' concerns, and feeling supported by the school administration. Overall, the consultation literature indicates that there is a need to understand the experiences of school psychologists in school-based settings and how they practice consultation (Athanasίου, Geil, Hazel, & Copeland, 2001; Newman, McKenney, Silva, Clare, Salmon, & Jackson, 2016), as research on school-based consultation is still described as "promising, emerging, and developing" (Erchul & Sheridan, 2014, p.3). Given the

PSYCHOLOGISTS SUPPORTING BEGINNING TEACHERS

various factors that may limit school psychologists' ability to effectively engage in consultation with teachers, researchers have recently started to examine how school psychologists' perceptions of self-efficacy in consultation influence consultative practice.

School Psychologists' Perceptions of Consultation Self Efficacy

Guiney, Harris, Zusho, and Cancelli (2014) suggest that personal characteristics, such as perceptions of self-efficacy, can influence the roles that school psychologists take on, and how often, and to what extent, school psychologists support, collaborate, and consult with beginning teachers. Bandura (1997) defines self-efficacy as one's belief in their ability to accomplish a goal and "organize and execute courses of action required to produce given attainments" (p. 3). Self-efficacy beliefs are also associated with the belief in one's ability to influence a person's behavior, motivation, and outcomes. As self-efficacy is associated with motivation and behavior, it can be predictive of what types of activities one may choose to pursue or avoid, and even how one's career may develop (Bandura, 1977; Lent et al., 2000). Although there is a substantial amount of research on teacher self-efficacy, studies on school psychologists' self-efficacy, and how self-efficacy influences their professional roles, is extremely limited (Guiney, Harris, Zusho, Cancelli, 2014; Runyon, Stevens, Brook, Whittaker, Clark, et al., 2018). Guiney et al. (2014) validated a consultation self-efficacy measure (CSES) by examining school psychologists' perceptions of their abilities in the domains of: interpersonal and communication skills; knowledge of interventions and their implementation; cultural competence; and facility with applying problem solving frameworks to consultation. Findings suggest that consultation self-efficacy is influenced by the amount of time school psychologists engage in consultation and years of professional experience.

PSYCHOLOGISTS SUPPORTING BEGINNING TEACHERS

Consistent with Bandura's (1977) theory that experiences with mastery is a major contributor to self-efficacy beliefs, Guiney et al., (2014) argues that experienced school psychologists who perceive success in changing teacher behaviors through consultation develop high self-efficacy beliefs in consultation. Surveys of practicing school psychologists by Bahr et al. (2017) and Newman et al. (2018) corroborate this finding, suggesting that school psychologists who value consultation and perceive its benefits on teachers and students, are more likely to engage in consultation. Self-efficacy theory also implies that school psychologists who feel efficacious in their consultation skills will spend more effort and time on consultation around challenging cases, including working with teachers who demonstrate resistance to consultation, or supporting beginning teachers who may demonstrate lower levels of skills and confidence (Gonzalez Nelson, Gutkin, & Shwery, 2004).

Given the exploratory and emerging nature of research in school-based consultation, it is difficult to accurately describe the specific characteristics or beliefs of school psychologists who engage in consultation frequently and effectively at their settings. In addition, previous research on school psychologists' experiences of consultation suggests that the way consultation is implemented in school settings is evolving and may differ from how consultation is traditionally defined (Newman et al., 2017; Newman et al., 2018). As such, school psychologists' perceptions of self-efficacy (e.g., their beliefs about their ability to effectively engage in consultation with beginning teachers), will be used as a conceptual framework to contextualize this study and navigate the proposed research design and participant selection.

Other Relevant Skill and Experiences of School Psychologists

PSYCHOLOGISTS SUPPORTING BEGINNING TEACHERS

Knowledge of classroom management. Knowledge of evidence-based interventions that address student behavior is a domain of school psychologists' practice, as per the NASP Practice Model (NASP, 2010a), suggesting that school psychologists must have expertise around behavioral concerns at the individual, group, or class-wide level. Classroom management has long been an important area of knowledge and service delivery for school psychologists. In a 1988 article in the *School Psychology Review*, Gettinger urges school psychologists to use their knowledge and training to support teacher implementation of proactive classroom management strategies in the classroom. In *School Psychologist Quarterly*, Frisby (1990) calls on school psychologists to enact their role as an "expert" in problem solving approaches and behavior and conduct teacher in-service workshops on classroom management and discipline to develop teacher skills and knowledge in effective practices. More recently, in *Psychology in the Schools*, Christofferson and Sullivan (2015) urge school psychologists to understand teacher training and skills in classroom management in order to inform problem solving and consultation around behavioral challenges in the classroom. Finally, Shernoff et al. (2016) suggest that school psychologists' training and knowledge of evidence-based evidence based behavioral interventions and teacher consultation make them ideal candidates for supporting beginning teachers.

As school psychology practice shifts from a historical assessment and intervention model to a more prevention-oriented focus, studies of teacher implementation of classroom management, teacher use of evidence-based practices, positive behavior intervention supports (PBIS), and social-emotional learning (SEL) have become prominent topics in the field of school psychology (Durlak, Weissberg, Dymnicki,

PSYCHOLOGISTS SUPPORTING BEGINNING TEACHERS

Taylor, & Schellinger, 2011; Little & Akin-Litte, 2008; Sugai & Horner, 2002). In the late 1990s, the Individuals with Disabilities Act (IDEA, 1997) established Positive Behavior Intervention Supports (PBIS) as a tiered framework of behavioral supports that focus on prevention, evidence-based practices, and data-based decision-making (Sugai & Simonsen, 2012). At the class-wide level, the continuum of behavior supports and evidence-based practices endorsed in the PBIS framework provides school psychologists with an efficient method with which to use their knowledge of behavioral principles and behavioral interventions to support beginning teachers with proactive and preventative systems for classroom management (Sugai & Horner, 2002). Several classroom management consultation programs stem from the school psychology literature base (e.g., *Incredible Years Teacher Classroom Management*, Reinke, Stormont, Webster-Stratton, Newcomer, & Herman, 2012; *Classroom Check Up*, Reinke, Herman, & Sprick, 2011; *My Teaching Partner*, Pianta, Mashburn, Downer, Hamre, & Justice, 2008; *Bridging Mental Health and Education in Urban Schools*, Capella, Jackson, Wagner, Hamre, & Soule, 2011), suggesting that school psychologists should pursue roles in which they use their knowledge and skills to support teachers with classroom management and behavioral interventions.

Supporting teacher stress and burnout. As mental health professionals in school buildings, school psychologists have the training to support adaptive coping strategies in response to stress. As per the NASP Practice Model (2010a), school psychologists provide services to teachers as well as students. Through supporting teacher wellness and coping strategies during stressful moments in teaching, school psychologists build teacher capacity to create positive learning environments for students

PSYCHOLOGISTS SUPPORTING BEGINNING TEACHERS

(Kipps-Vaugham, 2013). In the article “Supporting Teachers Through Stress Management” in *Principal Leadership*, Kipps-Vaugham (2013) urges school principals to collaborate with school psychologists to implement stress reduction programs at schools negatively impacted by teacher stress. In a NASP *Communiqué* article, Kipps-Vaugham, Ponsart, and Gilligan (2012) suggest specific techniques that school psychologists can use to manage teacher stress and mitigate feelings of burn out at their school sites: (1) identify how stressful thoughts impact perceptions of events; (2) encourage relaxation techniques such as breathing exercises; and (3) use active listening and communication strategies. Mindfulness approaches are another way that school psychologists can promote strategies to cope with stress for children and teachers (Renshaw, Fischer, Klingbeil, 2017). Although supporting teacher wellness is not a typical role for school psychologists, their knowledge of adaptive coping skills in response to stressors can be greatly beneficial to beginning teachers who are overwhelmed and stressed by the demands of the job.

Influencing teacher resilience. As mental health professionals in school buildings, school psychologists have the potential to enable teacher resilience through a variety of ways. Gibbs and Miller (2014) indicate that school psychologists can use consultation as a form of intervention for teachers experiencing low levels of self-efficacy. They state:

We suggest that, through such approaches, psychologists can support and challenge teachers to generate new knowledge, new skills and a greater belief in their own self-efficacy in managing children’s behavior and that, as a result, they may gain in resilience and provide better outcomes for children. (p. 616)

PSYCHOLOGISTS SUPPORTING BEGINNING TEACHERS

Researchers in England and Australia have examined how school psychologists working in buildings with teachers may directly and indirectly influence teacher resilience. In Beltman, Mansfield, and Price's (2011) review of teacher resilience, the authors found that general education teachers rarely mentioned school psychologists as sources of support in addressing problems in their classroom. Given these findings, Beltman, Mansfield, and Harris (2016) followed up on their previous study and interviewed school psychologists and teachers to examine if school psychologists influenced teacher resilience or commitment to the profession. The results of the study indicated that some teachers believed that school psychologists indirectly influenced their resilience through supporting their ability to address challenging student behaviors. Beltman, Mansfield, and Harris's study suggests that collaborative problem solving between school psychologists and beginning teachers has potential to support beginning teachers' classroom management practices, and their retention in the field.

Literature Review Conclusion

Beginning teachers experience a variety of stressors and challenges during some of the most formative years of their professional career. School psychologists, especially experienced school psychologists, have the training and knowledge to be a great source of professional and social support for these teachers. When considering how to best support beginning teachers, researchers urge the use of structures that match the development trajectory of the beginning practitioner (Killion and Harrison, 2017; Simon & Swerdlik, 2017). It can be imagined that experienced school psychologists use specific skills and knowledge to provide supports that match the developmental concerns of beginning teachers, although this is a phenomenon that has yet to be explored in depth.

PSYCHOLOGISTS SUPPORTING BEGINNING TEACHERS

The proposed research intends to fill the gap in the literature by exploring how experienced school psychologists perceive the needs of, and lend support to, beginning teachers.

CHAPTER THREE: METHODOLOGY

The purpose of this study is to describe school psychologists' perceptions of beginning teachers and illustrate the ways in which school psychologists engage in consultation and/or methods of support that assist these teachers with addressing their concerns during the early career stage of development. In order to accomplish this goal, I will conduct an in-depth investigation by interviewing four to six expert school psychologists who have directly worked with beginning teachers, in order to examine their perceptions of the needs of beginning teachers and illustrate the ways in which they have supported beginning teachers at their school sites in the past and present. This study will explore the questions below:

1. How do (expert) school psychologists describe their perceptions of beginning teachers and beginning teachers' concerns with teaching?
2. How do (expert) school psychologists describe their experiences of consultation with beginning teachers?
3. How do (expert) school psychologists support the needs of beginning teachers, for example, in the following areas: classroom and behavior management; burnout avoidance; professional isolation; supporting students with disabilities and/or mental health concerns?
4. How do (expert) school psychologists describe any barriers and/or facilitators in their ability to effectively consult and/or support beginning teachers?

PSYCHOLOGISTS SUPPORTING BEGINNING TEACHERS

The following chapter will outline this study's research design and methods including the choice of case study, the data collection and analysis process, and my role as the researcher.

Research Design

Creswell (2013) indicates that qualitative research is appropriate for circumstances in which there is little information about the phenomenon, and the researcher aims to conduct an in-depth exploration of an issue. Studies of school psychologists' experiences with consultation with teachers have used surveys to examine trends and shifts in consultation practice, such as school psychologists' attitudes towards consultation, endorsement of consultation, and time spent in consultation (Bahr et al., 2017; Castillo et al., 2012; Newman et al., 2018). School psychologists' self-efficacy, or perceptions of effectiveness in consultation, have been studied as one way to explain why practitioners use or do not use consultation, although this research is new and typically employs quantitative methods (e.g., consultation self-efficacy scales) (Guiney et al., 2014; Runyon et al., 2018). As this study seeks to examine expertise in school psychology, the use of a qualitative approach with a small number of participants is a common technique employed by experts such as Berliner (2004), a prominent researcher of the development of teacher expertise in pedagogy. Given the limited research on school psychologists' experiences with consultation with beginning teachers, a qualitative approach is also best suited for research that is descriptive and exploratory (Yin, 2014).

Glesne and Peshkin (1992) define qualitative research as "coming to understand and interpret how the various participants in a social setting construct the world around them" (p. 6). This study operates from a social constructivist paradigm that

PSYCHOLOGISTS SUPPORTING BEGINNING TEACHERS

acknowledges there are multiple realities, as school psychologists enact and interpret their roles in varying ways at their school settings (Bahr et al., 2017; Castillo et al., 2012; Stake, 1995; Stake, 2005). Qualitative studies have been used by researchers to understand how school psychologists understand and interpret their role and experiences in school settings. For example, open ended questions have been used to describe school psychologists' perceptions of the consultative process with teachers (Athanasίου, Hazel, & Geil, 2007; Hughes & DeForest, 1993), perceptions of collaborating with preservice teachers (Robertson & Briedenstein, 2007), and views of barriers and facilitators in their ability to consult in their school-based practice (Newman et al., 2017). Through describing and interpreting expert school psychologists' experiences in supporting and consulting with beginning teachers, I will collaborate with participants to construct new knowledge and understanding of the phenomenon being explored (Merriam, 1998; Stake, 1995).

Rationale for Case Study

Yin (2014) defines the case study methodology as an “empirical inquiry that investigates a contemporary phenomenon in depth and within its real-world context, especially when the boundaries between phenomenon and context may not be clearly defined” (p. 16). In this study each case is an expert school psychologist's unique description of their direct experience of the phenomenon (consulting and supporting beginning teachers) within its context, and the conditions that are relevant to it (Stake, 1995; Yin, 2014). A multiple case study allows me to provide a rich, thick description of each school psychologist's experience, and construct multiple realities instead of analyzing one event (Yin, 2014). As the literature suggests, school psychologists' desire

PSYCHOLOGISTS SUPPORTING BEGINNING TEACHERS

and ability to work effectively with beginning teachers are influenced by internal factors such as their sense of efficacy and skills in working with this group of teachers; and external factors such as the culture, climate, and policies of the school; as well as administration and teacher expectations of the role of the school psychologist in the building (Guiney et al., 2014; Gutkin & Hickman, 1990; Newman et al., 2017). A multiple case study provides the opportunity to answer the research questions by replicating the method of data collection and analysis with various participants across differing contexts (Stake, 2006). Within a multiple case study, I will be able to compare cases in order to discuss common themes, while still illustrating the individual experience of each case (Yin, 2014). See figure below for this study's design.

