The Impact of a Multilevel Intervention on

Special Education Induction Teacher Retention Indicators

by

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ABSTRACT

This mixed methods action research study explores the impact of a multilevel intervention on retention indicators of special education induction teachers and the leadership capacities of the special education induction coaches and coordinator. The purpose of this investigation was to understand the impact of developing and implementing an action research study on three different levels of participants the special education induction coaches, teachers and me. A theoretical framework based upon Bandura's (1977, 1982) work in Social Learning Theory, and in self and collective efficacy informs this study. The conceptual framework developed based upon the tenets of Authentic Leadership Theory and special education mentor programs inform the development of the intervention and data collection tools. Quantitative data included results collected from the Psychological Capital Questionnaire (PCQ), Authentic Leadership Questionnaire (ALQ), and the Special Education Induction Teacher Questionnaire (SEITQ). The qualitative data included results collected from the SEITQ open-ended questions, Email Reflective Response (ERR), organic and structured focus groups, fieldnotes, and the Teachers' Final Letter. Findings include: a) I changed as a leader and a researcher, b) the special education induction coaches began to think and act as leaders, c) the special education induction teachers' retention indicators increased, d) by actively participating in the co-construction of the special education induction program, both the coaches and the teacher provided valuable insights as pertains to developing a program that supports special education induction teachers. Implications and next steps are discussed.

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**Chapter 1**

**Introduction**

A lack of specialized support coupled with the additional responsibilities and demands faced by special education teachers leads to diminished workplace satisfaction and high attrition rates (Billingsley, 2007; Whitaker, 2003). Special education induction teachers need support not only in the area of instruction but also with their additional service provision responsibilities (Billingsley, Carlson, & Klein, 2004; Billingsley, 2007). The elementary school district in which this study is situated lacks this layer of support and is therefore unable to ensure that its special education teachers are able to fulfill their dual responsibilities, leading to high levels of frustration, significant compliancy issues, and a significant turnover rate. As the practitioner of this action research study, I observed the teachers' frustrations through emails, conversations with the teachers and their administrators, as well as monitoring the teachers requiring special education paperwork in which they lack the skills to meet compliance. These observations lead me to actively investigate and develop the current action research study.

This study examines the development of a special education induction program for special education induction teachers while simultaneously increasing leadership skills of myself, as the induction coordinator, and that of the special education induction coaches. Albert Bandura's Social Learning Theory (1977) provides the theoretical framework for the mentor program and leadership self-development intervention used in this study. The Authentic Leadership Theory (Walumbwa, Avolio, Gardner, Wernsing, & Peterson (2008) provides the

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conceptual framework of the special education induction program for the special

education induction teachers.  As the Authentic Leadership Theory (ALT)

evolves, seminal workers in the field outline and explain the current definition;

Walumbwa et al. (2008) articulate the following definition of ALT:

> Specifically, we define authentic leadership as a pattern of leader behavior
> that draws upon and promotes both positive psychological capacities and
> positive ethical climate, to foster greater self-awareness, an internalized
> moral perspective, balanced processing of information, and relational
> transparency on the part of leaders working with followers, fostering
> positive self-development.  (p. 94)

Although leaders in the development of ALT displayed conceptual differences in

earlier definitions, there now appears to be general agreement in the literature on

four factors that cover the components of authentic leadership: balanced

processing, internalized moral perspective, relational transparency, and self-

awareness (see definitions in Appendix A).

For the purpose of this mixed methods action research study, I refer to the

workplace as the Southwest Elementary School District (SESD), thus preserving

the anonymity of the participants of the study and the students educated by the

dedicated staff of the district.  The SESD, a Title One district, situated in a

suburban elementary school district in a southwestern metropolitan area educates

approximately 14,200 students in its seventeen schools.  The SESD provides

services for approximately 1,421 students who have disabilities.  As a Special

Education Achievement Advisor (SEAA) in the SESD and as the action

researcher of this study, I purposefully identify issues within the locus of my

control, which greatly increases the possibility of creating a sustainable

intervention.  The primary intervention focus of this study includes the creation

and implementation of a special education induction program based on the ALT for the special education induction teachers.  Currently, new special education teachers hired to work in the SESD participate in the district induction program, which does not have a formal mentoring program designed for the specific needs of a new special education teacher.

The creation of the formal special education induction program in the SESD serves as a self-guided intervention focusing on my leadership capacity development, based on the tenets of the ALT.  As another level of intervention, this study focuses on the development of leadership capacities in that of special education induction coaches in their support of special education induction teachers.  The development of leadership capacity for the special education induction coordinator, and for the special education induction coaches, as another intervention focus, relates to the leadership development within the ALT.  The self-study of leadership development within the ALT focuses on the balanced processing of authentic leader-follower relationships and the effectiveness of the special education induction program, in which I am not only the practitioner-leader, but also the researcher.  Figure 1 depicts the interactive nature of relationships between the three types of participants within the ALT framework.
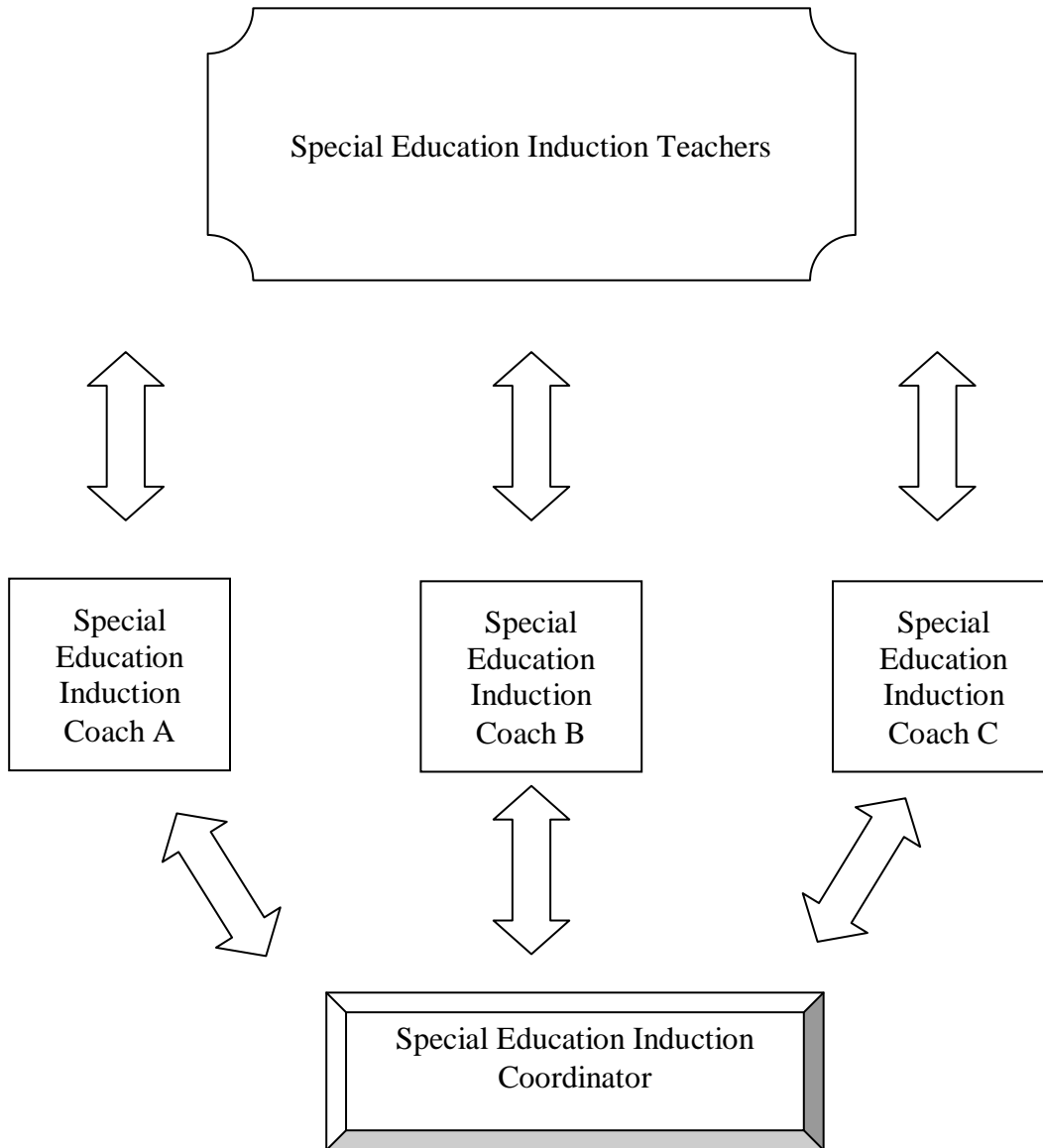
*Figure 1.* Relationship Between Study Participants Based Upon ALT

This graphic representation depicts this studies' intervention and the interactive

relationships between each level of participant. The intervention starts with my

position as the special education induction coordinator in relationship with the

special education induction coaches. As I develop the special education induction

coaches, they conversely develop the special education induction teachers.

The focus of this action research study pertains to the impact of a formal special education induction program on the special education induction coordinator, coaches, and the special education induction teachers. Although the purpose of this study does not directly study student achievement a correlation between teacher turnover and student achievement, research indicates a connection to high attrition rates in special education and the impact on student achievement. In attempt to deepen the argument to develop coaches to support new teachers, I examined this phenomenon in the literature. The work of Murnane, Singer, and Willett (1989) articulates the connections of inexperienced teachers and student achievement. Teachers in the field more than a year become increasingly more effective, thus postulating that if an endless stream of inexperienced teachers is hired to fill the teacher attrition rate in the SESD it may be less likely that students who receive special education services begin to make adequate achievement gains (Murnane et al., 1989). The purpose of this action research study does not measure student achievement, because the brevity of the intervention does not extend longitudinally. Conversely, I intend to develop the leadership capacities of the coaches and my own strengths to impact, positively, the special education induction teachers in hopes to increase retention indicators. For the purpose of this study, I define retention indicators as the tenets of PsyCap, Authentic Leadership Theory and the confidence levels of teachers performing their special education responsibilities.

By developing a formal special education induction program for special education induction teachers in the SESD, I seek to understand not only the

impact of a special education induction program on the teachers, but also a deep understanding of the leadership development of the special education induction coaches and myself. I have developed research questions that will enable me to draw conclusions regarding the impact of a formal special education induction program.

**Research Questions**

This study will address the following research questions.

1. How do I change as the special education induction coach coordinator, as a result of developing and implementing a formal induction program for special education induction teachers?

2. What is the impact of the special education induction program on special education induction coaches?

3. What is the impact of the special education induction program on special education induction teachers?

4. How do the special education induction coach coordinator, coaches, and teachers describe their experience while participating in the special education induction program?

**Chapter 2**

**Review of Supporting Literature**

The review of supporting literature served two purposes: uncovering the depth of the problem within the context of this action research study and defining the theoretical and conceptual framework that guided the actions and methodologies proposed. I defined the problem of special education teacher attrition and leadership development through using summaries of two previous action research cycles, local and national statistics on teacher attrition, and literature supporting leadership development. The work of Bandura informs the theoretical framework. Conceptual framework, also informed by the work of Bandura, consists of special education mentor program literature based namely upon the work of Billingsley (2004a; 2004b) and Whitaker (2000; 2003). Authentic Leadership Theory (ALT) a component of the conceptual framework informs my leadership development (Avolio, Walumbwa, & Weber, 2009; Walumbwa et al., 2008).

The title of special education induction coaches and mentors interchangeably within the context of this manuscript as the title of mentor changed to special education induction coach in the SESD.

**Situational Context and Previous Cycles of Action Research**

As the researcher in the current study, I conducted two previous cycles of action research. In the first cycle of action research, I discovered that SESD special education teachers encountered difficulty delivering specialized instruction to meet the needs of students with disabilities and managing the

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responsibilities of a special education teacher, which contributed to an ongoing failure of students in special education to make Adequate Yearly Progress (AYP). The second cycle of action research began as a study to address the teachers' inability to solve their own issues in service provision and instruction. The findings of this second cycle of action research indicated a need to change the passive behaviors of special education teachers to active engagement in their own problem-solving abilities. To meet the teachers' needs, I had to first change my own leadership behaviors.

**Role of the Special Education Achievement Advisor.** To provide a context for this study and for the previous cycles of action research, I define the role of Special Education Achievement Advisor (SEAA), a position I have held since September 2009. As one step in a strategic plan to remedy the continued failure of the special education subgroup to make AYP, the SESD created the position of SEAA during the 2009-2010 school year to address the issue of coaching and supporting special education teachers in the area of instruction and curricular knowledge.

Utilizing an internal district job description document, the responsibilities of the SEAA include, but are not limited to, the following: (a) instructional coaching of all special education teachers, with a primary focus on induction teachers, (b) development, and implementation of district curriculum, and (c) site and district professional development. Additional responsibilities include mentoring induction teachers, acting as a compliance agent in the area of service provision for special education, providing accommodations for students in a

multitude of instructional settings, and assisting teachers with lesson planning, data analysis and flexible grouping.

In addition to working with special education teachers, the SEAAs collaborate with respective school site administration, other instructional coaches, and related services providers. Although the SEAA's primary responsibility is to coach teachers, the additional responsibilities of collaborating with all related service providers and administration make the position especially challenging. The SEAAs also serve as a link between district initiatives and site implementation of these initiatives. Although the allocation of two SEAAs to collaborate with the leadership and instruction team at each site seemed like a plausible solution to support the district's special education teachers; however, in reality it is physically impossible for two SEAAs to provide effective services to 17 school sites. Through personal observation and two rounds of action research, I have uncovered contributing factors linked to the continued failure of students who receive special education services. Factors included writing and maintaining Individualized Education Plans (IEPs) and ineffective instructional practices. These observations ultimately led to the development of this study's formal special education induction program to impact special education induction teachers.

**First action research cycle.** The first cycle of action research, conducted in the fall of 2009, uncovered that those students who qualify for special education services in SESD have continually failed to make adequate yearly progress in accordance with the No Child Left Behind Act (NCLB) of 2001. In

2009, the Superintendent of SESD and the Director of the SESD Office of Research, Planning, and Assessment outlined the testing results of the 2008-2009 school year: only 12 of the 17 schools in the SESD made AYP.  Although a breakdown of this data showed improvements in overall academic growth for each of the individual school sites, it also shed light on the district-wide problem of individual students in the subgroup of Special Education not making adequate progress annually.  District sources reported that in 2009, students in the subgroup of Special Education, grades three through eight, in the areas of reading and math, failed to meet the requirements for AYP in the SESD.  The data from the 2009-2010 school year was commensurate to the 2008-2009 school year, indicating that one year of additional support by the SEAAs was only the first step toward improving the education of students with disabilities.

Although the addition of the two SEAAs to support special education teachers in the SESD provided a positive first step in addressing the needs of developing teachers in the area of instructional best practices, I concluded that employing only two people to help approximately 75 special education teachers across the district would not yield a significant change in student achievement. Based upon teacher observations, survey data, and professional problem-solving conversations with colleagues, I decided to combat the issue of stagnant student scores by creating focused interventions with the special education teachers in the district.  At this time, I had not articulated the idea of training special education induction coaches; I began discussions with my direct supervisor, the Director of Special Education regarding our significant needs.

**Second action research cycle.** In the beginning of the second cycle of action research, the intended focus was to improve the problem-solving capacities of the special education teachers in the SESD. During this second cycle, observations that my actions perpetuated a continued reliance by the teachers on seeking short-term answers to multidimensional problems emerged. When solicited by teachers and school administrators to help with a multidimensional problem, I typically offered a short-term fix to the immediate aspect of the problem. This response negatively affected the growth of colleagues and ultimately hindered a culture of professional growth in the SESD. This habit of offering short-term fixes created reliance on one person—me—to problem-solve rather than developing the teachers' independence, problem-solving skills, and self-reliance. Most importantly, this dependent and short-term problem-solving pattern was not conducive to supporting systemic or sustained change in the district.

Through the intervention in the second round of action research, I implemented personal behavioral change in myself through reflection, and self-assessment. The behavioral changes included proposing multiple solutions to problems, asking probing questions, conferencing on instructional practices, and encouraging dialogue between the teachers. By refraining from giving answers but following up on suggested teacher actions, teachers became more independent in problem-solving. I proposed research questions to examine the relationship between my behavioral changes and their impact on three teachers. I discovered that monitoring my leadership behavior changes positively influenced the actions

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of the teacher-respondents.  All teacher-respondents indicated a change in pedagogy, though their levels of new problem-solving behavior differed.  Another theme of this first study centered on the teacher-respondents' increased efficacy regarding their perceived ability to problem-solve independently and with their immediate teammates.

These previous findings led me to investigate the notion of improving my own leadership capabilities while simultaneously developing my teachers' sense of self-empowerment.  This dual premise is found within the Authentic Leadership Theory.  As stated by Avolio and Gardner (2005), "Our central premise is that through increased self-awareness, self-regulation, and positive modeling, authentic leaders foster the development of authenticity in followers. In turn, followers' authenticity contributes to their well-being and the attainment of sustainable and veritable performance" (p. 316).

As one of the Special Education Achievement Advisors, I began to analyze my actions through teacher need assessments and goal setting.  Each week I discovered that I was unable to meet my instructional coaching and conferencing goals to meet the needs of induction special education teachers. Instead of developing a weekly schedule to provide authentic leadership, I ran from school to school working with special education teachers who lacked knowledge to provide effective services instructionally and through the development of compliant legal paperwork.  Based upon the success of the previous intervention, I began to investigate a plausible intervention within my circle of influence, by collecting data regarding the district attrition rates in

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special education.  The next section will include local and national data that

provides evidence for developing a special education induction program for

special education induction teachers.  Based upon the work of Murnane et al.

(1989) I became convinced that the high turnover rate of the special education

teachers was a significant contributing factor to the lack of academic growth

displayed by students receiving special education instruction.

**The Local and National Problem of Teacher Attrition in Special Education**

Many studies attempted to answer the question of how high turnover rates

affect a group's ability to persist through a difficult task.  The work of Bandura

(2001) in the area of collective agency indicates the need, not only for individual

special education teachers to find success in their teaching positions, but also for

the special education department, as a whole, to acknowledge and reinforce

positive group successes.  Through a collective belief in the group's efficacy, a

department is able to significantly impact the education of individual students.

Bandura (2001) articulates the following:

> People's shared belief in their collective power to produce desired results
> is a key ingredient of collective agency.  Group attainments are the
> product of not only the shared intentions, knowledge and skills of its
> members, but also the interactive, coordinated, and synergistic dynamic of
> their transactions.  (p. 14)

Based upon Bandura's assertions in collective agency I wondered whether the

implementation of a formal special education induction program for the special

education induction teachers would increase the positive collective belief of the

special education departments' abilities to make a difference in the teachers'

retention indicators.

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A comparison of data from the SESD with the national turnover rate of special education teachers establishes the need for intervention. Table 1 illustrates the data gathered from the U.S. Department of Education from 2008-2009. The objective of the Teacher Follow-up Survey (TFS) used in a study by Keigher and Cross (2010) was to gather information regarding the characteristics of teachers who stay in the teaching profession versus those who leave. For the purposes of this study, *stayers* represented teachers who stayed in the same school, *movers* were teachers who moved to another school within or outside of a district, and *leavers* were teachers who left the profession altogether. Table 1 illustrates the percentage of stayers and movers/leavers according to the TFS of 2008-2009 (Keigher & Cross, 2010). To draw a comparison between the national percentages and the percentages in the SESD, Table 2 illustrates data gathered from SESD.

Table 1

*National Percentage of Stayers and Movers/Leavers in 2008-2009*

| Teacher Category | Total | Stayers Total | Percent of Stayers | Movers and Leavers | Percent of Movers and Leavers |
|---|---|---|---|---|---|
| Total Teacher Survey | 3,380,300 | 2,854,900 | 84.50 | 525,470 | 15.60 |
| National Non-Special Education | 2,983,300 | 2,545,800 | 85.30 | 438,080 | 14.70 |
| National Special Education | 396,500 | 309,100 | 78.00 | 87,390 | 22.10 |

Table 1 illustrates the significant difference between the percentage of national movers and leavers not working in special education (14.7%) and that of special education movers and leavers (22.1%). Table 2 illustrates the percentages of stayers and mover/leavers in the SESD following the 2009-2010 school year.

Table 2

*Percentage of Stayers and Movers/Leavers in the SESD after the 2009-2010 School Year*

| Teacher Category | Total | Stayers Total | Percent of Stayers | SESD Movers and Leavers | SESD Percent of Movers and Leavers |
|---|---|---|---|---|---|
| SESD Non-Special Education | 597 | 433 | 72.54 | 170 | 27.46 |
| SESD Special Education | 76 | 41 | 53.90 | 35 | 42.11 |

The attrition rate of 42.11% for special education teachers in the SESD is significantly higher than the 27.46% non-special education SESD rate. In addition, when comparing the percentages in Table 1 and Table 2, 42.11% percentage of special education movers and leavers in the SESD is almost twice the national average (22.1%). To further illustrate the pervasive problem of high teacher attrition rates the attrition rate of special education teachers in the 2010-2011 school year was 23.53% (20/85 teachers leaving) and in the 2011-2012 was 32.01% (26/81 teachers leaving).

Table 3 represents the years of experience of the mean of total years experience and years of tenure for both the non-special education teachers and the special education teachers. The source of this data includes information provided by the SESD in an internal document.

Table 3

*Years of Experience in SESD During the 2009-2010 School Year*

| Category of Teachers | Mean of Total Teaching Experience | Mean of Years of Tenure in SESD |
|---|---|---|
| Non-Special Education Teachers | 7.61 | 5.37 |
| Special Education Teachers | 5.99 | 3.28 |

In the SESD, special education teachers have a lower average of total experience and remain in the district a shorter tenure than non-special education teachers remain. As a researcher, I wondered if having less experienced teachers who historically leave more quickly than their general education counterparts significantly influence the self-efficacy of an individual or group of teacher who provide services and deliver instruction to students in special education. Based upon the work of Bandura (2001) in collective agency, I examined whether ensuring special education induction teachers receive the support they need to meet the requirements of their position with success, if self-efficacious feelings developed. Furthermore, I proposed that by increasing the number of special education teachers within the district who believe they were able to fulfill their job expectations successfully, a synergistic positive belief might have positive impact on the retention indicators.

Based on information from the Data Accountability Center (2007), Table 4 compares the percentages of Highly Qualified and Not Highly Qualified special education teachers in Arizona to national percentages. In comparison, Table 5 illustrates current data regarding the percentage of teachers who are not Highly Qualified and are educating children in the SESD in both general and special education settings.

Table 4

*Teachers Employed Full-Time to Work with Children Aged 6 through 21, Who Receive Special Education Services Under IDEA, Part B, by Qualification Status and State in 2007*

|  | Total Employed | Highly Qualified | Not Highly Qualified |
|---|---|---|---|
| Arizona | 6,548 | 5,722 | 826 |
|  |  | [87.39%] | [12.61%] |
| Nationally* | 389,869 | 355, 173 | 34,696 |
|  |  | [91.1%] | [8.9%] |
| *50 States, Washington D.C., Puerto Rico and Bureau of Indian Education Schools | | | |

Arizona employs more special education teachers who are not Highly Qualified than the national average.  Table 5 represents the percentages of general and special education teachers in the SESD who are not Highly Qualified; again, the SESD rate of under qualified teachers is much higher than the averages in both Arizona and nationally.

Table 5

*SESD Percentages of Teachers with Intern Certificates who are Provisionally Highly Qualified During the 2009-2010 School Year*

| Category | Total Teachers | Not Highly Qualified |
|---|---|---|
| Non-Special Education Teachers | 603 | 58 (9.62%) |
| Special Education Teachers | 76 | 18 (23.68%) |

In 2010, in the SESD, 23.68% of the teachers providing special education services to students with disabilities do not have the education or experience to provide high quality specialized instruction and services, as they are actively pursuing their certification.  The number of Not Highly Qualified teachers may

have been another factor that contributed to the group's inability to collectively perform and attain the synergy needed to believe they are able to perform the task of delivering exceptional instruction and compliant service provisions, thus contributing to the district's high attrition rates.

**Literature Regarding Special Education Teacher Attrition**

The previous five tables illustrate how special education teachers were typically less experienced, less qualified, and less likely to stay in a district than their general education counterparts were. Teachers often require years of experience before they perform effectively and efficiently. In 1989, Murnane et al. analyzed data regarding the factors influencing career paths of teachers and made the following recommendation:

> Prior research indicates that teachers make marked gains in effectiveness during their first years in the classroom. Consequently, reducing the frequency with which the children are taught by a successive stream of novice teacher may be one step toward improving educational quality. (p. 343)

Based upon the literature and current data collected in the SESD, I hypothesized that developing teacher leaders through a special education induction program may minimize the turnover rate of 42.11% in the special education department.

I began to articulate the concept of developing our own teachers into special education induction coaches. Instead of acting as the first line of communication with a large group of special education induction teachers, I began to propose the idea of developing our own teacher leaders in the area of mentorship (induction coaching) to deliver professional development to district leaders. The teacher leaders, or special education induction coaches, would

support our induction special education teachers in their first difficult years, when the specialized skills and knowledge of their field exceed even the normal challenges of a novice teacher. Dempsey, Arthur-Kelly, and Carty (2009) summarize key themes in the literature on mentor support for emerging teachers:

> Mentors provide emotional support to new teachers, enhance reflective practices, and lessen the sense of isolation. Mentor programs need to be well planned and involve teachers who volunteer as mentors. Facets of mentoring include direct-shared experience and discussion, consultation with and observation of other teachers and the provision of timely opportunities to interact on issues of importance to classroom practices and school/district protocols. (p. 297)

The SESD offers a generalized induction program for all induction teachers; however, the model before this intervention only supported general education teachers' needs, not the specialized needs of the special education teachers. Additionally, before my intervention, only one teacher served as a mentor from the Special Education Department to all special education induction teachers. As a result, of previous action research cycles, I concluded this ratio of one mentor to 30 newly hired teachers unrealistic to meet the needs effectively during the 2010-2011 school year. The SESD needs to make two changes: increase the amount of teacher leaders who will take on special education induction coaching as an additional responsibility and the content of the special education induction program must align with the needs of special educators.

Thorton, Peltier, and Medina (2007) indicate the need for supporting special education teachers differently, as they face different obstacles and have different concerns than those of their general education counterparts. Special education teachers should participate in an induction process especially designed

to meet their obstacles and concerns.  The following points further articulate the specialized needs of emerging special education teachers.  Special educators, like general educators, must engage in educational planning, understand the curriculum, and become familiar with school routines.  Special educators have numerous additional responsibilities and concerns related to working with students with significant learning and behavior problems.  A few qualitative studies have documented the concerns experienced by beginning special educators, such as managing paperwork; making accommodations for instruction and testing; developing and monitoring IEPs; scheduling students; and collaborating with teachers, paraprofessionals, parents and related service personnel (Billingsley et al., 2004; Thorton et al., 2007).  A strong special education induction program provided the support needed in order to manage the expectations of a special education teacher.  The special education induction program within this action research study supports the special education induction teachers in both professional skill development and the positive workplace satisfaction.  This study in part investigates the retention indicators of the 2011-2012 special education induction teachers as they progress through their first year of teaching.

**Special Education Induction Teacher Retention Indicators**

After extensive literature review and research for retention indicators, I determined multiple indicators comprised different aspects of a special education induction teacher.  For the purpose of this action research study, the following comprise retention indicators I seek to investigate; tenets of Psychological Capital

(PsyCap), Authentic Leadership Theory (ALT), and confidence levels in performing special education teacher responsibilities.  For the definition of the constructs of PsyCap and ALT, see Appendix A.

As summarized by Luthans et al. (2007), Psychological Capital (PsyCap) is a positive state-like capacity that has undergone extensive theory building and research.  PsyCap represents a second-order, core factor that predicts performance and satisfaction better than each of the first-order factors of self-efficacy, optimism, hope, and resilience.  Research indicates that PsyCap relates to multiple performance outcomes in the workplace such as lower employee absenteeism, less employee cynicism and intentions to quit, and higher job satisfaction, commitment, and organizational citizenship behaviors (Luthans et al., 2007a; 2007b).

The ALT (Avolio & Gardner, 2005; Avolio et al., 2009; Walumbwa et al., 2008) is a theory-driven leadership theory with the components conceptualized as comprising authentic leadership: self-awareness, relational transparency, internalized ethical/moral perspective, and balanced processing.  Special education induction teachers' perception of their leadership qualities also correlate to retention indicators within this action research study.

To satisfy the confidence levels of the special education induction teachers' ability to perform their responsibilities I developed the Special Education Induction Teacher Questionnaire (see Appendix H) based upon the work of Mason and White (2007) and Whitaker (2000).  This instrument

measured the perceived confidence of the special education induction teachers to fulfill their job responsibilities as it pertains to special education.

By utilizing the constructs within the PsyCap, ALT, and confidence levels in performing job duties I seek to understand the retention indicators of the special education induction teachers within this action research study. In Chapter 3, I articulate the definition of each instrument within action research study.

**Special Education Induction Coordinator Leadership Self-Development**

Another component of this study centers on my challenges as a leader in the SESD and on my professional development in this position. The ALT informs the decision to develop a special education induction program, not only to support special education induction coaches, but also as a challenge to increase my own leadership capacities. The action of developing a special education induction program serves as a leadership self-development intervention.

As a current educational leader, I see the need to develop leadership capacities within both the coaches and the special education induction teachers of the SESD. As an educational leader in special education faced with the task of supporting the implementation of educational law and policies that govern quality instructional practices and compliant service provisions in special education, I must continue to increase my leadership capabilities. I must prepare the special education coaches to carry on the responsibilities I own as a special education leader. In particular, I must share with the special education coaches the responsibilities of supporting the implementation The No Child Left Behind Act

of 2001 (NCLB) and the Individuals with Disabilities Improvement Act of 2004 (IDEIA 04).

One mandate that contributes to the pressures of educational leadership is NCLB (Shaul & Ganson, 2005), an act focused on the education of all students. With the reauthorization of NCLB, stronger language mandates the adequate progress of all students, including students in subcategories, thus increasing the pressures I face as an educational leader in the SESD. NCLB's definition of subcategory directly relates to the mandates of IDEIA 04 (Shaul & Ganson, 2005).

IDEIA 04 protects the rights of students with disabilities and ensures they receive a free and appropriate public education. As an educational leader in the SESD, I must ensure my leadership supports the special education coaches and teachers providing services to students with disabilities while fulfilling the mandates of NCLB and IDEIA 04. Since I could not accomplish these multiple objectives single handedly, I recognized the need to develop leadership skills in the special education coaches within this study so they effectively supported the teachers at the school sites.

## Theoretical and Conceptual Framework

The work of Albert Bandura (1982) serves as a basis for the review of supporting literature. Bandura's (1977, 1982) work in Social Learning Theory and self-efficacy provides the theoretical framework for this study. Bandura's work in self-efficacy informed the decision to develop a special education induction program for the Special Education Department in the SESD and the

selection of the Authentic Leadership Theory (ALT) (Avolio, & Gardner, 2005; Avolio et al., 2009) as the conceptual framework for leadership development. Bandura's work also informed the development of the special education induction program as an intervention for the SESD. Bridging theory to concept, developing the special education induction program based on the work of Billingsley (2007) and Whitaker (2003) supports a concrete intervention based upon Bandura's (1977) Social Learning Theory. A synthesis of seminal researchers in special education mentor programs reveals the need for a special education induction program for the special education induction teachers. The Authentic Leadership Development (ALD) (Avolio & Gardner, 2005) method, based upon on the ALT, informs the intervention of leadership self-development and the impact of leader-follower relationships used in this study.

**Theoretical Framework**

Bandura's (1982) work regarding self-efficacy in individuals and in groups informed not only the development of a special education induction program for the special education department but also the development of the emerging ALT. Based upon the work of Bandura, this study seeks to explore the possibility special education induction coaches' actions increase the self-efficacy in the induction teachers through modeling, discussions, and support. Constructs of the ALT also inform the action of the special education induction coordinator, the special education induction coaches, and the special education induction teachers. Bandura's (1977) explanation of the Social Learning Theory supports

the conceptual framework of ALT and the relationship encouraged between special education induction coaches and teachers through the intervention.

Bandura postulates that reciprocal relationships, in the context of social situations, increase feelings of self-efficacy and contribute to the overall efficacy of an organization. The likelihood of an individual's ongoing persistence when faced with an unexpected situation relates directly to the individual's perception of the likelihood of accomplishing this desirable outcome (Bandura, 1982). As Bandura (1982) articulates, "Judgments of self-efficacy also determine how much effort people will expend and how long they will persist in the face of obstacles or aversive experiences" (p. 123).

The conceptual framework of the ALT, as informed by the theoretical work of Bandura, postulates that the relationship between leaders and followers, when authentic, may lead to increased self- or collective efficacy. As explained by Klenke (2005):

> Authentic leaders and followers who reciprocally encourage, nurture, and stimulate each others' development toward increasing authenticity may build work units or teams in which authenticity is discernible as a collective attribute of the group, similar to the distinction between self and collective efficacy. (p. 161)

This study suggests that special education induction teachers, faced with a multitude of new educational situations, are very likely to experience a lack of self-efficacy. As a researcher, I wonder if the special education induction program based upon the tenets of authentic leadership will increase the efficacious feelings in the special education induction coaches, the special education induction teachers, and in me.

Bandura (1982) argues that self-efficacy is a gradual process arising from cognitive, social, linguistic, and/or physical skill acquisition. Further, four principal sources of information are attributed to the acquisition of self-efficacy: (a) an individual's performance attainments, (b) experiences of vicarious attainments by observing the performances of others, (c) verbal persuasions from social influences that the individual possesses certain capabilities, and (d) an individual's perception of personal physiological state, and their ability to function, from which an individual judges their capabilities, strength, and vulnerability.

Bandura (1982) asserts that "enactive attainments provide the most influential source of efficacy information because it is based upon authentic master experiences" (p. 126). An individual who engages in a challenging situation that results positively will significantly increase their sense of self-efficacy; however, if an individual experiences continual failures, lowered perceived self-efficacy results (Bandura, 1982). The purpose of this study was to determine whether a formal special education induction program, by influencing the special education induction teachers' vicarious experiences and providing verbal persuasions, increased their feelings of self-efficacy.

An individual may independently increase his or her self-efficacy in isolation; however, it is more likely to occur through shared experiences with colleagues. Bandura (1982) articulates, "People do not live their lives as social isolates. Many of the challenges and difficulties they face reflect group problems requiring sustained collective effort to produce a significant change" (p. 143).

Much like Bandura's ideas, the work in the ALT incorporates relational transparency, through which a leader authentically articulates workplace connections in the relationship, thereby leading to group efficacy. The purpose of the special education induction program in this study was to create opportunities for experienced and effective teachers to model pedagogy and discuss ways for new teachers to increase their own effectiveness in non-threatening relational conversations.

