

First-Year Influences & Belief Adaptation: A Case Study of Urban Schoolteachers

Kate Rollert French
Wayne State University

Abstract

Presented in this article is a case study of first-year teachers working in an urban school. Drawing on literature around the early-career experiences of teachers—including a unique vulnerability for emotional turbulence and belief change—this article examines the changing beliefs of brand new urban educators as they progress throughout their first year as teacher of record. Findings suggest that new teachers are more likely to change their beliefs when they undergo various stages of emotional conflict. Specifically, teachers were more likely to change their beliefs about teaching and what it means to teach for social justice during the survival and disillusionment phases of the Moir (1990) model. New teachers were also more likely to turn to more experienced teachers than new teachers for advice and insight. Implications for classroom practice and policy concerning social equity are discussed.

A Case Study of Urban Schoolteachers

Teachers play a powerful role in the development students and their perceptions of society as they oversee a microcosm of the world in their own classrooms. Teachers decide on and enforce rules for order, dictate norms for student behavior, and determine appropriate pedagogy to achieve various learning goals. This unique school environment brings students from various backgrounds, ethnicities, and racial identities together (Church & Sedlak, 1976).

New teachers who have a dedication to teach with empowering pedagogy and address educational debts between students from various socioeconomic, racial, and ethnic backgrounds are entering the classroom more rapidly than ever before (Picower, 2012). However, research suggests that this initial outlook—and optimistic belief in all students' abilities—quickly dwindles as new teachers gain more years of experience and become accustomed to school norms and routines (Friedman, 1991; Høglund, Klinge, & Hosan, 2015). This is particularly prevalent in under-resourced, urban schools (Ingersol, 2001).

It is no surprise that one in ten teachers will quit by the end of their first year (Gray & Taie 2015) or experience uncertainty in what to do in their classrooms even after undergoing years of coursework and student-teaching (Toom et al., 2017). Combined with emotional turbulence that often peaks during the first few months, first-year teachers experience vulnerability unlike any other group of teachers (Elden, 2013). This unique vulnerability leaves first-year teachers susceptible to the influence of others as they scramble to make sense of their own understandings and perspectives around teaching and learning and greater philosophical truths like equity, adequacy, and fairness. During this challenging year, teachers may turn to others for advice and insight (Brock & Grady, 2007). Sometimes this advice and influence may come from a formal mentor (Mena et al., 2016), while other times it will come from more informal sources (Desimone et al., 2014). How this advice compounds over time and influences the beliefs of first-year teachers is still relatively unknown.

Understanding how new teachers experience their first year in the classroom and how these early-career experiences play a role in their developing teaching practice is an area of research that needs further exploration (Wilson, Floden, & Ferrini-Mundy, 2001). This need is even more vital in urban areas where new teachers who are empowered with visions for reform “fall prey to the stereotypes and deficit thinking that is part of the air they breathe in urban public schools” (Picower, 2007, p.16). This study examines first-year teachers working in an urban school and how their beliefs and practices change over the course of the year. Specifically, I address the following research question:

Research Question 1: Do the beliefs of teachers change over the course of their first year of teaching? How?

Research Question 2: When are belief changes most likely to occur?

Background on Beliefs

While the terminology of beliefs can be amorphous and difficult to conceptualize, I decided on this wording because it best represents a cognitive premise that is held to be true by the individual holding that premise. I also considered value and attitude as potential terminology to reflect this phenomenon as values are often defined by what someone thinks are important, while attitudes are defined by the way an individual expresses his or her thoughts because of personal values and/or beliefs (Rokeach, 1968). Ultimately, I felt that the term belief best encapsulated the origin of what individuals hold true and base decisions off of—whether spontaneous or deliberate (Fazio & Towles-Schwen, 1999).

Applied in an educational context, beliefs are what teachers hold true about what happens in their classroom and can include constructs such as teaching and learning, instruction and pedagogy, student actions and aptitude, parent and community involvement, and the greater role of school in society. Teachers’ values and attitudes are also important, and can play a role in the decision-making process (Richardson, 1996), but because beliefs play a more foundational, elemental role in what ultimately plays out in the classroom, I felt they were most important to consider for the focus of this study.