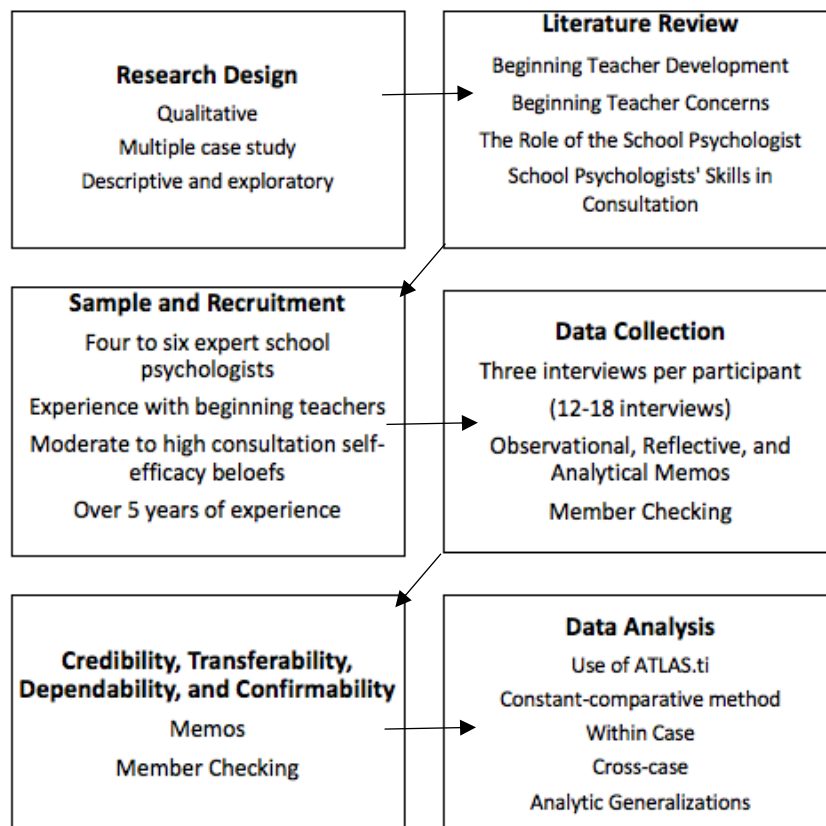


Figure 3. Multiple case study design of this dissertation

Data Collection

Data collection will consist of a series of interviews to elicit information from school psychologists about how they work with and support beginning teachers (Creswell, 2013). Although case study research may employ a variety of resources in data collection including observations, interviews, artifacts, and field notes (Merriam, 2009; Stake, 1995; Yin, 2014) data collection in this study will consist of a series of three in-depth interviews with each participant to illustrate each case, and memos pertaining to each stage of the data collection process (e.g., observations during the interviews, emerging themes from interview transcripts, and methodological considerations, or an audit trail) (Schatzman & Strauss 1973; Seidman, 2006). This section will describe the inclusion criteria of the sample of potential participants, recruitment strategies, and interviewing.

Sample

In a multiple case study, qualitative researchers Yin (2014) and Creswell (2013) suggest that three to ten cases are sufficient to collect enough evidence to perform within-case and cross-case analysis and comparisons. In this study, each school psychologist is a case (Yin). I aim to recruit a minimum of four school psychologists (who self-identify as those who have effectively consulted with and supported beginning teachers), with the possibility of increasing the sample size to six participants, which is dependent on if I decide the data collected from interviews has reached a saturation point. In addition, conducting, transcribing, and analyzing twelve to eighteen interviews with participants is plausible given that I will be independently conducting this research.

Self-efficacy theory (Bandura, 1977) is the theoretical proposition to guide the

PSYCHOLOGISTS SUPPORTING BEGINNING TEACHERS

participant selection in this multiple case study, (Yin, 2014), as it is hypothesized that school psychologists with high self-efficacy beliefs in their ability to consult with teachers, are more likely to engage in consultation with teachers, including beginning teachers. Guiney et al.'s (2014) work on consultation self-efficacy also suggests that school psychologists who spend more time in consultation and have years of experience in the profession have higher levels of self-efficacy in working with teachers. This finding is corroborated by other studies that have indicated that the amount of time spent in consultation is associated with consultation knowledge and or training (Bahr et al., 2017; Newman et al., 2015) As such it is reasonable to assume that school psychologists who engage in consultation on a daily or weekly basis are more likely to perceive differences between beginning and experienced teachers than school psychologists who rarely consult with teachers. It is proposed that interviewing school psychologists who perceive themselves to be effective in their ability to work with beginning teachers will provide meaningful data that will answer the research questions being explored in this study.

Sampling Criteria. This study will use a purposeful sample of school psychologists who meet specific criteria for participation in the study (see Table 7). Each of the cases chosen for this study are bound together by the criterion of the school psychologist as an expert, the role that they have played in supporting beginning teachers, and their sense of efficacy in collaborating and consulting with beginning teachers (Stake, 2006).

Table 5

Purposeful Sampling Criteria for Participants

PSYCHOLOGISTS SUPPORTING BEGINNING TEACHERS

Required Qualifications

Is a school psychologist (either holds a school psychology license or credential, or practiced psychology in school based settings within the past five years)

Has consulted with and/or supported beginning teachers

Perceives self as being confident in ability to consult with teachers, particularly beginning teachers

Engages in consultation on a weekly basis and/or spends over two hours a week on consultation

Perceives self as being confident in ability to build relationships with teachers, particularly beginning teachers

Perceives self as being confident in ability to achieve teacher change or improve student outcomes through consultation

Has 5 years of experience in the field of school psychology

Perceives self as being highly knowledgeable in consultation

Preferred Qualifications

Has over ten years of experience in the field

Has consulted with over seven beginning teachers

Perceives self as being highly knowledgeable across the domains of school psychology practice

The purposeful sampling criteria and language in questions in the screening tool are based off of the literature on consultation competence and recent research around school psychologists' role and function (see; Bahr et al., 2017; Castillo et al., 2012; Newman et al., 2015). The National Association of School Psychologists (NASP) define expert school psychologists as those who display a competent level of practice across ten domains in the NASP Practice Model (i.e., data-based decision making, consultation and collaboration, student-level services, system level services, research and program

PSYCHOLOGISTS SUPPORTING BEGINNING TEACHERS

evaluation, diversity in development and learning, and legal, ethical, and professional practice). Supervision in school psychology is described as a professional practice in which knowledgeable, competent, and experienced school psychologists (referred to as “supervisors”) support the skill development of less experienced school psychologists. Criteria for the qualifications of school psychologist supervisors indicate that they must demonstrate the ability to promote the growth of beginning practitioners, hold a valid school psychologist license, and have a minimum of three years of experience (NASP, 2018c). Although research on the development of expertise has indicated that it is difficult to quantify the number of years necessary to become an expert (Berliner, 2002); Harvey and Struzziero (2008) propose that school psychologists need five to ten-years to develop a level of professional competency in the various domains of practice in the NASP Practice Model. As such, school psychologists with a minimum of five years of experience will be recruited to participate in this study. School psychologists’ perceptions of self-efficacy will also be used in the sampling criterion as an indicator of expertise (Guiney et al., 2014). School psychologists with moderate to high self-efficacy beliefs in their ability to consult and collaborate with beginning teachers, and achieve teacher change and improve student outcomes with teachers are also requisite sampling criteria.

Recruitment. An email soliciting nomination for expert school psychologists will be sent to directors of mental health in school districts in the metro-Denver and Boulder Valley area, and the listservs of alumni from the three-school psychology graduate programs in this state. Having served in public, private, and charter schools in the metro-Denver area as both an educator and a school psychologist in-training over the

PSYCHOLOGISTS SUPPORTING BEGINNING TEACHERS

past nine years, I will also employ a snowball sampling approach by using my connections and professional relationships to access gate-keepers (e.g., school psychologists, teachers, members of the Colorado Society of School Psychologists) who may provide nominations for potential participants that will be appropriate for this study (see Appendix B). Ideally the purposeful sampling will shift to snowball sampling in which participants and contacts provide additional nominations for participants (Merriam, 2009).

All nominated participants will first receive an email (Appendix C) describing the purpose of this study, proposed time commitment, and compensation package, and an invitation to complete a five to ten-minute screening survey to ensure they meet the criteria of an expert school psychologist within the context of this study and provide a link to the participant selection screening tool (see Appendix D). Participants must agree to three interviews and one member check of the data, with an optional opportunity to review a draft of the study's findings and provide feedback on the alignment of codes and themes from the data. Four to six of the potential participants who most closely meet the criteria for expert school psychologist will be contacted to schedule the first of a series of three interviews. Given how variable a school psychologists' role can be within a district and school setting, I will try to select participants in different districts and school settings (i.e., elementary school, secondary, private, public, charter).

Interviews

Within this case study, interviews will be the primary method for data collection. It is therefore important to discuss the interview process, beginning with the formulation of the semi-structured interview and types of interview questions incorporated into the

PSYCHOLOGISTS SUPPORTING BEGINNING TEACHERS

protocol and considerations for conducting an effective interview. In Foddy's (1993) discussion of interviewing as data collection in qualitative research, he states "Asking questions is widely accepted as a cost-efficient (and sometimes the only) way, of gathering information about past behavior and experiences, private actions and motives, and beliefs, values and attitudes (i.e. subjective variables that cannot be measured directly)" (p. 1). While it would be insightful to also collect data by observing school psychologists' interactions with beginning teachers, given the unexpected nature of happenings in school settings, it would be difficult to predict and be present at the exact moment a school psychologist consults with a beginning teacher. In order to conduct an in-depth examination of each case, this study will employ a three-interview process inspired by phenomenological methods outlined by Seidman (2006). Seidman's three-interview series aligns with the constructivist paradigm of this study and phenomenological tradition of "exploring the meaning of peoples' experiences in the context of their lives" (p. 20).

Interview protocol. A semi-structured interview protocol with pre-determined questions will be used to engage participants in a rich discussion of their experiences with beginning teachers. (Kvale, 2011). In addition to the a priori interview questions, other types of questions, as recommended by Kvale (1996) and Seidman (2006) will also be incorporated into the live interview. Other types of interview questions include follow up questions (e.g., "Can you give more detail...? Or "What do you mean by that?"); probing questions (e.g., "Do you have any examples?); specifying questions (e.g., "What happened next?" or "How did the teacher react to what you said?"); and interpreting questions (e.g., "Do you mean that...?). Since audiotapes do not capture interviewee's

PSYCHOLOGISTS SUPPORTING BEGINNING TEACHERS

nonverbal expressions (i.e., body language or facial expressions), I will spend time after the interview to record observational memos and reflect on the process and noteworthy moments of the participants' expression in order to support the transcription process later on (Kvale, 2011).

Interview one: Building rapport and understanding of expert school

psychologists' role and experiences. Kvale (2011) describes the beginning of an interview as "decisive" and suggests the researcher establish rapport with the interviewee through active listening, demonstrating interest and respect in what the interviewee has to say, and conveying the purpose of the interview and what the researcher is interested in studying. Interviews will be conducted at the location of the participant's choosing, in a quiet place without distractions (e.g., office at school, a work space, etc.) (Creswell, 2013). Participants will be "briefed" on confidentiality, the anticipated length of the interview, and the use of the recording device, and consent will be obtained for participation in the interviewing (Kvale). During the initial interview, I will strive to build rapport and gain an understanding of the context of the participants' school setting and professional roles, to gain an understanding of their professional history and the experiences that have led them to become a source of support for beginning teachers (Seidman, 2006). In addition, this interview will explore school psychologists' perceptions of beginning teachers that they have worked with, eliciting descriptions of beginning teachers and their perceived strengths and challenges during the early career stage (see Appendix F).

Interview two: School psychologists' experiences with beginning teachers.

Seidman (2006) suggests that the second interview focus on acquiring details of

PSYCHOLOGISTS SUPPORTING BEGINNING TEACHERS

participants' experiences within their social contexts. I will ask school psychologists to describe in detail specific instances in which they have worked with beginning teachers or supported them, connecting experiences to the NASP (2010) domains of school psychology practice. Although the interview protocol has structured questions around support based on the literature on beginning teachers' concerns, during the interview I intend for participants' statements and reflections on their experiences to guide the inquiry and follow up questions and will be open to exploring new topics. In order to provide a rich description of the individual context under which these school psychologists have been able to work with beginning teachers, questions have also been formulated to discuss internal and environmental barriers and facilitators that have promoted or inhibited their work with beginning teachers (see Appendix G).

Interview three: Reflecting and member checking. The final interview in the process is aimed to provide participants with the opportunity to reflect on their experiences (Seidman, 2006). In addition, the final interview intends to examine how participants' stories of supporting beginning teachers connect with their training, knowledge, skills as school psychologists, and their understanding of their role in school settings. Before the final interview I will conduct a member check and ask participants to examine the transcripts from the first and second interviews. During the interview, participants will be asked to clarify, elaborate, and reflect on what they discussed. At the end of the interview, a debrief will be conducted in which I will review the salient points gathered from the interview and provide participants an opportunity to provide more detail or feedback and thank them for participating in the study (Kvale, 2011; Mears 2009). See Appendix H.