By developing a special education induction program to build the self-efficacy of the individuals within the organization, and by increasing the ability of the special education induction coaches to foster group efficacy, I hoped to increase the efficacy of the group of special education teachers as a whole. Thus, facilitating a work environment in which the group collectively persists in the face of challenges.

The SESD's rate of attrition for special education teachers may jeopardize the possibility of an increase of group efficacy for the special education department. Bandura (1982) asserts that certain conditions may jeopardize group efficacy:

> Rapidly changing conditions, which impair the quality of social life and degrade the physical environment, call for wide-reaching solutions to human problems and greater commitment to shared purposes. Such changes can be achieved only through the mutual effort of people who have the skills, the sense of collective efficacy, and the incentives to shape the direction of the future environment. (p. 143)

In conclusion, humans are asked to become agents of action, using their skills to tackle a collective goal within a rapidly changing situation. The individual minds

become a collective agency, just as the ideals of self-efficacy lead to a sense of collective efficacy.

Whether a group becomes more efficacious depends upon the self-efficacy of its leaders. As summarized in the work of Klenke (2005), a leader's self-efficacy represents the self-perceived capabilities in direction setting, gaining followers' commitment, and overcoming obstacles. A leader's sense of self-efficacy is his perceived self-judgment of probable success in directing a work group, building leader-follower relationships conducive to setting goals, and overcoming obstacles to change (Klenke, 2005). If a leader's self-perception does not indicate probable attainment of a goal, the likelihood of the group attaining this goal is limited.

Bandura's (1977) Social Learning Theory, specifically the part that addresses the impact of increasing self-efficacy of individuals and that of a group, will guide the development of a special education induction program for special education induction teachers. The special education induction program serves as the vehicle through which induction special education teachers will be supported, with the hope of increasing their workplace satisfaction and their efficacious feelings as both an individual teacher and as a member of the special education department. The Authentic Leadership Theory (Avolio & Gardner, 2005; Avolio, et al, 2009; Walumbwa et al., 2008), partially informed by the work of Bandura, will be referenced as a guiding conceptual framework to develop a special education induction program that will best support induction special education teachers.

**Conceptual Framework**

The work of Bandura (1977, 1982) in self-efficacy, group efficacy and the Social Learning Theory influences both the development of a special education induction program for special education induction teachers and the utilization of the ALT to develop the leadership of the special education induction coordinator and special education induction coaches.

**Special education induction program for special education induction teachers.** Based on the findings of Bandura (1977, 1982), the most efficient way to increase perceived self-efficacy is through the mastery of experiences. In contrast, the continued failure to meet the different set of demands special education teachers may significantly reduce the efficacious feelings within an individual and within a group of people working towards a common goal (Thorton, Peltier, & Medina, 2007). The development of a special education induction program for induction special education teachers aligns with two of Bandura's determining factors for increased efficacious behavior: vicarious experiences and continuous verbal persuasion both provided by the special education induction coach to encourage their special education induction teachers in attempts to master new techniques.

The development of special education induction program for special education induction teachers must meet the unique needs. Special education teachers must become experts in pedagogy for students with significant instructional needs while also upholding the compliancy components of service delivery.

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Two pivotal studies inform the current study. The work of Billingsley et al., (2004) uncovered a positive correlation between special education induction programs for special educators and workplace quality. Whitaker (2000) extrapolated findings regarding induction teachers' perception of special education induction program effectiveness and the impact of special education induction programs on teacher retention. Both studies inform the development of a special education special education induction program in the SESD.

Billingsley et al. (2004) utilized the interview tool, the Study of Personnel Needs in Special Education (SPeNSE), to extrapolate findings regarding workplace quality. To collect data, the researchers conducted telephone interviews with local administrators and service providers. This study (N=1,153) included the results for beginning preschool through secondary special education teachers with less than five years of experience. They discovered that beginning special educators often struggle with managing their jobs due to the demands of compliance paperwork, which interfere with time for instruction, feelings of isolation within the school environment, and having principals who do not understand their jobs. According to these findings:

> Unfortunately, one third of early career teachers did not find formal mentoring helpful. Although we do not have any information about the content or the intensity of formal mentoring programs available to these beginning special education teachers, it is likely that many of them participated in programs for all teachers that were not tailored to their specific needs. (Billingsley et al., 2004, p. 344)

The findings of Billingsley et al. (2004) indicate the need for a specially designed mentoring program for beginning special education teachers.

Whitaker (2000) examined components of an effective mentoring program for special education teachers and the impact of mentoring programs on attrition. At the end of the 1998-1999 school year in South Carolina, Whitaker (2000) surveyed a sample of 200 randomly selected first-year teachers, of whom 156 responded. The participants stated that the most effective element of a helpful mentoring program was a careful matching of mentor and beginning teacher, so that special education induction coaches for induction special education teachers must also be special education teachers. Participants also indicated increased effectiveness if the special education induction coach was at the same grade level and/or in the same content area. Whitaker (2000) also shared significant findings regarding a mentor's long-term effect on novice special education teachers:

> The current study found a statistically significant relationship between the perceived overall effectiveness of the mentoring and the first-year special education teacher's plans to remain in special education. The effect size was very small, but given the magnitude of the teacher shortage in special education, influencing retention even to a small degree may be significant. (pp. 56)

Special education teachers who are new to the profession have different needs than those of their general education counterparts. To ensure positive results between a mentor and mentee in the area of special education, alignment between the development of successful mentorship programs and the mentee's needs is critical. Special education induction teachers require special education mentor teachers who are closely related to the mentee's area of service provision. If the special education mentor is not operating at the same school as the mentee, a general education co-mentor from the school site should be assigned to address

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the issue of dual socialization into both the special education culture and the school site environment (Whitaker, 2000; Whitaker, 2003).

Focusing on teacher leadership as a method of supporting new special education teachers, and consequently increasing the retention indicators of special education teachers, should be a significant goal of any special education department. As summarized by Billingsley (2007), providing high quality induction and mentoring programs is not only a leadership responsibility; it is also a critical element of teacher leader development. Special education teachers should maintain an active role in the development of mentoring programs that assist induction teachers with orientation, professional development, and peer-support meetings. The act of supporting new teachers provides mentors opportunities to reflect upon their practices, to engage in intellectual conversations regarding the needs of students, and to contribute to the organization's learning environment. Billingsley (2007) drew the following conclusions:

> These mentors not only contribute to the new teachers' learning and transition to teaching, but they also benefit as teachers learn how to observe, provide feedback, and think critically about their own teacher practices. Mentors also develop a greater awareness of needs of new teachers and gain the satisfaction of supporting the development of a new colleague. (p. 168)

The decision to develop a special education induction program that parallels the ideals within the Authentic Leadership Theory appeals to me because I hypothesize that this intervention may bring positive change to my workplace.

**Authentic leadership theory.** As previously indicated, Whitaker (2000) found significant correlations between mentor support and induction special

education teacher retention indicators, although the effect size was small.

Constructs of the ALT provide the foundation for the leadership development of

the special education induction coordinator and the special education induction

coach teachers as they seek to support the special education induction teachers.

By increasing the leadership capacities of self-awareness, internalized

moral/ethical perspective, balanced processing of information, and relational

transparency, this model will attempt to increase workplace satisfaction and

ultimately affect special education induction teacher retention indicators.

### *Special education induction program development influenced by ALT.*

Findings in the work of Jensen and Luthans (2006), which utilized the Authentic

Leadership Model as a guiding framework in a multilevel study, further

strengthen the argument of utilizing the constructs of ALT to affect employee

attrition.  The researchers examined the correlation between authentic leaders and

their positive impact on employees' attitudes.  Employing the Authentic

Leadership Model as a guiding framework, Jensen and Luthans (2006) explored

the link between the perceptions of the founder of a small business and his

employees' attitudes and happiness.  The following three hypotheses were

explored:

> H1: Employees' organizational commitment is positively related to the
> perceived authenticity of their entrepreneur-leader.  H2: Employees' job
> satisfaction is positively related to the perceived authenticity of their
> entrepreneur-leader.  H3: Employees' work happiness is positively related
> to the perceived authenticity of their entrepreneur-leader. (Jensen &
> Luthans, 2006, p. 652)

The design of this study, based in the Midwest, encompassed 62 businesses with

100% of the business owners working in a primary leadership capacity.  Half of

the firms had been in business five years or less, and almost all were less than 10 years old.  The study included 179 total employees working for the 62 business leaders.

Jensen and Luthans (2006) measured employee commitment, job satisfaction, and workplace happiness through survey data collection.  In 2006, development and validation of the Authentic Leadership Questionnaire had not occurred; thus, they used standardized scores on each component of authentic leadership, leadership behaviors, future orientation, and ethical climate of the organization to create an authentic leadership score.  Jensen and Luthans (2006) utilized Hierarchical Linear Modeling (HLM) to analyze the two levels of data: the individual and the business level.  The survey items were answered by both the employees and the business leader, with modified language for each ("your leader" or "yourself").  Findings indicated a significant positive correlation between the employers' self-assessment and the employees' assessment of their leaders.  The self-awareness and shared beliefs of the leaders and followers in an organization affects the authentic performance of an organization (Jensen & Luthans, 2006).

Within this current mixed methods action research study, I will examine if the development of a special education induction program based upon the constructs of ALT will impact workplace satisfaction and retention indicators. Just as Jensen and Luthans (2006) found that employers' attitudes strongly affected their employees' morale and performance, this study is based on the premise that the impact of induction coaches trained in the constructs of Authentic

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Leadership Development will influence workplace satisfaction and the retention indicators of the special education induction teachers. As discussed previously, the special education induction program will serve as one intervention focus, while the framework of leadership self-development will serve as the second intervention focus.

*Leadership self- development influenced by ALT.* The work of Cooper, Scandura, and Schriescheim (2005) brought to light significant issues in the development of the Authentic Leadership Theory and the concept of developing leaders according to its constructs. They suggest that *trigger events* may be one impetus for self-development:

> We expect that trigger events may be dramatic and high profile events in one's life….However, less sensational events may be able to trigger the kind of personal development that leads to authentic leadership….The establishment of a formal mentoring program may even serve as a trigger event. (Cooper, Scandura, & Schriescheim, 2005, p. 485)

My development of the special education induction program served as a *trigger event* for my own decision to investigate my style of leadership and the leadership theories that might help me grow as I led others into stronger styles of leadership. In the discussion of emerging issues in the context of Authentic Leadership, "…life stories and trigger events may enable leaders to develop certain characteristics, one being enhanced self-awareness" (Turner & Mavin, 2008, p. 381). My own awareness of a need for improved leadership skills was honed through the experience of working with the special education induction program and seeing the needs of all people involved.

A definition of an authentic leader is found in the writings of Avolio and Gardner (2005), "Indeed, authentic leaders are described as 'leading by example' as they demonstrate transparent decision making, confidence, optimism, hope and resilience, and consistency between their words and deeds" (p. 326). Therefore, I must model for the special education induction coaches and the actions and behaviors that I wish them to replicate in their relationships with the special education induction teachers.

The work of seminal researchers such as Fred Walumbwa, Bruce Avolio, and William Gardner in the field of leadership development contributed to the evolution of the Authentic Leadership Theory, which was initially triggered by environmental and organizational forces that uncovered the need for ethical and moral leadership. Avolio and Gardner (2005) articulate this need eloquently:

> Leadership has always been more difficult in challenging times, but the unique stressors facing organizations throughout the world today call for a renewed focus on what constitutes genuine leadership. Public, private, even volunteer organizations are addressing challenges that run the gamut from ethical meltdowns to terrorism and SARS….In these challenging and turbulent times, there is a growing recognition among scholars and practitioners alike that a more authentic leadership development strategy becomes relevant and urgently needed for desirable outcomes. (p. 316)

My review of the literature did not yield any studies specifically exploring the idea of authentic leadership or the development of leadership capacities in educational leadership, even though the demands on leaders in public education have become greater with the increased scrutiny of public accountability measures and the simultaneous decrease in resources in a struggling national economy.

***Authentic leaders needed in educational organizations.*** As previously articulated, the mounting pressures on educational leaders to balance the

implementation of legislative mandates with the responsibility of ensuring

effective instruction and legal compliance often stifle the development of

leadership capacity.  The constructs of the ALT offer solutions to the complex

needs of special education administrators, coordinators, coaches, mentors and

teachers.

The work of Avolio, Walumbwa, and Weber (2009) articulates the

necessity of not simply developing leaders, but, more importantly, of developing

leaders who engage the organization in authentic learning and growth:

> Today, the field of leadership focuses not only on the leaders, but also on
> the followers, peers, supervisors, work setting/context and culture,
> including a much broader array of individuals representing an entire
> spectrum of diversity, public, private and not-for-profit organizations, and
> increasingly over the past 20 years, samples of population from nations
> around the globe.  (p. 422)

Based upon the mandates forced upon the educational leadership of the current

educational system, the importance of developing authentic leaders becomes

apparent.  I founded the interventions of this study on the constructs of the

Authentic Leadership Theory in an effort to decrease the attrition indicators in

induction special education teachers and to effect positive organizational change.

*Purpose and development of ALT.*  Utilized within this study, the ALT is

an overarching conceptual framework through which leadership capacities are

developed.  For the purpose of this action research study, the conceptual and

concrete applications inform the actions of the researcher-practitioner in the

development of a mentorship program.  The concepts within the ALT will inform

the content of the mentorship program to increase levels of hope, resilience,

pedagogical capacities, and ultimately, self-efficacious behavior for induction

teachers and their mentors.  Practical application of self-leadership development within the ALT informs the action of the researcher-practitioner as a method of self-driven leadership capacity improvement.

## Summary of Intervention

As the researcher-practitioner, I developed an intervention that impacted multiple levels of participants.  By developing and implementing a new special education induction program, I intended to influence three special education induction coaches, 15 special education induction teachers, and me.  In Chapter 3, I detail the intervention explicitly.  The following provides an overview of the intervention.

A multilevel intervention of the current study may influence three levels of participants.  At the leadership level, the intervention influenced me as an active participant engaging in a self-imposed intervention of leadership self-development based upon the principles of Authentic Leadership Development (Avolio & Gardner, 2005).  Through the development of a formal special education induction program, I became aware of the need to increase my abilities in the areas of balanced processing, internalized moral perspective, and relational transparency, leading me to the authentic leadership model.

The second level of intervention influences the leadership capabilities of the special education induction coaches of the special education department.  I developed this intervention in two-fold.  The intervention at this level included explicit training and leadership development of the three special education induction coaches and continual mentoring and coaching as the three special

education coaches co-constructed the content, delivery and debriefing sessions of eight special education induction professional development sessions.

The third level of intervention affected the special education induction teachers of the 2011-2012 school year. The special education induction coaches prepared eight professional development-training sessions for the induction teachers. Additionally, the special education induction coaches provided a multitude of support based upon individual teacher need.

As a researcher-practitioner in Chapter 2, I reviewed the supporting literature to compare our local problem of special education teacher attrition national statistics. I developed a theoretical and conceptual framework based upon the work of Bandura (1977) and Social Learning Theory. In developing the conceptual framework, I utilized the tenets of both the Psychological Capital (Luthans, Youssef, & Avolio, 2007a, & 2007b) and Authentic Leadership Theory (Avolio et al., 2009) to guide the intervention. To ensure I developed a special education induction program to meet the needs of both the coaches and induction teachers, I researched salient researchers in mentor program development to inform my actions. Chapter 3 details the methodological approach, action plan, data collection, and analysis I utilized within the context of my mixed methods action research study.

**Chapter 3**

**Methods**

The following section includes the purpose and design of the study. To ensure organizational clarity, the following four sections depict methodological approach, action plan, data collection, and data analysis. This action research and mixed methods study investigates the impact of an induction coach program as an intervention on participants' positive psychological capital (Luthans, Youssef & Avolio, 2007), authentic leadership capacities (Avolio, Gardner, & Walumbwa, 2007), and confidence in performing his or her special education responsibilities in the workplace.

**Methodological Approach**

The purpose of this study is to develop a special education induction program to impact, overtime, and the attrition rates in the SESD with sustainability. I developed an implementation plan to increase, simultaneously, the leadership capacity of the special education induction coaches and that of myself, coupled with increasing the teaching capabilities of the first year special education induction teachers. Due to the brevity of this action research study the purpose of this action research study is implement a multilevel intervention to impact the retention indicators of the special education induction teachers. The action research study illustrates my journey within the intervention and the impact on all participants.

This multilevel intervention investigated the impact of a special education induction program on induction coaches, the teachers, and me (the

induction coach coordinator).  Although my actions as a researcher-practitioner were designed to bring about solutions and insights to the Special Education Department of the SESD, the goal of this study was to empower the special education induction coaches and teachers to make informed decisions, in their workplace, based upon new knowledge they acquire (Gay, Mills, & Airasian, 2009; Mills, 2007).  Stringer (2007) indicates that all action research is enacted in accordance with an explicit set of social values and is democratic, equitable, liberating, and life enhancing.  This study included a multilevel intervention, where all participants shared their voices and participated in the change process democratically; as the researcher, I attempted to gather input from all participants in an equitable manner.  The special education induction coaches co-constructed the special education induction program with me.  We utilized the data gathered from teachers to inform our actions, throughout the intervention.  The complexity of a multilevel intervention necessitates a mixed method approach of data collection and analysis to ensure answering research questions, thus accessing the essential meaning of the data, and reporting the practical value.  I utilized a pragmatic approach to decision making during this study.

A pragmatic approach to mixed method studies offers a practical and outcome-orientated method of inquiry based on action, leading to further action and the elimination of doubt (Johnson & Owuegbuzie, 2004).  Using this approach, I selected both appropriate quantitative and qualitative tools and analysis methods, to answer the research questions with the intent to inform with

depth of understanding by utilizing multiple tools to capture the rich data that best described my workplace.

I utilized data collection and analysis approaches of an integrated design for reasons of substance and value for the purpose of complementarity, based upon the work of Greene (2007) and Greene, Caracelli, and Graham (1989). This complementarity mixed-methods design yielded an enriched and elaborated understanding of the impact of the Special Education Induction Program on all participants. I developed a framework for utilizing data to answer the research questions in depth and illuminating the essence of the voices by describing data collection timelines and an explanation of complementarity data sets. I implemented the quantitative and qualitative data collection and analysis methods that held equal status (Greene, 2007; Teddle & Tashakkori, 2006). I conceptualized, designed and implemented the quantitative and qualitative methods interactively, meaning I pragmatically implemented decision making after administering each data collection tool (Greene et al., 1989)

Although quantitative and qualitative methods are typically administered either concurrently or sequentially (Greene et al, 1989), I administered a portion of the quantitative measures and qualitative tools concurrently, and a portion of the qualitative tools sequentially. I illustrate this process in the data implementation section of this chapter. By connecting quantitative and qualitative measures, I hoped to uncover a deeper understanding of the dynamics of leadership and professional responsibility in myself, in the induction coaches, and in the special education induction teachers.

To ensure the clarity of Chapter 3, I introduce the setting, the participants, and an overview of the intervention action plan of this action research mixed methods study. Next, I provide a definition of each data collection measure and tool. Finally, I include discussion of the data collection timelines section, complementarity of data sources, followed the by data analysis section.

**Setting**

During the 2011-2012 school year, Southwestern Elementary School District (SESD) hired and placed 20 special education induction teachers according to position vacancies in the 17 schools of the district. As previously mentioned, the SESD is a suburban elementary school district in a southwestern metropolitan area.

**Role of the researcher/induction coach coordinator.** I established my primary role as the researcher-practitioner the leader of the action and a transparent communicator of the process to the other participants, thus, fostering a community of active knowledge construction. The work of Bandura (1996) informed the epistemological foundation of this study. My role of the researcher included a deep participatory relationship within this study. Tenets of the cognitive social learning model, informed construction of knowledge through the action research process. According to Jones (1989) a constructivist epistemology, in which the mind is seen as an agent in the construction of knowledge while engaging with the environment and colleagues, correlates with my intervention action design, data collection and analysis. The participants in this study engage in a reciprocal relationship of social learning, thus constructing both short-term

and long-term knowledge.  The special education induction coaches and I utilized the short-term knowledge to inform, continually, the decision-decision making of the action and data collection tools.  The participants gained long-term knowledge regarding leadership abilities of the leaders in the study and special education responsibility capabilities, of the teachers.  Stringer (2007) also indicates that the researcher must be a catalyst of action that does not impose but instead stimulates the participants to change.

I participated in this study as the primary researcher and participated in the intervention.  I conducted a self-study on my development of leadership qualities to reveal the impact of this self-development on the special education induction coaches, and special education induction teachers.  Based upon the epistemological foundations of Bandura's (1977) Social Learning Theory and tenets of both the Psychological Capital (Luthans et al., 2007a; 2007b) (PsyCap) and Authentic Leadership Theory (Avolio & Gardner, 2005; Avolio et al., 2009; Cooper et al., 2005; Jensen & Luthans, 2006; Walumbwa et al., 2008) (ALT), I intended to utilize this study to not only impact my workplace with my actions, but to also learn about my capabilities as a leader.  The development and implementation of the Special Education Induction Program serves as the trigger event of which I measured my leadership journey.  I based the decision to utilize a trigger event as the catalysis to self-develop my capabilities as a leader on the work of Cooper et al. (2005) in the following:

> We expect that trigger events may be dramatic and high profile events in
> one's life….However, less sensational events may be able to trigger the
> kind of personal development that leads to authentic leadership….The

establishment of a formal mentoring program may even serve as a trigger event.  (p. 485)

I illustrate the measurement of my leadership development in the following sections of this chapter.

**Participants**

**Special education induction coaches.**  I used purposeful sampling methods (Gay et al., 2009; Stringer, 2007) to select the special education induction coaches.  Following district protocol, all special education induction teachers who have been in the district for more than two years could apply.  I specifically invited the three induction coaches to interview for the position.  I developed and based the interview protocol on the general education induction coach/model teacher job description.  Ultimately, two special education administrators conducted interviews following a Special Education Induction Coach Interview Protocol  (see Appendix B); and then we collaboratively chose three induction coaches.  Each employee in the SESD had an equal opportunity to apply for supplemental job responsibilities; therefore, every special education teacher had equal opportunity to become a special education induction coach.

The interviewers considered candidates' eligibility based upon the following criteria: years of experience, areas of expertise, and predisposition to provide specialized support to special education induction teachers.  Demographic information included three female special education induction coaches ranging in age from 29 to 34.  The special education induction coaches' years of experience in teaching included Elizabeth with six years of experience and a Masters plus 30

credits, Isha with ten years of experience and a Masters plus 30 credits, and Christina with five years of experience and BA.

Additionally, the special education induction coaches are full time teachers, who carry full caseloads. Taking on the responsibilities of a special education induction coach requires these teachers to maintain their full time current teaching position and responsibilities. The special education induction coaches receive compensation at the district mandated hourly add pay rate, for a total of about seven hours per month, for the development and training occurred outside of their normal work hours. Any additional support beyond these allocated hours, the special education induction coaches volunteered their time.

**Special education induction teachers.** During the 2011-2012 school year, the SESD district hired 20 new special education teachers, 15 of which met the criteria of special education induction teacher. Special education induction teacher criteria included the following; less than two years of actual teaching experience, highly qualified in area of primary instruction and school site administrative approval. The five teachers who did not participate in this study received an administrative approval based upon their individual hiring credentials in the SESD Special Education Induction Program. For example, they taught in another district, previously. The participants s' demographic information included four male teachers and 11 female teachers, ages ranging from 22 through 45, with a median of 25. All special education induction teachers possessed between zero and five years of teaching for the 2011-2012 school year; 14 of the 15 with less than two years of experience. Twelve of the teachers held a

Bachelor's of Arts or Science and two held a Masters degree, with one participant not responding to this question.

**Action Plan**

Originally, as a researcher I intended to develop a specialized induction program for special education teachers to combat the attrition rate in the SESD Special Education Department to increase the likelihood of workplace satisfaction, leading to a more efficacious demeanor and increasing retention indicators. However, I concluded the intervention spanning from July 2011 to February 2012 would not impact the retention indicators of the entire special education department within this action research study. I shifted my focus to affect the retention indicators of the 2011-2012 cohort of special education induction teachers in the SESD, by designing an induction program designed to meet their needs. Whitaker (2000) and Billingsley (2004a; 2004b) found a strong correlation between the level of support that special educators receive and their decision to remain in the field.

Through multiple informal action research cycles as afore mentioned, this action research study included three subsets of participants in which planned to involve the research process, at varied levels of engagement (Stringer, 2007, p. 10). I also realized that my position of the researcher and practitioner became that of a facilitator of multiple actions of intervention. Stringer (2007) indicates:

> By working collaboratively, participants develop visions of their situations that provide the basis for effective action. At its best, this type of activity is liberating, enabling people to mast their world as they see it in a different way—a tangible process of enlightenment (p. 67).

I worked to develop a multilevel intervention to influence, reciprocally, three levels of participants: the leadership level of the induction coach coordinator (me), the special education induction coaches, and the special education induction teachers. The preliminary purpose of developing and implementing a specialized induction program for first year special education teachers, to combat the attrition rates in the SESD, became much more complex as I understood the need to develop the leadership capacities within my sphere of influence. Thus, my intervention purpose became two-fold. First, I planned to measure the impact of the development and implementation of the induction program on the leadership capabilities in myself and that of the special education induction coaches. Secondly, facilitating the special education induction coaches as they trained the special education induction teachers on special education specific content. By simultaneously increasing the leadership capacity of the induction coaches and that of myself, coupled with the increased capabilities of the first year special education induction teachers, I hoped to combat the attrition rates by increasing the retention indicators of the special education induction teachers in the SESD.

Building upon the theoretical and conceptual framework illustrated in Chapter 2, I developed a pictorial representation of this action research study. I adapted the following conceptual model of authentic leadership from Jensen and Luthan's (2006) study, illustrating the connectedness of the intervention. As seen in Figure 2, I represented the intervention in three levels.

**Psychological Capital**
- Efficacy
- Optimism
- Hope
- Resilience

**Life Experiences**

(where I come from)

**Organizational Context**
(how I am supported)

- SESD
- Doctoral Program

**Induction Coach Coordinator Innovation**
trigger event

- Self-awareness
- Relational Transparency
- Ethical Moral
- Balanced processing

**Special Education Induction Coach Leader Development**

Authentic Leadership Development

*How we grow as leaders.*

**Positive Effect on Special Education Induction Teachers**

Overarching goal: long-term special education teacher retention.

*Figure 2.* Intervention Level Visual

The arrows represent how my actions not only influence the special education induction coaches and ultimately the special education induction teachers, but the reciprocal relationship of each level of participants' actions impacting me. For example, based upon the data the special education induction coaches gathered following the induction training sessions or while observed through their one-on-one interactions with the special education induction teachers, I am impacted. I adjust my leadership accordingly.

**Three levels of intervention.** This action research study includes three levels of intervention, the special education induction coordinator, coaches, and teachers.

***Special education induction coach coordinator intervention.*** As a Special Education Achievement Advisor (SEAA), responsibilities within my

locus of control included coaching, mentoring, training, modeling, auditing legal paperwork for compliance and acting as a district representative when asked. The scope of my leadership responsibilities did not include formal evaluations. As the researcher-practitioner, I utilized the act of developing and implementing a specialized induction program for special education induction teachers as the trigger event. I took authentic leadership from theory to application by developing a specialized induction program for special education induction teachers (Cooper et al., 2005). This trigger event of developing and facilitating a formal induction program designed for special education teachers served as the catalyst of my leadership growth.

As I developed and facilitated this formal special education induction coach program, I utilized tenets based upon the Authentic Leadership Theory (ALT) (Avolio & Gardner, 2005; Avolio et al., 2009; Cooper et al., 2005; Jensen & Luthans, 2006; Walumbwa et al., 2008) to guide my actions as a practitioner in my workplace. Operationally, I developed the following actions to develop the special education induction coaches and myself. I planned meetings, leadership training opportunities, and critical conversations to guide special education induction planning sessions. I also attended the district mandated induction coach meetings with the special education induction coaches to facilitate conversations regarding the co-construction of the special education induction program. I engaged the special education induction coaches in reflective conversations immediately following all Induction Training Sessions. I co-constructed the content of special education induction teacher training sessions and facilitated the

use of teacher and district data to lead the coaches in decision making regarding

future training content.  None of the previous actions alone would have served as

a powerful trigger event.  I needed to develop myself as an authentic leader.

To ensure the self-selected trigger event aligned to the tenets of the ALT, I

read multiple works regarding authentic leadership theory and continually

reflected upon the following four tenets:  self-awareness, relational transparency,

ethical/moral conduct, and balanced processing.  I continually reflected in my

fieldnotes and engaged in conversation with my LSC members, workplace

leaders, and colleagues.  Specifically, I focused on the following areas illustrated

in Table 6.

Table 6

*Reflections Based Upon the Tenets of the Authentic Leadership Theory*

| Tenet | My Action |
|---|---|
| Self-Awareness | • Wrote reflections based upon how I was perceived when engaging with special education induction coaches and teachers<br>• Solicited feedback from work and program colleagues, evaluators, and special education induction coaches and teachers<br>• Discussed openly my professional leadership journey |
| Relational Transparency | • Reflected upon the distance I set between myself and the induction coaches and teachers<br>• Practiced developing relationships with all participants and facilitating participants to share ideas, challenges, and opinions<br>• Discussed openly relevant personal and professional information |
| Internalized Moral/Ethical Perspective | • Based all decisions upon the needs of the special education induction coaches to develop and deliver quality training to special education induction teachers, ultimately benefitting the students in which they teach<br>• Exhibited behaviors that model the use of confidentiality, professionalism, and good judgment<br>• Discussed the reasoning behind my conduct |
| Balanced Processing | • Based every decision while in this process upon the participants, SESD policies, and best practices, the requirements of my action research study, theoretical and practical frameworks, and that of my own personal well-being<br>• Discussed the reasoning behind each decision with respective participants |

During this process, I utilized data from the special education induction

coaches and teachers to analyze objectively all relevant information before

making decisions about the special education induction program. Additionally, I

found it critical to discuss the data with other professionals within the SESD before making major decisions. These professionals included the director of special education and the induction coordinator for the general education teachers.

A second component of my action included serving as a trainer, coach, mentor, and facilitator to the new special education induction coaches. I modeled both implicitly and explicitly the intervention of self-development of my leadership qualities based on the Authentic Leadership Theory (ALT).

***Special education induction coach intervention.*** I developed this level of intervention in two-fold. First, I developed the content and professional opportunities in leadership based upon the ALT for the special education induction coaches. Secondly, I facilitated the co-construction of special education induction teacher training module development with the special education induction coaches, further developing their leadership capabilities. Two purposes of this level of the intervention included developing the leadership capabilities and professional practices of the special education induction coaches through implicit and explicit training in the area of mentoring, ALT, professional development facilitation, and communication styles. The other purpose entailed co-constructing, supporting, and guiding the coaches as they developed and delivered the specialized induction training to the special education teachers.

*Training and leadership development.* The SESD provides general training for all teachers who would act as induction coaches including the areas of general education, special areas, language acquisition, and special education teachers. The work of Kortman and Honaker (2010) informed the training

modules developed for the induction coaches for the SESD. The district trainer utilized their work to guide a three-day Induction Coach training (Kortman & Honaker, 2010). Topics included model classroom set up, establishing process for mentoring and coaching, developing methods for professional growth, implementing accountability and support, impacting teacher performance, planning induction teacher training and meetings. An outside company conducted the above-mentioned training modules. I familiarized myself with the content delivered to ensure I did not replicate training and coaching when working with the special education induction coaches.

To satisfy the first action of this level of intervention, I prepared 11 professional development opportunities, based upon the needs of the special education induction coaches and teachers, the direction of the SESD, and tenets of the ALT (Avolio & Gardner, 2005) as a basis to discuss leadership qualities. In August, I mapped out a loose outline of content for the special education professional development and planning sessions (see Appendix C for the Special Education Induction Coach Professional Development and Planning Sessions), leaving room to monitor and adjust as the special education induction program progressed. I continually revisited the tenets of the ALT to exhibit both implicit and explicit aligned behaviors of leadership. Professional development activities included brainstorming sessions, analyzing special education documents for compliance, long range planning for special education induction teachers, activities for the special education induction coaches to self reflect upon their leadership qualities, and participation in the Research Day. For organizational

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clarity, I illustrate the specifics regarding our participation in Research Day in data collection section of this chapter.

     *Development, delivery, and debriefing of training.*  The second level of intervention for the special education induction coaches included the co-construction and collaborative development, delivery, and debriefing of eight special education induction training sessions.  I detail the content of the training sessions in the next section.  The special education induction coaches and I synthesized the information prepared for general education induction teachers, determined the applicability for special education induction teachers, and designed a new training to best meet those needs (see Appendix D for the General Education Induction Teacher Training Topics by Date and Appendix E Special Education Induction Teacher Training Topics by Date).  The special education induction coaches conducted most of the eight training sessions; however, if the special education induction coaches' level of confidence in content was low, I modeled this content.  For example, I modeled how to utilize the state department compliancy tool utilized by our district to ensure the compliance of our Individualized Education Plans.  I also delivered information regarding legal questions during training.  As the induction program progressed, as I assessed the increased ability of the special education induction coaches to develop and deliver training to meet the diverse needs of the special education induction teachers and then I gradually released the responsibility of training to the special education coaches.  Table 7 illustrates the timing of the special education induction coach

sessions which include the afore mentioned content, with the special education induction teacher training I outline in the following section of this chapter.

It is important to note that the three special education induction coaches maintained their full time current teaching position and responsibilities. The special education induction coaches received compensation at the district mandated hourly add pay rate, for a total of seven hours per month, because all the development and training occurred outside of their normal work hours. This included the three hours of training they provided and the two hours of allotted training preparation hours. Any additional support beyond these allocated hours, the special education induction coaches volunteered their time.

*Special education induction teacher intervention.* I developed this level of the intervention one step away from the participants. As previously mentioned, the special education induction coaches and I co-constructed the induction training for the special education induction teachers. During this level, I acted as a facilitator, and the coaches delivered the action of the intervention. This level of the intervention influenced the special education induction teachers of the 2011-2012 school year. The training schedule and content outlined in Appendix E contained a blend of topics from that of the general education training sessions, special education topics, and the feedback given at the end of each session from the special education induction teachers.

Table 7 represents the dates of major training sessions of both the special education induction coaches and of the teachers.