Teacher Beliefs

Former educational research suggests that the beliefs of teachers, and beliefs in general, are very difficult to change (Roehler, Duffy, Herrmann, Conley, & Johnson, 1988). But new research suggests that beliefs do change and that they are most likely to change when individuals experience new circumstances or challenging situations—such as teaching for the first time in a new school (Trent, 2011). This phenomenon is especially true for new teachers who are most likely to change their beliefs in comparison to teachers with more experience (Tschannen-Moran, & Hoy, 2007).

We know that teachers’ beliefs can affect classroom practice and that their perceptions of student ability, value, and motivation to learn can also affect the way in which teachers interact with, discipline, and praise their students (Anderman, Andrzejewski, & Allen, 2011). For example, if a teacher believes that students from poor or minority backgrounds are less capable of achieving than students from affluent or privileged backgrounds, then poor and minority students will not receive the same quality of instruction or care. The differences in interactions between these belief-constructed groups can be subtle—such as not calling on a student when her or his hand is raised, blatant—such as repeatedly targeting the same African-American student for not following a classroom rule when other students break the rule but are not reprimanded, or overt—such as

seating all of the English-language learners in the back of the classroom (Benokraitis & Feagin, 1986). Similarly, if teachers believe that their students are incapable of meeting certain behavioral or academic standards, they can settle for what is considered good enough for that particular group. This idea of *low immediacy* toward students from less privileged groups is in direct conflict with teaching for social justice (Mehranbian, 1981).

Similarly, new teachers generally enter the profession with a set ideology on teaching acquired through various life experiences. These experiences can stem from pre-service training programs, field opportunities, and personal or familial upbringings (Levin & He, 2008). This starting point of beliefs is often the result of countless hours of practice through university coursework and can be more persistent and powerful than recently acquired beliefs (Alger, 2009). At this entry point, teachers' visions of good teaching strongly influence their willingness to adopt or reject new information and beliefs (Horn et al., 2008). During this early phase, new teachers are more optimistic and believe that they will not face the common problems faced by others. They also view themselves as superior teachers (Pajares, 1992). Yet, even with a strong foundation in confidence and ability, new teachers are more likely than any other group of teachers to question themselves and their ability during their first year (Brock & Grady, 2007). This vulnerability makes new teachers especially susceptible to influence and change.

This study contributes to the broader discussion on teacher beliefs by examining the potential for new teachers to change their beliefs—including when these changes may take place. It also examines how belief changes occur and how they can impact classroom practice.

Socialized Influence

If beliefs can impact behavior (Christakis & Fowler, 2013; Ajzen, 1991) and if this is also true when it comes to classroom practice (Richardson, 1996), then the social relationships of new teachers may influence or change what they believe and ultimately impact how they behave (Christakis & Fowler, 2013). There is even evidence to suggest that teachers from all levels of teaching experience can experience change in light of social influence. In a study examining the impact of professional learning communities (PLCs) on teacher change, Tam (2015) found that Chinese teachers were more likely to change their beliefs and practices about curriculum, teaching, learning, the roles of a teacher, and how teachers learn to teach when they belonged to a PLC. These findings suggest that “deeply rooted prior beliefs can be altered by an effective PLC across time” (p. 35). Since PLCs are inherently social organizations of teacher collaborators, it is likely that more informal relationships formed during the first-year of teaching may also have similar effects on teachers' beliefs and practices. This study contributes to the greater discussion on socialized influence by examining how first-year teachers are socialized into certain belief systems and forms of classroom practice.