PSYCHOLOGISTS SUPPORTING BEGINNING TEACHERS

Protocol feedback. The initial interview protocol was emailed to five experts in the fields of consultation, teacher resilience, and teacher education, in order to improve the data collection procedures (Yin, 2014). Three experts agreed to providing feedback on the structure of the interview and the clarity of the questions. The first expert is a director of teacher education who instructs preservice teachers. She suggested inquiring more into school psychologist's perceptions of beginning teachers' strengths (J. Lerner, personal communication, January 31, 2019). The second expert is a prominent researcher in the field of consultation in school psychology and has published texts on school-based consultation. He suggested connecting the interview questions to the type of the paradigm of case study being used and constructing rules for when to follow up on a few questions so prompts aren't leading (D. Newman, personal communication, February 5, 2019). As such, in highlighting the constructivist paradigm of the study, questions regarding how school psychologists make meaning of their experiences and understand their role as school psychologists, have been embedded into the interview protocol. The third expert is a well-established researcher who has published on beginning teacher resilience and written about the role of school psychologists in enabling teacher resilience. She suggested breaking up the continuing questioning by trying an activity in which participants sort cards featuring the professional activities that school psychologists may have engaged in with beginning teachers, instead of having participants read a list of practices from a piece of paper. This suggestion has been incorporated into the sixth question of the second interview protocol (see Appendix E). In addition a follow up question was added to ask participants how they overcame barriers

PSYCHOLOGISTS SUPPORTING BEGINNING TEACHERS

to their ability to work with beginning teachers in the third interview protocol (S.Beltman, personal communication, February 19, 2019).

Characteristics of a good interviewer. The interviewer is described as the key instrument in obtaining knowledge in qualitative research inquiry. As such, it is important to reflect on my qualifications in interviewing. Expert qualitative researchers suggest that the effective qualities of an interviewer include: knowledge of topic; structure of interview; clear communication skills; patience, use of active listening and empathy; open to new information, ability to steer the interview, critical, able to recall previous information to connect to the present topic; and able to interpret what the interviewee said (Creswell, 2013; Kvale, 2011; Mears, 2009). The skill sets that I have developed thus far in my professional journey as a teacher consultant, counselor, coach, and therapist will also support my ability to build rapport, demonstrate respect and actively listen to the perspectives of the participants. After each interview I will devote time to reflect on the interview process through the use of memos (see Appendix I) in order to inform my approach with the next interviewee. By consistently reflecting on my own qualities as an interviewer I increase the likelihood of conducting this study in an ethically responsible manner that leads to quality interviews and rich descriptions by interviewees (Kvale; Mears, 2009).

Use of internet in conducting interviews. If performing face-to-face interviews with participants is a concern due to geographic location and time or financial constraints, I will offer participants the option to participate in an online interview using video communication (e.g., Skype, Zoom, or Google Hangouts) that would be recorded. Consent would be obtained verbally and through participants' signing an electronic

PSYCHOLOGISTS SUPPORTING BEGINNING TEACHERS

consent form (see Appendix E). According to Deakin and Wakefield (2014), the use of the internet in qualitative research is increasingly growing in popularity as an efficient and flexible method for gaining access to participants. Deaken and Wakefield indicate that online interviews still allow for reflective inquiry and quality responses from participants. Considerations for online interviews will include building rapport with participants beforehand through email, being aware of the possibility of a higher absentee rate when conducting online interviews, having a plan to follow up with participants or recruit new ones, and technological issues that may arise due to internet connectivity.

Data Analysis

Merriam (2009) describes data analysis as a “process of making meaning” through “consolidating, reducing, and interpreting” (p. 202) what participants say and what has been reviewed in the literature, in order to answer the research questions put forth in this study. During the analysis stage of this study, I will immerse myself in the data to identify themes and patterns within and across participants’ experiences for the purpose of developing a case description of school psychologists’ perceptions of beginning teachers’ characteristics and concerns; along with the methods and professional skills (from the NASP Practice Model, 2010a) they use to support beginning teachers. One of the strengths of using a qualitative approach is that analysis does not have to wait until all of the data are collected (Stake, 1995). The data analysis process will occur at the same time as the data collection process, and will be both inductive and comparative, and performed in a stage process (Merriam, 2009). A proposed timeline for how I will simultaneously collect and analyze data for each case is below. Methods for keeping track of the data collection process are in Appendix J.

PSYCHOLOGISTS SUPPORTING BEGINNING TEACHERS

Activity	Week 1	Week 2	Week 3	Week 4
Demographic Questionnaire				
Interviews	Interview 1-2	Interview 2-3	Interview 3	
Observational and Reflective Memos	Interview 1-2	Interview 2-3	Interview 3	
Transcription	Interview 1-2	Interview 2-3	Interview 3	
Analytical Memos	Interview 1-2	Interview 2-3	Interview 3	
Member Check			Transcripts 1 and 2	Transcript 3
Within-case analysis				All transcripts and memos

Figure 4. Timeline of interview data collection and analysis per case

Memos will be initial entry point to analyzing and making sense of the data (Merriam, 2009; Yin, 2014). After each interview I will write memos using a reflection protocol (see Appendix I) to note topics that were discussed in the interview. Burnard (1991) and Kvale (2011) suggests that transcribing interviews is also a mode of data analysis. Interview data will be transcribed by myself onto Microsoft Word, within a relatively quick timeline (two to four days) after each interview, so I may recall relevant details that are still fresh in my mind and construct follow up questions next interview (Mears, 2009). After each interview is transcribed, I will read the transcripts several times to gain a sense of how the phenomenon is discussed within each individual case and write analytical memos to brainstorm initial comments and ideas of codes on the transcripts. During the final interview I will collaborate with participants to examine initial codes and segments of text from the first two interviews and gain a sense of their perceptions of the themes in the transcripts. Additional comments by participants will be noted in analytical memos and integrated into the analysis of each case. Next, a series of

PSYCHOLOGISTS SUPPORTING BEGINNING TEACHERS

tentative open codes capturing small segments of information will be developed from each transcript to label the content in the transcripts (Merriam, 2009). During this stage, all transcripts will be downloaded into the qualitative computer program ATLAS.ti (Frieze, 2013), which will be used to re-organize and compare codes into themes, and conceptualize relationships between codes and themes (Creswell, 2013). Codes will then be categorically aggregated (Stake, 1995) and grouped under broader themes, based on patterns that are observed as meaningful across the data (Merriam, 2009). Open codes will be merged into categories in order to examine the fit between the codes and themes, and alignment with the theories of beginning teacher development, school psychologists' self-efficacy perceptions, and the NASP Practice Model (2010a) of school psychology practice (Glaser & Strauss, 1967, as cited in Merriam, 2009). Selected participants who volunteer to read a draft of the findings in the study will be asked if they perceive their quotations from their interview as aligning with the themes that have been generated (Burnard, 1991). Suggestions, disagreements, and clarifications by participants will be recorded in memos and integrated into analysis. Each unit of data will be organized by a category scheme, with excerpts of text containing each participant's identification number and the page number of the transcript to assist with relocating the text and understanding it within the context of the original transcript (Merriam, 2009). The within-case analysis will highlight the specific description of each case, and contextual factors that influence the process by which school psychologists' support beginning teachers.

The intention of the cross-case analysis will be to discuss common themes and differences across the cases (Yin, 2014). Similarities and differences across cases will be

PSYCHOLOGISTS SUPPORTING BEGINNING TEACHERS

analyzed, with an examination into contextual factors that influenced each school psychologist's ability to work with and support beginning teacher. Yin suggests that cross-case analysis strengthens the design of the study and its finding and allows for stronger analytic generalizations, or lessons that can be learned from the cases, based on relevant theory and research. According to Yin, this will allow for transferability and evaluation of how the findings may be generalized. The resulting report will use analytic generalizations to discuss how the results of the case study may be interpreted to situations outside of the study, for the benefit of school psychology practitioners who may be less experienced in working with beginning teachers. The structure of the case study write-up will employ a linear-analytic approach (Yin, 2014), which consists of a discussion of the problem, methods, findings and the conclusion. The write up for this case study report will include a description of each case in its context (i.e., each school psychologist's school setting, experiences with beginning teachers), interpretations within and across cases, and lessons learned from the cases (e.g., implications for school psychologists). See a timeline of the dissertation activities and data collection and analysis process per participant.

	March 2019	April 2019	May 2019	June 2019	July 2019	August 2019	Sept. 2019	Oct. 2019	Nov. 2019	Dec 2019
Dissertation Proposal										
IRB Approval										
Recruit Participants										
Conduct Interviews										
Perform Within Case Analysis										
Perform Across Case Analysis										

PSYCHOLOGISTS SUPPORTING BEGINNING TEACHERS

Submit draft to Dr. Hazel										
Revise and Edit										
Submit final draft to committee										
Oral Defense										
Complete Edits										
Plan for Graduation										

Figure 4. Timeline of dissertation activities related to this study

Credibility, Transferability, Dependability, and Confirmability

Researchers acknowledge the difficulty in establishing validity, reliability, and objectivity in qualitative research (Guba & Lincoln, 1989; Creswell, 2013; Stake, 1995). This section will discuss how I will ensure the quality of this qualitative study and validity of the data collected through discussing credibility, dependability, transferability, and confirmability. Dependability of this study is enhanced through a number of ways, including: an explanation and timeline of the research and data collection process (see Figures 3 and 4); recruitment emails and interview protocols (see Appendices B-I); a positionality statement; and use of memos to examine reflexivity and support reflection during the process (see Appendix I). Creswell (2013) notes that the information that will be gathered from interviews are based on my research agenda, and I will interpret and make meaning of the statements provided by participants (Brinkmann, 2009). In order to support credibility of the findings, member checking and direct quotes by participants will be used to represent the themes found in the analysis of the data. Offering participants the opportunity to review a draft of the case study's findings and provide feedback and comments in order to verify or challenge the conclusions and evidence will

PSYCHOLOGISTS SUPPORTING BEGINNING TEACHERS

also enhance the construct validity and confirmability of the case study (Yin, 2014). The use of the computer-based software ATLAS.ti to store, manage, and organize data is another measure in which to enhance the credibility of the findings. In order to support transferability of the findings, the within-case analyses will provide an in-depth description of each school psychologist's school setting, experiences with consultation, perspectives of beginning teachers, self-reported relevant skills and knowledge with consultation and supporting beginning teachers, and analytic generalizations that extend to the practice of school-based consultation (Lincoln & Guba, 1989).

Ethical Considerations

Ethics are an important consideration for qualitative researchers as we have ethical obligations to the participants (Brinkmann, 2007). Ethical considerations for this study have been drawn from Kvale's (2011) recommendations and guidelines by the Institutional Review Board (IRB) at the University of Denver. Before engaging in any of the steps of data collection, the procedures for the proposed study, recruitment emails, consent forms, and interview protocols will be submitted for approval by IRB.

Participants who pass the screening portion of the recruitment phase will be emailed a consent form with details of the purpose of the study, potential benefits or consequences of participation, option to withdraw from the study at any time, and information on how confidentiality will be maintained during the study (Appendix E). Participants will be compensated with Amazon gift cards at the successful completion of each stage of the process, which amount to three gift cards worth \$25, for a total of \$75. Interviewees who agree to participate in the study will be provided a copy of the semi-structured interview protocol beforehand through email. Informed consent will be obtained from participants

PSYCHOLOGISTS SUPPORTING BEGINNING TEACHERS

(see Appendix F) before conducting interviews. In order to build trust with participants and allow them the space to speak candidly about their work, I will ensure their confidentiality. Given that some of my participants may be based off peer nominations, I will not share any details of who has agreed or declined to participate in my study and will conduct interviews in locations of my participants' choosing. Data will be stored and filed electronically on a password protected personal laptop. Interviews will be recorded on an I-Phone 6 with a fingerprint identity sensor. Participants will be de-identified and assigned numbers. Folders for each participant will be created to store audio recordings of interviews, transcriptions, and memos specific to each interview session.

Mears (2009) cautions researchers to be aware of the challenges with interviewing colleagues or members in one's professional community, as it may create bias or negatively affect the dynamics of the interview. This is important to note because there is the potential that I have encountered or interacted with participants recruited in this study during my work over the past nine years as an educator, school psychologist student, or role as a student representative in our state-level organization of school psychologists. I aim to be aware of how my bias and knowledge of participants may influence data collection and analysis through reflection. In addition, I will use Glesne's (1999) guidelines around building professional relationships in research and critically examine participant reflexivity and the potential of interviewees telling me what they think I want to hear. Detailing the purpose of the interview, the operation of the interview process, and intended audience for the study will help participants manage their expectations of the study and clarify my role as a researcher (Mears 2009). Additionally, my ties to the

PSYCHOLOGISTS SUPPORTING BEGINNING TEACHERS

community of school psychologists in this location have allowed me to access experienced school psychologists in the district who have offered to connect me with potential willing research participants. When done intentionally and carefully, interviewing members of my professional community will allow me to create a trusting atmosphere in which participants will openly discuss their experiences with beginning teachers.

Researcher Positionality and Reflexivity

According to Foddy (1993), as researchers, we must, “accept that we do impose either our own view of reality, or our guesses about our respondents’ views of reality, upon our respondents’ answers whether we admit it or not. The only issue is how self-conscious we are when we do this” (Foddy, 1993; p.192). As a qualitative researcher, it is important to “position” myself in the research study (Creswell, 2013) and express how my professional background experience has informed my interest in the topic being investigated, the design of the study, and the way data will be interpreted (Wolcott, 2010). I plan to show reflexivity and awareness of how my biases and experiences influence this study by recording my personal experiences of each participant interview and keeping track of thoughts, questions, and concerns that arise after each transcription of interviews in reflective memos. As qualitative research is described as somewhat of an emergent design (Creswell), observational/reflective, analytical, methodological memos will be used as an audit trail to track modifications or changes in the process of the study.