Table 7

*Timeline of Special Education Induction Coach/Coordinator Sessions and First Year Induction (FYI) Training*

| Special Education Coordinator and Coaches | Special Education Induction Teachers |
| --- | --- |
| 7/2011-Three special education induction coaches selected | |
| 7/16/2011-7/21/2011-District mandated coaching seminars, model classroom set-up, and planning for first meeting with induction teachers. | |
| | 7/22/2011-Induction Coaches delivered Lesson Planning Seminar with Special Education Induction Teachers, as a part of the welcome back week. |
| 7/27/2011-Special Education Induction Coordinator and Coach Session | |
| 8/1/2011-District Mandated Induction Coach Planning. | |
| 8/10/2011-Special Education Induction Coordinator and Coach Session | |
| 8/15/2011-Special Education Induction Coordinator and Coach Session | |
| | 8/18/2011-FYI Training 1/8 |
| 8/22/2011-Special Education Induction Coordinator and Coach Session | |
| | 8/25/2011-FYI Training 2/8 |
| 9/7/2011-District Mandated Induction Coach Planning. | |
| 9/20/2011-Special Education Induction Coordinator and Coach Session | |
| | 9/22/2011-FYI Training 3/8 |
| 10/17/2011-Special Education Induction Coordinator and Coach Session | |
| | 10/20/2011-FYI Training 4/8 |
| 10/20/20111Special Education Induction Coordinator and Coach Session | |
| | 11/3/2011-FYI Training 5/8 |
| 11/18/2011-Special Education Induction Coordinator and Coach Session | |
| | 12/1/2011-FYI Training 6/8 |
| 12/8/2011-Research Day | |
| 1/12/2012-Special Education Induction Coordinator and Coach Session | |
| 1/23/2012-District Mandated Induction Coach Planning. | |
| | 1/26/2012-FYI Training 7/8: |
| 2/21/2012-Special Education Induction Coordinator and Coach Session | |
| | 2/23/2012-FYI Training 8/8 |

*Note.* Representation of the Special Education Coach and Teacher Intervention Action. This figure visually represents the reciprocal relationship of the coaches receiving the intervention action of training and development during sessions, then of the coaches paying forward the knowledge to the induction teachers.

To emphasize the importance of the above-mentioned special education induction coordinator and coach session strategically planned before each FYI Training. The special education induction coordinator and coach sessions served to debrief after each FYI Training and prepare for the upcoming session.

**Data Collection**

As previously mentioned, quantitative and qualitative methods are typically administered either concurrently or sequentially (Greene et al., 1989), I administered a portion of the quantitative measures and qualitative tools concurrently in conjunction to the pre and post administration of the Special Education Induction Teacher Questionnaire (SEITQ). The administration of the remainder of the qualitative tools occurred sequentially. The quantitative measures included the Psychological Capital Questionnaire (PCQ) (Luthans et al., 2007), Authentic Leadership Questionnaire (ALQ) (Avolio et al., 2007) and the Special Education Induction Teacher Questionnaire (SEITQ) (Mason & White, 2007; Whitaker, 2000). The qualitative measures include the SEITQ, Email Reflective Responses (ERR), and a variety of audio-recorded focus groups, co-constructed final teacher letter, and fieldnotes.

**Quantitative measures.** I utilized the following three quantitative measures. For the purpose of this mixed methods action research study I utilize the verbiage retention indicators. For the purpose of this study, I utilize the tenets of PsyCap, Authentic Leadership Theory and the confidence levels of teachers performing their special education teachers as indicators of retention.

***Psychological Capital Questionnaire (PCQ).*** As summarized by Luthans et al. (2007), psychological capital (PsyCap) is a positive state-like capacity that has undergone extensive theory building and research. PsyCap represents a second-order, core factor that predicts performance and satisfaction better than each of the first-order factors of efficacy, optimism, hope, and resilience. Research indicates that PsyCap relates to multiple performance outcomes in the workplace such as lower employee absenteeism, less employee cynicism and intentions to quit, and higher job satisfaction, commitment, and organizational citizenship behaviors. Utilized within the current study, the PCQ measures the growth of PsyCap in a pre/post survey for the induction coach coordinator, special education induction coaches, and teachers (see Appendix F for PCQ instrument sample) (Luthans, Avolio, Avey, & Norman, 2007; Luthans et al., 2007a; 2007b).

I utilized the PCQ as published with no adaptations. The PCQ consists of a 24-item questionnaire with response choices in a six-point Likert-type scale of *1=strongly disagree, 2=disagree, 3=somewhat disagree, 4=somewhat agree, 5=agree, and 6=strongly agree*. During the data collection phase, I utilized the Self Rater and Other Raterer versions to represent a multidimensional representation of the levels of Psychological Capital. Further discussion in the data collection and analysis plan will articulate the utilization of data.

Table 8 represents the Cronbach α scores of the four individual constructs (efficacy, hope, resilience, and optimism) and the instrument of PCQ the comparative scores found in the literature (Luthans et al., 2007a; 2007b). According to Nunnally (1978), the higher the Cronbach α score, the more reliable

the scale; a score of 0.70 is found to be an acceptable reliability coefficient, but lower thresholds are sometimes used in the literature. The PsyCap reliability score, from literature, of 0.91 indicates the internal consistency when the four constructs of efficacy, hope, resilience, and optimism are utilized in their intended capacity.

Table 8

*PCQ Cronbach α Estimates of Internal-Consistency Reliability Literature Samples*

| Construct | Items | Cronbach α Samples from Literature |
|-----------|-------|-----------------------------------|
| Efficacy | 1, 2, 3, 4, 5, 6 | 0.75, 0.84, 0.85, 0.75 |
| Hope | 7, 8, 9, 10, 11, 12 | 0.72, 0.75, 0.80, 0.76 |
| Resilience | 13, 14, 15, 16, 17, 18 | 0.71, 0.71, 0.66, .072 |
| Optimism | 19, 20, 21, 22, 23, 24 | 0.74, 0.69, 0.76, 0.79 |

Although the optimism scale (0.69) from the second sample and resilience scale (0.66) in the third sample did not reach the acceptable score of 0.70, which is considered generally acceptable levels of internal consistency, the overall scale score of the PsyCap measure on all samples were consistently above the conventional standards (Luthans et al., 2007). Example questions that appear on the PsyCap include: (1) I feel confident analyzing a long-term problem to find a solution. (Self Rater) (2) This person feels confident analyzing a long-term problem to find a solution. (Other Raterer) A test of internal reliability and reported the findings in the Data Analysis, Results, and Findings in Chapter 4 of this manuscript.

**Authentic Leadership Questionnaire (ALQ).** The ALQ, developed by Avolio et al. (2007), has gone through extensive validation work and currently

used in a number of studies around the world.  The Authentic Leadership

Questionnaire (ALQ) is a theory-driven leadership survey designed to measure

the components conceptualized as comprising authentic leadership: self-

awareness, transparency, ethical/moral, and balanced processing (see ALQ

instrument sample in Appendix G).

The Self and Rater version consists of 16 items describing behaviors an

individual and a leader may engage in along a five-point Likert-type scale of

0=*not at all*, 1=*once in a while*, 2=*sometimes*, 3=*fairly often*, and 4=*frequently, if

not always* (Avolio et al., 2007).  I conducted a review of literature to ensure the

internal reliability of the ALQ meets the standards of a Cronbach α score of 0.70.

Walumbwa et al. (2008) indicate the internal consistency Cronbach α scores of

self-awareness, 0.92; relational transparency, 0 .87; internalized moral

perspective, 0.76; and balanced processing, 0.81.  Each factor reached the

acceptable internal consistency levels within the literature.

I utilized both the Self and Rater version without any changes to either

instrument.  The following table Example questions that appear on the ALQ

include:  (1) As a leader, I say exactly what I mean.  (Self)  (2) My leader says

exactly what he or she means.  (Rater)  A test of internal reliability and reported

the findings in the Data Analysis, Results, and Findings in Chapter 4 of this

manuscript.

***Special Education Induction Teacher Questionnaire (SEITQ).***  I

developed the SEITQ (see Appendix H) based upon the work of Mason and

White (2007) and Whitaker (2000), designed to measure the perceived confidence

of the special education induction teachers to fulfill their job responsibilities as it pertains to special education.  The SEITQ consists of a 24-item questionnaire with response choices in a six-point Likert-type scale of 1=*strongly disagree*, 2=*disagree*, 3=*somewhat disagree*, 4=*somewhat agree*, 5=*agree*, and 6=*strongly agree*.  Responses indicated whether the induction coaches, teachers, and I agreed with statement dealing with confidence levels.  Example questions that appear on the SEITQ include: (1) I am confident in my ability to use a variety of assessment procedures appropriately.  (2) I am confident in my ability to read a Multidisplinary Evaluation Team (MET) report to understand the needs of my students.  A test of internal reliability and reported the findings in the Data Analysis, Results, and Findings in Chapter 4 of this manuscript.

I did not compare the SEITQ to the work of Mason and White (2007), and that of Whitaker (2000) due to the significant adaptations made to both instruments.  I developed qualitative open-ended questions to ensure complementarity of respondent answers (Greene, 2007; Greene et al., 1989), which I discuss next.

**Qualitative tools.**  I utilized the following five qualitative measures.

***Special Education Induction Teacher Questionnaire (SEITQ).***  I developed open-ended questions intended to compliment data gathered from the quantitative measures indicated in the previous section, which I implemented concurrently (see Appendix H).  Questions relating to teacher-selected areas of support informed me on the training topics and levels of teacher need.  Example questions that appear on the SEITQ include: (1) In what areas would you like to

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receive support from your induction coaches?  (2) How do you prefer to communicate with your induction coach?

*Email Reflective Responses (ERR).*  The ERR (see Appendix I) served to collect data from the induction coaches and I, utilized an open-ended ERR format (Reid, Petocz, & Gordon, 2008) including example questions such as: (1) What are some specific responsibilities of a special education teacher you have introduced to your Special Education Induction Teachers?  (2) Please describe your strengths and areas of improvement as a leader.  Reid et al., (2008) compared participant and researcher responses in structured email interviews, then contrasted their responses with unplanned or serendipitous email interviews, and found the following:

> The overall conclusion from these interviews seems to be that thoughtful, considered, high-quality data can be obtained from such interviews if they are carried out well, and that there are substantial benefits from not having to change from a recorded to a written medium (transcription).  (p. 59)

Initially, I predicted the format of the electronic responses would allow me to access the induction coaches' responses easily and the data will be an accurate reflection of their thoughts, three times during the intervention (Suzuki, Ahluwalia, Arora, & Mattis, 2007).  In the section entitled Focus Groups, I discuss the decision to eliminate the two other planned ERR data sets following the first collection and to utilize other sources to collect data.

*Focus Groups.*  I utilized a variety of types of focus groups, in this mixed methods study to strengthen the research design by attempting to connect the results from the quantitative measures to qualitative themes (Krueger, 1994).  I implemented the focus groups based upon a sequential model, (Greene et al.,

1989), utilizing a brief reflection upon each data set before constructing the next. I conducted focus groups within this mixed methods design to confirm findings and to obtain more in-depth information (Linhorst, 2002; Morgan, 1988; 1997) about the impact of a formal special education induction program on the coaches and the teachers.

Initially, I planned to utilize focus groups as a final data set for both the special education induction coaches and the induction teachers, delivered concurrently with the quantitative data. As a part of the action research process, I determined I needed a shift in qualitative data collection tools in order to capture the rich outcomes of the intervention. I determined I would not be able to narrate the story of the special education induction coaches' experiences (Stringer, 2007) utilizing the ERR, and noticed the richness of discussion during the training and planning sessions contained data pertinent to this study. The written responses of the special education induction coaches lacked the depth of responses given during conversations. As previously mentioned, I designed the ERR to produce rich data from the special education induction coaches which proved to be fruitless; meaning, I knew I was missing the rich data embedded within our training and planning sessions. I discovered, the special education induction coach training and planning sessions produced productive and critical dialogue between the special education induction coaches and me. I moved toward a co-construction process of meaning as an active process, within our context as I developed new data collection opportunities (Lietz, Langer, & Furman, 2006; Morgan, 1988). As a result, I developed three sessions, which served as part

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intervention and part data collection tool.  The definitions of the three dual-purpose sessions entitled Organic Focus Group and the Structured Focus Group Sessions follow.

Researchers in the field of qualitative research indicate the importance to delineate different types of focus groups, as best practice (Fontana & Frey, 2000; Kitzinger & Barbour, 1999; Linhorst, 2002; Morgan, 1997).  A pure focus group resembles a group interview, with a structured set of questions, (Fontana & Frey, 2000).  Other types of meetings that may be utilized as focus groups could entail brainstorming sessions, training opportunities, and decision-making sessions. Kitzinger and Barbour (1999) indicate focus groups of other nature may be incorporated into a study, if the primary purpose of data collection is satisfied; thus promoting the researcher to actively promote group interaction to generate information.  This creativity of developing hybrid group types allow a researcher to address a wider range of issues (Kitzinger & Barbour, 1999).  As a result, I developed two types of focus groups include Organic Focus Group and Structured Focus Group.  In the following sections entitled Organic and Structured Focus Group Sessions, I define and describe the purpose of each type.  In the Data Analysis Section, I describe the analysis of each data collection tool.

*Organic focus group sessions.*  As a result, of ongoing reflection of the implementation of the intervention and data collection tools, I realized the Special Education Induction Coordinator and Coach Sessions epitomized a perfect reflection of the intervention and would serve as a valuable data collection tool.  I also realized I would lose valuable data if I did not capture this set.  I recorded

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three organic Special Education Induction Coordinator and Coach Sessions, previously mentioned in the Action Section. The first session dated November 18, 2011 included explicit training on the Authentic Leadership Theory, aligned activities to evoke critical conversations about leadership styles within myself and that of the special education induction coaches.

For the second session dated December 1, 2011, I invited the three special education induction coaches to observe and participate in my presentation at Research Day. As a requirement of each semester in this doctoral program, I must present the progress on my dissertation to multiple cohorts of colleagues. As a researcher-practitioner within my own action research study, I wanted to exhibit relational transparency and fully invite the special education induction coaches to view me in my research identity. For this event at Research Day, I developed a brief summary of this study and a few thought provoking prompts in which the special education induction coaches and I responded. I also invited the participants of Research Day to engage in critical conversation regarding the study.

The third session consisted of a recorded a brainstorming, planning, and preparation meeting dated January 12, 2012, where the special education induction coaches and I engaged in dialogue to determine the content of our final two special education induction teacher training sessions. During this time, the special education induction coaches developed a culminating activity for the special education induction teachers named Teachers' Final Letter. This culminating activity became a final data collection tool and a trigger event

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(Cooper et al., 2005) discussed at length later within the Data Collection Section of this manuscript. Within the larger trigger event of my leadership development, I utilized the data from Teachers' Final Letter, as a smaller trigger event to evoke an emotional and data driven response as a part of the special education induction coach Structured Focus Group, protocol. A description of the analysis of afore mentioned Organic Focus Group Sessions follows later in the manuscript.

*Structured focus group sessions.* I designed the special education induction coach and teacher focus group sessions differently (see Appendix J). During the special education induction coach structured focus group session I prompted with a trigger event activity by asking the coaches and myself to read the Teacher's Final Letters data set, silently reflect, and then to respond to our findings (Cooper et al., 2005). I captured the discussion and observational findings via audio recording. Following this discussion, I prompted with structured questions that appear on the induction coach structured focus group protocol include: (1) Please share a memorable experience as an induction coach. (2) Thinking about my leadership capacities, have you noticed any changes?

The special education induction teacher focus group sessions differed from the coaches' session. I designed the beginning of the special education induction teacher focus group session with open-ended questions at the beginning, thereby facilitating participation and directed discussions. I then ended the focus group sessions  with prepared questions designed around the topics of psychological capital, authentic leadership, and confidence performing the responsibilities of the a special education induction and teachers (Morgan, 1997).

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The following two questions appear on the special education induction teacher structured focus group protocol: (1) Are there any experiences or interactions with your special education induction coach (or others) that have helped you? (2) Thinking about your responsibilities as a special education induction teacher, in what areas have you increased your capacities to fulfill those responsibilities? Sequentially, the development and implementation of the Teacher's Final Letter occurred before the structured focus group sessions, the details of this data set are outlined in the following section.

*Teachers' final letter.* As a result of the Special Education Induction Coach Sessions, the special education induction coaches developed Teachers' Final Letter as a data collection tool to capture the teachers' non-verbal pictorial representation of their proudest moment in their first year of teaching, and to provide inspiration for the next year's induction teachers. During the final First Year Induction session, the teachers shared their non-verbal pictorial representation of their moment to the group. Following the sharing session, the special education coaches prompted the teachers to write a letter to next year's (2012-2013) induction teachers, expressing their words of wisdom.

Once collected, I utilized this data set as a smaller trigger event, utilized in the special education induction coach structured focus group session to evoke memories and thoughts. Through the intervention development with the special education induction coaches, I facilitated their decision-making based upon all participants' input and to focus on perspective of the teacher. Since the special education induction coaches co-developed the final data set for teachers, I utilized

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this to evoke critical and reflective thinking about their actions in training the special education induction teachers.  I sought to replicate an authentic trigger event (Cooper et al., 2005) advance their development and to elicit rich data.  I also analyzed data gathered from the Teachers' Final Letter, as specified in the Data Analysis Section of this manuscript.

*Fieldnotes.*  I utilized fieldnotes to summarize my thoughts during and after the induction coaches' training sessions, following the focus groups, and during significant interactions with the special education induction coaches and teachers.  I collected two types of fieldnotes during each observation: descriptive and reflexive notes (Bogdan & Biklen, 1998).  Observations included during professional development, special education training sessions, and immediately following a professional conversation with special education induction coaches and teachers.  Descriptive field notes included the setting, people, actions, and conversations observed, while reflective fieldnotes contained my frame of mind, ideas, and concerns.  I utilized fieldnotes as a summary of thought and historical documentation of events, to connect the theoretical and conceptual framework of the study and as a reference point for either confirming data or disconfirming data.

**Data Collection Timelines and Complementarity Connections**

The following section outlines the data collection timelines and illustrates the complementarity capacities of the data sets.  The following section delineates the data collection timeline and complementarity discussion for each participant

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group, me as the induction coach coordinator, the induction coaches, and the special education induction teachers.

**Special education induction coach coordinator.** Two of the four research questions in this study pertain directly to my role as the special education induction coach coordinator of this intervention:

Research Question #1: How do I change as the special education induction coach coordinator, as a result of developing and implementing a formal induction program for special education induction teachers?

Research Question #4: How do the special education induction coach coordinator, coaches, and teachers describe their experience while participating in the special education induction program?

In order to answer these two research questions, I utilized the quantitative measures of the Psychological Capital Questionnaire (PCQ), the Authentic Leadership Questionnaire (ALQ), and the Special Education Induction Teacher Questionnaire (SEITQ). The PCQ (Self Rater and Other Raterer), ALQ (Self and Rater), and SEITQ consisted of a pre/post survey collected in October of 2011 and in February 2012. I completed the Self Rater (PCQ) and the Self (ALQ) questionnaires. The special education induction coaches and teachers also completed the Other Raterer (PCQ) and the Rater (ALQ), which evaluated my leadership abilities in the areas of Psychological Capital and Authentic Leadership Theory. Results from the two types of questionnaires (self and other) may indicate complementarity in the data sets of my perceived leadership growth. The SEITQ results will represent my perceived confidence levels in executing special

education teacher responsibilities.  I completed the three measures via paper and pen method.  I compiled all data into an Excel spreadsheet and transferred into IBM SPSS Statistics 20 program for analysis.

I responded to the prompts designed for the Email Reflection Response (ERR) once in October of 2011.  I utilized this data collection tool as a place to collect my thoughts regarding my leadership journey.  I utilized this data as a confirming or disconfirming data set when compared to the data collected from the quantitative measures.  Both the Organic and Structured Focus Group Sessions and Fieldnotes, collected as mentioned previously, served as a link between the analyzed qualitative data collected from the special education induction coaches and teacher and from me.

**Special education induction coaches.**  The following two research questions address the impact of the induction program on the special education induction coaches.

Research Question #2:  What is the impact of the special education induction program on special education induction coaches?

Research Question #4:  How do the special education induction coach coordinator, coaches, and teachers describe their experience while participating in the special education induction program?

In order to answer these two research questions, the induction coaches responded to three quantitative measures:  the Psychological Capital Questionnaire (PCQ), the Authentic Leadership Questionnaire (ALQ), and the Special Education Induction Teacher Questionnaire (SEITQ).  The PCQ (Self

Rater), ALQ (Self), and SEITQ were issued twice: once in October of 2011 and in February of 2012. The self rater version measures to their perceived leadership abilities in the areas of Psychological Capital and Authentic Leadership Theory. The SEITQ produced data that measured to the induction coaches' confidence in performing their responsibilities as special education teachers. Each instrument was completed the via paper and pen method. I compiled all data into an Excel spreadsheet and transferred into IBM SPSS Statistics 20 program for analysis.

The SEITQ also contained open-ended questions regarding the responsibilities of a special education teacher. These qualitative items served to provide deeper understanding of the perceived confidence levels of each respondent. The data informed the question of why the induction coaches may or may not feel confident in performing their professional responsibilities.

The special education induction coaches responded to the prompts designed for the Email Reflection Response (ERR) once in October of 2011. This data set allowed the special education induction coaches to describe their leadership through training, coaching, and mentoring teachers for the first time but also served as confirming or disconfirming data set when compared to the data collected from the quantitative measures. I sent the semi-structured reflective response prompt template via email. To address the issue of anonymity, the participants respond according to the informed consent form. By responding to the ERR, the participant read the informed consent within the body of the email. The ERR was attached to the email. The directions within the body of the email instructed the participant to open the attachment, save, construct thoughtful

reflections, and save the revised document. The induction coaches returned the ERR via email, by attaching their saved document. To preserve the anonymity of the participants, I coded each document returned according to participant number and saved to a non-networked hard drive. I deleted the original email to remove from the email server.

The special education induction coaches participated in the organic and structured focus group sessions in November and December of 2011 and January and February of 2012. The purpose of the focus groups was to collect open-ended data regarding their experiences as a special education induction coach. I utilized the data to capture the leadership growth of the special education induction coaches through this process as a deep understanding of each member. I also utilized the focus group data as complementarity capacity to quantitative measures by analyzing for confirming and disconfirming themes. I outlined the analysis process in the data analysis section. In the focus group meetings, I asked the participants to assure, verbally, the confidentiality of their comments and reflections by indicating their name on the recording (Linhorst, 2002; Morgan 1997). I utilized a purposeful convenient sample (Kuzel 1992; Patton, 1990) technique to select a focus group comprised of the special education induction coaches.

**Special education induction teachers.** Two research questions in this study addressed the intervention's effect on the induction teachers as well as the induction coaches' and induction coach coordinator's experiences.

Research Question #3:  What is the impact of the special education

induction program on special education induction teachers?

Research Question #4:  How do the special education induction coach

coordinator, coaches, and teachers describe their experience while

participating in the special education induction program?

In order to answer these research questions, the special education

induction teachers responded to three quantitative measures:  the Psychological

Capital Questionnaire (PCQ), the Authentic Leadership Questionnaire (ALQ), and

the Special Education Induction Teacher Questionnaire (SEITQ).  The

distribution of the PCQ (Self Rater), ALQ (Self), and SEITQ occurred twice: once

in October of 2011 and in February of 2012.  The self rater version measures their

perceived abilities in the areas of Psychological Capital and Authentic Leadership

Theory.  The SEITQ produced data that measures the special education induction

teachers' confidence in performing their responsibilities as special education

teachers.  Each instrument was completed the via paper and pen method.  I

compiled all data into an Excel spreadsheet and transferred into IBM SPSS

Statistics 20 program for analysis.

The SEITQ also contained open-ended questions regarding the

responsibilities of a special education teacher.  These qualitative items provided a

deeper understanding of the perceived confidence levels of each respondent.  The

data informed the question of why the special education induction teacher may or

may not feel confident in performing their professional responsibilities.

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I utilized a purposeful convenient sample (Kuzel 1992; Patton, 1990) technique to select a focus group comprised of the special education teachers.  In the focus group meetings, I asked the participants to assure, verbally, the confidentiality of their comments and reflections by indicating their name on the recording (Linhorst, 2002; Morgan 1997).  The purpose of the focus group was to collect open-ended data regarding the process of the special education induction program.  The purpose of the focus group data included a complementarity capacity to quantitative measures by analyzing for confirming and disconfirming themes.  I describe this in the data analysis section that follows.

**Data Analysis**

In the following section, I address the quantitative and qualitative data analysis utilized in this mixed methods action research study.  I conclude this data analysis section with a discussion of validity and reliability in the quantitative section, credibility, and trustworthiness in the qualitative section.

**Quantitative.**  The data analysis plan included analysis of pre/post data to find significance and effect size.  I analyzed data collected from the PCQ, ALQ, and SEITQ in October of 2011 and February 2012 to determine statistical significance and practical significance.  I set the analysis of variance to find statistical significance (ANOVA) to the confidence level of ($p < 0.05$) the level acceptable to discern if the mean between the pre and post surveys indicating significance.  These data indicated the probability that the results are due to the proposed intervention rather than due to chance.  I analyzed the effect size of

practical significance to emphasize the size of the difference in growth. I utilized the Cohen $d$ test for practical significance, also set to the ($p < 0.05$) (Coe, 2002).

**Qualitative.** Throughout the process of analyzing the multiple data sets, I utilized a detailed audit trail system (Lietz et al., 2006). The audit trail served multiple purposes. The use of the audit trail ensured I transcribed and organized each data set I collected between October 2011 and March 2012 into a Word document. I discovered an unintended purpose of the audit trail, which increased the trustworthiness of the data analysis. I needed a system to document the organization and more importantly the decisions in analysis as I wanted to remain true to the complexity of my intervention. As a practitioner I utilized tables to organize the data collection, as a researcher I utilized this same document as the audit trail of analysis (see Audit Trail in Appendix K). As I thought I needed to perfect the analysis to ensure a rigorous craft, I found the work of Sandelowski (1993), and Lietz et al. (2006) to guide the steps. As suggested by Sandelowski (1993):

> As researchers, we have a much clearer understanding of the challenges involved in producing good qualitative work and of techniques that can be used to ensure its trustworthiness. Yet we also remain in danger of succumbing to the illusion of technique. (Sandelowski, 1993, p.1)

As I began analyzing the data, I found myself fretting about the technique. Once I allowed myself to utilize the audit trail to give sustenance to analysis decision making, I naturally began to see the stories within the data. I summarize the work of Lietz et al. (2006) to illustrate the purpose of the audit trails. As suggested, the use of an audit trail allows the researcher to describe, diligently, decisions while preserving trustworthiness. In addition, I utilized the audit trail to make unique

decisions; thus, supporting critical thinking as a part of the analysis process, and documented as a part of the qualitative inquiry (Lietz et al., 2006). I utilized the audit trail to organize and analyze the Special Education Induction Teacher Questionnaire (SEITQ) qualitative questions (pre/post), Email Response Reflection (ERR), organic and structured focus group sessions of the coordinator, coaches and teachers, the teachers' final letter, and fieldnotes of organization and preliminary analysis. This required systematic collection and preservation and proved to be a trail of decision making as well. In the following paragraphs, I describe the audit trail, entailing major shifts in analysis due to decision-making. I illustrate the findings in Chapter 4.

I assembled the data from all of the above sources from paper copies to electronic copies. I utilized a transcriptionist to transcribe raw audio recordings. To ensure validity of the transcription I utilized a free transcription software called f4 and transcribed any inconsistencies in the transcriptionist's work. I validated the correct participate documentation, the accuracy of vocabulary and the overall transcription validation. Where I found inconsistencies, I filled in with corrected data. With all qualitative sources combined into a Word document, total equaled 197, single spaced landscape pages. I then assembled, and entered data into a word document utilizing detailed organizational codes, into two different cases, the coordinator and coaches' case and the teacher case. I converted each Word document into a text document and uploaded into HyperRESEARCH. In the remainder of this chapter, I illustrate the use of the audit trail in the major decision-making processes.

The proposed data analysis approach initially consisted of only utilizing an inductive approach based upon the tenets of grounded theory (Glaser & Strauss, 1967).  Through data analysis, I developed a hybrid of inductive and deductive approach of analysis.  As a model, the work of Fereday and Muir-Cochrane (2006) guided the development of a hybrid of inductive data based codes, and deductive theory based codes.  The following detailed description of the coding stages illustrates the manipulation of the data within the two aforementioned cases.

The proposed data analysis approach consisted of only utilizing an inductive approach based upon the tenets of grounded theory (Glaser & Strauss, 1967).  As I continued to analyze inductively, I concluded I needed to develop a hybrid of inductive and deductive approach of analysis.  As a model, I utilized the work of Fereday and Muir-Cochrane (2006) to develop the hybrid of inductive and deductive coding.  A brief overview of the analysis stages illustrated below outlines the stages of coding and decision-making in Table 9.

Table 9

*Stages of Coding Process*

| Stage of Process | Action | Pass through data |
|---|---|---|
| Stage 1:  Inductive | Developed data based preliminary codes through open coding.  (67 codes) | 2 |
| Stage 2:  Inductive | Defined and reviewed the consistency of data based codes, (49 codes) | 1 |
| Stage 3:  Deductive | Defined eight theory based codes based upon PsyCap and ALT, layered new codes into data  (57 codes) | 1 |
| Stage 4:  Integration | Integrated inductive data based codes with deductive theory based codes.  Finalized code manual with a review of reliability of codes. | 1 |
| Stage 5: | Linked categories, organized by relationship to develop concepts | 1 |
| Stage 6: | Cluster concepts into themes | 1 |
| Stage 7: | Corroborating and legitimating coded themes to develop assertions to answer research questions (Chapter 5) | As needed |

*Note*.  Representation of the stages developed to code the data.  (adapted from Fereday & Muir-Cochrane, 2006)

Throughout this process, I utilized a code manual (see Appendix L).  I

adapted and developed the code manual based upon the work of Crabtree and

Miller (1999).  Crabtree and Miller (1999) indicate the process of utilizing a

template in the form of a code or code manual helps the researcher to organize

text in as a component of a larger interpretive process.  I continually illustrated

the code development as a part of the organization and interpretation of the data.

The code manual consisted of word documents and reports printed from

HyperRESEARCH.

***Stage 1:  Inductive Process.***  Initially, I developed the qualitative analysis as inductive techniques based upon grounded theory (Glaser & Strauss, 1967). During the first two full reads and coding cycles through the entire data, I focused on coding individually derived instances of a theory about a phenomenon grounded in the data, utilizing HyperRESEARCH.  Traditionally, grounded theory is conceptualized by constant comparative methods.  I constantly compared codes from one set to another.  Following two full cycles of this process, I developed and organized a set of 67 inductive data-driven codes (Boyatzis, 1998), in the code manual.

***Stage 2:  Inductive Process.***  During the next stage of analysis, I utilized HyperRESEARCH again to check for the consistency in data-driven codes and collapsed any duplicates, (Boyatzis, 1998).  I defined and reviewed the consistency of codes and determined the definitions of 49 inductive data-driven codes and organized them in the code manual.

As documented on the audit trail I planned to observe analytic themes emerge from data as a phenomenon, which is a central idea in the data represented as concepts (Glaser & Strauss, 1967).  I planned to utilize inductive process of creating meaningful and consistent explanations, conceptual frameworks, and/or theories by systematically analyzing the data ensured the internal validity of future assertions (Gay et al., 2009; Gelo, Braakmann, & Benetka, 2008).

During the first two stages, I employed open coding by grouping similar data conceptually, labeling, and categorizing.  I grouped similar sentence or paragraph data by asking questions such as, "What is the major idea brought out?"

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and then label the major idea. (Glaser & Strauss, 1967)  Other questions I asked

began with what, when, where, why, how and with what result (Strauss & Corbin,

1998).  As a deep participant in the intervention and data collection, I possessed

an extreme closeness to the code and to the raw information (Boyatzis, 1998).  At

this point in the analysis process, I needed to make a new decision about the data.

I concluded I was unable to answer the theoretical questions indicated previously

by Strauss and Corbin (1998), but maybe more importantly, I determined I would

not be able to answer some of the research questions and utilize the data for the

purpose of complementarity.

As a pivotal moment in the data analysis, I determined I needed to employ

tenets of *a priori* coding techniques to extrapolate additional codes to ensure

complementarity of the data.  I knew the research decision to layer in or integrate

*a priori* coding techniques with grounded theory would be scrutinized.  I utilized

with following work to guide and validate the decision making process.

Through critical conversations during a Leader Scholar Community

(LSC), a learning community component of the doctoral program in which I am

enrolled, I found the work of Saldaña (2011).  I concluded the act of utilizing the

audit trail to document the collection, analysis and decision-making, my actions

included ownership of the data.  Saldaña (2011) suggests in the following:

> Since qualitative research's design, fieldwork and data collection are most
> often provisional, emergent and evolutionary processes, you reflect on,
> analyze the data as you gather them, and proceed through the project.  If
> preplanned methods are not working you, change them to secure the data
> you need.  (p. 90)

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After analyzing the body of data, I determined I needed to layer in *a priori* coding as well. This decision led to stage three.

**Stage 3: Deductive Process.** During stage three, I first developed a deductive theory-driven coding scheme in which I then, layered the deductive theory-driven codes on the already existing inductive data-driven coded data. Boyatzis (1998) indicates to develop a deductive theory-driven code the researcher begins with a theory in mind and then formulates signals, or indicators of evidence that supports the theory (Boyatzis, 1998, p. 33). I utilized the tenets of Psychological Capital (efficacy, hope, optimism, and resilience) and Authentic Leadership Theory (balanced processing, ethical/moral, self-awareness, and relational transparency) to develop the theory-driven coding scheme. For a review of definitions, see Appendix A. Although in stages one and two of the coding I marked instances that I thought may align to both to the Psychological Capital and the Authentic Leadership Theory, I knew I needed to define the eight tenets and recode the entire data set. This deductive approach more closely relates to *a priori* theoretical framework. At this time, I documented the code count during this phase as equaling 57 codes, in the code manual.

**Stage 4: Integrative Process.** During this integrative process, I made three types of decisions; re-coded inductive data-driven segments to deductive theory-driven codes, kept the coded segment as a layered instance of data and theory-driven segment, or collapsed minor codes into major codes. As a result of stage three coding, I developed 57 total codes, 49 data-driven codes and 8 theory-driven codes, and updated the coding manual.

During Stage 4, I re-read all coded segments to determine if the data-driven code segment should be recoded into a theory-driven code segment, based upon the definition of the eight theory-driven codes. Table 10 exemplifies a few decisions I made in the data when recoding segments.

Table 10

*Examples of Coding Decisions*

| Original | Recoded |
|---|---|
| Decisions | Balanced processing |
| Discussion of leadership styles | Balanced processing, self-awareness, and relational transparency |

Another decision I made during Stage 4 included to keep segments layered in codes when I could not clearly re-code the segment into one theory-driven code. I provided an example as follows: a teacher is recalling a challenging moment. I coded the segment three different codes; challenges identified (data-driven), resilience (theory-driven) and suggested changes to induction program (data-driven).