Theoretical Framework

I used the theory of planned behavior (Ajzen, 1991) as a theoretical framework to guide this study. I chose this framework because it responds to preconceived assumptions about the relationship between behavior and beliefs and also the impact of social influence on beliefs. According to Ajzen's (1991) theory of planned behavior (TPB), beliefs directly impact behaviors and behavioral intentions. TPB is unique and slightly different from the theory of reasoned action because it considers how individuals either explicitly or implicitly perceive their intentions. Ajzen (1991) developed this theory as an extension of the theory of reasoned action by adding the component of behavioral intention—arguing that that people either knowingly or unknowingly use

beliefs to impact behavior (Madden, Ellen, & Ajzen, 1992). I choose this theory as a framework for my study because it legitimized the need to examine beliefs as a facilitator of behavior. This theory suggests that beliefs are deeply tied to behavior and that belief change impacts behavioral change. In context, this theory suggests that if new teachers change their beliefs they will also change their behaviors—which critically impacts the learning environment for students. Because of this, I felt that the Ajzen (1999) TPB model was most sufficient in addressing how beliefs can change and contribute to changes in teacher behavior.

First Year Phases of Teaching

Because new teachers take on a vulnerable role when they embark on their first year as teacher of record, they often experience doubt and face many challenges navigating the new terrain of their own classroom, school, and community (Howard & Milner, 2014). New teachers are most likely to experience significant stages of emotional turbulence as they progress through what Moir (1990) describes as the six phases of first year teaching.

According to Moir (1990), new teachers experience the six phases of teaching when they begin their first year as teacher of record. These phases are consecutive and coincide with the traditional academic calendar. Anticipation is the first phase when teachers embark on their first year. During this phase, new teachers tend to romanticize the position and have a sense of excitement that carries them throughout their first several weeks of school. The second phase, known as survival, begins during the early months of the year, typically around September and October, and is often a very overwhelming phase for new teachers. During this stage, new teachers tend to struggle to manage multiple responsibilities and feel overwhelmed with the many new duties on their plate. During this time, teachers may work more than 70 hours a week (Moir, 1990). Disillusionment is the third phase. During this phase teachers often have low morale and feel defeated in their quest to be good teachers. During this phase teachers can have lower self-esteem and experience more self-doubt. Classroom management is also a great concern during this phase, which can cause added stress because of formal evaluations that are also often given during this time. This phase typically extends from the end of October to the middle of January. Rejuvenation is the fourth phase. Generally, teachers feel that they have a better understanding of the school system, their classroom, and experience a renewed confidence in their ability as a teacher during this phase. This phase continues until early spring, when teachers then enter the fifth phase of reflection. During this final phase, new teachers reflect on what they could have done better over the year and how they will make these changes in the upcoming year. This phase typically lasts from the middle of April to the end of May.

We know that the first year of teaching is stressful and that this can be especially difficult for new teachers working in urban schools (Howard & Milner, 2014; Kozol, 1992). The Moir (1990) model offers some insight as to when the most significant phases of emotional turbulence may occur and is therefore appropriate to include in this study as a timeline for data collection. If we can better understand when teachers are most likely to be influenced, then we may be able to provide appropriate support and scaffolding systems during times when teachers are most likely to change their beliefs and teaching practice.

Teaching practice is closely tied to personal beliefs, and these beliefs can be negative, positive, and/or further enhanced by someone with a contrary or similar beliefs system (Garrett & Weeks, 2013). Understanding how beliefs are formed and impacted during periods of emotional turbulence is important if we aim to prepare new teachers to teach for social justice and challenge the status quo of teaching in underperforming schools.

Methodology

Context of the Study

I identified Willowbrook Middle School (a pseudonym) as an appropriate setting for this study because it was located in close proximity to a major metropolitan city and hired five brand new teachers during the year of study. At Willowbrook, 47% of students identify as White, 37% of students identify as Black, 7% identify as Hispanic, 1% identify as Asian, and 8% identify as Native American, Pacific Islanders or multi-race. More than 68% of the students at Willowbrook qualify for free or reduced-price lunch.

All five participants in this study graduated from university-based teacher preparation programs and completed coursework with an emphasis on teaching for social justice. All of the participants in this study were White. Ms. Destinas, Ms. Barley, and Mr. Geoffrey identified as heterosexual. Three of the participants identified as female and two of the participants identified as male. All of the participants were between the ages of 22 and 28 years old. The particulars of each teacher—including their subject of expertise—is described in Table 1.