The idea of this study first started to develop two years ago when I assisted with a research project that aimed to describe effective beginning teaching in a local school

PSYCHOLOGISTS SUPPORTING BEGINNING TEACHERS

district. Many of the beginning teachers cited concerns with behavior management and addressing the needs of their students. However, out of all twenty-one interviews, school psychologists were not mentioned as a source of support for beginning teachers. I found this to be a missed opportunity for school psychologists. My interest in examining how school psychologists can support beginning teachers comes from experiencing first-hand the challenges of being a beginning teacher. I participated in a five-year urban teaching residency program teaching diverse student populations in a landscape of Title I schools, in which over half of the student population was considered to be low-income. Despite graduating from a rigorous training program, I felt ill equipped to navigate all of the demands of the first year of teaching. I was new to the school and the staff, new to the literacy and math curriculums being used at the school, and new to understanding the needs of first-graders. Consistent with the literature on beginning teacher concerns, I struggled with enacting effective behavior management systems, had little confidence in my ability to get students to behave or learn, and experienced a lack of mentorship and administrative support.

During my last (sixth) year of teaching, I was recruited as an instructional coach at a turnaround school, supporting secondary science and electives teachers with behavioral and instructional management in their classrooms. I was struck by how different the experience of coaching was with teachers of varying levels of experience, knowledge, skills, and confidence. After experiencing a number of unsuccessful coaching sessions, I began to adapt the approaches that I was trained in (e.g., Cognitive Coaching), focused on understanding teachers' perceptions of their concerns in the classroom and uncovering factors that influenced resistance to changing their practice.

PSYCHOLOGISTS SUPPORTING BEGINNING TEACHERS

My experiences last year as a teacher consultant with a trauma-informed school-based program, and subsequent training in mental health consultation, highlighted the importance of taking into consideration the influence of vicarious stress and burnout on teachers' classroom practices and relationships with students. Currently as an intern in the Positive Behavior Intervention Supports department of a school district, I have collaborated with the district induction program and have been coaching and consulting with beginning teachers around behavior management, using the Classroom Check Up model of teacher consultation (Reinke, Hernan, & Sprick, 2011). Although the initial problem presented in our sessions are around behavior management, often I hear concerns related to perceptions of self-efficacy, professional identity, coping with the stressors of teaching, etc., which influence the way teachers conceptualize the presenting problem. My professional experiences in education have led to my curiosity of this topic. I recognize that I hold the assumption that school psychologists should expand their role to supporting to beginning teachers and be sensitive to their developmental trajectory when engaging in consultation; --which other school psychologists may disagree with based on their current experiences and roles. I hope that my experiences from both professions allow me to identify themes and practices that will salient to school psychologists' efforts in being effective consultants in their buildings.

Limitations of the Study

Yin states that credibility and trustworthiness of the researcher is key to conducting case-study research (2014). By providing detailed procedures for how I will collect, analyze, and establish validity and reliability of the data obtained in this study, I hope to convey the rigor and integrity of this study. This case-study relies on interview

PSYCHOLOGISTS SUPPORTING BEGINNING TEACHERS

data, and as a researcher I will have to be mindful of participants' response bias (Yin, 2014). Checking for consistencies in participants' stories during the interviews and reflecting after interviews are some ways to address these concerns. Qualitative approaches and case study research have limitations around the generalizability of the results and findings (Yin, 2014). Although I will work towards displaying a diverse range of perspectives and realities, this study relies on a limited number of cases, and a convenience sample specific to one region. The interpretations that will be made from each case are specific to the individuals who have experienced the phenomena, and contextual factors that influence each case will likely vary for school psychologists working in other schools or districts.

Disseminating Data

This qualitative, multiple case study intends to contribute to an understanding of how school psychologists may be more effective consultants with teachers of varying levels of experience, skills, and confidence. The outcomes of this study will be shared through publication in a school psychology journal (e.g., *Journal of Educational and Psychological Consultation*) and or a teacher education journal, for the benefit of practicing school psychologists and teachers. A presentation of the results of this study will also be proposed for acceptance at an upcoming conference in 2020, such as the National Association of School Psychologist (NASP) convention, or the New Teacher Center Annual Conference.

References

- Aaronson, D., Barrow, L., & Sander, W. (2007). Teachers and student achievement in the Chicago public high schools. *Journal of Labor Economics*, 25(1), 95-135.
- Algozzine, B., Gretes, J., Queen, A. J., & Cowan-Hathcock, M. (2007). Beginning teachers' perceptions of their induction program experiences. *The Clearing House*, 80, 137-143.
- Allensworth, E., Ponisciak, S., & Mazzeo, C. (2009). *The schools teachers leave: Teacher mobility in Chicago public schools*. Chicago, IL: Consortium on Chicago School Research at the University of Chicago.
- Aloe, A. M., Amo, L. C., & Shanahan, M. E. (2014). Classroom management self-efficacy and burnout: A multivariate meta-analysis. *Educational Psychology Review*, 26(1), 101-126.
- American Psychological Association, Coalition for Psychology in Schools and Education. (2006). Report on the teacher needs survey. Washington, DC:
- Association for Children's Mental Health. (2004). Evidence based practice beliefs, definition, suggestions for families. Okemos, MI.
- Athanasίου, M., Hazel, C., & Geil, M. (2007). Listening to participants: bi-directional effects of consultation research and practice. *Canadian Journal of School Psychology*, 22(2), 191-204.
- Babinski, L. M., & Rogers, D. L. (1998). Supporting new teachers through consultee-centered group consultation. *Journal of Educational and Psychological Consultation*, 9(4), 285-308.
- Baldwin, B., & Martin, N. K. (1994). Using factor analysis to establish construct validity

PSYCHOLOGISTS SUPPORTING BEGINNING TEACHERS

of an Inventory of Classroom Management Style. In *meeting of the American Educational Research Association, New Orleans, LA*.

Bandura, A. (1977). Self-efficacy: toward a unifying theory of behavioral change. *Psychological review*, 84(2), 191.

Bahr, M. W., Leduc, J. D., Hild, M. A., Davis, S. E., Summers, J. K., & McNeal, B. (2017). Evidence for the expanding role of consultation in the practice of school psychologists. *Psychology in the Schools*. Doi:10.1002/pits.22020

Beauchamp, C., & Thomas, L. (2009). Understanding teacher identity: An overview of issues in the literature and implications for teacher education. *Cambridge Journal of Education*, 39(2), 175-189.

Beltman, S., Mansfield, C. F., & Harris, A. (2016). Quietly sharing the load? The role of school psychologists in enabling teacher resilience. *School Psychology International*, 37(2), 172-188.

Beltman, S., Mansfield, C., & Price, A. (2011). Thriving not just surviving: A review of research on teacher resilience. *Educational Research Review*, 6(3), 185-207.

Berry, R. A. W. (2008). Beginning teachers' conceptions of fairness in inclusion classrooms. *Teaching and Teacher Education*, 24(5), 1149-1159.

Berry, R. A. (2010). Preservice and early career teachers' attitudes toward inclusion, instructional accommodations, and fairness: Three profiles. *The Teacher Educator*, 45(2), 75-95.

Boe, E., Cook, L., & Robert, J. Sutherland (2008). Teacher turnover: Examining exit attrition, teaching area transfer, and school migration. *Exceptional Children*, 75(1), 7-31.

PSYCHOLOGISTS SUPPORTING BEGINNING TEACHERS

- Bentley, E., Morway, A., & Short, T. (2013). The wish list: Articulating and responding to new teachers' concerns. *English Journal*, 33-39.
- Berliner, D. C. (1988). *The development of expertise in pedagogy*. AACTE Publications, One Dupont Circle, Suite 610, Washington, DC 20036-2412.
- Berliner, D. C. (2004). Describing the behavior and documenting the accomplishments of expert teachers. *Bulletin of Science, Technology & Society*, 24(3), 200-212.
- Blackburn, J. J., & Robinson, J. S. (2008). Assessing Teacher Self-Efficacy and Job Satisfaction of Early Career Agriculture Teachers in Kentucky. *Journal of Agricultural Education*, 49(3), 1-11.
- Briere, D. E., Simonsen, B., Sugai, G., & Myers, D. (2015). Increasing new teachers' specific praise using a within-school consultation intervention. *Journal of Positive Behavior Interventions*, 17(1), 50-60.
- Brinkmann, S. (2007). The good qualitative researcher. *Qualitative Research in Psychology*, 4(1-2), 127-144.
- Bryk, A., & Schneider, B. (2002). *Trust in schools: A core resource for improvement*. Russell Sage Foundation.
- Browsers, A., & Tomic, W. (2000). A longitudinal study of teacher burnout and perceived self-efficacy in classroom management. *Teaching and Teacher Education*, 16(2), 239-253.
- Burke, K., & Sutherland, C. (2004). Attitudes toward inclusion: Knowledge vs. experience. *Education*, 125, 163-172.
- Cappella, E., Jackson, D. R., Bilal, C., Hamre, B. K., & Soulé, C. (2011). Bridging Mental Health and Education in Urban Elementary Schools: Participatory

PSYCHOLOGISTS SUPPORTING BEGINNING TEACHERS

- Research to Inform Intervention Development. *School Psychology Review*, 40(4).
- Cappella, E., Jackson, D. R., Kim, H. Y., Bilal, C., Holland, S., & Atkins, M. S. (2016). Implementation of teacher consultation and coaching in urban schools: A mixed method study. *School Mental Health*, 8(2), 222-237.
- Castillo, J. M., Curtis, M. J., & Gelley, C. (2012). School psychology 2010 – part 2: School psychologists’ professional practices and implications for the field. *Communiqué*, 40(8), 4–6.
- Christensen, J. (1983). *Stages of Teachers’ Careers: Implications for Professional Development*. Washington, DC; ERIC Clearinghouse on Teaching Teacher Education.
- Christofferson, M., & Sullivan, A. L. (2015). Preservice Teachers’ Classroom Management Training: A Survey of Self-Reported Training Experiences, Content Coverage, and Preparedness. *Psychology in the Schools*, 52(3), 248-264.
- Chwalisz, K., Altmaier, E. M., & Russell, D. W. (1992). Causal attributions, self-efficacy cognitions, and coping with stress. *Journal of Social and Clinical Psychology*, 11, 377–400.
- Clotfelter, C. T., Ladd, H. F., & Vigdor, J. L. (2007). Teacher credentials and student achievement: Longitudinal analysis with student fixed effects. *Economics of Education Review*, 26(6), 673-682.
- Cogshall, J. G., Bivona, L., & Reschly, D. J. (2012). Evaluating the Effectiveness of Teacher Preparation Programs for Support and Accountability. Research & Policy Brief. *National Comprehensive Center for Teacher Quality*.
- Colbert, J. A., & Wolff, D. E. (1992). Surviving in urban schools: A collaborative model

PSYCHOLOGISTS SUPPORTING BEGINNING TEACHERS

- for a beginning teacher support system. *Journal of Teacher Education*, 43(3), 193-199.
- Cook, B. G. (2004). Inclusive teachers' attitudes toward their students with disabilities: A replication and extension. *The Elementary School Journal*, 104, 307–320.
- Creswell, J. W. (2013). *Qualitative inquiry and research design: Choosing among five approaches*. Sage publications.
- He, Y., & Cooper, J. (2011). Struggles and strategies in teaching: Voices of five beginning secondary teachers. *Teacher Education Quarterly*, 38(2), 97-116.
- Corcoran, E. (1981). Transition Shock: The Beginning Teacher's Paradox. *Journal of teacher education*, 32(3), 19-23.
- Creswell, J. (2013). *Qualitative inquiry and research design: Choosing among five approaches*. (3rd ed.). Los Angeles: SAGE Publications.
- Darling-Hammond, L. (2000). Teacher quality and student achievement. *Education policy analysis archives*, 8, 1.
- Darling-Hammond, L., & Sykes, G. (2003). Wanted, a national teacher supply policy for education: The right way to meet the "highly qualified teacher" challenge. *Education policy analysis archives*, 11, 33.
- Day, C., & Gu, Q. (2010). *The new lives of teachers*. Routledge.
- Deakin, H., & Wakefield, K. (2014). Skype interviewing: Reflections of two PhD researchers. *Qualitative research*, 14(5), 603-616.
- Desimone, L. M., Bartlett, P., Gitomer, M., Mohsin, Y., Pottinger, D., & Wallace, J. D. (2013). What they wish they had learned. *Phi Delta Kappan*, 94(7), 62-65.
- Desimone, L. M., Hochberg, E. D., Porter, A. C., Polikoff, M. S., Schwartz, R., &

PSYCHOLOGISTS SUPPORTING BEGINNING TEACHERS

- Johnson, L. J. (2014). Formal and informal mentoring: Complementary, compensatory, or consistent?. *Journal of Teacher Education*, 65(2), 88-110.
- Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child development*, 82(1), 405-432.
- Dwyer, C. A. (2007). America's Challenge: Effective Teachers for At-Risk Schools and Students. *National Comprehensive Center for Teacher Quality*.
- Emmer, E. T., & Stough, L. M. (2001). Classroom management: A critical part of educational psychology, with implications for teacher education. *Educational* 103-112.
- Evertson, C. M., & Weinstein, C. S. (2006). *Handbook of Classroom Management: Research. Practice and Contemporary Issues*. Mahwah, NJ.
- Ewing, R. A., & Smith, D. L. (2003). Retaining quality beginning teachers in the profession. *English Teaching: Practice and Critique*, 2(1), 15-32.
- Feiman-Nemser, S. (2001). From preparation to practice: Designing a continuum to strengthen and sustain teaching. *Teachers College Record*, Columbia University, 103(6), 1013-1055.
- Feiman-Nemser, S. (2003). What new teachers need to learn. *Educational leadership*, 60(8), 25-29.
- Fidler, E., & Haselkorn, D. (1999). *Learning the roles: Urban teacher induction practices in the United States*. Belmont, MA: Recruiting New Teachers.
- Foddy, W. (1994). *Constructing questions for interviews and questionnaires: Theory and*

PSYCHOLOGISTS SUPPORTING BEGINNING TEACHERS

practice in social research. Cambridge, UK; New York, NY, US: Cambridge University Press.