A final coding decision I made during Stage 4 included collapsing minor codes into one major code. An example of this included the three following codes, most helpful support, indication of feeling supported and support from coaches or coordinator all became one code, Indication of Support. Thus, bringing the code count to 45, 37 data-driven codes and 8 theory-driven codes, documented in the coding manual. I concluded with stage four with the finalization of the code manual and final review of the consistency of codes, segmented at the word, phrase, sentence, and conversation level.

*Stage 5.* During stage five, I analyzed frequency and weight of each code segments considering codes included word, phrase, sentence, and conversation level instances and determined the applicability to the research questions and developed themes. I utilized HyperRESEARCH to develop reports by case and by code, and printed hard copies of each code. During this stage, I utilized a more inductive coding process by utilizing techniques based upon grounded theory (Glaser & Strauss, 1967). I employed axial coding techniques by beginning to develop relationship categories of the codes to construct core category (Strauss & Corbin, 1998). I separated categories into two large categories, inductive data-driven and deductive theory-driven.

Of the original code manual, which contained 45 codes, I determined eight inductive data-driven codes to be irrelevant to the previously mentioned categories, such as, support received from others, coordinator, and coaches' critical discussions on non-induction specific topics.

*Stage 6.* The analysis during stage six included clustering concepts into identifying themes, which I outline in Chapter 4. Throughout the coding process, I coded instances at the phrase, sentence, paragraph, and conversation level. As I categorized categories into themes, I clustered relational categories. Although the weight of each instance may be at the phrase, sentence, paragraph, or conversation level, the number of instances illuminates how many instances combined encompass the theme.

*Stage 7.* During this stage, I employed selective coding were developed conditions and dimensions were I chose which themes would be utilized to

legitimize the quantitative data or to illuminate a qualitative perspective. I

integrated the interpretive work of analysis and developed a storyline (Strauss &

Corbin, 1998). Following the analysis outlined in Chapter 4 represented in

themes, I utilized the themes to develop assertions, which then answered the

research questions in Chapter 5.

**Validity and Reliability.** To ensure validity of the quantitative measures of

the Psychological Capital Questionnaire (PCQ), Authentic Leadership

Questionnaire (ALQ), and Special Education Induction Teacher Questionnaire

(SEITQ) the variable of each construct of each measure, I thoroughly researched

and documented the empirical testing of each construct (Fraenkel & Wallen,

2005). I determined the appropriateness and meaningfulness to the central focus

of this study. I deemed the data analysis to be pertinent to this study; thus,

allowing me to make inferences regarding the impact of the intervention of the

participants.

In Chapter 4, I represent the reliability of the PCQ, ALQ, and SEITQ

measure utilizing the Cronbach $\alpha$ coefficient of internal consistency. If certain

items or constructs did not meet the necessary criteria, I removed them as

necessary to ensure the integrity of the data (Coe, 2002; Fraenkel & Wallen,

2005).

**Credibility and Trustworthiness.** I utilized the theoretical concept of

pragmatic validation to address and verify reliability, validity, credibility, and

trustworthiness (Kvale, 1996). I employed multiple strategies in order to describe

the research findings that authentically represent the themes as described by

participants (Lincoln & Guba, 1985). In this study, the participants' involvement of member checking the final analysis of qualitative work either confirmed or disconfirmed the credibility and trustworthiness of the analysis and served as a basis for developing new actions. Member checking, also known as respondent validation, allowed participants to review findings and data analysis to confirm or challenge the accuracy of work (Lietz et al., 2006; Lincoln & Guba, 1985). Kvale (1996) suggests this pragmatic approach implies the truth will assist participants to take action and produce the desired results involving both values and ethics.

In this particular study, I validated data collected from the special education induction coaches and teachers through member checking. Through discussion of the data, we confirmed a deeper validation of findings, but also the induction coaches shared their predicted next action steps in the intervention. Multiple lenses of member checking strengthened the trustworthiness of findings. I solicited feedback from the participants by sharing the qualitative themes in Chapter 4. The participants contacted me via phone, face-to-face communication, or email. I received verbal or written feedback from the three induction coaches. One teacher provided me with feedback via email. Following member checking, I documented the confirming or disconfirming comments from the participants and their validation of the data, in Chapter 4.

In Chapter 3, I describe a detailed account of the intervention, data collection methodology, and analysis. Chapter 4 includes the data analysis, results, and findings in this mixed methods action research study.

## Chapter 4

## Data Analysis, Results, and Findings

The first two chapters of this manuscript established the context and purpose of this action research mixed methodological study and reviewed supporting scholarship. Chapter 3 provided the description, organization, reliability, and validity of each instrument. Additionally, in Chapter 3 I outlined the analysis of each data source. In this chapter, I provide an analysis of the complete data set. I organize the quantitative data in constructs and the qualitative in themes.

To gain a deeper understanding of the impact of the implementation of a formal special education induction program on me and the special education coaches and teachers I utilized both quantitative and qualitative data sources and analysis techniques. Within Chapter 4, I detail the results and findings of each, respectively. In the first section, I report the results of the quantitative data to answer the following research questions:

Research Question #1. How do I change as the special education induction coach coordinator, as a result of developing and implementing a formal induction program for special education induction teachers?

Research Question #2. What is the impact of the special education induction program on special education induction coaches?

Research Question #3. What is the impact of the special education induction program on special education induction teachers?

Research Question #4.  How do the special education induction coach coordinator, coaches, and teachers describe their experience while participating in the special education induction program?

In the second section, I report on the findings of the qualitative data in aggregate form, according to theme.  Subsequently, in Chapter 5, I utilize the results and findings to develop assertions employing a complementarity mixed method approach to answer the research questions of this action research study.

**Quantitative Results**

The quantitative data sources in this study included the Psychological Capital Questionnaire (PCQ) (Luthans et al., 2007b) both the Self Rater and Other Raterer version, Authentic Leadership Questionnaire (ALQ) (Avolio et al.,2007) both the Self and Rater version, and the Special Education Teacher Induction Teacher Questionnaire (SEITQ).  In this section, first I summarize the definition and purpose of each respective instrument, discuss response rate, and finally report the reliability and statistical results.

Psychological Capital (PsyCap) represents a second-order, core factor that predicts performance and satisfaction better than each of the first-order factors of efficacy, optimism, hope, and resilience (Luthans et al., 2007).  The constructs within the PsyCap include efficacy, optimism, hope, and resilience.  Published research on PsyCap found relationships to multiple performance outcomes in the work place, lower employee absenteeism, less cynicism, and intentions to quit and higher job satisfaction, commitment and organizational citizenship behaviors (Luthans et al., 2007).  As indicated previously, PsyCap is one component of what

I define as retention indicators. I utilized the PCQ as published with no adaptations. The PCQ consists of a 24-item questionnaire with response choices in a six-point Likert-type scale from *1=strongly disagree to 6=strongly agree*. During the data collection phase, I utilized the Self Rater and Other Raterer versions to represent a multidimensional representation of the levels of Psychological Capital.

The Authentic Leadership Questionnaire (ALQ) is a theory-driven leadership survey designed to measure the components that have been conceptualized as comprising authentic leadership: self-awareness, transparency, ethical/moral, and balanced processing is another component of what I define as retention indicators. The Self and Rater version consists of 16 items describing behaviors an individual and a leader may engage in along a five-point Likert-type scale from 0=*not at all* to 4=*frequently, if not always* (Avolio et al., 2007).

I developed the Special Education Induction Teacher Questionnaire (SEITQ) based upon the work of Mason and White (2007) and Whitaker (2000), designed to measure the perceived confidence of the special education induction teachers to fulfill their job responsibilities as it pertains to special education. The SEITQ is another component of retention indicators. The SEITQ consists of a 24-item questionnaire with response choices in a six-point Likert-type scale from 1=*strongly disagree* to 6=*strongly agree*. Responses indicated whether the induction coaches, teachers, and I agreed with statement dealing with confidence levels. A number of items on the SEITQ correspond to upcoming qualitative data, which I will discuss in Chapter 5. The items include the participants'

confidence in their ability to read a Multidisciplinary Evaluation Team (MET) report, develop a compliant Individualized Education Plan (IEP), complete all required paperwork that is required to keep an IEP compliant, work educational assistants, collaborate with other service providers, collaborate with general education teachers, and communicate with site and district administration when troublesome situations arise.

I distributed the pre and post versions of the PCQ, ALQ, and the SEITQ to the special education induction coaches and teachers, and to myself. I received 18/19 of the pre and post PCQ, equaling a response rate of 94.73%. The population of each instrument included three special education induction coaches, special education induction teachers, and me. Two teachers did not respond to one of the quantitative tools. I did not utilize their responses in the analysis of each measure. Table 11 represents the response rates of each quantitative measure, the level of analysis and corresponding research question in which the data correlates.

Table 11

*Quantitative Measure Response Rates, Analysis and Respective Research Question*

|  | Response Rate | | | | Research |
| Quant Instrument | Pre | Post | N | Analysis | Question (s) |
|---|---|---|---|---|---|
| PCQ Self Rater | 100% | 100% | 1 | Mean | 1 |
| PCQ Self Rater | 94.44% | 94.44% | 16 | ANOVA | 2 and 3 |
| PCQ Other Raterer | 94.44% | 94.44% | 16 | ANOVA | 1 |
| ALQ Self | 100% | 100% | 1 | Mean | 1 |
| ALQ Self | 94.44% | 94.44% | 16 | ANOVA | 2 and 3 |
| ALQ Rater | 94.44% | 94.44% | 16 | ANOVA | 1 |
| SEITQ | 100% | 100% | 1 | Mean | 1 |
| SEITQ | 94.44% | 94.44% | 16 | ANOVA | 2 and 3 |

To analyze the data collected in the three questionnaires I input the data into a statistical software package, IBM SPSS Statistics 20. For each instrument, I removed the two participants' data who only answered either the pre or the post questionnaire. I also performed a missing data analysis. To ensure the reliability of the data, I analyzed the data from each participant. If a participant answered more than 50% of a construct, I took the mean of the answered questions to replace the missing item. If the participant answered less than 50% of the construct, I left the missing item blank. The following subsections illustrate the results respective to each instrument. Each subsection includes the results of the Cronbach α, descriptive statistics, and ANOVA.

**Psychological Capital Questionnaire (PCQ).** To ensure the reliability of the PCQ I analyzed the pre-survey data. According to Nunnally (1978), the higher the Cronbach α score, the more reliable the scale; a score of 0.70 is found to be an acceptable reliability coefficient, but lower thresholds are sometimes used in the literature. Table 12 represents the results of this analysis.

Table 12

*PCQ Cronbach α Estimates of Internal-Consistency Reliability Current Study*

| | | Cronbach α | |
| Construct | Items | Self Rater | Other Raterer |
|---|---|---|---|
| Self-Efficacy | Items 1, 2, 3, 4, 5, 6 | 0.88 | 0.91 |
| Hope | Items 7, 8, 9, 10, 11, 12 | 0.87 | 0.87 |
| Resilience | Items 13, 14, 15, 16, 17, 18 | 0.67 | 0.79 |
| Optimism | Items 19, 20, 21, 22, 23, 24 | 0.86 | 0.49 |

As previously mentioned in Chapter 3, although the resilience scale (0.67) from the second sample and did not reach the acceptable score of 0.70, which is

considered generally acceptable levels of internal consistency, the overall scale score of the PsyCap measure on all samples in the literature were consistently above the conventional standards (Luthans et al., 2007).  The Optimism construct in the Other Raterer also did not reach the acceptable score of 0.70.

   ***Results for PCQ Self Rater.***  I utilized the data from the PCQ Self-Rater to answer research questions one, two, and three.  Although I would not be able to analyze my answers to the PCQ Self Rater with that of the special education coaches and teachers, I answered the questionnaire as a participant.  It is important for me to capture my perception of my own PsyCap to inform research question one. *(RQ 1: How do I change as the special education induction coach coordinator, as a result of developing and implementing a formal induction program for special education induction teachers?)*  Figure 3 represents my means for each of the four constructs of the PsyCap.  In all four constructs, I indicate an increase in the means of my PsyCap.
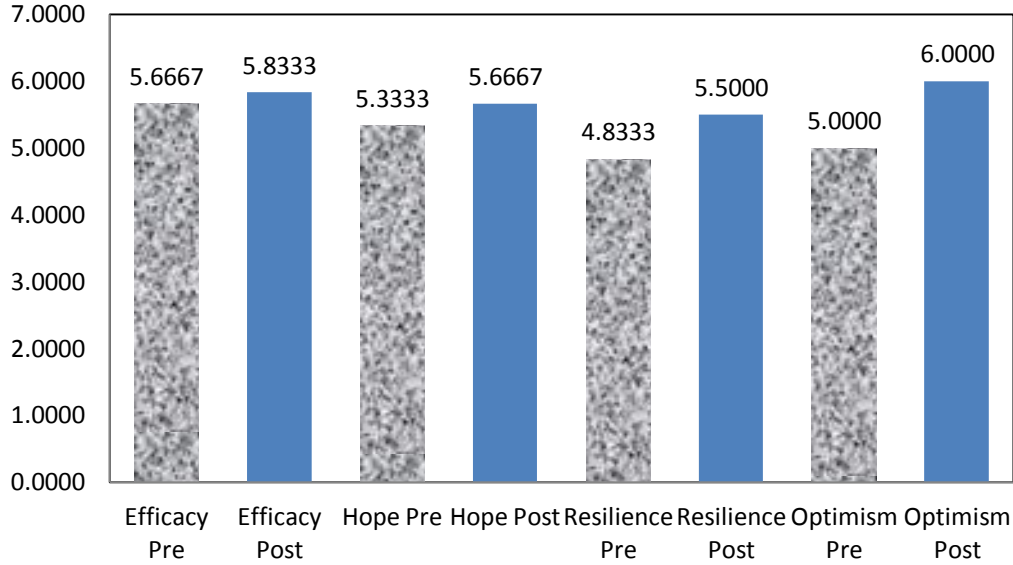
*Figure 3.* Breck's Means of PCQ Self Rater Results

In the constructs of self-efficacy and hope although the mean changed, my answers remained in the Agree range in self-reporting. In the resilience construct, the mean changed from Somewhat Agree to Agree indicating my self-reported resilience level. In the optimism construct, mean increased from Agree to Strongly Agree when self-reporting my levels of optimism.

The three special education coaches and thirteen special education induction teachers comprise the participant data set, thus the results inform both research questions. *(RQ 2: What is the impact of the special education induction program on induction coaches? RQ: 3 What is the impact of the special education induction program on special education induction teachers.)* Four separate repeated measures ANOVAs were conducted on the four subscales of the PCQ self-efficacy, hope, resilience, and optimism. Because these analyses form a family of comparisons and in order to avoid compounding the error rate to

unacceptable levels, the four analyses were conducted using a family-wise error rate of $\alpha = .05$; with each analysis being conducted at the $\alpha = .05/4 = .0125$ level.

The repeated measures ANOVA for self-efficacy was significant, $F(1, 15) = 7.95, p < .013$. The effect size was $\eta^2 = 0.346$, a large effect size for a within-subjects design based on Cohen's $d$ criteria. The repeated measures ANOVA for hope was significant, $F(1, 15) = 8.12, p < .012$. The effect size was $\eta^2 = 0.351$, a large effect size for a within- subjects design based on Cohen's $d$ criteria. The repeated measures ANOVA for resilience was not significant, $F(1, 15) = 3.46, p < .083$. The repeated measures ANOVA for optimism was not significant, $F(1, 15) = 2.81, p < .114$. Table 13 represents the means and standard deviations for the special education induction coach and teacher PCQ constructs.

Table 13

*Means and Standard Deviation for PCQ Self Rater Constructs of the Special Education Induction Coach and Teacher Responses*

| Construct | Pre | | Post | |
|---|---|---|---|---|
| | M | SD | M | SD |
| Self-Efficacy | 4.37 | 0.88 | 4.76 | 0.59 |
| Hope | 4.52 | 0.72 | 4.88 | 0.70 |
| Resilience | 4.65 | 0.61 | 4.84 | 0.62 |
| Optimism | 4.46 | 0.79 | 4.66 | 0.98 |

These findings indicate the coaches and teachers within this action research study perceive an increase in the area of self-efficacy and hope. The difference between pre and post scores in the construct of self-efficacy increased the mean from 4.37 to 4.76. Although the answers remained in the Somewhat Agree range, the increase indicates the participants self-reported an increase in efficacious feelings. The difference between pre and post scores in the construct

of hope increased the mean from 4.52 to 4.88. Although the answers remained in the Somewhat Agree range, the increase indicates the participants self-reported an increase in hopeful feelings.

Although no significance of the pre and post scores were found in the constructs of resilience or optimism it is important to note both of the means increased in the positive direction. All responses fall within the Somewhat Agree range of self-reporting feelings of resilience and optimism.

The lack of statistical significance within the constructs of resilience and optimism could be due to multiple factors. Originally, when I selected the PCQ as a measure to indicate retention indicators of Psychological Capital, I predicted I would have an N of approximately 30 to 40. The relatively small n=15 may be the reason no statistical significance was found in two out of the four constructs of the PCQ Self Rater.

***Results for PCQ Other Raterer.*** I utilized data from the PCQ Other Raterer to answer the following research question. The three special education coaches and thirteen special education induction teachers comprise the participant data set, thus the results inform both research questions. *(RQ 1: How do I change as the special education induction coach coordinator, as a result of developing and implementing a formal induction program for special education induction teachers?)* Four separate repeated measures ANOVAs were conducted on the four subscales of the PCQ Other Raterer—self-efficacy, hope, resilience, and optimism. Again, the error rate was divided over the four analyses, so each was conducted at $\alpha = .0125$.

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The repeated measures ANOVA for self-efficacy was not significant, $F(1, 13) = 0.86$, $p < .37$. The repeated measures ANOVA for hope was not significant, $F(1, 12) = 0.031$, $p < .863$. The repeated measures ANOVA for resilience was not significant, $F(1, 10) = 0.420$, $p < .531$. The repeated measures ANOVA for optimism was not significant, $F(1, 9) = 0.038$, $p < .849$. Table 14 represents the means and standard deviations for the special education induction coach and teacher PCQ Other Raterer constructs.

Table 14

*Means and Standard Deviation for PCQ Other Raterer Constructs of the Special Education Induction Coach and Teacher Responses*

|  | Pre | | Post | |
| --- | --- | --- | --- | --- |
| Construct | M | SD | M | SD |
| Self-Efficacy | 5.35 | 0.54 | 5.24 | 0.63 |
| Hope | 5.42 | 0.57 | 5.45 | 0.58 |
| Resilience | 5.29 | 0.61 | 5.14 | 0.82 |
| Optimism | 5.09 | 0.63 | 5.13 | 0.74 |

Although the findings do not indicate statistical significance, the responses of the special education induction coaches and teachers indicate their perception of my levels of PsyCap and contribute to the assertions presented in Chapter 5. The results were not statistically significant for any constructs; the following graph of means illustrates the direction of change. Figure 4 represents the means of the PCQ Other Raterer results.
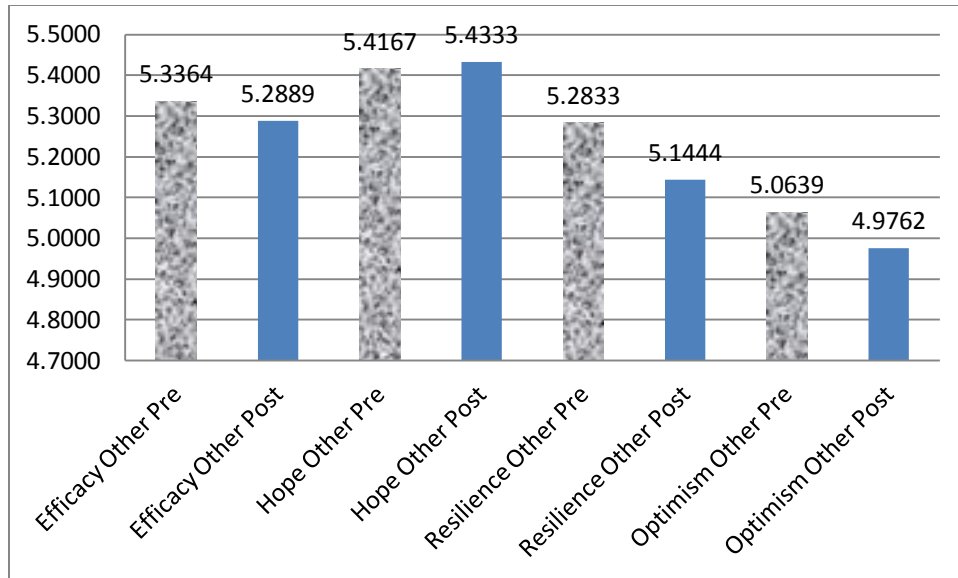
*Figure 4.* Special Education Induction Coach and Teacher PCQ Other Raterer Means

The constructs of self-efficacy, hope and resilience remained within the Agree range. The optimism construct dropped from 5.06 to 4.98 (-0.08) from the Agree range into the Somewhat Agree range. These data sets indicate the special education coaches and teachers believe I possess the attributes defined in the four constructs of PsyCap between the Somewhat Agree and Agree range, but the participants did not preceive a change over time.

The lack of statistical significance could be due to multiple factors. Originally, when I selected the PCQ as a measure to indicate retention indicators of Psychological Capital, I predicted an N of approximately 30 to 40. The relatively small n=15 may be the reason no statistical significance was found in 4 out of the 4 constructs of the PCQ Other Raterer, particularly in the case of hope where the mean increased.

Additionally, when administering the pre assessments, many of the special education induction teachers indicated they have enough time interacting with me

to judge my levels of PsyCap; thus leaving multiple questions blank. An interaction and time of measurement as external threats to the validity of this measure (Smith & Glass, 1987) may be contributing factor the decrease in the constructs self-efficacy, resilience, and optimism. Exclusion of answers, while utilizing IBM SPSS Statistics 20 program, in constructs where participants neglected to answer contributed to the final N, further decreasing the validity of the measure.

**Authentic Leadership Questionnaire (ALQ).** To ensure the reliability of the ALQ I analyzed the pre-survey data. According to Nunnally (1978), the higher the Cronbach α score, the more reliable the scale; a score of 0.70 in this study is found to be an acceptable reliability coefficient, but lower thresholds are sometimes used in the literature. Table 15 represents the Cronbach α scores of the four individual constructs (self-awareness, relational transparency, internalized moral perspective, and balanced processing) and the instrument of ALQ I distributed.

Table 15

*Authentic Leadership Questionnaire Cronbach α Estimates of Internal-Consistency Reliability Current Study*

|  |  | Cronbach α | |
| --- | --- | --- | --- |
| Construct | Items | Self | Rater |
| Self-awareness | 1, 2, 3, 4, 5, | 0.73 | 0.88 |
| Relational Transparency | 6, 7, 8, 9, | 0.82 | 0.79 |
| Internalized Moral/Ethical Perspective | 10, 11, 12, | 0.87 | 0.79 |
| Balanced Processing | 13, 14, 15, 16, | 0.351 (0.35 if #10 is excluded) | 0.292 (0.64 if #10 is excluded) |

Although I did not find the balanced processing construct to have the internal consistency of at least 0.70, within the literature this construct possesses internal consistency.  Walumbwa et al., (2008) indicate the internal consistency Cronbach α scores of self-awareness, 0.92; relational transparency, 0 .87; internalized moral perspective, 0.76; and balanced processing, 0.81.  Each factor reached the acceptable internal consistency levels within the literature.

    ***Results for ALQ Self.***  I utilized data from the ALQ Self to answer research questions one, two, and three.  Although I would not be able to analyze my answers to the ALQ Self with the special education coaches and teachers, I answered the questionnaire as a participant.  It is important for me to capture my perception of my own Authentic Leadership capacities to inform research question one.  *(RQ 1:  How do I change as the special education induction coach coordinator, as a result of developing and implementing a formal induction program for special education induction teachers?)*  Figure 5 represents my means for each of the constructs.  In all four constructs, I indicate an increase in my perception of my actions as a leader.
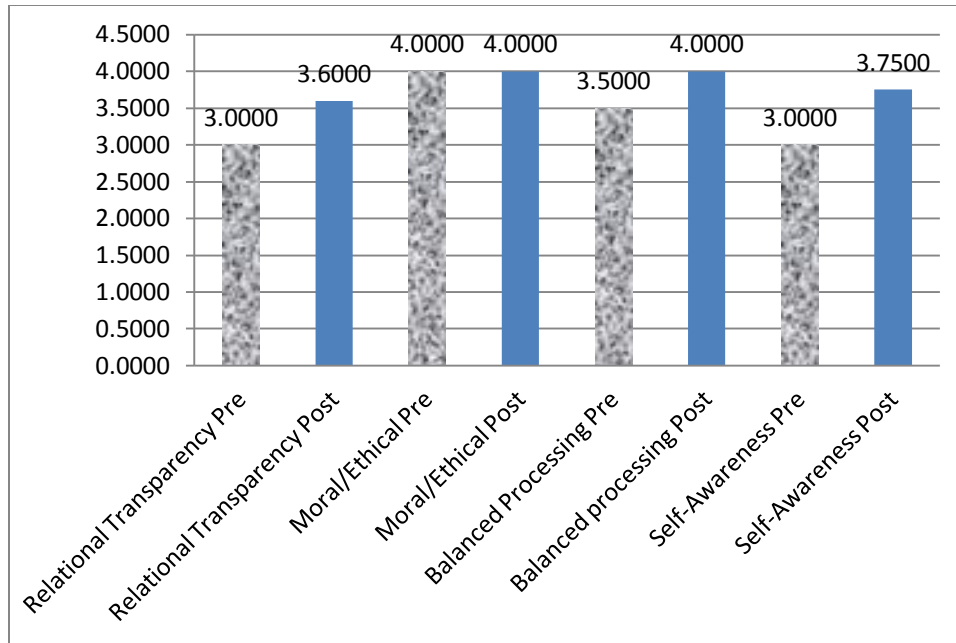
*Figure 5.* Breck's Means from ALQ Self Results

In the constructs of relational transparency and self-awareness, the means increase; therefore, I perceive I increased my capacity to act as an authentic leader Fairly Often. In the area of internalized moral/ethical perspective and balanced processing I increased to or remained in the Frequently, if not Always ranges, as acting as an authentic leader.

The three special education coaches and thirteen special education induction teachers comprise the participant data set, thus the results inform both research questions. *(RQ 2: What is the impact of the special education induction program on induction coaches? RQ 3: What is the impact of the special education induction program on special education induction teachers?)* Four separate repeated measures ANOVAs were conducted on the four subscale of the ALQ Other – relational transparency, internalized moral/ethical perspective, balanced processing, and self-awareness. Because these analyses form a family

of comparisons and in order to avoid compounding the error rate to unacceptable levels, the four analyses were conducted using a family-wise error rate of $\alpha = .05$; with each analysis being conducted at the $\alpha = .05/4 = .0125$ level.

The repeated measures ANOVA for relational transparency was not significant, $F(1, 14) = 0.348$, $p < .565$. The repeated measures ANOVA for moral/ethical was not significant, $F(1, 14) = 0.019$, $p < .892$. The repeated measures ANOVA for balanced processing was not significant, $F(1, 14) = 2.50$, $p < .136$. The repeated measures ANOVA for self-awareness was not significant, $F(1, 14) = 0.045$, $p < .836$. Table 16 represents the means and standard deviations for ALQ self constructs.

Table 16

*Means and Standard Deviation for ALQ Self Constructs of the Special Education Induction Coach and Teacher Responses*

|  | Pre | | Post | |
| --- | --- | --- | --- | --- |
| Construct | M | SD | M | SD |
| Relational Transparency | 2.79 | 0.68 | 2.84 | 0.66 |
| Internalized Moral/Ethical Perspective | 3.23 | 0.73 | 3.22 | 0.62 |
| Balanced Processing | 3.13 | 0.40 | 3.30 | 0.62 |
| Self-Awareness | 3.07 | 0.48 | 3.09 | 0.53 |

The lack of statistical significance could be due to multiple factors. Originally, when I selected the ALQ as a measure to indicate retention indicators of Authentic Leadership capabilities, I predicted I would have an N of approximately 30 to 40. The relatively small n=15 may be the reason no statistical significance was found in 4 out of the 4 constructs of the ALQ Self.

**Results for ALQ Rater.** I utilized data from the ALQ Rater to answer the following research question. The three special education coaches and thirteen

special education induction teachers comprise the participant data set. *(RQ 1:*
*How do I change as the special education induction coach coordinator, as a*
*result of developing and implementing a formal induction program for special*
*education induction teachers?)* Four separate repeated measures ANOVAs were
conducted on the four subscales of the ALQ Rater—relational transparency,
internalized moral/ethical perspective, balanced processing, and self-awareness.
Again, the error rate was divided over the four analyses, each was conducted at α
= .0125.

The repeated measures ANOVA for relational transparency was not
significant, $F(1, 13) = 3.75$, $p < .075$. The repeated measures ANOVA for
internalized moral/ethical perspective was not significant, $F(1, 12) = 0.852$, $p <$
.374. The repeated measures ANOVA for balanced processing was not
significant, $F(1, 12) = 2.512$, $p < .139$. The repeated measures ANOVA for self-
awareness was not significant, $F(1, 12) = 0.260$, $p < .619$. Table 17 represents the
means and standard deviations for the ALQ rater responses.

Table 17

*Means and Standard Deviation for ALQ  Rater Constructs of the Special Education*
*Induction Coach and Teacher Responses*

| Construct | Pre | | Post | |
|---|---|---|---|---|
| | M | SD | M | SD |
| Relational Transparency | 3.17 | 0.59 | 3.40 | 0.48 |
| Internalized Moral/Ethical Perspective | 3.52 | 0.48 | 3.62 | 0.57 |
| Balanced Processing | 3.46 | 0.56 | 3.69 | 0.60 |
| Self-Awareness | 3.38 | 0.63 | 3.46 | 0.78 |

Although the results were not statistically significant for any constructs,
the following graph of means illustrates the direction of change.  Statistical

significance did not indicate the responses were not due to chance, the responses

of the special education induction coaches and teachers indicate their perception

in regards to my levels of Authentic Leadership capacities. Figure 6 indicates

means of indicated by the coaches and teachers within ALQ constructs.
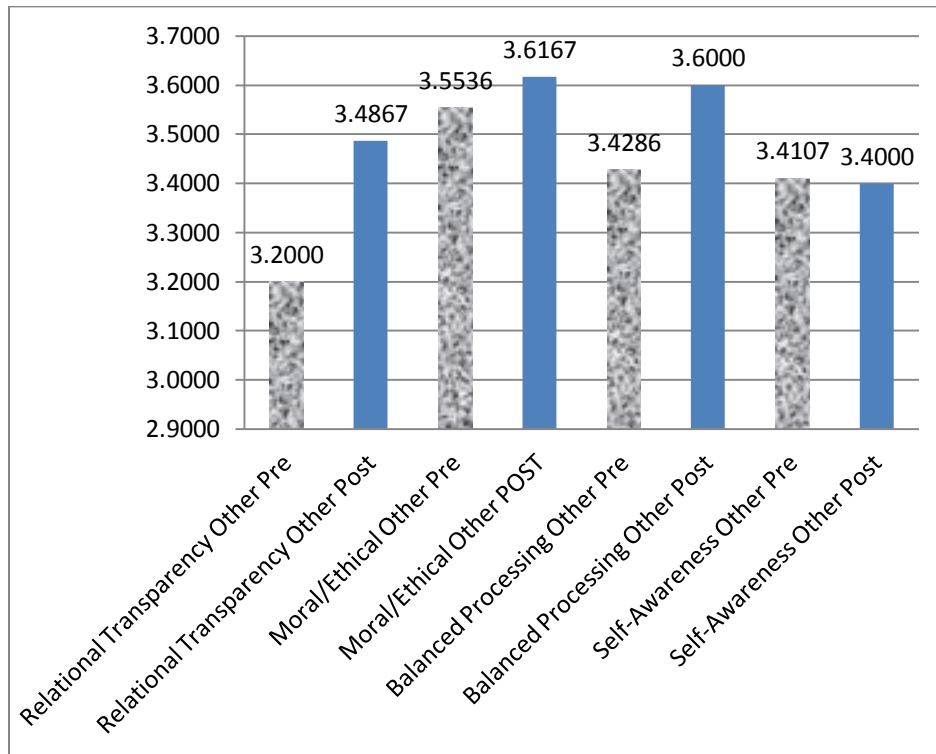


*Figure 6.* Means of Coaches and Teachers ALQ Rater

All four constructs of the ALQ fall within the Fairly Often range

indicating I act with action of an authentic leader, Fairly Often. Means increased

in the constructs of relational transparency, internalized moral/ethical perspective,

and balanced processing. The means decreased from 3.41 to 3.4 (-0.01) in the

construct of self-awareness.

The lack of statistical significance could be due to multiple factors.

Originally, when I selected the ALQ as a measure of my actions as an authentic

leader, I predicted I would have an N of approximately 30 to 40. The relatively

small n=15 may be the reason no statistical significance was found in four out of the four constructs of the ALQ Rater, specifically in the constructs where the mean increased (relational transparency, internalized moral/ethical perspective and balanced processing.  In addition, while administering this measure, the participants indicated they did not know me well enough at the beginning of the year to make a fair assumption of my Authentic Leadership capabilities; thus leaving multiple questions blank.  An interaction and time of measurement as external threats to the validity of this measure (Smith & Glass, 1987) may be a contributing factor of the decrease in mean of the construct self-awareness. Exclusion of answers, while utilizing IBM SPSS Statistics 20 program, in constructs where participants neglected to answer contributed to the final N further decreasing the validity of the measure.

**Special Education Induction Teacher Questionnaire (SEITQ).**  To ensure the reliability of the SEITQ I analyzed the pre-survey data.  According to Nunnally (1978), the higher the Cronbach $\alpha$ score, the more reliable the scale; a score of 0.70 is found to be an acceptable reliability coefficient, but lower thresholds are sometimes used in the literature.  Table 18 represents the Cronbach $\alpha$ scores of the SEITQ.

Table 18

*SEITQ Cronbach $\alpha$ Estimates of Internal-Consistency Reliability Current Study*

|  | Cronbach $\alpha$ |
| --- | --- |
| SEITQ Confidence Construct | 0.89 |

***Results for SEITQ.*** I utilized data from the SEITQ to answer research questions one, two, and three. Although I would not be able to analyze my answers to the SEITQ with the special education coaches and teachers, I answered the questionnaire as a participant. It is important for me to capture my perception of my own confidence levels to perform the responsibilities of a special education teacher, to inform research question one. *(RQ 1: How do I change as the special education induction coach coordinator, as a result of developing and implementing a formal induction program for special education induction teachers?)* Figure 7 represents my means for the SEITQ.
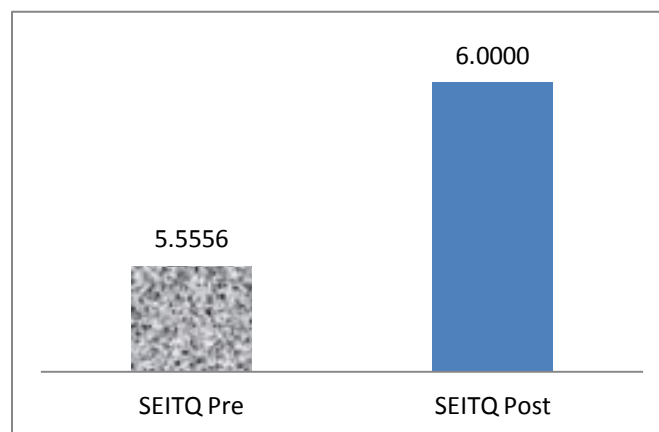


*Figure 7.* Breck's Means on the SEITQ Measure

I increased my confidence in performing my duties as a special education teacher from 5.56 to 6.0, which is in the Strongly Agree range.

The three special education coaches and thirteen special education induction teachers comprise the participant data set, thus the results inform both research questions. *(RQ 2: What is the impact of the special education induction program on induction coaches? RQ 3: What is the impact of the special*

*education induction program on special education induction teachers?)* The

SEITQ measures a special education teacher's confidence to perform their

professional responsibilities. This measure informs Research Question 2 and

Research Question 3. A connection to the induction coaches' increased self-

reported increased confidence to perform their professional responsibilities

directly impacts their abilities as a coach to replicate and train on these

responsibilities.

A repeated measures ANOVA was conducted on the pre- and post-

intervention scores for the SEITQ for 16 participants who had both pre- and post-

test scores. This analysis was conducted at the $\alpha = .05$ level. The repeated

measures ANOVA showed there was a statistically significant difference between

the means, $F(1, 15) = 24.68$, $p < .001$. The post-test score, M = 4.84 and SD =

0.44 was significantly greater than the pre-test score, M = 4.48 and SD = 0.56.

The effect size was $\eta^2 = .622$, an exceptionally large effect size for a within-

subjects design based on Cohen's *d* criteria (Olejnik & Algina, 2000). Thus

indicating the increase from 4.48 to 4.84 which continued to be within the

Somewhat Agree range was not due to chance, but a representation of an

increased confidence level in the coaches' and teachers' abilities perform required

responsibilities of a special education teacher.

**Qualitative Findings**

I utilized five qualitative measures within this action research study,

Special Education Induction Teacher Questionnaire (SEITQ) qualitative questions

(pre/post), Email Reflective Responses, Focus Groups (Organic and Structured),

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and Teachers' Final Letter.  Through the process of analysis, I divided the

participants into two cases.  The special education induction coaches and I

comprised the first case and the second case included the special education

induction teachers.  I analyzed all qualitative data to the aggregate data level,

which means instead of itemizing the data according to data collection tool, I

analyzed the data as a whole.  Table 19 illustrates the response rates, case

delineation, and data collection tool.

Table 19

*Response Rates by Case and Data Tool*

| Case | N | Data Collection Tool | Response Rate |
|---|---|---|---|
| Case 1: Special Education Coaches and Coordinator (me) | n=4 | SEITQ Pre/Post Open Ended Questions | 100% |
| | | Email Reflective Responses | 100% |
| | | Focus Groups:  Organic | 100% |
| | | Focus Group: Structured | 100% |
| Case 2: Special Education Induction Teachers | n=15 | SEITQ Pre/Post Open Ended Questions | 94.44% |
| | | Focus Groups: Structured | 80% |
| | | Teachers' Final Letter | 87% |

Organizationally themes are not represented in order of significant

findings.  Rather, I have grouped the themes in order in which may answer my

research questions in Chapter 5.  Table 20 represents number of instances

according to each case.

Table 20

*Inductive and Deductive Themes*

| Inductive Themes | Case (s) | Instances | Code Relationship |
|---|---|---|---|
| Theme 1. I transparently provided information to participants and solicited participants' opinions, and viewpoints, regarding this action research study. | Coordinator and Coaches (n=4)<br>Teachers (n=15) | 19<br><br>7 | Coaches analyzing Breck's leadership, Breck discussing research |
| Theme 2: I developed the special education induction coaches' leadership capabilities through leadership training, critical conversations during planning session and articulation of strengths. | Coordinator and Coaches (n=4)<br>Teachers (n=15) | 53<br><br>0 | Breck describing coaches' strengths, leadership training or support, coordinator and coaches planning |
| Theme 3: Coaches increasingly articulate their leadership skills. | Coordinator and Coaches (n=4)<br><br>Teacher (n=15) | 77<br><br><br>0 | Coaches core values, coaches wanting observation, coaches ID attributes in self/others |
| Theme 4: Special Education Induction Coaches began to articulate observations and analyze the needs of teachers to drive decisions. | Coordinator and Coaches (n=4)<br><br>Teachers (n=15) | 45<br><br><br>0 | Coordinator and coaches identifying teacher growth, coordinator and coaches analyzing induction teachers |
| Theme 5: Both special education induction coaches and teachers identify challenges and obstacles in performing their special education responsibilities. | Coordinator and Coaches (n=4)<br><br>Teachers (n=15) | 18<br><br><br>75 | Challenges identified, identified obstacles outside the responsibilities of induction coaches, psychologist issues |
| Theme 6: Both special education induction coaches and teachers discuss the impact of the special education induction program. | Coordinator and Coaches (n=4)<br><br>Teachers (n=15) | 36<br><br><br>64 | Impact of induction program, increased special education capacities, teacher self-identified areas of growth, retention, SPED induction giving advice. |
| Theme 7: As special education induction coaches and teachers examined the efficiency of the special education induction program, as they described their experiences and participated as active participants. | Coordinator and Coaches (n=4)<br>Teachers (n=15) | 43<br><br>120 | Induction positive, induction negative, induction seminar, indication of support, suggested change or improvement to induction program |

| Deductive Themes | Case (s) | Instances | Code Relationship |
|---|---|---|---|
| Theme 8: Psychological Capital | Coordinator and Coaches (n=4)<br>Teacher (n=15) | 44<br><br>104 | PsyCap efficacy, PsyCap hope, PsyCap optimism, PsyCap resilience, |
| Theme 9: Authentic Leadership | Coordinator and Coaches (n=4)<br>Teacher (n=15) | 163<br><br>10 | balanced processing ethical/moral self-awareness relational transparency |

***Inductive Themes.*** Within this action research study, seven inductive, data driven themes evolved from the data.

*Theme 1. I transparently provided information to participants and soliciting participants' opinions, and viewpoints, regarding this action research study.* As a researcher and practitioner within this action research study, I had to find authentic ways of providing information to both the special education induction coaches and teachers without stepping over the boundaries of ethical researcher protocol and soliciting opinions and viewpoints as well. This theme illustrates the interactions with the special education induction coaches and their feedback regarding my leadership. This theme contains 26 instances of evidence at the paragraph and conversation level, 19 within the coaches and coordinator case (n=4) and seven within the teacher case (n=15). This theme is important within the coaches and coordinator case. No instances of Theme 1 emerged within the teacher case.

The first piece of evidence illustrates the opening communication at Research Day when I invited the special education induction coaches to participate as active members of this research study, not to just listen to my presentation. In previous years, I presented information at research day but did not invite colleagues from my workplace. This year, to model the leadership qualities I had been developing in the special education induction coaches and to engage them in critical conversations, I invited them to Research Day. The following illustrates intentions of the coaches and me discussing our leadership capacities during Research Day:

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As a part of our (the coaches and my) interventions, the special education induction coaches and I engaged in training and critical discussions regarding our leadership. Personally, I live and I breathe it; I truly believe I am an authentic person. Today I want to have my two "selves" come together. One self is my practitioner side, which is the implementation of the huge undertaking of developing a special education induction program. I feel like my other self, is my researcher side. Which is my second life and my second personality at all times.

I further explain how the revealing of insights would unveil and how I solicited feedback from the special education induction coaches from the practitioner side of this action research study and from the Research Day participants, from the researcher side of this action research study. The special education induction coaches not only listened to the account of my leadership capacity changes, but also contributed to the discussion at the table.

When the teachers would question how the special education induction program team, consisting of myself, and the three induction coaches made decisions, I answered with transparency and relevancy to each person's needs. In the following excerpt, a teacher asked for clarification regarding the design of the special education induction training sessions. I answered with the following:

> Background information on the induction program, I initially set up the special education induction program to be divided into different groups based off the special education induction coaches' areas of expertise and the needs of the special education induction teachers. Early on, the three ladies [special education induction coaches] decided they were stronger as a whole than they were apart so they preferred to train together.

In this example, a special education induction teacher questioned me how specific induction coaches the groupings of teachers in which the coaches supported. I shared with the special education induction teachers that I initially structured the induction program to have the induction coaches train their small group of

induction teachers, separately.  When the special education induction coaches

presented me with concrete reasoning to change this structure and to train as one

big group, we decided this structure would better suit the needs.  I transparently

shared the information with the group, as I did not want to take credit for this

critical decision.  Not only did the teachers appreciate the leadership of all the

different coaches but collaborating with their cohort of special education

induction teachers.

The second component to this theme consists of the solicitation of

authentic feedback about me as a leader.  This action research study included the

intervention to develop my own leadership capacities.  I gathered the feedback

from the participants as information to guide my leadership development

throughout the implementation of this action research study.  The following

illustrates the perception of my leadership development as a part of this action

research study.  During the final Structured Focus Group, I asked each of the

coaches to provide me with their honest opinion about me as a leader.  I asked

them if and how I changed as a leader during this action research study.  As

illustrated below in a conversation between the three special education induction

coaches and myself.  I posed the question, how has my leadership changed during

the course of implementing a special education induction program during the

2011-2012 school year.  Isha starts the conversation off by stating:

> I think it goes without saying, that having Breck on our team made a
> difference.  I feel like you were our voice that was able to take back to
> them.  No one ever asked me about it.  I assumed you were in the
> background advocating for it.  Thank you very much for that.

Elizabeth's response to the question indicated she saw a change in my leadership

style in the area of gradually releasing the control of the content and facilitation of

the special education induction teacher training sessions. Although this was

Elizabeth's response, both of the other special education induction coaches agreed

with her observations regarding my changes as a leader:

> When we first met … there [you spent] a lot of time telling us what we should do. Then, you taught us; as a leader, you released the responsibility to us and allowed us to lead the group ourselves… one of your jobs is to teach other people how to be a leader. At the beginning, … you might have had a really rough time with like releasing that to us, and then you changed. That enabled us to become more of the leaders …, which that's how it's supposed to be. You developed us.

Elizabeth describes my initial level of releasing the reins of leadership. When the

intervention started in July of 2011, I made the majority of decisions regarding the

special education induction program; as this was the first time I worked with the

three induction coaches and I had to understand their leadership capacities before

gradually releasing the responsibilities to them. As the year progressed, I

increasingly empowered the special education induction coaches and posed

questions to guide their decision-making.

I solicited feedback in regards to my leadership capacities from each of the

special education induction coaches; thus receiving very different feedback for

each. I specifically asked if they observed any changes in leadership capacities.

Isha provided feedback in a different way. She connected herself to me as a

leader because of our personality styles:

> Isha: I feel like I totally agree with what Elizabeth is saying, but in terms of leadership I feel like you have helped me learn more about myself like as a classroom teacher.

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We [Breck and Isha] are very similar in the sense that I am very guarded initially until I have established a sense of trust. Then my walls come down and I am able to bring other people in and do some team stuff. I feel like that was exactly what was going on with the beginning of your leadership. I don't think that, I've never seen it from the other side of the table, but I was able to immediately recognize that in me, when I was working with you and it was like that's what that looks like, huh? Do people often tell you that you are intimidating?

Breck: Yes. It is very true. You are right.

Isha: I get that, too…it is because you know you are reserved and your walls are up and you are just soaking it all in so you can make an informed opinion decision.

Breck: I can't tell you how many times I've been told I'm intimidating. In reflection, I have changed many things about myself to… lessen the impact of the intimidation. My [distance] has absolutely nothing to do with what's inside. I am not an intimidating person.

Isha: I agree.

Breck: I love what I do; I truly love what I do. However, I have been called intimidating in every single aspect of my life.

Isha: Well, I just know that me being guarded is always confused with being intimidating. … it was nice to see what that looks like in a leadership role and like what I would look like doing that.

Through discussion of Isha's feedback, I encountered a reoccurring theme in my life. Although I do not purposefully intend on intimidating co-workers on initial contact, I seem to exude this attitude. Once co-workers get to know me, I always receive this feedback. I am perceived as intimidating, but ultimately let my guard down enough to see the real me. As a leader, this feedback took me a bit by surprise, as I thought I had worked on this area. Clearly, I need to continue to work on self-awareness and how others perceive me. This feedback provided by Isha, informed my progression with my leadership capacities.

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As Elizabeth and Isha's feedback differed from releasing the reigns of leadership to perceptions of intimidation, Christina indicated that she initially felt as if I was not an effective leader. The following includes feedback she provided me as a changing leader.

Christina based her response on our three years of working together in the SESD. She recalls the first time we began working together. It was her second year of teaching and my first year working in the SESD. At her school, there had been a stream of four different psychologists and almost 100% turnover of the teachers in the school. She was a second year teacher trying to navigate as a leader. As she set up the period and historical aspect, I tried to recall the events. Christina recalls the story as follows:

> I was just mad at the situation and nobody was helping us… She [Breck] is going to walk in and try to fix everything. … Does she not see that we're drowning? … I was so mad that we were drowning in IEPs, we were drowning in meetings, and we had no organization.
> …I don't even think we started bonding until my 3rd year… I don't even know how we meshed, but … like working with you and different experiences I'm like, "wow." I could be her one day.

Even through the conversation where Christina was sharing her insights, I had to ask a few questions as to clarify my behavioral change. Through the back and forth conversation, ultimately, I was unable to accurately decipher the needs of Christina and her school at the time, but now Christina sees me as a person who can accurately listen and provide the support needed.

*Theme 2: I developed the special education induction coaches' leadership capabilities through leadership training, critical conversations during planning sessions and through articulation of the coaches leadership strengths.* In the

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coaches and coordinator case (n=4) 53 instances at the phrase, sentence, paragraph and conversation level encompasses this theme and zero instances in the teacher case (n=15). In the following segment recorded through an Organic Focus Group session, I set the purpose and importance of participating in leadership training to the special education induction coaches:

> The training you will receive today will help you learn how others perceive you, when you are in a leadership position. I want to connect to what you are already using. When we allow ourselves to share sharing our own emotions appropriately during our training sessions, we are giving insight to our personalities. Today, we are going to learn more about our personalities and the personalities of our teachers. This knowledge will help us become better leaders.

The second salient example of Theme 2 illustrates my actions to encourage the special education coaches to think critically about the needs of our special education induction teachers. During the Organic Focus Group sessions, I acted as catalysis of thought and expected the induction coaches to think critically about all aspects of the induction program. This also included the induction taking into account current events within the SESD co-existing with but completely out of the control of the Special Education Induction Program. My actions helped the special education induction coaches make informed decisions regarding future training and supports for the special education induction teachers. The following interaction illustrates one critical conversation:

> Breck: Okay, Elizabeth, I need to say this to you. No matter what, you will always say instruction first, always. They [special education induction teachers] may say they want more instruction, but 2.7 million dollars, say those words.

> Elizabeth: Yeah but, let me say these words, how do you write a great IEP if you don't know instruction?

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Christina: But it's has to come from experience and will come. We've already provided them math, reading and writing and they have to get on that bus and drive that bus. We cannot go in their classroom and teach.

Breck: And we are not the sole providers of their instructional options.

Elizabeth: I know, I know!

This conversation illustrates how the special education induction coaches moved from asking me to tell them what to include in the special education training sessions, to actively engaging in critical conversations about what to include in the training. Elizabeth, Christina, and I engaged in conversation regarding the needs of the special education induction teachers. Instead of me telling the coaches what to prepare, we began to share opinions and negotiate the content of special education induction training.

Finally, I also specifically reinforced each one of the special education induction coaches; in order encourage positive leadership skills. Although this reinforcement happened during multiple conversations, I have chosen the three following instances, one illustrating the strengths of each special education induction coaches. When discussing the co-constructed Teachers' Final Letter data set, I specifically reinforced each induction coach for their contributions.

Isha had indicated she was quiet and did not consider herself a leader but an advocate. I reinforced her leadership behavior in the following quote:

> Isha, you pitched the idea of the Teachers' Final Letter, as our final data set. It doesn't matter if you are quiet, because what comes out of your mouth next…it is the big one [idea]. I never had to worry about us (the other coaches and me) being too loud, you would always get your ideas out, and they were always profound. The final data set we will collect, you pitched the idea!

Christina also contributed to the gathering of the final data set.  Christina presented information in the segment leading up to the teachers reflecting upon their successes from the entire year.  She utilized data collected from the previous seven training sessions regarding the snapshots of the teachers' opinion of their emotional well-being during the year.  Her contribution set up an emotionally safe and positive environment for the special education induction teachers to reflect.  I shared the following:

> Christina, you always prepare and develop the feeling (tone) of the training.  During our final activity, you sequenced everything in perfectly because you know how the feelings (emotions) would tie into the next activity.  You put our final activity into perfect sequence, connecting feelings to data and setting it up for Isha perfectly!

> Elizabeth also co-constructed the Teachers' Final Letter data set.

Elizabeth consistently modeled best practice instructional techniques.  During the activity leading up to gathering the data from the special education teachers, Elizabeth adjusted the activity to include classroom technology:

> Elizabeth, when we were presenting the activity leading up to the special education teachers writing their letters, we used your document camera.  I also thought you had been a huge contribution during all the trainings, because you always manipulated any technology in front of the teachers.  You made it seem so easy and confident.  You always modeled technology.

> I modeled throughout the year and gave multiple opportunities for the special induction coaches to share their strengths and to evaluate their performances as budding leaders.  I developed safe environment for each of the induction coaches to evaluate themselves as leaders, receive, and give critical feedback.

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*Theme 3:  Coaches increasingly articulate their leadership skills.*  As the

year progressed, the special education induction coaches articulated varied

reflections on themselves as leaders.  The number of instances of this theme

equaled 77 in the coordinator and coaches case (n=4).

I asked the special education induction coaches to articulate their core

value in their emerging leadership they responded with, good instruction and

instructional components (Elizabeth);  empathy, humor, and always laughing

(Christina); and honesty (Isha).

The induction coaches began to identify positive leadership attributes as a

special education induction coach team and in one another.  Isha began a

conversation about the special education induction coaches as a group:

> I'm really proud of the teachers, but I'm really proud of us.  I feel like we
> are three different teachers, we teach different, we are different
> personalities.  We were able to pull our strengths together and really do
> something powerful that has benefitted the [special education induction]
> teachers.

Isha articulated an overarching feeling of the three coaches utilizing their own

strengths and developing a special education induction program that benefited

every special education induction teacher during the 2011-2012 school year.

The following illustrates a spontaneous conversation captured between the

special education induction coaches during the Structured Focus Group.  The

special education induction coaches struggled with calling themselves leaders.

Elizabeth then spoke up and indicated that they were all leaders because

collectively they designed and implemented the special education induction

program.  Immediately following Elizabeth framing the leadership of this group,

the team began to give positive feedback to each other regarding each coaches'

strengths and contributions.  I provided this statement as a significant illustration

because I did not prompt the special education induction coaches to give each

other positive feedback.

> Christina to Elizabeth: You're really good in instruction.  You're really good at the organization of instruction, getting things together and going the extra mile with technology.

> Elizabeth to Christina:  Christina is a motivating leader.  She motivates people to want to do the best that they can.

> Christina to Isha:  Isha, you hold your kids accountable, no matter how low they are…You differentiate for teacher as you differentiate with your students.  You're really good at that with your kids.

Although each of the special education induction coaches view their

leadership path differently, when prompted to reflect upon themselves as leaders

and identify how they have individually changed the three coaches indicated the

following three passages.  Each coach identified different changes in their

leadership capabilities.

Elizabeth believed she increased her ability to listen actively to the special

education induction teachers and within the induction coach group.  She also

indicated for the first time she collaborated with other teacher leaders instead of

completing all big projects independently.  Elizabeth articulates her changes in the

following statement:

> I believe … I've become an active listener and more patient with people.  I have to really try to put myself in the shoes of the new teachers because I haven't been a new teacher in a very long time.  I've been able to as a leader able to practice my skills that I've been learning in my classes (administration and leadership).  [As for as working with the special education induction coaches] I've had to learn how to work on a team and

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allow collaboration.  I mean, allow other peoples' ideas and to let go of control.  Collaborate, not just dominate.

Elizabeth considered herself a leader; however, during this last year when working with special education induction teachers, admitted to adjust her mindset, as she has not been a first year teacher for some time.  Christina identified her on changes in leadership changes.  She reflected upon the training in which we identified our personality types and articulated this training as a significant catalyst of her mindset change.  Christina indicated the following:

> I've always been a leader.  I've just wanted to take charge, do it, and get it done.  I haven't been a new teacher for five years.  As a leader you have to take a step back and ask; what do I need to do, what do our teachers really need, and how can they be successful their first year.  What do the teachers need that we didn't give them yet?  Learning [about] different types of personalities, even us four took some time meshing.  I feel like we are really a complete team.  [I learned how to]  Look at the new teachers' different personalities, and [decide] how to approach the teachers differently.  You can't handle every situation or person the same.  You have to learn [about] who you're working with, and put yourself in their shoes.

Christina identified herself as a leader, but now approaches each teacher differently.  She seeks to understand her personality type as a leader.  She is aware of how her actions, in conjunction, with her personality style impacts each teacher differently.  Isha reflected upon her actions within the group of leaders.  She had listened to both Christina and Elizabeth share successes of the special education induction program.  Isha articulates her strengths regarding synthesizing the feedback given from the special education induction teachers while balancing the needs of the district while making decisions:

> What they're [Christina and Elizabeth] not mentioning, is that the way that the program started in the beginning is completely different in how it is panning out now.  The teachers gave feedback to us [the induction

coaches] and we used the data to drive our decisions.  I think that as a leader, using that feedback to drive the instruction is something, but to even dictate the way that we're teaching them [special education induction teachers] is what we should be doing.  Is [there] something that we have never considered before and it's making all the difference.

The three previous passages illustrate the special education induction coaches increasing abilities to assess their leadership capacities, identify strengths, and evaluate changes they need to make to meet the needs of the special education induction teachers.

*Theme 4:  Special Education Induction Coaches began to articulate observations and analyze the needs of teachers to drive decisions.*  Theme 4 encompassed 45 instances at the phrase, sentence, paragraph or conversation level, all of which fell in the coaches and coordinator case (n=4).  The special education induction coaches articulated many instances of individual teacher and the entire special education induction teacher cohort growth.

Elizabeth indicated observation of one teacher's growth when this teacher presented her technique on how to progress monitor students:

> When Madeline presented.  It was amazing and just the reaction everybody [special education induction teachers and district administration] had.  I just felt that the whole room was proud of her.  She was so articulate [because she] was able to tell everybody how to [monitor progress].  Anyone can take back [this strategy] and implement [it] in their instruction.  That was the greatest moment!  Just watching her.

Elizabeth articulated a positive observation of one special education induction teacher increasing her capacity and sharing it with the other teachers.

Christina indicated after reading the Teachers' Final Letter her observation of growth of two particular teachers and then of the group as a whole.  Christina

was very emotional after reading all of the Teachers' Final Letters.  I asked her

where her emotions were coming from; she indicated the following.

> I don't know.  I don't know.  I think maybe, just reading the letters, just because I have seen how far they have come.  I have worked with individuals teachers.  I worked with Matthew and Marcus.  All of the teachers are just so different now from what they put on paper before.

Christina observed how the teachers responded during the year on feedback forms

were very different from the statements made in the Teachers' Final Letters.  She

saw the teachers struggle all year, but in the end show positivity, hope, and

resilience.

Isha became interested in analyzing the special education induction

teachers from the perspective of identifying their personality types, as a way to

reach each individual teacher.

> I wanted to look at the teachers and see if I can apply this strategy, of [understanding personality types as a way to communicate] to the teachers we're working with.  Just their personalities.  It is interesting though how you are perceived versus how you perceive yourself.  Because that's really interesting.

As a significant finding, the special education induction coaches began to

utilize data gathered through feedback sheets, observation, and one-to-one

interactions to assess the needs and articulate the growth of the special education

induction teachers as they develop their craft.

*Theme 5:  Both special education induction coaches and teachers identify*

*challenges and obstacles in performing their special education responsibilities.*

The coaches and coordinator case (n=4) included 18 instances at the phrase,

sentence, paragraph or conversation level of challenges within the sphere of

influence special education induction program.  Overwhelmingly each of the

induction coaches indicated they did not feel they had enough time, both in terms of holding induction training and support throughout the entire first year, and for time allocated for each training session.

The coaches and coordinator case also included obstacles outside of the sphere of influence in the special education induction program. The special education induction coaches indicated experiencing these obstacles themselves. Additionally they observed the special education induction teachers struggling with the same obstacles. Examples of these obstacles include working with non-compliant Multidisciplinary Evaluative Team (MET) report and meetings, in which they do not have direct control over. The significant decrease in the number of psychologists in the district in previous years due to funding, also contributes to the overall obstacles within the district. The diverse expectations of lesson planning within the district and preschool transitions included two other areas of obstacles, in which the induction program cannot support teachers, but directly relates to the obstacles faced by themselves and the special education induction teachers.

The teacher case (n=15) included 75 instances at the phrase, sentence, paragraph or conversation level of challenges within the sphere of influence special education induction program. To illustrate the voice of the teachers the following two quotes set the stage of the quantified instances of challenges. One teacher indicated, "No one tells you how challenging this job can be, and down to teaching them how to blow their nose or tie their shoes and how to discipline

someone without screaming in their face." Another teacher, Lanaya, stated the

following:

> I had such great student teaching experiences and I loved them. They were awesome and I said, "I'm ready for this." When you are the real teacher in the room and you have to do all the IEPs, the paperwork, planning, and everything in addition, I really did not have a realistic picture of what being a special education teacher was like. So, I think someone being real [would be beneficial]. [To articulate] the kind of stuff that happens and how are you going to feel, it would have been super helpful.

Table 21 illustrates the significant challenges special education teachers

indicate that are within the sphere of influence of the special education induction

program.

Table 21

*Challenges Special Education Induction Teachers Face*

| Topics Within Sphere of Influence | Instances |
| --- | --- |
| Developing a cooperative working relationship with general education teachers | 5 |
| How to manage and develop a working relationship with educational assistants | 3 |
| Writing IEPs | 3 |
| Navigating special education, obtaining answers of compliance. | 3 |

I captured the previous list of challenges during the Structured Focus

Groups in February of 2012; this list represents a snapshot of what special

education induction teachers indicated as challenges. The special education

induction teachers received a multitude of training topics and individualized

support. The previously mentioned topics are within the sphere of influence of a

special education induction program; meaning programmatically content in which

the induction coaches have the latitude to develop training and to assist or mentor teachers.

I identified the subsequent list of topics identified as obstacles a special education induction teacher faces in their first year of teaching.  Although not directly related to the sphere of influence of special education induction program, the subsequent list of topics is important to illustrate the obstacles the special education coaches and teachers identify.  Table 22 contains obstacles outside the sphere of influence of an induction coach or the special education induction program.

Table 22

*Obstacles of a Special Education Induction Teacher*

| Topics Outside Sphere of Influence | Instances |
|---|---|
| Understanding the expectations of related service providers (psychologists, speech and language pathologist, occupational and physical therapists) and MET procedures. | 17 |
| Needing a compliance officer or mentor on each campus | 5 |
| Administrators not understanding special education and site administrative support | 5 |
| General education teacher implementing components of IEP or attending meetings | 4 |
| Campus supports staff (achievement advisors, social emotional learning specialists | 3 |

Although these data may not inform the development of subsequent special education induction program training sessions, the coaches and I informed the SESD of the specific needs of a special education induction teacher.

Theme 5 illustrates the challenges identified by both the special education induction coaches and teachers.  Although the induction program supports a wide range of induction topics, the challenges identified that remain and exist outside

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the sphere of influence of a special education induction program. The obstacles

faced were addressed and implications are explained in Chapter 5 of this

manuscript.

*Theme 6: Both special education induction coaches and teachers discuss*

*the impact of the special education induction program.* Theme 6 encompassed

100 instances at the phrase, sentence, paragraph, or conversation level, within the

coaches and coordinator case (n=4) 36 instances and teacher case (n=15) 64

instances. The following examples illustrate the impact of the special education

induction program from the induction coaches' perspective.

When asked how the special education induction program impacted the

induction teachers Isha indicated the following:

> When we give them [special education induction teachers] [the opportunity] to provide us with feedback, they were never indicating it was a waste of time, [nor] that they don't want to do it. They may have suggestions about how we could do it [training] better, but every feedback that we are getting is, "I appreciate this and I'm learning, I applied this, I need more information regarding this", so I think that its [special education induction program] was very useful for them. I think it plugs them in and gives them support, strategies.

Christina articulated the impact of the special education induction program

on the induction teacher particularly important in the area of emotional support

and confidence building. The following passage she shares her insights:

> I think the confidence level [of the teachers], you can see it in their faces, and the way they carry themselves now… putting ourselves in their shoes, and [I see] they were just scared. They were trying to survive; they're trying to move across the country, and trying to get their classrooms set up. Just the way the special education induction teachers hold themselves….They are taking on new responsibilities as well as taking responsibility for their classroom….I see the confidence has grown immensely since the first week we all met in July.

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Elizabeth reflected upon the changes in the district from when she was a first year teacher. She observed the teachers taking advantages of the training, materials, and support. She begins to mention the potential impact of the program on teacher retention. Elizabeth articulates the following:

> I know when I was a new special education teacher here in the SESD there were no trainings. I didn't go to my first special education training in the district until my fifth year. Our special education induction teachers have someone to go to if they have a question; they're excited to write compliant IEPs because they can get the answers. I mean I've worked at this district and it has a very high turnover for special education teachers and usually by this time [of year], everybody is indicating they are done with this district and none of them have said that.

The three special education induction coaches each articulated the impact of the special education induction program on the induction teachers; their thoughts included engagement, confidence, and knowledge.

When asked, the special education induction teachers indicated the following areas in which they believed they had increased their capacities as a special education teacher. Table 23 illustrates the number of instances where teachers believed they increased their capacities.

Table 23

*Area of Teacher Self-identified Increased Capacities*

| Topics | Instances |
|---|---|
| Writing and facilitating Individualized Educational Program (IEP) | 9 |
| Working with adults/parents | 4 |
| Educational Assistants | 4 |
| Scheduling students | 3 |
| Self-advocate to find answers to questions regarding compliance in special education | 3 |

Either the special education induction program specifically addressed through training, discussion or mentoring the above mentioned topics.

The two following quotes from two of the special education induction teacher illustrate self-identified areas of growth as they relate to the previous list of increased capacities. Matthew identifies growth in the areas of writing IEPs, lesson planning and interactions with colleagues:

> Throughout this year, if I've learned anything, it's that with [writing] my IEPs. Obviously the first one was a nightmare. Now it's gotten to the point where they still take time, but it's not overwhelming and doesn't stress me out. My lesson plans have gotten to the point that I am actually able to tie next week, into this week, and the week before. That's growing considerably and I like that a lot. Another thing might be the interaction with my fellow teachers. As a first year teacher, I remember my first couple of weeks [listening to] the [other] teachers talk about their students. They were using all these phrases and things that you learned in school. [I thought] wow these are some really dedicated professionals. Then, 2-3 weeks into it, I [thought] wow; you are one of these dedicated professionals now. That was a learning experience for me.

Marcus discussed increased capacities in problem solving, working with parents, and communicating with difficult adults and administrators:

> At the beginning of the year, I didn't know who to go to [with problems], but now I know who to ask and [am able to] problem solve a lot quicker. At the beginning of the year, I didn't really have that much experience working with parents before [especially] when parents get upset. I work with K-3rd graders. I [didn't know how to] deal with adults on drugs. I feel like I've improved in my communicating with [difficult] adults. The administration has commented on how much more effective I am communicating with adults. I didn't expect that to be such a big part of my job, but I have a lot of meetings where I have to have the leadership role in front of parents as well and make them comfortable. That's probably the area that I felt pretty weak in and that I grew.

The impact of the special education induction program as identified by the special education induction coaches and teachers ranged from engagement,

confidence levels, and content knowledge to writing IEPs and having

conversations with the adults in the educational system.

*Theme 7: As special education induction coaches and teachers examined the efficiency of the special education induction program, they described their experiences and participated as active participants.* Theme 7 encompassed 163

instances at the phrase, sentence, paragraph, or conversation level, within the

coaches and coordinator case (n=4) 43 instances and teacher case (n=15) 120

instances. In the following excerpts, the special education induction coaches and

teachers describe their experiences and examine the effectiveness from their

perspective.

The special education induction coaches indicated feeling a support as

they co-constructed the implementation of the special education induction

program. They indicated the ability to ask for help if needed, and felt supported

by the district office. They appreciated working together and planning ahead of

time for each of the training sessions. As the induction coordinator, I indicated

that the critical conversations in which the team (Isha, Elizabeth, Christina, and

me) engaged drove all the decisions regarding the program. Once the induction

coached started thinking like leaders, their conversations deepened.

The following conversation illustrates the importance of autonomy to the

special education induction coaches in developing a specialized induction

program for induction teachers:

> Elizabeth: I really appreciated the district and the induction [coordinator for the district] let us recognize what we thought was most important and let us roll with it.

Isha: They didn't try to pigeonhole what they thought was important for our population.

Christina: It also helped that district coordinator of induction knew us [the special education induction coaches] and knew what special education was. She understood what we go through and she trusted us.

Elizabeth: I felt a lot of that the training material designed for general education was valuable. Special education has a whole another component and we had to pick what was most important, but we had to mix it with what special education teachers needed. There was a lot more special education stuff that we could've done but we didn't do. We had to have general education induction information. I was glad they trusted us with those decisions.

The special education induction coaches appreciated the latitude they were given to adjust the special education induction program to meet the ever-changing needs of the special education induction teachers, without feeling as their actions were scrutinized. As a result, they began to make decisions regarding the scope and sequence of training materials.

The special education induction coaches began to evaluate the effectiveness of the induction program and indicated the following changes that may support the next year's special education induction teachers. The special education induction coaches expressed a general sense of being able to spend more time in training sessions with special education induction teachers by possibly increasing special education induction pre-school year week from one to two weeks, modify and participate in all general education trainings for special education applicability. The special education induction coaches wanted to find ways to spend 1:1 time with each teacher to write their first Individualized Education Plan (IEP) and develop each teacher's IEPs with them for the entire

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year.  The special education induction coaches also included increasing the

induction support to 2<sup>nd</sup> year induction teachers the 2012-2013 school year.