Friedman, I. A., & Farber, B. A. (1992). Professional self-concept as a predictor of teacher burnout. *The Journal of Educational Research*, 86(1), 28-35.

Fuller, F. F. (1969). Concerns of teachers: A developmental conceptualization. *American educational research journal*, 6(2), 207-226.

Frisby, C. L. (1990). A teacher in-service model for problem-solving in classroom discipline: Suggestions for the school psychologist. *School Psychology Quarterly*, 5(3), 211.

Fry, S. W. (2007). First-year teachers and induction support: Ups, downs, and in-betweens. *The Qualitative Report*, 12(2), 216-237.

Gavish, B., & Friedman, I. A. (2010). Beginning teachers' experience of teaching: A dynamic aspect of burnout. *Social Psychology of Education*, 13(2), 141-167.

Gettinger, M. (1988). Methods of proactive classroom management. *School Psychology Review*.

Gibbs, S., & Miller, A. (2014). Teachers' resilience and well-being: A role for educational psychology. *Teachers and Teaching: Theory and Practice*, 20(5), 609–621. Doi:10.1080/13540602.2013.844408.

Goddard, R., & Goddard, M. (2006). Beginning teacher burnout in Queensland schools: Associations with serious intentions to leave. *The Australian Educational Researcher*, 33(2), 61-75.

Gonzalez, J. E., Nelson, J. R., Gutkin, T. B., & Shwery, C. S. (2004). Teacher resistance

PSYCHOLOGISTS SUPPORTING BEGINNING TEACHERS

- to school-based consultation with school psychologists: A survey of teacher perceptions. *Journal of Emotional and Behavioral Disorders*, 12(1), 30-37.
- Gray, L., and Taie, S. (2015). *Public school teacher attrition and mobility in the first five years: Results from the first through fifth waves of the 2007–08 Beginning Teacher Longitudinal Study*. U.S. Department of Education. Washington, DC.
- Greenberg, J., Putnam, H., & Walsh, K. (2014). *Training our future teachers: Classroom management*. Washington, DC: National Council on Teacher Quality
- Retrieved from
- [http://www.nctq.org/dmsView/Future_Teachers_Classroom_Management NCTQ Report](http://www.nctq.org/dmsView/Future_Teachers_Classroom_Management_NCTQ_Report).
- Greenberg, J., Pomerance, L., & Walsh, K. (2011). *Student teaching in the United States*. Washington, DC: National Council on Teacher Quality.
- Guiney, M. C., Harris, A., Zusho, A., & Cancelli, A. (2014). School psychologists' sense of self-efficacy for consultation. *Journal of Educational and Psychological Consultation*, 24, 28–54. Doi:10.1080/10474412.2014.870486
- Guskey, T. R. (2002). Professional development and teacher change. *Teachers and teaching*, 8(3), 381-391.
- Gutkin, T. B., & Hickman, J. A. (1990). The relationship of consultant, consultee, and organizational characteristics to consultee resistance to school-based consultation: An empirical analysis. *Journal of Educational and Psychological Consultation*, 1(2), 111-122.
- Hafner, A. L., & Owings, J. A. (1991). *Careers in teaching: Following members of the*

PSYCHOLOGISTS SUPPORTING BEGINNING TEACHERS

high school class of 1972 in and out of teaching. US Dept. of Education, Office of Educational Research and Improvement.

Hanushek, E. A., Kain, J. F., & Rivkin, S. G. (2004). Why public schools lose teachers. *Journal of Human Resources*, 39(2), 326-354.

Harvey, V. S., & Struzziero, J. A. (Eds.). (2008). *Professional development and supervision of school psychologists: From intern to expert*. Location: Corwin Press.

He, Y., & Cooper, J. (2011). Struggles and strategies in teaching: Voices of five beginning secondary teachers. *Teacher Education Quarterly*, 38(2), 97-116.

Howes, C. (2008). Measures of classroom quality in prekindergarten and children's development of academic, language, and social skills. *Child development*, 79(3), 732-749.

Hoy, W. K., & Woolfolk, A. E. (1993). Teachers' sense of efficacy and the organizational health of schools. *Elementary School Journal*, 93, 355-372.

Ingersoll, R. M., & Smith, T. M. (2003). The wrong solution to the teacher shortage. *Educational Leadership*, 60(8), 30-33.

Ingersoll, R. M. (2001). Teacher turnover and teacher shortages: An organizational analysis. *American educational research journal*, 38(3), 499-534.

Johnson, B., Down, B., Le Cornu, R., Peters, J., Sullivan, A., Pearce, J., & Hunter, J. (2014). Promoting early career teacher resilience: A framework for understanding and acting. *Teachers and Teaching*, 20(5), 530-546.

Kagan, D. M. (1992). Professional growth among preservice and beginning teachers. *Review of educational research*, 62(2), 129-169

PSYCHOLOGISTS SUPPORTING BEGINNING TEACHERS

Katz

Kaufman, D., & Moss, D. M. (2010). A new look at preservice teachers' conceptions of classroom management and organization: Uncovering complexity and dissonance. *The Teacher Educator, 45*(2), 118-136.

Kee, A. N. (2011). Feelings of preparedness among alternatively certified teachers: What is the role of program features? *Journal of Teacher Education, 63*(1), 23-38.
<http://dx.doi.org/10.1177/0022487111421933>

Kellam, S. G., Ling, X., Merisca, R., Brown, C. H., & Ialongo, N. (1998). The effect of the level of aggression in the first grade classroom on the course and malleability of aggressive behavior into middle school. *Development and psychopathology, 10*(2), 165-185.

Kim, K. A., & Roth, G. L. (2011). Beginning teachers and their acquisition of work-related information. *Current issues in Education, 14*(1).

Killion, J., & Harrison, C. (2017). Taking the lead: New roles for teachers and school-based coaches. *Learning Forward*. National Staff Development Council.

Kipps-Vaughan, D., Ponsart, T., & Gilligan, T. (2012). Teacher Wellness: Too Stressed for Stress Management?. *Communique, 41*(1), 1-26.

Kipps-Vaughan, D. (2013). Supporting teachers through stress management. *The Education Digest, 79*(1), 43.

Knotek, S. E., Babinski, L. M., & Rogers, D. L. (2002). Consultation in new teacher groups: School psychologists facilitating collaboration among new teachers. *The California School Psychologist, 7*(1), 39-50.

PSYCHOLOGISTS SUPPORTING BEGINNING TEACHERS

- Korpershoek, H., Harms, T., de Boer, H., van Kuijk, M., & Doolaard, S. (2016). A meta-analysis of the effects of classroom management strategies and classroom management programs on students' academic, behavioral, emotional, and motivational outcomes. *Review of Educational Research*, 86(3), 643-680.
- Kvale, S. (2007). *Doing interviews*. London: SAGE Publications.
- Kyriacou, C. (2001). Teacher stress: Directions for future research. *Educational review*, 53(1), 27-35.
- Lee Durn, J. . (2010). "No Teacher Left Behind: Effectiveness of New Teacher Groups to Facilitate Induction." (Doctoral dissertation, Indiana University of Pennsylvania, 2010).
- Levin, B. B., & Ammon, P. (1992). The development of beginning teachers' pedagogical thinking: A longitudinal analysis of four case studies. *Teacher Education Quarterly*, 19-37.
- Lifshitz, H., Glaubman, R., & Issawi, R. (2004). Attitudes towards inclusion: The case of Israeli and Palestinian regular and special education teachers. *European Journal of Special Needs Education*, 19, 171–190.
- Little, S. G., & Akin-Little, A. (2008). Psychology's contributions to classroom management. *Psychology in the Schools*, 45(3), 227-234.
- Lundeen, C. (2004). Teacher development: The struggle of beginning teachers in creating moral (caring) classroom environments. *Early Child Development and Care*, 174(6), 549-564.
- Martin, R. P., & Curtis, M. (1980). Effects of age and experience of consultant and consultee on consultation outcome. *American Journal of Community*

PSYCHOLOGISTS SUPPORTING BEGINNING TEACHERS

Psychology, 8(6), 733-736.

Martin, N. K., Yin, Z., & Baldwin, B. (1998, April). *Classroom management training, class size and graduate study: Do these variables impact teachers' beliefs regarding classroom management style?* Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Martin, N., Yin, Z., & Mayall, H. (2006, February). *Classroom management training, teaching experience and gender: Do these variables impact teachers' attitudes and beliefs toward classroom management style?* Paper presented at the annual conference of the Southwest Educational Research Association. Austin, TX.

McCormack, A., Gore, J., & Thomas, K. (2006). Early career teacher professional learning. *Asia-Pacific Journal of Teacher Education*, 34(1), 95-113.

McFarland, J., Hussar, B., de Brey, C., Snyder, T., Wang, X., Wilkinson-Flicker, S., ... Hinz, S. (2017). *The condition of education 2017*. Washington, DC: National Center for Education Statistics. Retrieved from <https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2017144>

Main, S., & Hammond, L. (2008). Best practice or most Practiced? Pre-service teachers' beliefs about effective behavior management strategies and reported self-efficacy. *Australian Journal of Teacher Education*, 33(4).
<http://dx.doi.org/10.14221/ajte.2008v33n4.3>

Merikangas, K. R., He, J. P., Burstein, M., Swanson, S. A., Avenevoli, S., Cui, L., ... & Swendsen, J. (2010). Lifetime prevalence of mental disorders in US adolescents: results from the National Comorbidity Survey Replication—Adolescent Supplement (NCS-A). *Journal of the American Academy of Child & Adolescent*

PSYCHOLOGISTS SUPPORTING BEGINNING TEACHERS

Psychiatry, 49(10), 980-989.

Merriam, S. B. (2009). *Qualitative research: A guide to design and implementation*. San Francisco, CA: Wiley & Sons.

Mashburn, A. J., Pianta, R. C., Hamre, B. K., Downer, J. T., Barbarin, O. A., Bryant, D., ... & Howes, C. (2008). Measures of classroom quality in prekindergarten and children's development of academic, language, and social skills. *Child development*, 79(3), 732-749.

Maslach, C., & Jackson, S. E. (1981). The measurement of experienced burnout. *Journal of organizational behavior*, 2(2), 99-113.

McNamara, C. (2009). General guidelines for conducting interviews. Retrieved November 11, 2018, from <http://managementhelp.org/evaluatn/interview.htm>

Mears, C. L. (2009). *Interviewing for education and social science research: The gateway approach*. Location: Springer.

Meister, D. G., & Melnick, S. A. (2003). National new teacher study: Beginning teachers' concerns. *Action in teacher education*, 24(4), 87-94.

Melnick, S. A., & Meister, D. G. (2008). A comparison of beginning and experienced teachers' concerns. *Educational Research Quarterly*, 31(3), 39-56.

Miller, A. (2003). *Teachers, parents and classroom behavior: A psychosocial approach*. Maidenhead: Open University Press.

Moir, M. (1990) Phases of first-year teaching. Santa Cruz. CA: New Teacher Center.

Add hyperlink

PSYCHOLOGISTS SUPPORTING BEGINNING TEACHERS

- Mortenson, B. P., Rush, K. S., Webster, J., & Beck, T. (2008). Early career teachers accuracy in predicting behavioral functioning: A pilot study of teacher skills. *International Journal of Behavioral Consultation and Therapy*, 4(4), 311.
- Nahal, S. P. (2010). Voices from the field: Perspectives of first-year teachers on the disconnect between teacher preparation programs and the realities of the classroom. *Research in Higher Education Journal*, 8, 1.
- National Association of School Psychologists. (2010a). Model for comprehensive and integrated school psychological services. Bethesda, MD: Author.
- National Association of School Psychologists. (2010b). Standards for graduate preparation of school psychologists. Bethesda, MD: Author.
- National Association of School Psychologists. (2018c). Supervision in school psychology [Position statement]. Bethesda, MD: Author.
- Newman, D. S., Hazel, C. E., Barrett, C. A., Chaudhuri, S. D., & Fetterman, H. (2018). Early-Career School Psychologists' Perceptions of Consultative Service Delivery: The More Things Change, the More They Stay the Same. *Journal of Educational and Psychological Consultation*, 28(2), 105-136.
- Newman, D. S., McKenney, E. L., Silva, A. E., Clare, M., Salmon, D., & Jackson, S. (2017). A qualitative metasynthesis of consultation process research: What we know and where to go. *Journal of Educational and Psychological Consultation*, 27(1), 13-51.
- Oliver, R. M., & Reschly, D. J. (2007). Effective Classroom Management: Teacher Preparation and Professional Development. TQ Connection Issue Paper. *National comprehensive center for teacher quality*.

PSYCHOLOGISTS SUPPORTING BEGINNING TEACHERS

- Oliver, R. M., & Reschly, D. J. (2010). Special education teacher preparation in classroom management: Implications for students with emotional and behavioral disorders. *Behavioral Disorders, 35*(3), 188-199.
- Owens, J. S., Schwartz, M. E., Erchul, W. P., Himawan, L. K., Evans, S. W., Coles, E. K., & Schulte, A. C. (2017). Teacher perceptions of school consultant social influence strategies: Replication and expansion. *Journal of Educational and Psychological Consultation, 27*(4), 411-436.
- Pas, E. T., Bradshaw, C. P., Herschfeldt, P. A., & Leaf, P. J. (2010). A multilevel exploration of the influence of teacher efficacy and burnout on response to student problem behavior and school-based service use. *School Psychology Quarterly, 25*(1), 13.
- Pianta, R. C., Mashburn, A. J., Downer, J. T., Hamre, B. K., & Justice, L. (2008). Effects of web-mediated professional development resources on teacher–child interactions in pre-kindergarten classrooms. *Early Childhood Research Quarterly, 23*(4), 431-451.
- Prosje, M. A. (2003). “Resolving Downfalls and Encouraging outside-the-box thinking: Empowering Teaching Interns Through Consultee-centered Consultation” (Doctoral dissertation, University of Florida).
- Pryzwansky, W. B. (1996). Making psychologists indispensable in the schools: collaborative training approaches involving educators and school psychologists. Eds. Talley, R. C., Kubiszyn, T., Brassard, M., & Short, R.J. Washington DC: American Psychological Association.