The special education induction teachers express their perspective on the

effective and supportive components of the special education induction program.

Table 24 illustrates the top four responses indicated from the special education

teacher perspective the effectiveness of the special education induction program.

Table 24

*Effective Components of the Special Education Induction Program*

| Topics | Instances |
| --- | --- |
| Support from special education induction coaches | 14 |
| Explanation of state requirements for writing compliant IEP  (goals, agenda for meeting | 9 |
| Special education induction coaches realized the need to differentiate for all adult learners, not just K-8 but (PK-8 and specialized programs) | 5 |
| Special education induction coordinator | 5 |

The following salient quote exemplifies the effective component of

support Karen received from the special education induction coaches.  Karen

recalls that in the beginning the special education induction program did not meet

her needs:

> I think that for me in particular.  Coming from different experiences, I did
> not have a very good taste in my mouth about SESD my first three
> months.  I'd call home, cry and say I want to quit and I'd come home.
> Once the induction sessions changed to include everyone from the lowest
> to the highest.  [Meaning content delivered in training for teachers
> teaching in preschool through eighth grade programs.]  I think that [the
> adjustments] were definitely a lot more supportive.  I knew things changed
> when I was very honest in [the feedback form] you passed out.  I just hope
> honestly, while I have the positive experiences now with you [BI] and the
> induction coaches, I would not wish my situation on any teacher.

This teacher's experience exemplifies the coaches' active engagement with the teacher providing valuable feedback and the special education induction coaches and coordinator making the necessary adjustments to meet her needs.

It is important to note they identify ineffective components as identified by the special education induction teachers. Table 25 illustrates the top two ineffective components of the special education induction program.

Table 25

*Ineffective Components of the Special Education Program*

| Topics | Instances |
| --- | --- |
| Special education induction teachers attending seminars with general education induction coaches and induction teachers | 11 |
| Talk about feelings or problems less in special education induction training sessions | 2 |

Special education induction teachers attended induction seminars conducted by general education induction coaches. An over arching commentary included the ineffectiveness of these induction seminars. The following three summarizations exemplify the comments made by the special education induction teachers. One, the teachers were asked to deconstruct a standard for one grade, when teaching multiple grades in which did not support their needs. Two, the special education induction teachers indicated the induction seminars were lead by unskilled trainers, who stated, "I didn't know SPED would be here." The third overarching idea included no differentiation for special education students or teachers.

The special education induction teachers received multiple opportunities to make suggestions regarding changes they believed would be effective for the next year's special education induction cohort. They respond to both the special education induction training sessions and the general education sessions. Table 26 illustrates the top four suggested changes for the special education induction program.

Table 26

*Changes Suggested by Special Education Induction Teachers*

| Topics | Instances |
| --- | --- |
| Shorter training sessions | 9 |
| Expressing feelings, complaints, and specific questions held at the end of training sessions or optional | 6 |
| Less topic introduction and review content from previous session | 4 |
| Not going to seminar (with the general education teachers) and seminars were not geared towards special education | 3 |

Theme 7 illustrates both the special education induction coaches and teachers active involvement in the process of developing the induction program. The special education induction coaches appreciated the support given to co-construct a new program designed for special education induction teachers. The special education induction teachers indentified effective and ineffective components of the program while suggesting legitimate changes for the subsequent year's special education induction program.

Themes 1-7 comprise the inductive, data-driven themes. Themes 8-9 comprise the deductive, theory-driven themes.

**Deductive Themes.** Within this action research study, two deductive, theory- driven themes evolved from the data.

*Theme 8: Psychological Capital.* Theme 8 consists of four constructs

self-efficacy, hope, resilience, and optimism, which comprise Psychological

Capital. The Psychological Capital theme encompasses 148 instances coded at

the phrase, sentence, paragraph, or conversation level, 44 instances in the coaches

and coordinator case and 104 in the teacher case. Table 25 illustrates each

construct and the number of instances according to case. In each construct,

depending on the weight of the case one salient quote illustrates the essence of the

construct in the commentary that follows Table 27.

Table 27

*Psychological Capital Construct Representation*

| Construct | Case | Instances |
|---|---|---|
| Self-efficacy | Coaches and Coordinator (n=4) | 14 |
| | Teachers (n=15) | 39 |
| Hope | Coaches and Coordinator (n=4) | 3 |
| | Teachers (n=15) | 15 |
| Resilience | Coaches and Coordinator (n=4) | 13 |
| | Teachers (n=15) | 40 |
| Optimism | Coaches and Coordinator (n=4) | 14 |
| | Teachers (n=15) | 10 |

Two examples, one from the coaches and coordinator case and one from

the teacher case, illustrate efficacious comments. Christina, one of the special

education induction coaches stated while talking about taking on challenges, "I

think I've always been a leader, and I've just wanted to take charge, do it, and get

it done." One special education induction teacher discussed her challenges when

dealing with difficult parents. Madeline reflected upon the following:

> I have to agree, I definitely had the fear of parents. When I first started,
> anytime one would complain, I would get scared. After a while, I started
> documenting everything that was happening [in my class] and I really feel

that having that documentation over the past 6 months has helped support what I did [my decisions] and why I did [my reasoning].

I found in both the coaches and coordinator case and the teacher case a significant amount of efficacious comments.

Within the hope construct, I found significant amount of hopeful statements. It is also important to note, that although the instances equaled 15, I coded the majority of the evidence at the paragraph level. One excerpt from JP's Teachers' Final Letter illustrates hopeful statements as he is giving advice to the 2012-2013 cohort of special education induction teachers. Juan stated, "To help you prepare I am giving you simple words of wisdom. Pay attention to ALL that you do, that which works and that which doesn't. Keep what does and discard what does not." In essence, to persevere as a new teacher sometimes you may need to redirect your efforts and move forward.

To possess the attribute of resilience, as defined by Luthans et al. (2007), an individual, when faced with problems and adversity must sustain and bounce back, or even move beyond to attain success. The first example of a resilient moment articulated by Isha illustrates the special education induction coaches developing a program that meets the needs of the special education induction teachers, even when there were many obstacles and minimal financial resources. Isha indicated the following:

> I'm really proud of the teachers, but I'm really proud of us. I feel like we are three different teachers, we teach different, we're different personalities. We were able to pull our strengths together and really do something powerful, which has benefitted the teachers. That's outstanding especially since we didn't have a lot of direction and we were making it up as we went along. That is the nicest way to say that. We

were still able to do something that was meaningful.  I am really proud of that.

The next example illustrates Marcus's reflection on his year as he wrote his

Teachers' Final Letter to his future colleagues:

> Dear first year teacher,
> When times get tough (they will often) and you have no clue [about] what you are doing…Remember that you can always solve whatever problem or issue has arisen because you're great at what you do!  And remember. June and July are coming up soon!  (Only kidding, but seriously.)
> From: Marcus

Both examples of resilience identify difficulties and the ability to sustain and

bounce back from the adversity.

Optimistic comments contain positive acknowledgment regarding

succeeding and succeeding in the future.  The first illustration from Christina

acknowledges the difficulties of the past and success of the present:

> We've come so far with organizing, getting our stuff together, figuring out what the group needs, and understanding one another. [During our trainings] we have veered off course.  We have gone over [the allotted] time.  The last couple of [trainings] we have been great, we are awesome. The last couple of times we've been great with time and got everything done.  Remember, one of our first trainings?  That was a funny day, what a mess.  This is the moment where I realized how far we've come when we compare how we train now.  Look how far we have come.  This is the moment right there.

The following example of the Teachers' Final Letter illustrates the emotions

attached to the workload and finding the successes:

> Dear New Teacher,
>     The First year of teaching isn't easy.  For me it was the most stressful year of my life.  I think that the most important thing to remember is to try to have fun.  The workload is huge, but so are the rewards.  Enjoy them.
>      -Trisha

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Self-efficacy, hope, resilience, and optimism constructs comprise the

second order construct of psychological capital.  The data indicate a greater

number of instances in the teacher case for the constructs of self-efficacy, hope,

and resilience.  The converse is true in the construct of optimism, where the

coaches and coordinator case is stronger.

*Theme 9:  Authentic Leadership.*  Theme 9 consists of four constructs self-

awareness; relational transparency, internalized moral perspective, and balanced

processing that comprise Authentic Leadership.  The Authentic Leadership theme

encompasses 173 instances coded at the phrase, sentence, and paragraph or

conversation level, 163 instances in the coaches and coordinator case and 10 in

the teacher case.  Table 28 illustrates each construct and the number of instances

according to case.  In each construct, depending on the weight of the case one

salient quote illustrates the essence of the construct.

Table 28

*Authentic Leadership Construct Representation*

| Construct | Case | Instances |
|---|---|---|
| Self-awareness | Coaches and Coordinator (n=4) | 65 |
| | Teachers (n=15) | 3 |
| Relational Transparency | Coaches and Coordinator (n=4) | 47 |
| | Teachers (n=15) | 2 |
| Internalized Moral/Ethical Perspective | Coaches and Coordinator (n=4) | 4 |
| | Teachers (n=15) | 1 |
| Balanced Processing | Coaches and Coordinator (n=4) | 47 |
| | Teachers (n=15) | 4 |

The construct of self-awareness, as defined by Avolio et al. (2009), indicates an individual demonstrates an understanding of one's strengths and weaknesses. The following excerpt illustrates how Isha perceives herself as an advocate:

> I think I view myself as more of an advocate. I think that I always bring a different perspective to the table so that we're looking holistically at a situation. [I ensure} that everyone's included from people [who teach students with] limited and high skills. I just think that that's my role. I think I advocate for the underdog.

Although Isha had a difficult time calling herself a leader, the simple suggestion that she acts as an advocate for her students and teachers indicates leadership capacities. Isha may not understand her impact as a leader in her workplace and with the special education induction teacher; however, she is aware she is a fierce advocate.

The construct of relational transparency includes the ability of a leader to present one's authentic self by sharing feelings as appropriate for situations and avoiding inappropriate displays of emotion. Breck and Christina engaged in a conversation regarding her emotional response after reading the Teachers' Final Letters. Christina became emotional and I encouraged her to discuss her thoughts and emotions regarding this final data set. The following conversation is an example:

> Breck: Before you lose what your emotions were about Christina, please share your thoughts about what you read.
>
> Christina: The first one was Matthew's and like all the people, he wrote a nice final letter, too. When it came time to be a encouragers, look what they wrote.

Although difficult to capture, within the context of a conversation between the coaches and me regarding the progress of the special education induction teachers, Christina became reflectively emotional. I observed a few tears falling as she read through the Teachers' Final Letters. As a leader, you may not be able to express your true emotions to everyone, she was able to express her feelings within the context of a conversation with me and the other special education induction coaches. This appropriate level of expression indicates an understanding of authentic leadership by developing appropriate relationships with the special education induction teachers.

The construct of balanced processing includes an individual objectively analyzes relevant data before making a decision. In the following excerpt, I posed a question to solicit information from the special education induction coaches. Elizabeth's response exemplifies balanced processing. She researched other districts and found induction programs looked very differently and posed a possible solution for changing our special education induction program. This segment begins with me summarizing the responses of the previous two coaches:

> Before we go into Isha's response, you both said you were surprised of the changes of each of the teachers. They presented one way in the beginning and now have shown growth or have surprised you because they have more knowledge than you would think. The end of the year product is very different from the beginning. Knowing this, what do you think you would do next year? What would you do differently?

After pausing to think, Elizabeth first posed a question regarding our district changing the framework of induction programming. Our current reality included teachers, hired in the district but possess more than two year of experience, do not have an induction program. Elizabeth indicated the following:

Do you think the districts ever looking at something that's [different for hired teacher with experience]?  I view that teachers who've been teaching [for example] 5or 6 years and they come to [our] district.  There [should be] some type of induction that needs to come with that [to support them].  They may not need what we offer now, for our new to teaching induction program.  Do you think they'd ever move to doing something like that?

Elizabeth exhibits the construct of balanced processing before suggesting changes to the special education induction program.  She considered our district and researched what other districts' programming before suggesting changes.

I found evidence in the constructs of self-awareness, relational transparency, and balanced processing within the coaches and coordinator case. Internalized moral perspective may not have been a significant finding because of the nature of the work we do in public education and the content of implementing special education induction program.

Member checking occurred after the finalization of the themes.  I emailed the themes to three special education induction coaches and to seven out of the fifteen special education induction teachers, who were explicitly quoted within the text.  I indicated to review the text and contact me to discuss their thoughts or reactions.  The two of the three induction coaches provided feedback to me verbally and via email.  The accuracy of the themes was verified.  Elizabeth indicated Theme 5 as being her favorite, because it clearly articulates the needs of the special education induction teachers.

In Chapter 4, I presented both the quantitative results and qualitative findings within this mixed methods, action research study.  Table 29 illustrates the method by which assertions were developed to answer the research questions

within this action research study. Both quantitative results and qualitative themes

were utilized to answer each question for the purpose of complementarity.

Table 29

*Complementarity Chart*

| Research Question | Quantitative Instrument | Analysis | *Theme | Key Assertion |
|---|---|---|---|---|
| 1 | PCQ Self Rater<br>ALQ Self<br>SEITQ | Mean | 1 and 2 | I changed as a leader and a researcher |
| | PCQ Other Raterer<br>ALQ Rater | ANOVA | | |
| 2 | PCQ Self Rater<br>ALQ Self<br>SEITQ | Mean<br>ANOVA | 8, 9, 3, and 4 | The special education induction coaches begin to think and act as leaders |
| 3 | PCQ Self Rater<br>ALQ Self<br>SEITQ | Mean<br>ANOVA | 8 and 6 | The special education induction teachers' retention indicators increased |
| 4 | | | 5 and7 | By actively participating in the co-construction of the special education induction program, both the coaches and the teachers provided valuable insights to develop a program that supports special education induction teachers |

*Note.* *Themes emerged from the qualitative data analysis process. The qualitative data collection tools included the SEITQ qualitative questions, Email Reflective Responses, Organic and Structured Focus Groups and the Teachers' Final Letter.

 In Chapter 5, I articulate assertions, utilizing both quantitative and qualitative

data when appropriate to answer the four aforementioned research questions.

**Chapter 5**

**Interpretations and Assertions**

The work of Bandura (1996) informed the epistemological foundation of this study. My role as the researcher included a deep participatory relationship within this study; tenets of the cognitive social learning model informed my stance of the construction of knowledge through the action research process. The ultimate objective of impacting the retention indicators of the special education induction teachers served as the purpose of this mixed methods action research study. Utilizing the theoretical framework of Bandura (1997) in Social Learning Theory, I developed an intervention of developing a special education induction program to provide support for the 2011-2012 special education induction teachers, thus increasing their retention indicators. As defined previously retention indicators of this action research study include the tenets of Psychological Capital (PsyCap), Authentic Leadership Theory (ALT) and confidence levels of performing special education teacher responsibilities.

As a result of the two previous action research cycles, I determined the problem to be much deeper than just providing support to the incoming special education induction teachers, but that of the need to developing teacher leaders as the special education induction coaches to increase the retention indicators of the special education induction teachers.

The multilevel intervention became one with two objectives. The first objective included developing the leadership attributes of the special education induction coaches and that of me, based upon the tenets of the Authentic

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Leadership Theory.  The second objective included co-constructing, with the special education induction coaches, a special education induction program to support new teachers in the SESD in hopes to increase retention indicators.  As previously defined, retention indicators include the tenets of Psychological Capital (Luthans et al., (2007) (PsyCap), Authentic Leadership Theory (Avolio et al., 2009) (ALT) and confidence levels of performing special education teacher responsibilities.

During the process of this action research study, I set out to implement an intervention in a democratic, equitable, liberating, and life enhancing approach (Stringer, 2007).  This complementarity mixed-methods design (Greene, 2007; Greene et al., 1989) yielded an enriched and elaborated understanding of the impact of the Special Education Induction Program on all participants.  I developed a framework for utilizing data to answer the research questions in depth by describing data collection timelines and an explanation of complementarity data sets.  Chapter 5 serves as a platform to share the assertions I developed.

In the following sections, I answer the four research questions through reflecting on my own practice while working collaboratively with the special education induction coaches and teachers during the 2011-2012 school year.  As I write this chapter of this manuscript I strive to find my voice somewhere between analytical and confessional in nature (Saldaña, 2011).  As I balance both, I intend to make analytical connections between quantitative and qualitative data to ensure complementarity of each assertion along with providing linkages assertions.

To represent the collaborative partnership between special education coaches, the teacher, and myself I must write with a level of confession. Saldaña (2011) suggests providing readers with the backstage account of what happened during the study. Saldaña articulates the following:

> Such matters as the investigator's personal biases, fieldwork, problems, ethical dilemmas, and emotional responses are openly addressed alongside the participants' personal experiences or worldviews can also be considered confessional. (p. 150)

This being said, I begin with unfolding the voices of this action research with research question one, thus concluding Stage 7 of this qualitative analysis. Table 9 outlines the seven stages of qualitative analysis.

**Research Question One (RQ 1)**

*How do I change as the special education induction coach coordinator, as a result of developing and implementing a formal induction program for special education induction teachers*? This mixed methods action research study included me in the action, data collection, analysis, results and findings. Key Assertion 1 answers RQ 1.

**Key assertion 1.** Developing and implementing a formal special education induction program irrevocably changed me as a leader and a researcher.

***I collected and analyzed data that informed my self-perception of my leadership change journey.*** I utilized both quantitative measures and qualitative tools to ensure I answer Research Question One with complementarity. The following summary of the quantitative measures indicates the perception of my leadership. I underwent self-assessment of perception of my PsyCap, Authentic Leadership capabilities, and confidence to perform special education teacher

responsibilities.  I scored my thoughts at the time in a pre and post measure of the Psychological Capital Questionnaire (PCQ), the Authentic Leadership Questionnaire (ALQ), and the Special Education Induction Teacher Questionnaire (SEITQ).

On the PCQ Self Rater I scored, out of a six-point Likert type scale ranging from 1=Strongly Disagree to 6=Strongly Agree, (5) Agree to (6) Strongly Agree on my post score self-assessment in the area of PsyCap.  On the ALQ, I rated myself on the post results of exhibiting relational transparency and self-awareness attributes as a leader (3) Fairly Often and exhibiting moral/ethical and balanced processing attributes (4) Frequently, if not Always on a five-Point Likert type scale ranging from 0=Not at All to 4=Frequently, if not Always.  On the SEITQ, I rated myself as increasing from the (5) Agree range to the (6) Strongly Agree range as my confidence levels in performing special education teacher responsibilities on a six-point Likert type scale ranging from 1=Strongly Disagree to 6=Strongly Agree.

The results indicate I believe I possess positive psychological capital, the authentic leadership attributes, and confidence in completing special education teacher requirements.  I link the quantitative self-reflection data to the qualitative data I collected regarding my perception.

Analyzing the qualitative data from Theme 1 as confirming evidence of my ability to lead, I captured multiple instances of sharing information to both special education coaches and teachers' information regarding the tenets of my mixed methods action research study.  *(Theme 1:  I transparently provided*

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*information to participants and solicited participants' opinions, and viewpoints*

*regarding this action research study.)* By transparently sharing my purpose,

intent and decision-making process based upon balanced processing I maintained

my active participant practitioner identity aligned with my action researcher

identity.

I also utilized qualitative data Theme 2 *(Theme 2 I developed the special*

*education induction coaches' leadership capabilities through leadership training,*

*critical conversations during planning sessions and articulation of strengths)*

which serves as confirming data as I modeled tenets of the authentic leadership

theory. I provided training that helped each special education induction coach

depict their own personality style and began to observe special education

teachers' personality traits. This practice of observing teachers facilitated the

growth in the special education induction teachers on own leadership journey, by

giving them multiple lenses in which to observe.

In summary, utilizing the trigger event of developing and implementing a

special education induction program to impact the retention indicators of special

education induction teachers irrevocably changed me as a leader. Although my

self-perception indicates I changed, the coaches' voices supported my perception

of leadership change to provide confirming data for the purposes of

complementarity.

***Based upon the input from the special education induction coaches, I***

***changed as a leader through this journey.*** The special education induction

coaches and teachers rated their perception of my levels of PsyCap by answering

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the questions on the PCQ Other Raterer measure. None of the results were statistically significant. The means for self-efficacy, hope and resilience all fell within the (5) Agree range and optimism changed from the (5) to the (4) Somewhat Agree range of a six-point Likert type scale ranging from 1=Strongly Disagree to 6=Strongly Agree. The special education induction coaches and teachers judged how frequently statements fit my leadership style on a five-point Likert type scale ranging from 0=Not at All to 4=Frequently, if not Always. All four constructs of relational transparency, internalized moral/ethical perspective, balanced processing and self-awareness feel within the (3) Fairly Often range.

Both the PCQ and ALQ data were not found to be statistically significant, which could serve as disconfirming evidence that I changed as a leader. However, the small N and brevity of time I knew the participants could explain the results. A link between my perception that I possess positive psychological capital and attributes of an authentic leader resemble the results of the participants' perception of my abilities, indicating they perceive me to possess positive psychological capital and authentic leadership capacities.

The quantitative results of my positive psychological capital and authentic leadership abilities coupled with the qualitative findings illustrate my leadership change journey.

Within Theme 1, I solicited explicit feedback from the special education induction coaches who co-constructed and implemented the special education induction program in regards to my leadership change journey. In sum, the coaches indicated I changed in three very different ways.

Elizabeth indicated I gradually relinquished responsibility for the induction program implementation to the coaches as their confidence and leadership abilities increased.  I connect this to the authentic leadership theory by developing future leaders by supporting them through their leadership journey.

Isha indicated that I at first appeared guarded and could be considered intimidating; however, through developing relationships I became much more approachable.  Relational transparency, a tenet of the authentic leadership theory stipulates a leader to present one's authentic self, in a way to foster an environment so others are forthcoming with their ideas, challenges, and opinions.

Christina approached the question of my leadership change differently.  She recalled the first time she and I met.  Three years previously, I was not self-aware enough or did not utilize balanced processing when engaging with Christina.  I did not successfully support her needs.  Through our relationship over the last three years, she now views me very differently.  As a leader who solicits opinions and viewpoints before making important decisions and providing support.  In sum, her response indicates I now possess more positive authentic leadership skills.

Not only does the data indicate that I changed because of the trigger event and leadership journey but the input from the special education induction coaches indicated my leadership changed.

*I specifically reinforced the positive leadership attributes of the special education induction coaches as they embarked on their own leadership journey.*  In Theme 2, I provided evidence of instances of acting in a relationally

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transparent way.  To support and develop the special education induction coaches I specifically reinforced their leadership attributes.  Elizabeth-fearless and confident in her modeling and presenting of information, Christina-a motivating and supportive leader who always recognized the emotional needs of the first year teachers, and Isha-whose keen observations of the special education teachers lead to her differentiating to  meet their independent needs ensured each teacher tuned in.  As I moved from the solo developer of the special education induction program to the facilitator or co-constructor I quickly had to change as a leader, that of one of self-development to a transparent model and mentor of authentic leadership development.  In sum, my perception, the perception of the coaches and teachers, and my actions to develop other leaders embody my irrevocable change as a leader.

I connect my change in leadership within the journey of developing and implementing a special education induction program with the work of Cooper et al., (2005) indicating high profile *trigger events* may lead to personal development of authentic leadership tendencies.  By choosing to develop the special education induction program, certainly not a dramatic life trigger event, but that of authentic alignment.  I reflected upon my actions and developed more authentic leadership capabilities.  Avolio and Gardner (2005) define an authentic leader as one who leads by example; demonstrate transparent decision-making, confidence, optimism, hope, and resilience.  A level of consistency between their work and actions must align.  As I indicated within Key Assertion 1, I have irrevocably changed as a leader.  As my journey continues, I seek to align my

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words and actions.  As I outlined my leadership changes, the following outlines my identity change as a researcher.

   *I changed from a research consumer to a researcher.*  January 2009 my research journey began.  Although I cannot find my admission essay, I submitted as a portion of the application process, I recall trying to articulate the desire to make a difference in developing teachers as leaders.  In the summer of 2009, I embarked on becoming a researcher.  At first, I only was able to read and regurgitate the research of others.  Through two informal action research cycles and now formally the completion of this dissertation, I can actually say I am an active researcher.  It is a part of me.  I cannot say at this time where my new identity will lead.  I am certain, as a researcher my views have changed irrevocably.  I am a researcher.  As a researcher-practitioner in the Cohort 4 of this doctoral program, I persisted through personal, professional, and academic obstacles as I began to assume the identity of a researcher.

   Personally, I began the intensive cohort doctoral program as a relatively healthy individual.  Without going into significant details that may not be deemed a part of academia, I came out of the program with three separate medical diagnoses I will forever now maintain.  I personally exhibited the ability to persist through life changes and continue in the doctoral program, I irrevocably changed.

   Professionally, as I began the program I changed my professional career path from an administrator in the private preschool sector to a special education achievement advisor in the public school sector.  This decision to change my profession may not be considered an irrevocable change; however, this choice

allowed me to access the wonderful participants within this action research study. The relationships and experiences within my professional career allowed me to practice my research skills. For this, I irrevocably changed.

Lastly, academics always came easy to me. Although always challenged, I held myself to the highest expectations possible. The constructivist method of my cohort doctoral program irrevocably changed my view on how I learn. In the past three years the amount of self-doubt in my abilities coupled with my desire to persist and complete the expectations of this program, in fact irrevocably changed who I am.

Connecting my change as a researcher to the work in Authentic Leadership Development I assert leaders of today cannot just focus upon themselves, but that of those who they lead. Not only did I change as a leader, but as a researcher. The focus of leadership has changed, "today, the field of leadership not only focuses on followers, peers, supervisors, work setting/context, and culture" (Avolio et al., 2009, p. 422) As now a researcher, I seek to find opportunities where I am able to examine my workplace and contribute positive change while utilizing my research capabilities. To answer RQ 1, by developing and implementing a special education induction program in the SESD, my leadership and research capabilities changed, irrevocably.

**Research Question Two (RQ 2)**

*What is the impact of the special education induction program on induction coaches?* In this mixed methods action research study the special

education induction coaches' participated in the action, data collection, analysis, results and findings. Key Assertion 2 answers Research Question 2.

**Key assertion 2.** The special education induction coaches deepen their leadership capacities.

It is important to note, all three special education induction coaches also participate in site leadership roles such as mentoring other teachers and district special education roles such as compliance training previous to taking on this role. The special education induction coaches' previous experiences and their potential towards positive leadership built their foundation to succeed as a special education induction coach for the 2011-2012 special education induction program. The impact on the special education induction coaches relates directly to their involvement in the co-construction and implementation of the special education induction program.

*In the areas of Psychological Capital (PsyCap), Authentic Leadership, and confidence level of performing special education teacher responsibilities, the special education induction coaches exhibited increased capacities both quantitatively and qualitatively.* Quantitative measures, to some extent indicate an increase in capacities in the area of self-efficacy, hope, and confidence in performing special education teacher responsibilities. I utilized the quantitative measures of Psychological Capital Questionnaire (PCQ), Authentic Leadership Questionnaire (ALQ), and the Special Education Induction Teacher Questionnaire (SEITQ). In the following three constructs, self-efficacy, hope and the SEITQ, statistical significance was found; which indicates their answers were not due to

chance.  PCQ self-efficacy increased from 4.37 to 4.76 indicating an increase

within the (4) Somewhat Agree range the special education coaches somewhat

agree with the efficacious statements.  PCQ hope increased from 4.52 to 4.88

indicating an increase within the (4) Somewhat Agree range the special education

coaches somewhat agree with hopeful statements.  I found a large effect size

according to Cohen's *d* criteria both in the self-efficacy $\eta^2 = 0.346$ and hope $\eta^2 =$

0.351 construct.  A large effect size indicates a significant impact of the special

education induction program on the special education induction coaches in the

area of self-efficacy and hope.

In connection to the work of Whitaker (2000) where a mentorship

program yielded only a small effect size, she indicates "…given the magnitude of

teacher shortage in special education, influencing retention even to a small degree

may be significant" (pp.56).  By increasing the constructs of self-efficacy and

hopes benefits the SESD two-fold.  This increase in their perception of self

significantly increases the retention indicators of these teacher leaders.  Secondly,

their efficacious and hopeful demeanor as leaders directly impacts the special

education induction teachers.

Although no statistical significance found in the remaining constructs of

resilience and optimism, which indicates answers were due to chance, it is

important to examine the participants' responses as means.  The pre and post

means of resilience and optimism fall within the (4) Strongly Agree range and

show a slight increase.  Although not statistically significant, the slight increase

adds to the overall picture of the special education induction coach's perception of positive psychological capital.

The ALQ measure includes the constructs of relational transparency, self-awareness, internalized moral/ethical perspective, and balanced processing as a leader. These constructs were not fount statistically significant. Although not statistically significant, it is important to note the means of the constructs to depict the special education induction coaches' perception on their Authentic Leadership capabilities.

Evidence of the four constructs of the within the ALQ emerged within the data. Relational transparency increased to a high (2) Sometimes range. The constructs of self-awareness, moral/ethical, and balanced processing fall within the (3) Fairly Often range.

The construct of SEITQ was also found to be statistically significant; meaning the difference between the pre and post means of 4.48 and 4.84 was not due to chance and indicated a true increase in the coaches' confidence to perform their duties as special education induction teachers. An exceptionally large effect size indicates a significant impact of the special education induction program on the induction coaches in their perceived abilities to perform special education teacher responsibilities. By increasing the construct, confidence in performing special education teacher responsibilities, benefits the SESD two-fold. This increase in their perception of self significantly increases the retention indicators of these teacher leaders. Secondly, their confident demeanor as leaders directly impacts the special education induction teachers.

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In sum, the quantitative data indicate a large to exceptionally large effect size in 3 out of 9 constructs; thus, indicating a change in self-perception of the special education induction coaches, in those areas. In the following section, I provide qualitative data that indicates a relationship to the quantitative data. Qualitative data indicate confirming evidence of Key Assertion 2; the special education induction coaches deepen their leadership capacities, in the areas of in the areas of self-efficacy, hope, and confidence in performing special education teacher responsibilities. Additionally, evidentiary pieces apparent in the qualitative findings where were not evident in the quantitative constructs, strengthen the argument.

Evidence from Theme 8 *(Psychological Capital)* indicates the coaches and coordinator case (n=4) exhibited through observation, articulation, or actions positive psychological capital (self-efficacy, hope, resilience, and optimism). The total for the Theme 8 includes 44 instances between four people. I coded 13 instances of resilience statements and 14 optimism statements. Thus indicating the special education induction coaches evidenced their positive psychological capital in the areas of resilience and optimism, in which the quantitative data did not indicate.

Evidence from Theme 9 *(Authentic Leadership Theory (ALT)),* as confirming evidence the special education induction coaches deepened their leadership capacities according the tenets of ALT (self-awareness, relational transparency, internalized moral/ethical perspective and balanced processing). In the coaches and coordinator case (n=4) 163 instances were coded within Theme 9,

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through multiple observations, articulations and actions of the coaches increasing their capacities in the constructs that comprise ALT.  When separated out, the construct of self-awareness at 65 instances clearly indicates strength in understanding one's leadership capacities.  In the constructs of balanced processing and relational transparency, I found 47 instances respectively.

I only identified four instances of evidence for the construct of internalized moral/ethical perspective.  The limited amount of quantitative evidence coupled with the lack of qualitative instances of this construct indicates confirming evidence the special education induction coaches did not exhibit internalized moral/ethical behaviors.  I did not explicitly train the coaches upon this tenet of the ALT, which explains the lack of increased capacities.

Although the quantitative data were not significant, the qualitative data within the constructs of self-awareness, balanced processing and relational transparency provided much evidence to support the assertion.  The special education induction coaches increased some of their capacities of authentic leadership.  In sum, the statistical significance in the areas of self-efficacy, hope, and the confidence in performing special education teacher responsibilities, coupled with the evidence produced in both Theme 8 *(Psychological Capital)* and Theme 9 *(Authentic Leadership)* indicate the special education induction coaches increased their perception of their capacities as leaders in many areas.

I found consistencies with the work of Billingsley (2007), that providing specifically designed induction programs becomes a critical element of teacher leader development.  The act of supporting new teachers gives the special

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education induction coaches opportunities to reflect upon their own practices, to engage in intellectual conversations regarding the needs of students and to contribute to the organization's learning environment. Billingsley (2007) indicates, "Mentors also develop a greater awareness of needs of new teachers and gain the satisfaction of supporting the development of a new colleague" (p. 168).

***Special education induction coaches begin to think and act as leaders.*** As a leader, not only must one quickly synthesize information regarding the content in which you must present to your audience, but also you must look within yourself to adjust your own leadership capabilities. The special education induction coaches began this leadership journey as three very capable special education teachers, each possessing individual strengths, and areas of growth. As teacher leaders, the three induction coaches began to observe themselves and the special education induction teachers in a way to inform the continual growth along their leadership journey.

The special education induction coaches articulate their own leadership capacities as individuals, in each other and as a collective team. In Theme 3, *(Coaches increasingly articulate their leadership skills.)* evidence emerged of the special education induction coaches articulating their own increase in leadership capabilities. Elizabeth indicated she became a more active listener and collaborator. Christina reflected upon her training in identifying personality styles and articulated she now approaches each individual differently as a leader. Isha indicated she became proficient at utilizing data to inform each training

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module and the act approaching each special education induction teacher differently.

Within Theme 3, multiple instances included the concept of a collaborative team and our collective increase in leadership capacities. Isha articulated her feeling of pride when discussing the special education induction program as a whole. Christina indicates the efficiency of our training sessions as evidence of our collective improvement. Elizabeth's contributions included instructional modeling techniques embedded within each training module.

An unintended outcome of the special education induction program included the special education induction coaches spontaneously providing positive feedback to each other about their respective leadership capacities. A finding, which strengthens the argument the special education induction coaches began to think and act as leaders.

Within Theme 4 (*Special Education Induction Coaches began to articulate observations and analyze the needs of teachers to drive decisions.*) data indicate the special education induction coaches articulated observations in teachers, monitored teacher progress, and adjusted training and support accordingly. In addition to the natural cycle of synthesizing feedback from the special education induction teachers after every training purposed to inform the upcoming training sessions, the special education induction coaches articulated observations about the induction teachers as a whole. The induction articulated specific teacher growth, such as one teacher who presented to the entire group on

how to progress monitor and the ability of the teachers to write compliant Individualized Education Plans (IEPs).