PSYCHOLOGISTS SUPPORTING BEGINNING TEACHERS

Reinke, W. M., Herman, K. C., & Sprick, R. (2011). *Motivational interviewing for effective classroom management: The classroom check-up*. Location Guilford Press.

Reinke, W. M., Stormont, M., Herman, K. C., Puri, R., & Goel, N. (2011). Supporting children's mental health in schools: Teacher perceptions of needs, roles, and barriers. *School Psychology Quarterly*, 26(1), 1.

Reinke, W. M., Stormont, M., Webster-Stratton, C., Newcomer, L. L., & Herman, K. C. (2012). The Incredible Years Teacher Classroom Management program: using coaching to support generalization to real-world classroom settings. *Psychology in the Schools*, 49(5), 416-428.

Renshaw, T. L., Fischer, A. J., & Klingbeil, D. A. (2017). Mindfulness-based intervention in school psychology. *Contemporary School Psychology*, 21(4), 299-303. <https://doi.org/10.1007/s40688-017-0166-6>

Reupert, A., & Woodcock, S. (2010). Success and near misses: Pre-service teachers use, confidence and success in various classroom management strategies. *Teaching and Teacher Education*, 26, 1261-1268.

Richter, D., Kunter, M., Lüdtke, O., Klusmann, U., Anders, Y., & Baumert, J. (2013). How different mentoring approaches affect beginning teachers' development in the first years of practice. *Teaching and Teacher Education*, 36, 166-177.

Robertson, E. T., & Breidenstein, A. (2007). Consultation and collaboration: beginning educators' reflections on their learning experiences. *Teacher Education and Practice*, 20(3), 284-296.

Rogers, D. L., & Babinski, L. M. (2002). *From isolation to conversation: Supporting new*

PSYCHOLOGISTS SUPPORTING BEGINNING TEACHERS

teachers' development. Location SUNY Press.

Runyon, K., Stevens, T., Roberts, B., Whittaker, R., Clark, A., Chapman, C. K., & Boggs-Lopez, M. (2018). The role of self-efficacy and autonomy support in school psychologists' use of ABA. *Contemporary School Psychology*, 22(1), 51-62.

Seidman

Sabers, D. S., Cushing, K. S., & Berliner, D. C. (1991). Differences among teachers in a task characterized by simultaneity, multidimensionality, and immediacy. *American Educational Research Journal*, 28, 63-88.

Shernoff, E. S., Frazier, S. L., Mariñez-Lora, A. M., Lakind, D., Atkins, M. S., Jakobsons, L., ... & Smylie, M. A. (2016). Expanding the role of school psychologists to support early career teachers: A mixed-method study. *School Psychology Review*, 45(2), 226-249.

Scherer, M. (2012). The challenges of supporting new teachers. *Educational Leadership*, 69(8), 18-23.

Shook, A. C. (2012). A study of preservice educators' dispositions to change behavior management strategies. *Preventing School Failure: Alternative Education for Children and Youth*, 56(2), 129-136.

Simon, D. J., & Swerdlik, M. E. (2016). *Supervision in School Psychology: The Developmental, Ecological, Problem-solving Model*. Taylor & Francis.

Skaalvik, E. M., & Skaalvik, S. (2010). Teacher self-efficacy and teacher burnout: A study of relations. *Teaching and teacher education*, 26(4), 1059-1069.

PSYCHOLOGISTS SUPPORTING BEGINNING TEACHERS

- Serpell, Z. (2000) *Beginning teacher induction: A review of the literature*. Washington, DC: American. American Association of Colleges for Teacher Education.
- Smith, T. M., & Ingersoll, R. M. (2004). What are the effects of induction and mentoring on beginning teacher turnover?. *American Educational Research Journal*, 41(3), 681-714.
- Soodak, L., & Podell, D. (1993). Teacher efficacy and student problem as factors in special education referral. *Journal of Special Education*, 27, 66–81.
- Staats, C., Capatosto, K., Wright, R. A., & Contractor, D. (2015). *State of the science: Implicit bias review 2015* (Vol. 3). Kirwan Institute for the Study of Race and Ethnicity, The Ohio State University.
- Stake, R. E. (1995). *The art of case study research*. Sage.
- Stough, L. M., Montague, M. L., Landmark, L. J., & Williams-Diehm, K. (2015). Persistent classroom management training needs of experienced teachers. *Journal of the Scholarship of Teaching and Learning*, 15(5), 36-48.
- Stroot, S., Keil, V., Stedman, P., Lohr, L., Faust, R., Schincariol-Randal, L., Sullivan, A., Czerniack, Kuchinski, J., Orel, N., & Richter, M. (1998). *Peer assistance and review guidebook*. Columbus, OH: Ohio Department of Education.
- Sugai, G., & Horner, R. (2002). The evolution of discipline practices: School-wide positive behavior supports. *Child & Family Behavior Therapy*, 24(1-2), 23-50.
- Sugai, G., & Simonsen, B. (2012). Positive behavioral interventions and supports: History, defining features, and misconceptions. *Center for PBIS & Center for Positive Behavioral Interventions and Supports*, University of Connecticut, 14.

PSYCHOLOGISTS SUPPORTING BEGINNING TEACHERS

- Taie, S., and Goldring, R. (2018). *Characteristics of public elementary and secondary school teachers in the United States: Results from the 2015–16 National Teacher and Principal Survey first look*. U.S. Department of Education. Washington, DC.
- Taylor, S. V., & Sobel, D. M. (2001). Addressing the discontinuity of students' and teachers' diversity: A preliminary study of preservice teachers' beliefs and perceived skills. *Teaching and Teacher Education*, 17, 1–17.
- Tschannen-Moran, M., Hoy, A. W., & Hoy, W. K. (1998). Teacher efficacy: Its meaning and measure. *Review of Educational Research*, 68(2), 202-248.
- Tschannen-Moran, M., & Hoy, A. W. (2001). Teacher efficacy: Capturing an elusive construct. *Teaching and Teacher Education*, 17(7), 783-805.
- Tschannen-Moran, M., & Woolfolk Hoy, A. (2007). The differential antecedents of self-efficacy beliefs of beginning and experienced teachers. *Teaching and Teacher Education*, 23, 944–956.
- Tysinger, P. D., Tysinger, J. A., & Diamanduros, T. (2009). Teacher expectations on the directiveness continuum in consultation. *Psychology in the Schools*, 46(4), 319-332.
- Veenman, S. (1984). Perceived problems of beginning teachers. *Review of Educational Research*, 54(2), 143-178.
- Walker, H. M., Ramsey, E., & Gresham, E. M. (2004). *Antisocial behavior in schools: Evidence-based practices (2nd ed.)*. Belmont, CA: Wadsworth.
- Weiner, L. (2002). Evidence and inquiry in teacher education: What's needed for urban schools. *Journal of Teacher Education*, 53(3), 254-261.

PSYCHOLOGISTS SUPPORTING BEGINNING TEACHERS

- Weinstein, C. S., Tomlinson-Clarke, S., & Curran, M. (2004). Toward a conception of culturally responsive classroom management. *Journal of Teacher Education, 55*(1), 25-38.
- World Health Organization. (2004). Prevention of mental disorders: effective interventions and policy options. Summary Report. Geneva: Author
- Wong, H. K. (2004). Induction programs that keep new teachers teaching and improving. *NASSP bulletin, 88*(638), 41-58.
- Wood, T., & McCarthy, C. (2002). Understanding and Preventing Teacher Burnout. ERIC Digest.
- Woolfolk, A. E., Rosoff, B., & Hoy, W. K. (1990). Teachers' sense of efficacy and their beliefs about managing students. *Teaching and Teacher Education, 6*(2), 137-148.
- Woolfolk Hoy, A. W., & Weinstein, C. S. (2006). Student and teacher perspectives on classroom management. In C. M. Evertson & C. S. Weinstein (Eds.), *Handbook of classroom management: Research, practice, and contemporary issues* (pp. 181–220). Mahwah, NJ: Erlbaum.
- Ysseldyke, J. E., Burns, M., Dawson, P., Kelley, B., Morrison, D., Ortiz, S., Rosenfield, S., & Telzrow, C. (2006). School psychology: A blueprint for training and practice III. Bethesda, MD: National Association of School Psychologists
- Yin, R. (2014). *Case study research: Design and methods, Fifth ed.* SAGE: Thousand Oaks

Appendices

Appendix A

A Review of Research Related to School Psychologists' Experiences with the Consultation and Beginning Teachers' Experiences with Consultation

References	Topics		Methodology	Findings
	School Psychologists and/or Consultation	Beginning Teachers		
Athanasiou, Hazel, & Geil, 2007	X		Qualitative	Modeling and demonstration in consultation supported teacher learning in consultation
Babinski & Rogers, 1998	X	X	Qualitative	School psychologists' use of a problem-solving model helped beginning teachers frame problems, generate solutions, and implement plans of action. New Teacher groups also aimed to combat social isolation.
Bahr et al., 2017	X		Survey Quantitative	Problem solving consultation is the most preferred activity of school psychologists (n=175) and the one they spend the most amount of time in.
Castillo, Curtis, & Gelley, 2012	X		Survey	School psychologists spend less time in consultation than other activities.
Beltman, Mansfield, & Harris, 2016	X		Qualitative	School psychologists who support teachers with handling behavioral challenges in classroom influence teacher resilience.
Edzards, 1996	X	X	Qualitative	Preservice teachers received little information on the role of school psychologists.
Guiney, Harris, Zusho, & Cancelli, 2014	X		Quantitative	School psychologists who have more years of experience and time spent in consultation have higher consultation self-efficacy beliefs. Consultation is a role school psychologists enjoy spending time in.
Joes, Youngs, & Frank, 2013	X		Qualitative	Beginning special education teachers perceived school psychologist as sources of support.
Knotek, Babinski, & Rogers, 2002	X		Qualitative	School psychologist who were external consultants helped teachers develop positive images of self as a teacher.

PSYCHOLOGISTS SUPPORTING BEGINNING TEACHERS

Lane, Pierson, Robertson, & Little, 2004	X	X	Quantitative	This study found that beginning teachers were less likely to refer students to pre-referral intervention teams than more experienced teachers.
Miller, 2003	X		Qualitative	Teachers perceived consultation with school psychologist as influencing resilience and commitment to the profession
Mortenson et al., 2008		X	Survey Quantitative	Beginning teachers struggled with accurately determining the function of student behavior
Newman et al., 2017	X		Survey Qualitative and Quantitative	Early career school psychologists reported that their duties in evaluation and assessment, administrative support, and teacher resistance were barriers to achieving change in consultation. Participants viewed building relationships was viewed as a facilitator of successful consultation.
Prywansky, 1996	X	X	N/A	Author recommends that graduate training programs increase collaborative opportunities between school psychologists and beginning teachers. Suggests this is one way in which to mitigate new teacher attrition and feelings of isolation.
Robertson & Breidenstein, 2007	X	X	Survey Qualitative	School psychologists need to understand the reality of classroom teaching and offer suggestions that are practical to teachers.
Rogers & Babinski, 2002	X	X	Qualitative	See Rogers & Babinski, 1998
Shernoff et al., 2016		X	Qualitative and Quantitative	Beginning teachers perceived benefit from classroom management coaching, understanding function of student behavior, and social support in the intervention.
Stenger, Tollefson, & Fine 1992		X	Survey Quantitative	Out of 186 respondents, teachers with less years of experience were found to participate in consultation with school psychologists more.
Webster et al., 2003	X	X	Qualitative	Used discourse analysis to examine how consultant use of questions supported teacher reflection in consultee-centered consultation.

PSYCHOLOGISTS SUPPORTING BEGINNING TEACHERS

Appendix B

Expert School Psychologist Recruitment Nomination Email

Dear _____,

My name is Sayani Das Chaudhuri and I'm a doctoral student in the Child, Family, and School Psychology program at the University of Denver, and am currently investigating school psychologists' experiences with beginning teachers.

I'm currently conducting a study that aims to explore school psychologists' perceptions of beginning teachers and their needs and describe the ways in which school psychologists have collaborated, consulted, and/or supported these teachers. Although there is a lot of research on common issues that beginning teachers struggle with, there is a lack of research describing the ways school psychologists work with beginning teachers, or how consultation and collaboration with beginning teachers might look different than working with experienced teachers. I hope to identify specific methods of support that can be beneficial to school psychologists working in schools with beginning teachers.

I am currently reaching out to you because I'm looking for nominations for "expert school psychologists" who are defined in this study as a school psychologist who has: effectively supported beginning teachers; five years of experience, and strong skills in consultation. If you know of a school psychologist who may meet this criterion, please email me a nomination with their name and contact information at: Sayani.daschaudhuri@du.edu. Nominations will be accepted between **May to July 2019**.

Expert School Psychologist's Commitment

Potential participants will be asked to respond to a **5-10 minute screening survey** to determine eligibility for participation in the study. Based on survey responses, four to six participants will be selected for this study. [Click here to go to survey.](#)

Participants who are eligible and interested in participating in the study in the survey will be contacted via phone or email to schedule a series of three interviews and an optional participant check in which they will provide feedback on the analysis of the data from the interviews. To thank participants for their time and insight, participants will be provided Amazon gift cards which total up to **\$75**, along with findings from the final report of this study.

I will ensure confidentiality of participants throughout the course of the research process.