To answer Research Question 2, the induction program impacted the special education induction coaches by increasing their leadership capabilities in the area of PsyCap, authentic leadership capacities and confidence in performing special education responsibilities. I also found that the special education induction coaches began to think and act as leaders by critically reflecting upon their leadership capabilities and the capabilities of the special education induction teachers. By looking within themselves and at the outcomes of the special education induction program, their leadership capacities grew while embarking upon this journey.

Connecting the answer of the special education induction coaches thinking and acting as leaders to the literature I discovered that the findings, while significant in this context, possess similarities to other literature. Billingsley, Carlson, and Klein (2004) found a positive correlation between mentor programs in special education and workplace quality and Whitaker (2000) found that the perception of a special education induction program on the impact of teacher retention. By developing the special education induction coaches to co-construct and implement the SESD special education induction program, I found evidence in both the quantitative constructs of self-efficacy, hope, and confidence in performing special education responsibilities and the qualitative themes to support impact on special education induction program of the retention indicators of special education induction teachers.

It is also important to connect the statistical significance with a large and exceptionally large effect size in the area of self-efficacy, hope, and confidence in performing special education responsibilities to the work of Bandura (2001). The findings indicate a collective efficacious, hopeful, and confident state of mind in the special education induction coaches and teachers. This mixed methods action research study not only indicated these positive feelings, but also uncovered challenges and obstacles of the participants. This connects to Bandura's work by asserting the intervention outlined in this study produced a sense of collective efficacy. Bandura (1982) articulates that a rapidly changing environment which diminishes the social life or in our case, our working environment call for wide-reaching solutions. Solutions can be achieved through mutual effort of people who have skills and a sense of collective efficacy. He also discusses these people must possess incentives to shape the direction of future environment, which the special education induction coaches have. They take ownership of the collective improvement of special education practices in the SESD and believe in our shared responsibility to provide support for the special education induction teachers.

The answers to both Research Question 1 and Research Question 2 in which both the special education induction coaches and I change as leaders relates to the ultimate outcome of this action research study, increasing retention indicators in the special education induction teachers of the SESD, in which I assert in Research Question 3.

**Research Question Three (RQ 3)**

*What is the impact of the special education induction program on special education induction teachers?*

**Key assertion 3.** Retention indicators increased in the special education induction teachers, as a result in participating in the special education induction program.

***In the areas of Psychological Capital (PsyCap), Authentic Leadership, and confidence level of performing special education teacher responsibilities, the special education induction teachers' retention indicators increased.*** Quantitative measures indicate, in part, a statistical increase in positive psychological capital and confidence in performing special education teacher responsibilities. I utilized the quantitative measures of Psychological Capital Questionnaire (PCQ), Authentic Leadership Questionnaire (ALQ), and the Special Education Induction Teacher Questionnaire (SEITQ).

In the following three constructs, efficacy, hope and the SEITQ, statistical significance were found; which indicates the change in their answers were not due to chance. PCQ self-efficacy increased from 4.37 to 4.76 indicating an increase within the (4) Somewhat Agree range the special education coaches somewhat agree with the statements of beholding self-efficacy. PCQ hope increased from 4.52 to 4.88 indicating an increase within the (4) Somewhat Agree range the special education coaches somewhat agree with the statements of beholding hope. A large effect size according to Cohen's *d* criteria both in the self-efficacy $\eta^2 = 0.346$ and hope $\eta^2 = 0.351$ construct. A large effect size indicates a significant

impact of the special education induction program on the special education induction teachers in the area of self-efficacy and hope. Although no statistical significance found in the remaining constructs indicates answers were due to chance, it is important to examine the participants' responses as means. The resilience and optimism constructs means fall within the (4) Strongly Agree range and show a slight increase.

The ALQ measure includes the constructs relational transparency, self-awareness, internalized moral/ethical perspective, and balanced processing as a leader. These constructs were not found statistically significant. All four constructs indicate a slight increase. Relational transparency increased to a high (2) Sometimes range. The constructs of self-awareness, moral/ethical, and balanced processing fall within the (3) Fairly Often range.

The construct of SEITQ was found statistically significant; meaning the difference between the pre and post means of 4.48 and 4.84 was not due to chance and indicating a true increase in the special education induction teachers' confidence to perform their duties as special education teachers. An exceptionally large effect size indicates a significant impact of the special education induction program on the induction coaches in their perceived abilities to perform special education teacher responsibilities. The large and exceptionally large effect size raises the chances of increasing the special education induction teacher retention indicators.

In sum, the quantitative data indicate a large to exceptionally large effect size in three out of nine constructs; thus, indicating a change in self-perception of

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the special education induction teachers on those constructs.  Next, I articulate the qualitative data findings confirm the quantitative results in the area of PsyCap, ALT, and special education teacher responsibilities.

 A significant amount of instances (148) Theme 8 *(Psychological Capital)*, consisting of the PsyCap constructs of self-efficacy, hope, resilience, and optimism for the special education induction teachers.  This provides confirming evidence teachers increased or provided evidence in the area of positive psychological capital.

Both quantitative and qualitative measures support the conclusion that Theme 9 *(Authentic Leadership)*, was not evident for the special education induction teacher case, with only 10 instances in the entire study.  This data is confirmatory in nature when compared to the insignificant data found from the ALQ measure.  Although not evidenced, this does not have an overall impact on the special education induction teachers.  Novice teachers are not expected to demonstrate leadership capacities within the constructs of Authentic Leadership. At this place in the special education induction teachers' career, this is to be expected as the data indicate.

Theme 6 *(Both special education induction coaches and teachers discuss the impact of the special education induction program.)* closely relates to the findings in the SEITQ measure.  The first part of Theme 6 indicates the impact of the special education induction program on the special education induction teachers from the perspective of the coaches.

The special education induction coaches indicated the induction program impacted the teachers in a multitude of ways. Isha articulated the program connected the teachers to the district, their school, and their students. Christina indicated an increase in confidence level in implementing strategies and their emotional wellbeing. Elizabeth indicated the teachers felt supported in their attempts to write compliant IEPs and that the overall impact of the special education, induction program may impact retention indicators.

The other portion of Theme 6 illustrated the special education induction teachers' voices. When asked what capacities the teachers believe they increased they indicated their abilities in writing and facilitating IEPs, working with adults including parents and educational assistants, scheduling students and becoming problem solvers.

Both the special education induction coaches' perspective and the voices of the teachers provide confirming evidence with the results of the SEITQ. With an exceptionally large effect size, coupled with the voices of every participant, the retention indicators greatly increased.

Impacting the retention indicators of the SESD special education induction teachers remained the overarching goal of this action research study. Although unable to perfectly predict retention, the statistical significance with a large and exceptionally large increase in feelings of self-efficacy, hope and the confidence to perform special education responsibilities greatly points to a significant impact on retention indicators.

This study's findings align with the work of Jensen and Luthans (2006) where they found a significant positive correlation between the employers' self-assessment and the employees' assessment of their leaders. This alignment of the leaders and followers of the organization affects the authentic performance of an organization. In conjunction to the work of Luthans et al. (2007a) that PsyCap, a positive state-like capacity relates to multiple performance outcomes in the workplace such as lower absenteeism, less employee cynicism and intentions to quit, and higher job satisfaction, commitment and organizational citizenship behaviors. Through the analysis of both the quantitative and qualitative measures within this mixed methods action research study, I found a significant increase in retention indicators.

**Research Question Four (RQ 4)**

*How do the special education induction coach coordinator, coaches, and teachers describe their experience while participating in the special education induction program?*

**Key assertion 4.** By actively engaging the special education induction coaches and teachers within this action research study, the participants provide valuable insights on how to better support special education induction teachers.

***Both special education induction coaches and teacher identify challenges within the scope of influence of induction program.*** As articulated in Theme 5 *(Both special education induction coaches and teachers identify challenges and obstacles in performing their special education responsibilities.)*, the coaches identified their struggle to support the special education induction

teachers is a lack of time. Both in amount of time allotted to train through professional development and to meet with each special education induction teacher one-on-one in support of their myriad of needs.

The special education induction teachers identified at the end of the program the topics in which continued to be the biggest challenges within the sphere of influence of the special education induction program. They indicated developing cooperative working relationships with general education teachers, managing educational assistants, writing IEPs, and navigating special education compliance issues.

Utilizing Theme 5, both the special education induction coaches and teachers articulated significant obstacles they face as special educators. These uncovered obstacles, which present issues that, necessitate administrative intervention that goes well beyond the sphere of influence the special education induction program and that of the coaches. Although, I addressed each obstacle with the appropriate action to bring solutions, the following became unintended outcomes of the program. Change occurred because of this finding through other avenues, other than the special education induction program participants.

The special education induction coaches and teacher both identified working with related service providers as the top obstacle while performing their duties as special education teachers. More specifically, when the primary evaluator of a school site team exhibits inefficient practices, the special education teachers are negatively impacted. The coaches also identified the requirement of standardized lesson planning and the end of the year preschool student transition

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to kindergarten process as being significant obstacles them and other teachers face within a school year.

The special education induction teachers identify the lack of special education lead compliance officer at each campus and the lack of administrative support at the school level as being equally significant obstacles, outside the sphere of influence of our special education induction program. Other obstacles included the lack of expectations and follow through to ensure general education teachers fulfill their responsibilities when working with students receiving special education services such as, giving information to special education teachers regarding student progress or attending IEP meetings. The final obstacle outside the sphere of influence of the special education induction program includes the lack of campus supports, including site achievement advisors and social emotional learning specialists. I addressed these concerns by notifying the appropriate district level administration who acknowledged the concern.

The finding of challenges and obstacles faced by the special education induction teachers aligns with the work of Billingsley et al. (2004). They indicate new special education teachers with less than 5 years of experience struggle with managing their jobs due to compliance paperwork interfering with instruction time, feelings of isolation and having principals who do not understand the responsibilities of a special education teacher.

***By identifying effective components of the special education induction program, both the induction coaches and teachers construct suggestions for future special education induction teachers.*** As active participants within this

action research study, both the special education induction coaches and teachers indicate effective components of the special education induction program.  Theme 7 *(As special education induction coaches and teachers examined the efficiency of the special education induction program, as they described their experiences and participated as an active participants.)* informs this assertion.  The special education induction coaches view balance of support and autonomy they were given by the district office the number one effective component in co-constructing the special education induction program.

The special education induction teachers view the most effective components of the induction program as the support provided by the coaches and coordinator, more specifically the training and explanation of requirements to write a compliant IEP.  The special education induction teachers also recognized and appreciated the efforts of the induction coaches to differentiate each training to meet the needs of every teacher's specific program.  Additionally, the teachers indicated beyond just being supported by the special education induction teacher, my attendance and support during the program was effective.  All special education induction teachers deemed the required seminar sessions provided by trainers outside of special education as ineffective in their growth as special educators.

As active participants within this action research study, the special education coaches' suggestions for improvement for the future implementation cycles of the special education induction program include, adding support to the Second Year Induction Teachers, providing more one-on-one time to teachers

when writing IEPs, and more time to conduct the amount of training special educators need to be successful.

The special education induction teachers suggest reducing the number of training hours each night from three to two hours and extend the time longer into the year, keeping expressions of feelings and complaints for the end of the training, and introduce fewer topics per training session with subsequent follow up.

By articulating challenges and obstacles of special education teachers, evaluating the effectiveness of the special education induction program, and soliciting suggestions for program improvements, the special education induction coaches, and teachers engage as active participants within this action research study.

**Conclusion**

By becoming a researcher and increasing my leadership capacities, I facilitated a dynamic intervention of developing teacher leaders as special education induction coaches who, in turn, implemented a powerful, supportive, informational, and inspirational special education induction program. Through the actions of the coaches and that of me actively soliciting the voices of the special education induction teachers, we collectively increased the retention indicators of the special education induction teachers in the SESD, during the 2011-2012 school year. For the purpose of this action research study, the following comprise retention indicators I seek to investigate; tenets of Psychological Capital (PsyCap), Authentic Leadership Theory (ALT), and

confidence levels in performing special education teacher responsibilities.  For the definition of the constructs of PsyCap and ALT see Appendix A.

Klenke (2005) utilizes the theoretical framework of Bandura's (1997) Social Learning Theory.  A leader's self-efficacy represents the self-perceived capabilities in direction setting, gaining followers' commitment, and overcoming obstacles.  By working collaboratively, the collective efficacious feelings of the SESD contributed to the overall success of this action research study.  Bandura (1982) articulates, "People do not live their lives as social isolates.  Many of the challenges and difficulties they face reflect group problems requiring sustained collective effort to produce and significant change" (1982, p.143).

# Chapter 6

## Conclusion

**Study Overview**

The special education teacher attrition rates in the SESD special education teachers in the following school years include 2009-2010 at 42.11% (32/76) 2010-2011 at 23.53% (20/85 teachers leaving) and 2011-2012 at 32.01% (26/81 teachers leaving). I utilized the work of Keigher and Cross (2010) to compare this local problem to a national level. The Teacher Follow-up Survey (TFS) of 2008-2009 used in a study by Keigher and Cross (2010) articulated characteristics of teachers who stay in the teaching profession versus those who leave. The TFS indicates a 22.1% attrition rate of special education teachers at the national level. To illuminate the significance of this action research study, 22 teachers of the current 81 (27.16%) remained employed by the SESD since the 2009-2010 school year. All 15 special education induction teachers who participated in the 2011-2012 special education induction program, outlined in this action research study, remained employed by the SESD. This means, the 15 special education induction teachers retained from last year to this current school year (2012-2013) equaled 18.52% of the 81 teachers.

These statistics alone raised red flags as I determined the content of this action research study. In addition to the statistic I observed since I began working as a Special Education Achievement Advisor (SEAA), the teachers frustrations through emails, conversations with the teachers and their administrators, as well

as monitoring the teachers required special education paperwork in which they lack the skills to meet compliance.

These observations lead me to actively investigate and develop this current mixed methods action research study. This study addressed the local attrition problem by addressing the retention indicators of the 2011-2012 school year special education induction teachers, while simultaneously increasing the leadership capacities of the special education induction coaches and that of me.

Through two action research cycles, I not only uncovered the problem of teachers leaving our district, but the lack of teacher leaders within our special education department and my inability to develop myself as a leader. Thus, my innovation emphasis shifted to measuring the impact of a multilevel intervention on special education induction teacher retention indicators. I developed a specialized induction program for special education teachers to combat the attrition rate in the SESD Special Education Department by increasing the likelihood of workplace satisfaction, leading to a more efficacious demeanor and increased retention indicators. I hoped to affect the retention indicators in the SESD, by designing an induction program designed to meet the needs of special education induction teachers. My findings align with the work of Whitaker (2000) and Billingsley (2004a; 2004b) where a correlation between the level of support that novice special educators receive and their decision to remain in the field. The ultimate goal of this action research study and intervention became to increase the retention indicators of the 2011-2012 special education induction teacher.

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I determined a beginning step in retaining special education induction teachers was to develop special education teachers in the department, as teacher leaders, not managers, but leaders. The goal was to work collaboratively to develop special education induction coaches who not only know how to manage the tasks and objects of an induction program, but to lead the special education induction teachers in gaining a better understanding of compliance of special education services and paperwork in addition to increasing capacities of instruction. Developing these special education teacher leaders became the second level of intervention.

In developing this robust action research study, I faced the harsh reality I needed to look in the mirror and impose a transformative and authentic intervention upon myself as a leader. This became the first level of intervention. Many times, I asked myself, how I develop a multiple level action research study that meets the requirements of a rigorous doctoral program, with high local impact?

Through multiple informal action research cycles, the need to include three levels of intervention within the current action research study became apparent. This current action research study included three subsets of participants who actively participated in the research process at varied levels of engagement (Stringer, 2007). I also realized that my position of the researcher and practitioner became that of a facilitator of multiple layers of intervention. Stringer (2007) indicates:

> By working collaboratively, participants develop visions of their situations that provide the basis for effective action. At its best, this type of activity is liberating, enabling people to mast their world as they see it in a different way—a tangible process of enlightenment (p. 67).

I worked to develop a multilevel intervention to influence, reciprocally, three levels of participants: the leadership level of the induction coach coordinator (me), the special education induction coaches, and the special education induction teachers. By simultaneously increasing the leadership capacity of the induction coaches and that of myself, coupled with the increased capabilities of the first year special education induction teachers, I impacted the special education induction retention indicators in the SESD.

The theoretical framework of Bandura (1977) and Social Learning Theory guided the overarching picture of the intervention. By learning and achieving together, the participants of this study would increase in their efficacious demeanor and achieve a more efficacious working environment. I knew this alone would not increase the retention indicators in the special education induction teachers. I utilized the work of seminal researchers of the Authentic Leadership Theory to drive my actions when implementing an authentic leadership self-development intervention and utilized the same tenets to facilitate learning within the special education induction coaches.

In August of 2011, the special education induction coaches and I collaboratively co-constructed the organizational framework and content of the special education induction training sessions. As the special education induction coaches honed their training and mentoring skills through reflection conversations I lead, they began their journey in leadership development. I organized formal

training sessions and activities that would facilitate their leadership capacities in the tenets of the Authentic Leadership Theory.  Additionally, our reciprocal relationship of first preplanning the special education induction training sessions, then analyzing the data feedback forms submitted from the special education induction teachers while simultaneously articulating our strengths and limitations of our leadership, informed the constructivist development of the special education induction program.  This deep participatory investigation of the multilevel intervention lead to the special education induction coaches began discussing the final data collection tool I utilized in this action research study. Our actions represented a true collaboration within the framework of action research; we together created an effective intervention.

Before I outline the outcomes of this powerful action research study, I must reiterate the following.  I work as the special education induction coordinator as an additional responsibility within my special education achievement advisor position.  I do not receive additional pay for any time I spend before or after scheduled work hours supporting the special education induction coaches or teachers.

Additionally, the special education induction coaches are full time teachers, who carry full caseloads.  Taking on the responsibilities of a special education induction coach requires these remarkable teachers to maintain their full time current teaching position and responsibilities.  The special education induction coaches receive compensation at the district mandated hourly add pay rate, for a total of about seven hours per month, because all the development and

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training occurred outside of their normal work hours.  Any additional support beyond these allocated hours, the special education induction coaches volunteered their time.

**Outcomes**

By utilizing complementarity methods within this mixed methods action research study, I assert the following:

Research Question 1.  I changed as a leader and a researcher.

Research Question 2.  The special education induction coaches began to think and act as leaders.

Research Question 3.  The special education induction teachers' retention indicators increased.

Research Question 4.  By actively participating in the co-construction of the special education induction program, both the coaches and the teacher provided valuable insights as how to develop a program that supports special education induction teachers.

The initial plan to complete this action research study by May 2012 did not come to fruition.  As a practitioner and researcher, missing this deadline at first seemed like a failure to me.  However, the outcome of this missed milestone in my leadership and researcher journey also has unintended results.  As the 2012-2013 school year began, I now am able to report that the SESD retained 100% (15/15) of the 2011-2012 Special Education Induction Cohort.

Another outcome includes the change from the SESD special education induction program only supporting first year teachers, but including both first and

second year special education induction teachers.  The outcomes from this action research study partially informed the decisions of the SESD to adjust the district induction program.

Additional changes to the structure of the induction program include ten first year and five second year special education induction sessions that are now two hours in length.  The number of training sessions increased from last year, but decreased hours from three to two hours per session.  The training sessions begin in August and end in May, another change from this current action research study, which ended in February.  Again, these changes align with the suggestions from both the special education induction coaches and teachers.

With the additional responsibility of supporting both first and second year special education induction teachers, an additional part time induction coach position was added increasing the number of positions from three to 3.5. Meaning funding allocates for 3.5 special education induction coaches to receive hourly rate of payment for 10 hours per month, as compensation for their preparation and training session time for the special education induction program. Currently, I have four special education induction coaches working collaboratively to support both the first and second year special education induction teachers.  Because we have only 3.5 add pay positions funded, one special education induction coach volunteers her time to meet the demands of a full time funded position.  This current year (2012-2013), we now support 30 first and second year special education induction teachers.

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The special education induction coaches of the 2012-2013 started the year off with vigor and determination to retain 100% of this year's first and second year special education induction teachers. Keeping in mind the suggested changes as indicated by the special education induction teachers of 2011-2012 cohort, the special education induction coaches seek to find a balance when developing each training session. The coaches struggle in balancing general education induction topics and special education responsibility topics, building positive organizational culture, and supporting the social and emotional needs of the teachers. As they prepared the first training session for August, they scrutinized every topic and were determined to provide a powerful training that would ensure a successful 2012-2013 school year. They decided to employ last year's Teachers' Final Letter as a kick off activity, to build the community.

During the first training, robust in topics, a culminating activity was developed and executed. Christina began the final activity with having the now 2012-2013 second year special education induction teachers stand up behind the first year. She made an emotionally charged positive announcement that 100% of last years' special education induction teachers returned to the SESD. Elizabeth chimed in, with articulating the expectation of retention in the SESD. Immediately following these two powerful announcements, the kick off activity commenced.

The special education induction coaches strategically planned four groups of special education induction teachers, comprised of both first and second year teachers. The special education induction coaches then lead a facilitated activity

where the 2012-2013 second year special education induction teachers shared their letters with the 2012-2013 first year special education induction teachers. This powerful moment included the special education induction coaches and teachers reading and discussing the letters and collectively providing support to each other, from the beginning. The 2012-2013 second year special education induction teachers shared their proudest moment pictures and letters with the 2012-2013 first year induction teachers. This first meeting between the two cohorts proved to be a powerful moment.
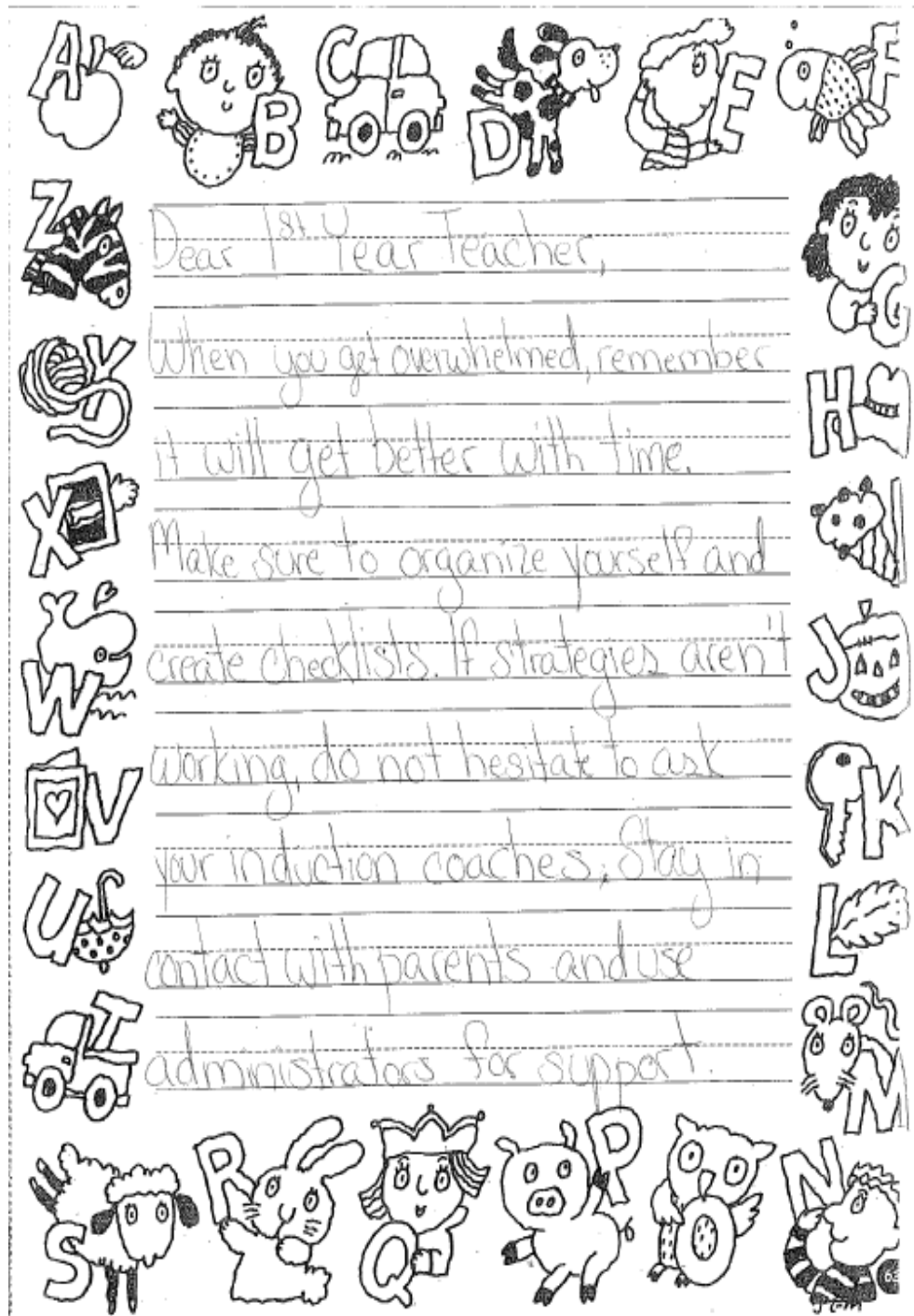
Dear 1st Year Teacher,

When you get overwhelmed, remember it will get better with time. Make sure to organize yourself and create checklists. If strategies aren't working, do not hesitate to ask your induction coaches. Stay in contact with parents and use administrators for support.

*Figure 8.* Teachers' Final Letter Sample

**Implications for Practice**

The following section outlines implications for practice at the three levels of the intervention; special education induction coordinator (me), coaches, and teachers.

**Implications for me.** By systematically recording and analyzing my leadership capabilities, I not only learned that I must make time for self-reflection. As soon as I take on too many projects, I stop being a leader of people and become a manager of things. I strive to utilize balanced processing before making any decisions that impact the individuals and systems within my life and workplace. I know that it is not just important become self-aware of my strengths and limitations, but how both impact those in your personal life and workplace.

Although I did not exhibit this attribute enough within this action research cycle, I plan to articulate the moral and ethical grounds of which guide my actions this year. When addressing an audience in the workplace, I will articulate the value and meaning of my actions and decisions. For example, when advocating for a student I will articulate the connection to student rights within IDEIA. As a leader, if will articulate the purpose of my decisions stem from ensuring students with disabilities receive a Free and Appropriate Public Education. Another time where I plan to articulate the moral and ethical grounds of my decisions will be when implementing a change in procedures for the special education department, I will articulate the legal policy or procedure by which I abide, thus informing the audience of my authentic intent.

Finally, the most implication difficult for me will be to continuously monitor and reflect upon the aspects of relational transparency. A significant finding indicated that I appear to others as intimidating. I have been told this in the past, yet I have not found the balance of professional distance and relationship building. I seek to reflect and grow as a leader, with the special education induction coaches and all those whom I come into contact in any leadership capacities.

**Implications for the special education induction coaches.** The three coaches from last year and the four coaches of this year struggle with their additional leadership responsibilities. I see them struggle with balancing a full teaching load, acquiring new knowledge of compliance and instructional practices within special education, and becoming budding teacher leaders within the SESD. Now that these special education induction coaches have seen the fruits of their labors, they hold themselves to almost unrealistic expectations, continually taking the extra step to support both first and second year special education induction teachers. As new leader, they will need to find a balance between professional responsibilities and personal aspirations.

**Implications for special education induction teachers.** The works of Whitaker (2000, 2003) indicate that special education teachers who are new to the profession have different needs than those of their general education counterparts. To ensure positive results between a special education induction coach and teacher, alignment between the development of successful specialized induction program and teachers' needs is critical. Special education induction teachers

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require special education *mentor* teachers who are closely related to the mentee's area of service provision.  Also having a special education induction coach and teachers work on the same campus to ensure daily support would be a preferable level of support.  If staffing special education induction coaches on each campus is not a possibility, then assigning a general education co-induction coach from the school site to provide the support of dual socialization into both the special education culture and the school site environment.

In the SESD, currently four special education induction coaches serve the needs of both first and second year special education induction teachers.  With this configuration, we will never have a perfect alignment between the areas of expertise of our leaders and the special education induction teacher work assignment.  Additionally, the 17 schools and one alternative program totaling 18 campuses where the 30 first and second year special education induction teachers work, presents challenges to overcome for this upcoming school year.  The number of special education induction coaches will never equal the specialized needs of each new teacher.  As the special education induction program progresses, the second year induction teachers must begin to build capacities to become future teacher leaders.  The must begin to take responsibility to acquire the knowledge of compliance and instructional practices within special education, build their own capacities, and start to become experts in their own environments.  In other words, become more actively engaged in their own capacity development.

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Although the implications of this study may not replicate in other local settings, the findings are noteworthy and speak to the empowerment of teacher leaders as a way to combat local attrition rates. The implications within this action research study may serve as an impetus of dialogue for leadership development and increasing indicators in other school districts who face similar problems.

**Implications for Research**

To generalize the findings from practical to theory, I articulate the following. This mixed methods action research study heavily based upon the theoretical framework of Bandura (1977, 1982) in Social Learning Theory yielded significant findings. As vehicles to increase the retention indicators of Psychological Capital (self-efficacy, optimism, hope, and resilience) and confidence in performing special education responsibilities, I utilized the tenets of the Authentic Leadership Theory (balanced processing, internalized moral/ethical perspective, relational transparency, and self-awareness) to increase the learning of special education induction coaches, the teachers, and myself.

Within Chapter 2 of this manuscript, I summarized the work of Bandura in the attainment of self-efficacy. Bandura (1982) argues that self-efficacy is a gradual process arising from cognitive, social, linguistic, and/or physical skill acquisition. Bandura (1982) further articulates four principal sources of information are attributed to the acquisition of self-efficacy, (a) an individual's performance attainments; (b) experiences of vicarious attainments by observing the performances of others; (c) verbal persuasions from social influences that the

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individual possesses certain capabilities; and (d) an individual's perception of personal physiological state, and their ability to function, from which an individual judges their capabilities, strength, and vulnerability.  The implementation of the special education induction program of this action research study yielded results that met all the principal sources of attaining efficacy.  The results of research questions one, two, and three in part indicate the individuals and groups participating within this action research study attained self-efficacy through individual performance attainments, the vicarious attainments of others, positive feedback and the individuals or groups ability to persist in the face of challenges.

**Study Limitations**

As a researcher, I must look at the implications of this action research study and notate the limitations.

1. It is difficult or impossible to separate the leadership from the retention factors of this action with both the special education induction coaches and teachers could have produced the results indicated within Chapter 4. The Hawthorne effect (Smith, 1987) may contribute to the overall feeling of individual and group efficacious state.  The treatment of a specialized induction program may not be the full reason why 100% of the special education induction teachers remained, but because of the deep participatory actions of myself and that of the special education induction program.

2. Although this action research study contains no comparison group in a quasi-experimental or experimental structure, maturation (Smith, 1987) may also be considered a limitation to this study.  Over a course of a year, both special education induction coaches and teachers would change and attain successes.  The intervention alone may not have caused the retention rate of the special education induction teachers in the 2011-2012 school year.

3.  Instrumentation, (Smith, 1987) could also be considered a threat to the validity of the findings.  I utilized both the Psychological Capital Questionnaire (PCQ) and the Authentic Leadership Questionnaire (ALQ) without adaptations.  The only Cronbach $\alpha$ scores falling below the recommended levels of the PCQ instrument were in the area of optimism in the Other Raterer version at 0.49 level.  Within the ALQ, the Cronbach $\alpha$ scores fell below the recommended levels in the area of balanced processing in both the self (0.35) and rater (0.29) version.  Neither the PCQ nor the ALQ had been utilized in conjunction within the education realm.  Particularly the ALQ primarily utilized within the business sector. I also utilized both as an indicator of growth, but not as an instrument to find cross factor causal relationships.  To minimize the threats I utilized qualitative data as confirming or disconfirming evidence of these above mentioned measures.

4.  I also utilized a purposeful sampling of the special education induction coaches and the population of this study was based upon district criterion

of a special education induction teacher.  This convenience-sampling group was chosen based upon the special education induction coach skills set and the status of the special education induction teacher.  At the local level of this action research study, this does not pose a limitation.  However, the applicability of transferability is a limitation of this study.

## Next Steps

The following outlines the next steps of action research or practitioner implementation.

**Me.**  Gather input from other leaders regarding my leadership capacities to provide a well-rounded leadership journey and continual improvements.  I also need to develop and execute training for the special education induction coaches so their next actions will be to in turn develop other special education teacher leaders.

**Special education induction coaches.**  As previously mentioned, the additional responsibilities of becoming a special education induction coach magnify the teacher's full-time workload.  With the addition of supporting both first and second year special education induction teachers, this workload may not be sustainable over time.  The special education induction coaches run the risk of burnout or increased workload stress.  I recommend building into the special education induction coaches' schedule an extra prep or some other avenue to reduce the amount of time working on their own to provide the support needed for almost ½ of the district's special education teaching department.  Release time or decreasing a special education induction coaches' caseload may also remedy the

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workload strain.  The additional responsibilities placed upon the special education induction coaches are beginning to weigh on and impede their personal well-being.

The next leadership step of the special education coaches will be to select special education teachers who they will develop as teacher leaders.  If the leadership development stops with the development of special education induction coaches, the long term goal of reducing the special education teacher attrition rate will not be  actualized.  This year the special education induction coaches must select teachers they would like to support as new teacher leaders.

**Special education induction teachers.**  Become teacher leaders.  By the end of this year, the 2012-2013 special education second induction teachers are developed into teacher leaders.  Their leadership will in turn reduce the stress placed upon the special education induction coaches to provide support for incoming teachers.

**Southwestern elementary school district.**  As a significant finding in this action research study and within the literature, an ineffective working environment also contributes to the attrition of special teachers.  I propose training for school psychologist and other related service providers on building a supportive school community for all special education teams.  Training for administrators, school achievement advisors, and social emotional learning specialists on special education best instructional practices and compliance requirements would also support special education induction teachers.  Work to

develop the leadership capacities of the administrators and future leaders in systematic ways within the district to meet the needs of all teachers.

**Research.**  Action research studies connected to a major university adds to the literature in the areas of leadership and special education teacher retention.  I would like to find funding sources to develop legitimate research opportunities through funding and cooperative initiatives with the SESD and the major university within this action research study.  Further studies utilizing both the tenets of Psychological Capital and Authentic Leadership needs to be explored within the public education sector.

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APPENDIX A

DEFINITIONS

**Psychological Capital (PsyCap) First Order Constructs**

**Self-efficacy:** Having confidence to take on and put in the necessary efforts to succeed at challenging tasks.

**Optimism:** Making positive attribution (optimism) about succeeding and in the future

**Hope:** Preserving toward goals and when necessary, redirected paths to goals in order to succeed.

**Resilience:** When faced with problems and adversity, sustaining and bouncing back even beyond (resilience) to attain success. (Luthans, Youssef, & Avolio, 2007)

**Authentic Leadership Theory First Order Constructs**

**Balanced Processing:** To what degree does the leader solicit sufficient opinions and viewpoints prior to making important decisions? One objectively analyzing relevant data before making a decision.