Data Collection	Time	Calendar	Gift Card Amount Paid
Interview 1	1-1.5 hours	Three-week period in May-August 2019	\$25
Interview 2	1-1.5 hours		\$25
Interview 3	1-1.5 hours		\$25
Total	3-4.5 hours		\$75

If you have any questions, please don't hesitate to contact me.

Best,

Sayani Das Chaudhuri, M.A.

Child Family School Psychology Program, The University of Denver

PSYCHOLOGISTS SUPPORTING BEGINNING TEACHERS

Appendix C

Expert School Psychologist Recruitment Email

Dear _____,

My name is Sayani Das Chaudhuri and I'm a doctoral student in the Child, Family, and School Psychology program at the University of Denver, and am currently investigating school psychologists' experiences with beginning teachers.

I am currently reaching out to you because _____ has identified you as an expert school psychologist who has: effectively supported beginning teachers; five years of experience, and strong skills in consultation.

I'm conducting a study that aims to explore school psychologists' perceptions of beginning teachers and their needs and describe the ways in which school psychologists have collaborated, consulted, and/or supported these teachers. Although there is a lot of research on common issues that beginning teachers struggle with, there is a lack of research describing the ways school psychologists work with beginning teachers, or how consultation and collaboration with beginning teachers might look different than working with experienced teachers. By hearing about your experiences and knowledge, I hope to identify specific methods of support that can be beneficial to school psychologists working in schools with beginning teachers.

Expert School Psychologist's Commitment

Potential participants will be asked to respond to a 5-10 minute screening survey to determine eligibility for participation in the study. Based on survey responses, four to six participants will be selected for this study. [Click here to go to survey.](#)

If you are eligible and are interested in participating in the study in the survey, I will contact you via phone or email to schedule a series of three interviews and a member check in which you will provide feedback on the analysis of the data from the interviews. To thank you for your time and participation in the interview, participants will be provided Amazon gift cards which total up to **\$75**, and the final report of this study.

I will ensure confidentiality of participants throughout the course of the research process.

Data Collection	Time	Calendar	Gift Card Amount Paid
Interview 1	1-1.5 hours	Three-week period in May-August 2019	\$25
Interview 2	1-1.5 hours		\$25
Interview 3	1-1.5 hours		\$25
Total	3-4.5 hours		\$75

If you have any questions, please contact me at Sayani.daschaudhuri@du.edu .

Best,

Sayani Das Chaudhuri, Ph.D. Candidate

Child Family School Psychology Program, The University of Denver

Appendix D

Screening Survey for Participant Selection

Thank you for your interest in participating in this study that aims to explore school psychologists' perceptions of beginning teachers and their needs and describe the ways in which school psychologists have collaborated, consulted, and/or supported these teachers.

This study is being conducted by Sayani Das Chaudhuri, a doctoral student in the Child, Family, School Psychology program at the Morgridge College of Education, University of Denver, for her dissertation. If you have any questions about the study, please email Sayani at Sayani.daschaudhuri@du.edu.

Completing this survey is the first step in determining if you meet the selection criteria for participation in the full study. The survey will take approximately five to ten minutes to complete and involve responding to twelve questions about yourself and your experience as a school psychologist.

1. Name:
2. In your role as a school psychologist, have you consulted with and/or supported beginning teachers*?
 - a. Yes (if yes, please continue).
 - b. No (if No, please discontinue)

**Beginning teacher is defined by the U.S. Department of Education as a general education or special education teacher with less than three years of experience.*
3. How many years have you been practicing as a school psychologist?
 - a. Less than 5 years
 - b. 5-10 years
 - c. 10+ years
4. Do you currently hold a valid school psychology license?
 - a. Yes
 - b. No
5. In your role as a school psychologist, how many beginning teachers have you interacted (e.g., supported, consulted, or collaborated) with over the past three years?
 - a. 0-3
 - b. 4-7
 - c. 7+
6. To what extent do you feel confident in your ability to engage in consultation with beginning teachers?
 - a. Confident
 - b. Somewhat confident
 - c. Not confident
7. To what extent do you feel confident in your ability to collaborate and establish a working relationship with teacher consultees?
 - a. Confident
 - b. Somewhat confident
 - c. Not confident

PSYCHOLOGISTS SUPPORTING BEGINNING TEACHERS

8. To what extent do you feel confident in your ability to change teacher practice and improve student outcomes through consultation?
 - a. Confident
 - b. Somewhat confident
 - c. Not confident
9. To the best of your knowledge, how often have you engaged in consultation with teachers over the past three years?
 - a. Frequently (on a daily basis)
 - b. Moderately (once or twice a week)
 - c. Infrequently (Three times a month or less)
 - d. Never
10. To the best of your knowledge, how many hours do you spend on average in consultation?
 - a. Less than 2 hours a week
 - b. 2-6 hours a week
 - c. Over 6 hours a week
11. Please rate your perceptions of your knowledge across the NASP domains of practice.
(0 = not very knowledgeable 1= somewhat knowledgeable; 2= knowledgeable; 3= highly knowledgeable)
 - a. Data-Based Decision Making 2
 - b. Consultation and Collaboration 3
 - c. Interventions and Instructional Support to Develop Academic Skills 2
 - d. Interventions and Mental Health Services to Develop Social and Life Skills 2
 - e. School-Wide Practices to Promote Learning 2
 - f. Preventative and Responsive Services 2
 - g. Family-School Collaboration Service 2
 - h. Diversity in Development and Learning 2
 - i. Research and Program Evaluation 2
 - j. Legal, Ethical, and Professional Practice 2
12. If you are interested in participating in this study and would like a follow up e-mail and/or phone call to discuss the procedures of the study, please provide your name, email address, and phone number.

Screening Question	Inclusion Criteria	Rationale
1	N/A	N/A
2	Has consulted with and/or supported beginning teachers	This criterion is integral to binding the case and investigating the phenomena in the study (Yin, 2014).
3	Has over 5 years of experience in the field.	Harvey and Struzziero suggest it takes 5-10 years to develop expertise as a school psychologist (2008). McGuiney et al., (2014) also found that consultation self-efficacy is influenced by a school psychologist's years of professional experience.

PSYCHOLOGISTS SUPPORTING BEGINNING TEACHERS

4	Holds a school psychology license	According to NASP (2010c), in order to supervise beginning school psychologists, must hold a valid school psychology license. School psychologists who hold a valid license are continuing to engage in professional development, likely staying abreast of current research and practices. <i>This criteria is preferred.</i>
5, 9, 10	Engages in consultation Has consulted with and/or supported beginning teachers.	Expertise in consultation is influenced by the number of experiences with consultation, or the amount of time spent in consultation (Guiney et al., 2014). .
6	Perceives self to be confident in ability to consult with beginning teachers.	Newell developed a consultation confidence questionnaire to support the development of a competency-based assessment of school-based consultants' implementation of consultation and used the term confidence to examine self reports of competency. McGuiney et al., (2014) indicated that school psychologists who feel confident, or efficacious in their consultation skills are likely to exert more effort and time on consultation (Bandura, 1977; Gonzalez Nelson, Gutkin, & Shwery; McGuiney et al., 2014).
7	Perceives self to be confident in ability to build relationships and collaborate with teachers.	Collaboration and interpersonal skills are requisites skills to successful consultation (Newman et al., 2018)
8	Perceives self to be confident in ability to change teacher practice and improve student outcomes through consultation	Efficacious school-based consultants perceive consultation to have an impact (McGuiney et al., 2014; Newman, Ingraham, & Shriberg, 2014)
9	Perceives self as demonstrating competency across the domains of school psychology practice.	According to NASP criterion of the qualifications to be a school psychology supervisor (2010c), expert school psychologists must demonstrate competency across all of the NASP domains of practice.
11	Perceives self as highly knowledgeable across the domains of school psychology practice.	According to NASP criterion of the qualifications to be a school psychology supervisor (2010c), expert school psychologists must demonstrate competency across all of the NASP domains of practice. While
12	Willing to participate in study	Necessary for recruitment and obtaining consent (Creswell, 2013)

PSYCHOLOGISTS SUPPORTING BEGINNING TEACHERS

Participant selection process

1. Send qualifying participants an email with background information survey (Appendix E).
If participants are tied, select participants who demonstrate diverse roles and or placements in school districts.
2. Record decision making procedures and any changes and leave an audit trail in memos.

Appendix E

Participant Demographic Information Survey

Dear _____,

Thank you for your interest in participating in this study that aims to explore school psychologists' perceptions of beginning teachers and their needs and describe the ways in which school psychologists have collaborated, consulted, and/or supported these teachers.

According to the screening survey results, you meet the qualifying criteria of an expert school psychologist and have indicated that you are interested in participating in this study. Before our first meeting, please fill out the survey below so I may get a better understanding of your background and demographic information, in order to inform the interview process and our time together.

This study is being conducted by Sayani Das Chaudhuri, a doctoral student in the Child, Family, School Psychology program at the Morgridge College of Education, University of Denver, for her dissertation. If you have any questions about the study, please email Sayani at Sayani.daschaudhuri@du.edu or call her at 732-910-9562.

1. Did you graduate from a NASP approved program or have an N.C.S.P.?
 - a. If you responded no, please explain: _____.
2. Have you ever supervised school psychology practicum and/or intern students?
Yes/No
 - a. If you answered yes, how many? _____
3. What degree do you currently hold? Ph.D./Psy.D. _____ Ed.S. _____ M.A. _____
4. What is your current setting? (select all that apply)
 - a. School setting
 - i. If school setting, how many days a week are you at your placement? _____
 - ii. Which district do you work in? _____
 - iii. Please describe your setting (e.g., elementary, middle-school, high-school, etc.) _____
 - b. University/College _____
 - c. Clinical setting _____
 - d. Other _____
5. Have you ever supported a beginning teacher in the following areas? (select all that apply)
 - a. Classroom management
 - b. Student behaviors
 - c. Academic interventions and/or assessment
 - d. Special education referral process
 - e. Supporting students in Special Education

PSYCHOLOGISTS SUPPORTING BEGINNING TEACHERS

- f. Stress and or burnout
- g. Professional isolation
- h. Communicating with families
- i. Other [fill in the blank]

Appendix F

University of Denver

Consent Form for Participation in Research

Study Title: School Psychologists as Sources of Support for Beginning Teachers: A Multiple Case Study

IRBNet #: 1413302-1

Principal Investigator: Sayani Das Chaudhuri, MA, Dr. Cynthia Hazel, PhD, University of Denver

Study Site: _____

Purpose

You are being asked to participate in a research study. The purpose of this study is to explore school psychologists' perceptions of beginning teachers and their concerns and describe the ways in which school psychologists have consulted and/or supported these teachers. The goal of this study is to identify specific methods of support that can be beneficial to school psychologists working in schools with beginning teachers.

Procedures

If you participate in this research study, you will be invited to participate in:

- (a) Three interviews about your experiences working with beginning teachers.
- (b) An optional opportunity to provide feedback on a draft of the findings in the study.

Interviews will be conducted at a public location of your choosing, or if absolutely necessary, through web-based communication (e.g., Zoom or Google Hangouts). The interview will be audio recorded for transcription purposes.

Voluntary Participation

Participating in this research study is completely voluntary. Even if you decide to participate now, you may change your mind and stop at any time. You may choose not to answer any questions during the interview.

Audio Recording

With your permission, I would like to audiotape this interview so that I can make an accurate transcript. Once I have made the transcript, I will erase the recordings. Your name will not be in the transcript or my notes.

Risks or Discomforts

Although participant names or their site will not be used in the final report, there may be a potential risk or discomfort around the speculation of a participant's identity. Audio

PSYCHOLOGISTS SUPPORTING BEGINNING TEACHERS

recordings from interviews will be kept indefinitely, and verbatim quotes from audio recordings may be used in presentations or publications.

Use of Your Information for Future Research

Information collected in this study may be used for future research or shared with other researchers without your additional informed consent.

Benefits

Possible benefits of participation include contributing to school psychologists' understanding of beginning teachers and supporting school psychologists with regards to expanding their roles in school settings and promoting beginning teacher success in the classroom and the profession. In addition, being selected to participate in this study may be a benefit in itself, as it is a recognition of a school psychologist's effectiveness.

Incentives to Participate

The structure of monetary compensation for participation in this research study is below.

Data Collection	Time	Calendar	Gift Card Amount Paid
Interview 1	1-1.5 hours	Three-week period in May-August 2019	\$25
Interview 2	1-1.5 hours		\$25
Interview 3	1-1.5 hours		\$25
Total	3-4.5 hours		\$75

Confidentiality of Information

All of the data in this study will be collected and analyzed solely by this researcher (Sayani Das Chaudhuri), and participant's names will be de-identified. Audio-recordings and interview transcripts will be stored in a password protected laptop and I-phone. Hard copies of information will be in a locked file. The individual identity of participants will be kept private when information is presented or published about this study.

Limits to Confidentiality

All of the information you provide will be confidential. However, if I learn that you intend to harm yourself or others, I must report that to the authorities as required by law.

Questions

If you have any questions about this project or your participation, please feel free to ask questions now or contact **Sayani Das Chaudhuri at 732-910-9562 or Sayani.daschaudhuri@du.edu**. You may also contact the faculty sponsor for this study, **Dr. Cynthia Hazel at Cynthia.hazel@du.edu**.

If you have any questions or concerns about your research participation or rights as a participant,

you may contact the DU Human Research Protections Program by **emailing IRBAdmin@du.edu or calling (303) 871-2121** to speak to someone other than the researchers.

PSYCHOLOGISTS SUPPORTING BEGINNING TEACHERS

Please take all the time you need to read through this document and decide whether you would like to participate in this research study.

If you decide to participate, your completion of the research procedures indicates your consent. You will be given a copy of this form for your records.

Consent to audio recording for purposes of this research

This study involves audio recording. If you do not agree to be recorded, you **cannot** take part in the study.