**Internalized Moral/Ethical Perspective:** To what degree does the leader set a high standard for moral and ethical conduct? Being guided by internal moral standards, which are used to self-regulate one's behavior.

**Relational Transparency:** To what degree does the leader reinforce a level of openness with others that provides them with an opportunity to be forthcoming with their ideas, challenges, and opinions? Presenting one's authentic self-through openly sharing information and feelings as appropriate for situations (i.e., avoiding inappropriate displays of emotions)

**Self-Awareness:** To what degree is the leader aware of his or her strengths, limitations, how others see him or her and how the leader impacts others. Demonstrated understanding of one's strengths, weaknesses, and the way one makes sense the world. (Avolio, Walumbwa, & Weber, 2009, 422)

APPENDIX B

SPECIAL EDUCATION INDUCTION COACH INTERVIEW

Special Education Induction Coach Interview

Name:
School:
Position Applied For:
Date:
Interviewed by:

1.  Tell us about yourself and why you are a good candidate for this position.
2.  What are some ways you see yourself supporting new teachers?
3.  You have a new teacher who is frustrated with site leadership team.  The teacher calls you for advice.  What do you do?
4.  In this position, you facilitate professional development with small and large groups of teachers, what things will you do to prepare?
5.  What are some ways you organize your professional life to ensure you have time to support new teachers?
6.  How will support for special education induction teachers differ from that of the support general education teachers receive?
7.  Tell us how you develop your IEPs.

    Do you have any questions?

APPENDIX C

SPECIAL EDUCATION INDUCTION COACH PROFESSIONAL

DEVELOPMENT AND PLANNING SESSIONS

| Special Education Induction Coach Professional Development and Planning Sessions by Date | |
|---|---|
| Session | Topic |
| July 16th through July 21st | 1. Model Classroom Set Up<br>2. Establishing Process for Mentoring and Coaching<br>3. Methods for Professional Growth<br>4. Implementing Accountability and Support<br>5. Impacting Teacher Performance<br>6. Planning for First Induction Teacher Meeting |
| July 27th<br>Special Education Induction Coach Development and Planning | 1. Set Special Education Induction Coach Purpose<br>2. Performance Pay<br>3. General Education vs. Special Education Induction Teacher Outcomes<br>4. Review Training Topics from July Induction |
| August 1st<br>District Induction Coach Seminar as a Special Education Team | 1. Obtained Induction Teacher General Education Seminar 1-2<br>2. Discussed Strategy for Merging Special Education Training and General Education Training. |
| August 10th<br>District Induction Coach Seminar as a Special Education Team | 1. Payment for Induction Coaches<br>2. Grading and Genesis<br>3. Organization of Induction Coach Training Requirements<br>4. Induction Teacher Coach Caseloads<br>5. Set Up Trainings through December 2011<br>6. Implicit Authentic Leadership Training: Facilitated Balanced Decision Making |
| August 15th<br>Special Education Induction Coach Planning Session | 1. Discussed Content and Organization of first Training |
| August 22nd<br>Special Education Induction Coach Planning Session | |
| September 7th<br>District Induction Coach Seminar as a Special Education Team | 1. Attended District Induction Coach Seminar as a Special Education Team |
| September 20th | 1.Special Education Induction Coach Planning Session |

| September 23rd | 1. Analyze Tickets Out the Door for Training Topics<br>2. Brainstorm and Finalize Long Range Topics<br>3. Assign Topics<br>4. Plan October and November Training |
|---|---|
| September 30th | 1. Finalize October Training<br>2. Analyze Individual Strengths and Limitations in Training<br>3. Prepare Training Workstations (Reading and Writing)<br>4. Implicit ALT Training: Know your strengths and limitations in training. |
| October 17th | 1. Finalize November Training<br>2. Discuss a Special Education Mini-lesson<br>3. Prepare Math Training but meeting the needs of teachers of preschool and multiply disabled.<br>4. Implicit ALT Training: Data based decision making based on tickets out the door. |
| November 18th | 1. Introduction of Induction Coaches and Dissertation Committee Members<br>2. Reflection on November 17th Board Meeting (Special Education)<br>3. Explicit ALT Training<br>4. Authentic Leadership Action and Induction Coach Aligned Actions<br>5. Determine Induction Coaches "Color" Personality Test<br>6. Application of "Color" Personality to Leadership<br>7. Balanced Processing to Determine Training Topics for December 1st |
| December 8th | 1. Research Day |
| January 12th | 1. Special Education Discussion, Teacher Discussion and Planning |
| January 23rd | 1. District Induction Coach Meeting |
| February 21st | 1. Special Education Induction Coach Discussion and Final Training Prep |

APPENDIX D

GENERAL EDUCATION INDUCTION TEACHER TRAINING TOPICS BY

DATE

*General Education Induction Teacher Training Topics by Date*

| Content | August 15th | August 29th | September 19th | October 17th |
|---|---|---|---|---|
| Classbuilding | Find Someone Who 6.26 | Similarity Groups 9.3 | Inside-Outside-Circle 6.27 & 9.5 | Formations 9.5 |
| Rubric Topic | Environment: Classroom Management/ Procedures Wong: Ch 19 & 20 | Environment: Classroom Management/ Procedures | Engagement: Active Participation | Engagement: Active Participation |
| Lesson Planning | Weeks 3-4 Aligned Objectives | Weeks 13-14 End of Lesson Assessment | Long Range Plan IP2 | Weeks 11-12 End of Lesson Assessment |
| SESD Resources | Curriculum Binder | Scott Foresman – Teacher Tools | Investigations | About Teaching Mathematics/D NC |
| Organizational Tips | Student Table Kits p. 26 Classroom Organization p. 45-46 | Behavior Records p. 30-31 | Parent Teacher Conferences p. 194 | Portfolios and Assessments p. 47-48 |

| Content | November 14th | November 28th | January 30th | February 27th |
|---|---|---|---|---|
| Classbuilding | Linkages 9.5 | Fact-or-Fiction 9.8 Find-the-Fiction 9.8 | Quiz-Trade-Trade 6.32 | Round Robin 9.8 |
| Rubric Topic | Facilitation: Modeling, Practice, CFU | Facilitation: Modeling, Practice, CFU | Engagement: Cooperative Learning, Interactive Language Development | Engagement: Cooperative Learning, Interactive Language Development |
| Lesson Planning | Long Range Plan IP3 | Weeks 31-32 Sub-Objectives | Long Range Plan IP4 | Weeks 27-28 Sub-Objectives |
| SESD Resources | Marilyn Burns Library | Problem Solver | Teaching Student Centered Mathematics | Thinking Maps |
| Organizational Tips | Filing Cabinets p. 49 Professional Records p. 79 | Teacher Workstation p. 63-64 | Manipulatives p. 65 | Computer Files |

APPENDIX E

SPECIAL EDUCATION INDUCTION TEACHER TRAINING TOPICS BY

DATE

*Special Education Induction Teacher Training Topics by Date*

| Session | Topic #1 | Topic #2 | Topic #3 | Topic #4 | Topic #5 | Topic #6 |
|---------|----------|----------|----------|----------|----------|----------|
| 8/18/2011 | Attitudes of First Year Teacher | Classbuilding Kagan Find Someone Who | Rubric Focus: Environment (Procedures) | Aligned Objectives | e-IEP Pro | Organized Teacher (Rosters, schedules, master dates for IEP/MET, and data Collection) |
| 8/25/2011 | Attitudes of First Year Teacher | Classroom Management Jigsaw 11 and 18 First Days of School | Responses to Student Behavior (Split into 3 groups) | | | |
| 9/ 22/2011 | Attitudes of First Year Teacher | Utilizing Guide steps to write compliant IEP | Progress Reports (location in E-IEP pro) | Parent Teacher Conferences (grades/progress reports and meetings) | Concerns Regarding Benchmarks | Individual Teacher Work Time on Computers for IEPs |
| 10/ 20/2012 | Attitudes of First Year Teacher | Special Education Topic: How/when to write an addendum | Resources: Using Science Textbooks to create reading materials for all reading levels. | Workstation #1: / Workstation #2: / Workstation #3: | Sequential Processing, Spivey / Graphic Organizers and Comprehension / Phonics and Fluency | |
| 11/3/2011 | Attitudes of First Year Teacher | Special Education Topic: Writing measureable goals and progress reports | Math Electronic Resource Share (all teachers brought a resource) | Differentiation in Instruction: Using Preschool Standards, School Age Standards and Alternative Standards | Workstation #1 / Workstation #2 / Workstation #3 | Fractions: Identification of Fractions to GCF/LCM / Counting & Addition and Subtraction / Number Sense and Operations (numbers and quantity) |
| 11/28/2011 | Attitudes of First Year Teacher | Holiday Potluck | Compliance | Workstation #1 / Workstation #2 | Alignment of MET, Present Levels, Goals, & Progress Reports / Services page | |

| | | | | Workstation #3 | Consideration of English Language Learning Status | |
|---|---|---|---|---|---|---|
| | | | | | Workstations | |
| 1/26/2012 | Attitudes of the First Year | Working with Educational Assistants | How to work with behaviors. | End of Year Scope and Sequence | Implementing Centers | 8th Grade Transitions |
| 2/23/2012 | Attitudes of First Year of Teaching | End of Year Teacher Reflection and Letter to 2012-2013 New Teachers | Director's Address | Progress Monitoring: First Year Teacher Presentation | Implementation Plan of Progress Monitoring | Survey and Focus Group Sign Up |

APPENDIX F

PSYCHOLOGICAL CAPITAL QUESTIONNAIRE (PCQ) SAMPLE

Psychological Capital (PsyCap) Questionnaire

Self Rater Version

Gallup Leadership Institute

Name: _____ Date: _____

Organization ID# _____Person ID #: _____

Instructions: Below are statements that describe how you may think about yourself right now. Use the following scale to indicate your level of agreement or disagreement with each statement.

| Strongly Disagree 1 | Disagree 2 | Somewhat Disagree 3 | Somewhat Agree 4 | Agree 5 | Strongly Agree 6 |
|---|---|---|---|---|---|

1.  I feel confident analyzing a long-term problem to find a solution.    1  2  3  4  5  6

2.  I feel confident in representing my work area in meeting with management.    1  2  3  4  5  6

3.  I feel confident contributing to discussions about the organization's strategy.    1  2  3  4  5  6

4.  I feel confident helping to set targets/goals in my work area.    1  2  3  4  5  6

5.  I feel confident contacting people outside the organization (e.g., suppliers, customers) to discuss problems.    1  2  3  4  5  6

Psychological Capital (PsyCap) Questionnaire

Other Raterer Version

Gallup Leadership Version

Name of the Person or Position being Rated: _____ Date: _____

Organization ID# _____Person ID #: _____

Instructions: Below are statements that describe how you may think about the person listed above right now. Use the following scale to indicate your level of agreement or disagreement with each statement.

| Strongly Disagree 1 | Disagree 2 | Somewhat Disagree 3 | Somewhat Agree 4 | Agree 5 | Strongly Agree 6 |
|---|---|---|---|---|---|

1.  This person feels confident analyzing a long-term problem to find a solution.    1  2  3  4  5  6

2.  This person feels confident in representing his/her work area in meeting with management.    1  2  3  4  5  6

3.  This person feels confident contributing to discussions about the organization's strategy.    1  2  3  4  5  6

4.  This person feels confident helping to set targets/goals in my work area.    1  2  3  4  5  6

5.  This person feels confident contacting people outside the organization (e.g., suppliers, customers) to discuss problems.    1  2  3  4  5  6

Source: Luthans, Youssef, & Avolio, 2007

APPENDIX G

AUTHENTIC LEADERSHIP QUESTIONNAIRE (ALQ) SAMPLE

Authentic Leadership Questionnaire (ALQ Version 1.0 Self)

Bruce J. Avolio, Ph.D.

Name: _____ Date: _____

Organization ID# _____Person ID #: _____

Instructions: The following survey items refer to your leadership style, as you perceive it. Please judge how frequently each statement fits your leadership style using the following scale:

| Not at all 0 | Once and a while 2 | Sometimes 3 | Fairly often 4 | Frequently, if not always 5 |
|---|---|---|---|---|

As a leader I…

| 1. | say exactly what I mean. | 0 1 2 3 4 |
|---|---|---|
| 2. | admit mistakes when they are made. | 0 1 2 3 4 |
| 3. | encourage everyone to speak their mind. | 0 1 2 3 4 |
| 4. | tell the hard truth. | 0 1 2 3 4 |
| 5. | display emotions exactly in line with feelings. | 0 1 2 3 4 |

Authentic Leadership Questionnaire (ALQ Version 1.0 Self)

Bruce J. Avolio, Ph.D.

Leader Name:_____Date:_____

Organization ID# _____Person ID #: _____

Instructions: The following survey items refer to your leader's style, as you perceive it. Judge how frequently each statement fits his or her leadership style using the following scale:

| Not at all 0 | Once and a while 2 | Sometimes 3 | Fairly often 4 | Frequently, if not always 5 |
|---|---|---|---|---|

My Leader:

| 1. | says exactly what he or she means. | 0 1 2 3 4 |
|---|---|---|
| 2. | admits mistakes when they are made. | 0 1 2 3 4 |
| 3. | encourages everyone to speak their mind. | 0 1 2 3 4 |
| 4. | tells you the hard truth. | 0 1 2 3 4 |
| 5. | displays emotions exactly in line with feelings. | 0 1 2 3 4 |

Source: Avolio, Gardner, & Walumbwa, 2007

APPENDIX H

SPECIAL EDUCATION INDUCTION TEACHER QUESTIONNAIRE (SEITQ)

Special Education Induction Teacher Questionnaire

Name:_____ ID#: _____

The items on this survey ask you to comment on various aspects of you and your workplace today. Please feel free to answer all questions openly. When data is analyzed your name will not be associated with this questionnaire

**Instructions:** Below are statements that describe how you may think about yourself **right now**. Use the following scale to indicate your level of agreement or disagreement with each statement.

| Strongly Disagree 1 | Disagree 2 | Somewhat Disagree 3 | Somewhat Agree 4 | Agree 5 | Strongly Agree 6 |
|---|---|---|---|---|---|

**I am confident in my ability to…**

| | | |
|---|---|---|
| 1. | Use a variety of assessment procedures appropriately. | 1 2 3 4 5 6 |
| 2. | Read a Multidisplinary Evaluation Team (MET) report to understand the needs of my students. | 1 2 3 4 5 6 |
| 3. | Interpret information from formal and informal assessment instruments and procedures. | 1 2 3 4 5 6 |
| 4. | Develop a compliant Individualized Education Plan (IEP) according to federal, state, and district guidelines. | 1 2 3 4 5 6 |
| 5. | Write a Present Level of Academic Achievement and Functional Present Levels (PLAAFP) that is aligned to the needs of my students. | 1 2 3 4 5 6 |
| 6. | Write measureable goals for my students. | 1 2 3 4 5 6 |
| 7. | Develop a Prior Written Notice (PWN) that accurately summarizes decisions of the IEP team. | 1 2 3 4 5 6 |
| 8. | Complete all required paperwork that is required to keep and IEP compliant. | 1 2 3 4 5 6 |
| 9. | Create and maintain records to support assessment and progress monitoring. | 1 2 3 4 5 6 |
| 10. | Develop specialized instruction for students in which you provide services. | 1 2 3 4 5 6 |
| 11. | Design a learning environment that fosters small group and 1:1 specially designed instruction. | 1 2 3 4 5 6 |
| 12. | Design, structure, and manage daily routines effectively. | 1 2 3 4 5 6 |
| 13. | Develop a schedule that meets the needs of all your students. | 1 2 3 4 5 6 |
| 14. | Direct, observe, provide effective feedback to educational assistants. | 1 2 3 4 5 6 |
| 15. | Collaborate with other service providers. (psychologists, speech and language pathologists, occupational and physical therapist, and vision/hearing instructors) | 1 2 3 4 5 6 |

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16. Collaborate with general education teachers to ensure **1  2  3  4  5  6**
your students receive accommodations and modifications
in their general education classroom

17. Conduct an IEP meeting that facilitates equal **1  2  3  4  5  6**
participation from all stakeholders.

18. Communicate with site and district administration when **1  2  3  4  5  6**
troublesome situations arise.

**Instructions:** Please choose the questions that best describe you as an educator. While participation is voluntary, your cooperation will assist the researcher in determining if differences occur within demographic categories.

| |
|---|
| 19. Currently, I am teaching<br>A. special education in an inclusive model.<br>B. special education in a resource model.<br>C. special education in a resource/inclusive model.<br>D. special education in a self-contained setting.<br>E.  Other:_____ |
| 20. My mentor and I work<br>A.  in the same part of the school building<br>B. in different parts of the building but in the same school.<br>C. in different schools or locations. |
| 21. My mentor and I work in<br>A. the **same program model** and with the **same types of disabilities.**<br>B. the **same program model** but with **different types of disabilities.**<br>C. different **program models** but with the **same types of disabilities.**<br>D. different **program model** but with **different types of disabilities.**<br>E. different areas because my **mentor is not a special education teacher.** |
| 22. In what areas would you like to receive support from your special education induction coach?<br>_____<br>_____ |
| 23. How do you prefer to communicate with your special education induction coach?<br>_____<br>_____ |
| 24. What professional development would you like receive this semester?<br>_____<br>_____ |

| | | | |
|---|---|---|---|
| 25. | Gender | **M** | **F** |
| 26. | Education | **BA/BS** **MA** **MA+30** **PhD or EdD** | |
| 27. | Please indicate years of experience as a teacher. | _____ | |
| 28. | In what year were you born? | \_\_ \_\_ \_\_ \_\_ | |
| 29. | Do you have any other questions or comments you would like to share? _____ _____ _____ _____ | | |

APPENDIX I

EMAIL REFLECTIVE RESPONSE SAMPLE

EMAIL REFLECTIVE RESPONSE #1

Dear _____,

I am inviting you to participate in my current action research study. I am currently a doctoral student at ASU West. I am in the Mary Lou Fulton Teachers College in the Leadership and Innovation Program. I have selected you as a participant in this study. If you choose to participate, please follow the directions of participation.

Following the directions listed below indicates you have read and agree to the following statement:

I have read the information above and any questions I have asked have been answered to my satisfaction. I agree to participate in this activity on the understanding that I may withdraw at any time without prejudice. I agree that the research data generated may be published provided my name is not used and that I am not otherwise identified.

Participation Directions:
1.      Open attachment entitled Email Reflection Response #1
2.      Save according to your preference
3.      Complete reflection and save
4.      Open a new email, and send email to bimel@gesd40.org with the reflection attached.

Once received, your reflection will be saved to a secure location. The email will be deleted accordingly.

Once your reflection is analyzed, an additional face-to-face interview that will be voice recorded may be utilized to clarify any information in the reflection. I will contact you within one day upon receipt of your email reflection.

Your name will be kept confidential. Identifiable information will remain confidential by storing in a secure location and only utilized for the purpose of current study. Any information that transmitted via email will be saved to a secure server and deleted off the email server.
If you choose to withdrawal at any time, your information will be shredded or returned. You may contact me at anytime at XXX.XXX.XXXX.

Thank you for your participation.

Sincerely,
Breck Imel
IRB # 393518

# Induction Coach Email Reflective Response #1

Name: _____          Participant ID#: __ __ /__ __/__ __ __ __

1.      What are some specific responsibilities of a special education teacher have you introduced to your Special Education Induction Teachers?

2.      What do you see the Special Education Induction Teachers struggling with most?

3.      How do you plan to assist your Special Education Induction Teachers in obtaining the skills they need to overcome their struggles?

4.      Please describe your strengths and areas of improvement as a leader.

APPENDIX J

STRUCTURED FOCUS GROUP PROTOCOL SPECIAL EDUCATION

INDUCTION COACH AND TEACHER

| Special Education Induction Teacher Program Moderator's Guide: INDUCTION COACH | |
|---|---|
| **Distribute materials** | Name cards, demographic form, consent form and worksheet. |
| **Moderator introduction, thank you and purpose** | Welcome everyone! My name is Breck Imel. I would like to start by thanking you for taking the time to participate in our focus group. We will be here for about an hour and a half.

The reason we are here today is to discuss your opinions and attitudes about issues related to your first semester as a special education teacher.

I will be leading our discussion today. I want to be very clear. I am not here seeking specific answers. I am not here to convince you of anything or to try to sway your opinion. My job is just to ask you questions and then encourage and moderate our discussions. |
| **Ground Rules** | To allow our conversation to flow more freely, I would like to go over some ground rules.
1. Please, talk one at a time and avoid side conversations.
2. Everyone does not have answer every single question, but I would like to hear from each of you today as the discussion progresses.
3. This will be an open discussion …feel free to comment on each other's remarks.
4. There are no "wrong answers," just different opinions. Say what is true for you, even if you are the only one who feels that way. Do not let the group sway you. However, if you do change your mind, please let me know.
5. Let me know if you need a break. We will break as a group, if necessary.
6. All discussions are recorded, but will be kept confidential. |
| **Introduction of participants** | Before we start talking about your |

| | |
|---|---|
| | experiences as a special education induction coach in the SESD, I would like each of you to introduce yourself. Please include:<br>1. Your name<br>2. Your teaching position<br>3. Your pre-service experience with children or educational experience. |
| **Final Data Set Reflection** | 1. We are going to preview the letters written by the special education induction teachers. During this time I will turn off the recorder. Please read each letter and make any notes on the paper provided. When the recorder is turned back on, we will discuss our findings.<br>a. What findings were discovered?<br>b. As a team, you all participated in the development of this final data set. Reflect upon your contributions. |
| **General Questions** | 1. Please share a memorable experience as a special education induction coach.<br>2. What are your thoughts regarding the induction process?<br>3. Do you recall a challenging moment? |
| **Specific Questions** | 1. Let's discuss how you make decisions when working with an induction teacher or when developing training.<br>2. What has been your # 1 core value while serving as an induction coach?<br>3. Discuss your relationships with your induction teachers.<br>4. Have you reached a new awareness about your leadership capacities during the induction program?<br>5. Thinking about my leadership capacities, have you noticed any changes? |
| **Closing Questions** | 1. If you could do anything again, what would it be?<br>2. Is there anything else you would like to discuss? |

| Closing | Thank you for coming today and discussing your experiences as a special education induction coach.  Your opinions and comments have revealed multiple perspectives.  I thank you for your time. |
| --- | --- |

| Special Education Induction Teacher Program |
|---|
| **Moderator's Guide: TEACHER** |

| | |
|---|---|
| **Distribute materials** | Name cards, demographic form, consent form and worksheet. |
| **Moderator introduction, thank you and purpose** | Welcome everyone!  My name is Breck Imel.  I would like to start by thanking you for taking the time to participate in our focus group.  We will be here for about an hour and a half.

The reason we are here today is to discuss your opinions and attitudes about issues related to your first semester as a special education teacher.

I will be leading our discussion today.  I want to be very clear.  I am not here seeking specific answers.  I am not here to convince you of anything or to try to sway your opinion.  My job is just to ask you questions and then encourage and moderate our discussions. |
| **Ground Rules** | To allow our conversation to flow more freely, I would like to go over some ground rules.
1.  Please, talk one at a time and avoid side conversations.
2.  Everyone does not have answer every single question, but I would like to hear from each of you today as the discussion progresses.
3.  This will be an open discussion …feel free to comment on each other's remarks.
4.  There are no "wrong answers," just different opinions.  Say what is true for you, even if you are the only one who feels that way.  Do not let the group sway you.  However, if you do change your mind, please let me know.
5.  Let me know if you need a break. We will break as a group, if necessary.
6.  All discussions are recorded, but will be kept confidential. |
| **Introduction of participants** | Before we start talking about your |

| | experiences as a first year special education teacher in the SESD, I would like each of you to introduce yourself. Please include:<br>1. Your name<br>2. Your teaching position<br>3. Your pre-service experience with children or educational experience. |
|---|---|
| **General Questions** | 1. Are there any experiences or interactions with your special education induction coaches that have helped you?<br>2. Thinking about your responsibilities as a special education teacher in what areas, have you increased your capacity to fulfill these responsibilities?<br>3. Are there any responsibilities you wished you had more support? |
| **Specific Questions** | 1. How confident do you feel in the following areas:<br>developing an IEP<br><br>conducting IEP meetings<br><br>scheduling your students<br><br>balancing service providers schedules<br><br>working with educational assistants<br><br>any other responsibilities?<br><br>2. In your opinion, what defines a supportive induction coach? |
| **Closing Questions** | 1. What was the area where you most benefited from working with your special education induction coaches? Where do you wish you had more support? What would that look like? |
| **Closing** | Thank you for coming today and discussing your experiences as a special education teacher. Your opinions and comments have revealed multiple perspectives. I thank you for your time. |

APPENDIX K

SAMPLE OF AUDIT TRAIL

| Data Set | Date | Analysis Data Audit Trail | Audio Times (if any) | Quant/Qual |
|---|---|---|---|---|
| SEITQ Pre Quant | | SPSS, cleaned, missing data with < than 50% missing from construct replaced with mean average, Cronbach α, sent to Dr. Buss, Imel analyzed. | | Quantitative |
| SEITQ Post Quant | | SPSS, cleaned, missing data with < than 50% missing from construct replaced with mean average, sent to Dr. Buss, Imel analyzed. | | Quantitative |
| PCQ Pre | | SPSS, cleaned, missing data with < than 50% missing from construct replaced with mean average, Cronbach α, sent to Dr. Buss. Resent to Dr. Buss 5.22.12, Imel analyzed. | | Quantitative |
| PCQ Post | | SPSS, SPSS, cleaned, missing data with < than 50% missing from construct replaced with mean average, sent to Dr. Buss. Resent to Dr. Buss 5.22.12, Imel analyzed. | | Quantitative |
| ALQ Pre | | SPSS cleaned, missing data with < than 50% missing from construct replaced with mean average, Cronbach α, sent to Dr. Buss. | | Quantitative |

| | | | | |
|---|---|---|---|---|
| | | Resent to Dr. Buss 5.22.12, Imel analyzed. | | |
| ALQ Post | | SPSS, SPSS, cleaned, missing data with < than 50% missing from construct replaced with mean average, sent to Dr. Buss. Resent to Dr. Buss 5.22.12, Imel analyzed. | | Quant |
| **Coach and Coordinator Qualitative** | | | | |
| CCSEITQ Pre Qual | | Coach and Coordinator typed into word. Saved as rich text, coding | | Qualitative 1 page single answers |
| CCSEITQ Post Qual | | Coach and Coordinator typed into word. Saved as rich text, coding | | Qualitative 2 pages single answers |
| CCEmail Reaction Response | | CandCTyped into word. Saved as rich text | | Qualitative 4 pages |
| CCInduction Coach Training | 11.18.11 | Transcribed by Sasha, transcription check, saved as rich text. Ready to code. | 2:15:53 | Qualitative 41 pages |
| CCResearch Day | 12.8.11 | Transcribed by Sasha, transcription check, saved as rich text. Ready to code. | 0:27:32 | Qualitative 8 pages |
| CCICFocusgroup Part 1 | 3:9:12 | Transcribed by Sasha, transcription check, saved as rich text. Ready to code. | 0:5:07 | Qualitative |
| CCICFocusgroup Part2 | 3.9.12 | Transcribed by Sasha, transcription check, saved as rich text. Ready to code. | 1:46:36 | Qualitative 32 pages |
| CCInduction Coach Prep | 1.12.12 | Transcribed by Sasha, transcription check, saved as rich text. Ready to code. | 0:0:02 | Qualitative |

| | | | | |
|---|---|---|---|---|
| CCInduction Coach Prep | 1.12.12 | Transcribed by Sasha, transcription check, saved as rich text. Ready to code. | 1:16:39 | Qualitative |
| CCInduction Coach Prep | 1.12.12 | Transcribed by Sasha, transcription check, saved as rich text. Ready to code. | 0:13:58 | Qualitative |
| CCInduction Coach Prep | 1.12.12 | Sent to Abby Typed into word, saved as rich text, ready to code. | 0:41:30 | Qualitative 44 pages |
| **Teacher Qualitative** | | | | |
| TSEITQ Pre Qual | | Teacher Typed into word. Saved as Richtext, Coding | | Qualitative 4 pages, limited answers |
| TSEITQ Post Qual | | Teacher Typed into word. Saved as Richtext | | Qualitative 5 pages limited answers |
| TFocusgroup | 3.2.12 | Sent to Abby Typed into word, saved as rich text, ready to code. | 0:57:26 | Qualitative |
| TFocusgroup | 2.29.12 | Sent to Abby Typed into word, saved as rich text, ready to code. | 1:28:13 | Qualitative 19 pages |
| TFocusgroup | 3:1:12 | Sent to Abby | 1:21:25 | Qualitative 19 pages |
| TPicture/Letter to Induction Teachers | | TeacherTyped into word, saved as rich text, ready to code. | | Qualitative 4 pages |

APPENDIX L

CODE MANUAL

| Code | Definition |
|---|---|
| ALT Balanced Processing | To what extent does the leader solicit sufficient opinions and viewpoints prior to making important decisions |
| ALT Ethical/Moral | To what extent does the leader set high standard for moral and ethical conduct |
| ALT Self-Awareness | To what degree is the leader aware of his or her strengths, limitations, how others see him or her and how the leader impacts others, Perceived strength as a leader: Perceived weakness as a leader: |
| ALT Transparency | To what degree does the leader reinforce a level of openness with others that provides them with an opportunity to be forthcoming with their ideas, challenges and opinions. |
| Area to receive support | Area where coaches or teachers would like to receive support |
| Breck describing coaches strengths | Breck describing coaches strengths |
| Breck discussing research | Breck discusses important changes in the induction program, observations, reveals decision-making. |
| C&C analyzing induction teachers | Coaches Observed teachers struggling:, coaches analyzing teacher's needs based upon upcoming events and teacher data, discussion of the induction teachers |
| C&C Chng in lead act | Coaches and coordinator identify changes in their leadership actions |
| C&C critical dis non-ind specific | Coach and Coordinator discussion points about critical issues in the special education department that do not relate to the induction program |
| C&C identifying teacher growth | Coaches identifying teachers growth |
| C&C planning | Coaches structural planning of training and content planning |
| Challenges identified | Challenges identified by coaches/coordinator and teachers |
| Coaches analyzing Breck's leadership | Coaches providing feedback to Breck regarding her leadership changes. |
| Coaches core values | Coaches identify their core values as a coach |
| Coaches GESD and SPED respon. Taught | Induction coaches taught SESD policies and procedures, Compliance issues with IEP/MET Induction coaches taught SESD policies and procedures, Compliance issues with IEP/MET Coaches identifying strengths in the other coaches and selves. Coaches identifying contributions or changes in self, positive or successful memory or action, support they have provided. Self reported through ERR |
| Coaches ID attributes self/other | Coaches identifying strengths in the other coaches coaches identifying contributions or changes in self, positive or successful memory or action, support they have provided |
| Coaches October plan to support | Coaches plan of action to support induction teachers, ERR |
| Coaches wanting observation | coaches indicate they want to receive feedback through observation from special education administration and Induction Coordinator for the DO |
| Communication preference Good quote | preferred communication and post preferred communication |
| Identified obstacles OUTSIDE | indentified obstacles OUTSIDE induction program responsibilities |
| Identity | coaches and teachers identify self |
| Impact of induction program | impact of induction program |
| Increased special education | teachers indicate where they have increased their special |

| Code | Definition |
|---|---|
| capacities | education responsibility capacities |
| Indication of support | Indication of feeling supported. Support found to be most helpful: support from coaches or coordinator in the induction program |
| Induction negative | negative or less helpful components to the induction program |
| Induction positive | positive components of the induction program |
| Induction seminar | seminars are one component of the induction program |
| Leadership training or support | examples of direct instruction or leadership training or support |
| Mat/resources sped teachers | materials that would be helpful for new teachers trying to assess students. |
| Most helpful professional development | teachers indicate the most helpful professional development they received |
| Operational housekeeping of project | operational housekeeping of project |
| PsyCap self-efficacy | Having confidence (self efficacy) to take on and put in the necessary effort to succeed at challenging tasks |
| PsyCap hope | Persevering toward goals and, when necessary, redirecting paths to goals (hope) in order to succeed |
| PsyCap optimism | Making a positive attribution (optimism) about succeeding now and in the future |
| PsyCap resilience | When beset by problems and adversity, sustaining and bouncing back and even beyond (resilience) to attain success |
| PsyCap Negative | |
| Psychologist issues | teachers identified specific challenges related to inefficient psychologists |
| Retention | Indication of remaining in district, experience in induction influenced decision to remain in GESD |
| Self-identified future training | What future training participant would like to receive. |
| SPED Induction giving advice | SPED induction teachers giving advice to future induction teachers in the SESD |
| Suggested chg or impr to Ind. P | suggestions to improve induction program for the next year Change to induction program to support special education induction teachers, suggested improvements, |
| Support from others | support from other people other than induction |
| Teacher self-identified areas of growth | teachers identified areas of growth |

APPENDIX M

IRB APPROVAL

| | |
|---|---|
| **To:** | Keith Wetzel |
| | FAB |
| **From:** | Mark Roosa, Chair |
| | Soc Beh IRB |
| **Date:** | 09/22/2011 |
| **Committee Action:** | **Exemption Granted** |
| **IRB Action Date:** | 09/22/2011 |
| **IRB Protocol #:** | 1109006856 |
| **Study Title:** | The Impact of Multilevel Intervention on Special Education Teacher Retention Indicators |

The above-referenced protocol is considered exempt after review by the Institutional Review Board pursuant to Federal regulations, 45 CFR Part 46.101(b)(2) .

This part of the federal regulations requires that the information be recorded by investigators in such a manner that subjects cannot be identified, directly or through identifiers linked to the subjects. It is necessary that the information obtained not be such that if disclosed outside the research, it could reasonably place the subjects at risk of criminal or civil liability, or be damaging to the subjects' financial standing, employability, or reputation.

You should retain a copy of this letter for your records.

APPENDIX N

PSYCHOLOGICAL CAPITAL (PsyCap) QUESTIONNAIRE AND

AUTHENTIC LEADERSHIP QUESTIONNAIRE (ALQ) PERMISSION

LETTERS

**mind garden**

To whom it may concern,

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Instrument: Psychological Capital (PsyCap) Questionnaire (PCQ)

Authors: Fred Luthans, Bruce J. Avolio & James B. Avey.

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The entire instrument may not be included or reproduced at any time in any other published material.

Sincerely,

Robert Most
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Instrument: Authentic Leadership Questionnaire (ALQ)

Authors: Bruce J. Avolio, William L. Gardner, and Fred O. Walumbwa

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Sincerely,

Robert Most
Mind Garden, Inc.
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