_____ YES, I agree to be video/audio recorded/photographed.

_____ NO, I do not agree to be video/audio recorded/photographed

Participant Signature

Date

Print Name

Are you interested in being contacted for an optional opportunity to provide feedback on a draft of the findings in the study?

_____ YES

_____ NO

Appendix G

First Interview Protocol for School Psychologists

Before Interview Checklist	After Interview Checklist
<ul style="list-style-type: none"> • Ensure space is free from distractions • Have copies of consent forms • Interview protocols • Test run recording • Ensure back up recording device • Notebook for memos and reflection 	<ul style="list-style-type: none"> • Check recording • Upload recording to laptop • Record if participant is willing to assist with member checking and read transcription • Update Data Collection Matrix

[Greet interviewee, inquire as to how their day is going, etc.]

Thank you so much for willing to participate in this interview. I have been studying the needs of new teachers for some time and am interested in understanding the experiences of school psychologists when it comes to collaborating and consulting with this group of teachers.

[Discuss use of tape recorder and audiotape]

Consent: Paper / Electronic

Do you have any questions before we begin?

Background and current roles and responsibilities

I'd like to start by getting a sense of what your role at your current site is.

1. Tell me about your current roles and responsibilities as a school psychologist (e.g., assessment, teacher consultation, delivering mental health services, etc.)
 - a. How much time do you spend on each of these roles?
 - b. Out of all of the roles that you have at the moment, which are your most preferred activities? What about them is so appealing to you?
 - c. *[if consultation hasn't been brought up yet]* In the screening survey you stated that you believe consultation is an important function of your role as a school psychologist, can you tell me more about how that came to be true for you? *[potentially ask about training in consultation, types of consultation they engage in, perceived benefits of consultation]*

Perceptions of beginning teachers

Let's talk about your experiences with beginning teachers. In the survey you stated you worked with ___ number of beginning teachers.

2. Thinking about some of the beginning teachers that you have worked with, what are some characteristics of these teachers? Are there any characteristics that they have in common? *(Can you give some specific examples)*

PSYCHOLOGISTS SUPPORTING BEGINNING TEACHERS

3. Teacher self-efficacy has been described as a teacher's belief that he or she can positively influence student learning and behavior, while handling issues that arise in their classroom (Tschannen-Moran Woolfolk Hoy, 2001). Research suggests that beginning teachers experience low levels of self-efficacy, which has been associated with motivation to support struggling students or taking responsibility for problems in the classroom (Hoy & Woolfolk, 1993). Based on your experiences with beginning teachers, how would you describe their levels of self-efficacy?
4. Based on what you've experienced or witnessed, how would you describe a successful or effective beginning teacher? *(What are some of their strengths in terms of characteristics, and strengths in terms of their skills sets, such as their practices, training, approach with students etc.)*

Perceptions of beginning teacher concerns

The research on beginning teachers has indicated that their most frequently cited concerns are around classroom management, coping with stress, and feeling isolated; I'd like to hear about your perspective of beginning teacher's concerns.

5. What are some challenges that beginning teachers encounter at your school?

[Potential Follow-up Questions]

- a. What kinds of issues with classroom management do beginning teachers face? *(Probe around perceptions of beginning teacher knowledge and skill, preparation to handle behavioral challenges, use of proactive or reactive strategies)*
- b. Have you perceived beginning teachers as struggling with supporting students with disabilities? Can you provide a specific example?
- c. Do you perceive beginning teachers as struggling with coping with stress, or experiencing early burn out?
 - i. *How can you tell when that is happening?*
 - ii. *What are some issues that contribute to their stress?*
- d. Do you perceive beginning teachers as struggling with feeling isolated?
 - i. *Define isolation as lack of social, emotional, and professional support*
 - ii. *Thinking about the beginning teachers that you've encountered, do you perceive them as typically initiating requests for support or help?*

Supports for beginning teachers – school and district level

PSYCHOLOGISTS SUPPORTING BEGINNING TEACHERS

6. Can you tell me about what kinds of supports (such as mentorship or induction) beginning teachers receive at your school? At your district?
 - a. *Who typically provides the new teachers support?*
 - b. *What do they support them with?*
 - c. *Are there any additional supports that you think would be helpful to beginning teachers in your building/district?*

Appendix H

Second Interview Protocol for School Psychologists

[Greet interviewee, inquire as to how their day is going, etc.]

Thank again for meeting for our second interview. *[Clarify any responses from previous interview, provide a brief summary of topics from last interview]*

[Discuss use of tape recorder and audiotape]

Do you have any questions before we begin?

School psychologists working with beginning teachers

Now I'd like to hear about your experiences in working with these teachers, such as how you've supported them with addressing their concerns, or you've engaged them in consultation or collaboration.

7. *First I'd like to get an understanding of specific contexts in which you have interacted with beginning teachers. Here is our NASP Practice Model as a reference for the activity. Take a look at these notecards which list professional activities by school psychologists, grouped by the NASP domains of practice. [show note cards].*
 - a. *I'd like you to place these cards in a continuum, starting with activities that you have frequently engaged in with beginning teachers, to activities you have rarely or never engaged in with beginning teachers.*
 - b. *[Show blank cards]. Are there any additional activities that you would like to include?*
 - c. *[start with activities most frequently engaged in and move down] Please describe any specific instances in which you have engaged in this activity with a beginning teacher.*
-

PSYCHOLOGISTS SUPPORTING BEGINNING TEACHERS

Professional Practices of School Psychologists (these will be written on notecards)

Assessment

- Classroom observation of students
- Conduct Functional Behavior Analysis (FBA)
- Special education referral process

Consultation and Collaboration

- Problem-solving consultation; behavioral consultation; mental health consultation
- School based intervention teams/data teams (e.g., Response to Intervention, Multi-tiered Systems of Support)

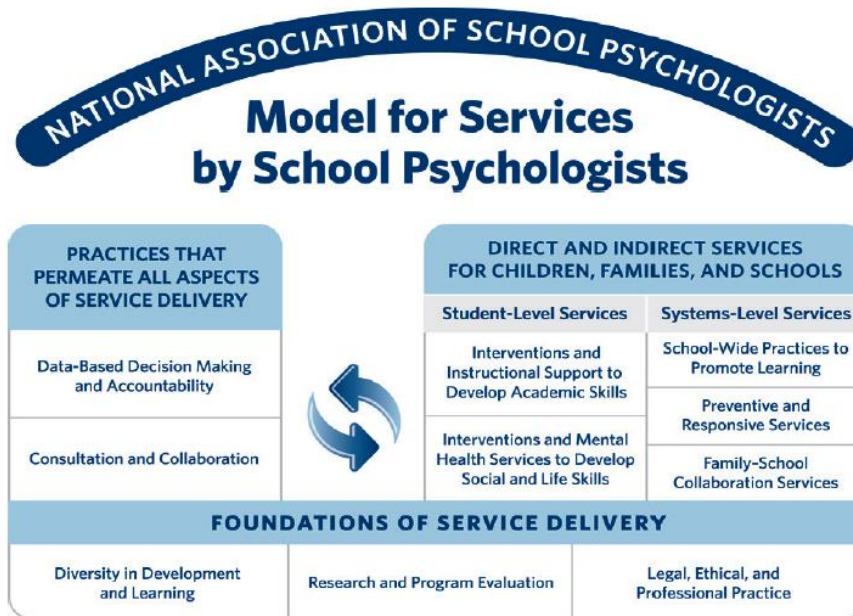
Student Level Services

- Intervention for academic concerns
- Intervention for mental health (including counseling)
- Intervention for behavior (supporting a Behavior Intervention Plan)

Schoolwide Practices to Promote Learning

- Professional Development
- Positive Behavior Intervention Supports (PBIS)
- Mindfulness

Other activities: *[blank cards]*



8. Thinking back to some of the concerns that you've experienced beginning teachers as struggling with, please describe a successful consultation experience,

PSYCHOLOGISTS SUPPORTING BEGINNING TEACHERS

- or instance in which you've supported a beginning teacher (with either behavior, classroom management, dealing with stress, etc.)
- a. *Tell me about the teacher (description of the teacher, grade level, classroom)*
 - b. *What was his or her concern? What did you think about that concern?*
 - c. *What kinds of actions did you take to support the teacher? (for example, how did you help the teacher reflect on their practice, how did you frame the behavior, did you connect him or her with another resource, etc.?)*
 - d. *What kinds of suggestions or recommendations did you give to the teacher? (e.g., use of evidence-based classroom management?)*
 - e. *How did the teacher receive the support? Did you follow up?*
9. Tell me about how you've approached initiating or establishing relationships with beginning teachers at your building (*probe around how consultation is set up or contracted, awareness of beginning teachers' expectations for consultation*)
10. Tell me about what it's like to consult and collaborate with beginning teachers.
- a. How would you describe beginning teachers as consultees? (*in terms of their approach to problem solving, understanding the function of a behavior, implementing an intervention, levels of confidence, etc.*)
 - b. In your experience, how has consultation with beginning teachers differed from consultation with more experienced teachers? (*for example, do you perceive beginning teachers as being more flexible, open to changing attitudes/beliefs/behaviors, willing to try new things; are there differences in the ways that beginning teachers operationally define problems in the during the initial stage of consultation than experienced teachers*)
 - c. Being an experienced school psychologist who has worked with beginning teachers, I imagine there is an inherent power dynamic involving due to your years of experience, and expertise. When consulting with beginning teachers, would you describe your approach with them as more collaborative, or directive? Do you find that approach to be different when consulting with more experienced teachers?

Barriers and facilitators

11. What do you think are some factors that have facilitated your ability to work with beginning teachers? (*probe around administration, school culture and climate, etc.*)
- a. [*Have the Professional Practices of School Psychologists document visible for participants*] Thinking about the skills and knowledge that you have developed and used as a school psychologist over the years, what are some examples of specific skills and knowledge do you do you most typically draw from, when working with a beginning teacher?

PSYCHOLOGISTS SUPPORTING BEGINNING TEACHERS

- b. Have there been any specific trainings or experiences that you've had, which have supported your ability to work with beginning teachers?

12. What do you think are some factors that have been barriers in your ability to work with beginning teachers?

- a. *Please describe how you have been able to overcome these.*
- b. *Or: do you have any suggestions as to how these could be overcome?*

That concludes the second interview. Thank you so much for your insight and time into this topic. My next steps will be transcribe this interview from the audiotape. I want to make sure I've accurately and completely captured what you've said during our time today.

Before our final interview, I will send you a transcription of the interview. I would like you to read through it, and during our final interview you have an opportunity to clarify any misunderstandings or items that I missed. Any questions?

Appendix I

Third Interview Protocol for School Psychologists

[Greet interviewee, inquire as to how their day is going, etc.]

Thank you so much for meeting for our last interview. Now that you've had time to view the transcripts from our last two interviews, I'd like to take some time to hear your reflections on what was said.

[Discuss use of tape recorder and audiotape]

Do you have any questions before we begin?

Member checking

13. *[Provide a brief summary of topics from last interview, clarify any responses from previous interview]* Based on reading the transcripts, is there anything else you'd like me to know or understand?

Reflections

14. Given what you have said about your perceptions of beginning teachers and their concerns, and the specific ways in which you have worked with beginning teachers and supported them, how do you (a) interpret your role as school psychologists who supports and consults with beginning teachers? and (b) interpret the role of school psychologists in supporting and consulting with beginning teachers? *(or, to what extent do you believe that school psychologists should work with and support beginning teachers?)*
15. In thinking about everything you've discussed around the topic of how school psychologists support new teachers, are there any points/stories that you think are the most important to include in this study?

That concludes our interview. Thank you so much for your insight and time into this topic. My next steps will be to transcribe this final interview from the audiotape and send it to you to verify what was said. I want to make sure I've accurately and completely captured what you've said during our time today.

Alignment of Interview Questions with Research Questions

Research Questions	Interview Questions										
	1 1a 1b	2	3	4	5 5a 5b 5c	6	7 7b 7c 7d e	8	9 9a 9b	10 10a	11
RQ 1: How do (expert) school psychologists describe their perceptions of beginning teachers, and their needs?											
RQ 2: How do (expert) school psychologists support the needs of beginning teachers in the following areas: classroom management; burnout avoidance; students with disabilities and/or mental health concerns?											
RQ 3: How do (expert) school psychologists describe their experiences of consultation and collaboration with beginning teachers?											
RQ 4: What are (expert) school psychologists' perceptions of the barriers and facilitators in their ability to effectively consult and/or support beginning teachers?											

Appendix J

Observational, Reflective, and Analytical Memos

Observational Memos
<i>Description of the participant, location and setting</i>
Reflective Memos
<i>Reflections on interviewee's voice, facial, and bodily expressions during specific questions or statements</i>
<i>Did the interviewee introduce new information or perspectives that you haven't thought of?</i>
<i>Any quotes that stood out?</i>
<i>Did participants verify your interpretations of what they said?</i>
<i>Did it appear that the participant had more to say? What are some follow up questions?</i>
<i>My questions or interpretations</i>

Appendix J cont.

Analytical Memos

1. Record shifts in reading words to lines when analyzing (in comments on Microsoft word)
2. What patterns are you finding in the data?
3. How do the patterns relate to the research questions?
4. What evidence supports the patterns in the data?
5. Working hypothesis, or idea of what is going on?
6. What do you need to do next, what questions do you have, and where will you go to look for answers?

Participant ID:

Interview 1 Transcript	
Interview 2 Transcript	
Participant's Comments on Initial Codes in Transcripts 1- 2	
Interview 3 Transcript	
(Optional) Participant's Comments on Draft of Final Themes	

Appendix K

Tracking Data Collection

Participant ID	Meets Screening Criteria	Scheduled Interview	Obtained Consent	Consent Uploaded	Conducted Interview	Interview Recording Uploaded	Transcribed Interview	Analyzed Interview (Within Case)