Table 1. *Participant Overview*

Participant	Racial Identity	Pathway into Teaching Profession	Current Position
Ms. Destinas	White American	Public Research University (acceptance rate: 28%)	Beginning, Intermediate, & Advanced French Teacher
Ms. Barley	White American	Public Research University (acceptance rate: 68%)	ASD Resource Room Teacher
Ms. List	White American	Private Liberal Arts College (acceptance rate: 60%)	Intermediate & Advanced German Teacher
Mr. Geoffrey	White American	Public Research University (acceptance rate: 65%)	Sixth Grade Science Teacher
Mr. Burtke	White American	Public Research University (acceptance rate: 68%) *Teaching is his second career	Sixth & Seventh Grade Science Teacher

Methods

I used case-study methods to collect data from five new teachers as they progressed throughout their first year as teacher of record. Overall, I conducted 30 interviews, 15 classroom observations, and 15 surveys. I used these three forms of data collection because it allowed for teachers to self-report their beliefs (through interviews and surveys) and also exhibit beliefs in their own practice (as observed through classroom observations). Data collection took place over the course of the 2015–2016 academic year (beginning August 2015 and ending November 2016), with 13 data collection points that aligned with each of Moir’s (1990) six phases—which allowed for data to

later be categorized by each emotionally turbulent period of the model. Specifically, data was collected in September (anticipation), October (survival), December (disillusionment), February (rejuvenation), May (reflection), and July with a final data collection the following November. The final data collection in November was added as a follow-up interview after data revealed that all of the teachers' beliefs had changed—even though only one teacher was aware that this change had taken place. The November interview allowed for teachers to explain what factors might have contributed to changes in their beliefs and possible reasons for why they were unaware of these changes taking place.

Case study methodology was most appropriate for this study because it allowed for “an intensive study of a single unit for the purpose of understanding a larger class of (similar) units” (Gerring, 2004, p. 342). In this study, the single unit, or case, was classified as each of the five brand new teachers' experiences in one urban school. Case studies are good methodological tools to examine a current phenomenon in a real-world context, where the boundaries between the phenomenon and the context are hard to define (Yin, 1994). Because case studies go beyond isolated variables, it was most appropriate for me to examine first-year teachers progressing through each phase of the Moir (1990) model using this methodological approach.

I transcribed all of the interviews and observations protocols and coded these using domain and taxonomic coding methods. First, I categorized all data into ten belief constructs and three belief domains—all of which were created and influenced by educational literature and past studies that have examined teacher beliefs and greater philosophical truths about schooling (Kohli, Picower, Martinez, & Ortiz, 2015; Labaree, 1997; Pajares; 1992). The belief domains included: teaching practice, social justice, and the purpose of schooling. The belief constructs included: belief that students learn in different ways, belief that students learn best through traditional practices, belief in constructivist teaching practices, belief in direct-transmission teaching practices, belief that students possess strengths from home, belief in high academic and behavioral expectations, belief in basic expectations for disadvantaged students, belief that schools should prepare students for college, and belief that school should prepare students for jobs. Perceived influences on beliefs were also coded for using the same analytic terms.

For the first cycle of coding, I coded for basic themes to understand data as a whole (Dey, 2003) for each of the three domains. For the second cycle coding, I coded for each of the nine constructs within each domain. This secondary method was also used to finalize first cycle coding choices for each of the three domains and was useful in placing first cycle codes into the appropriate phase of Moir's (1990) model. Lastly, I conducted a thematic analysis to identify themes that occurred across participant experiences and the Moir (1990) model.

I also used data from the survey to determine to what degree each teacher identified with each of the 10 constructs—and cumulatively three domains over the course of the year. This was calculated by assigning a baseline score of zero and then adding one-point increments for every answer to a question below or above zero. This scaling is known as a Likert scale. For the surveys in this study, participants' responses were assigned quantitative values. Specifically, strongly agree = 3, moderately agree = 2, slightly agree = 1, slightly disagree = -1, moderately disagree = -2, and strongly disagree = -3. I analyzed data for survey response changes over the course of the year. To compute these changes, I recorded differences in each study participant's responses between the first survey and the second survey, the second survey and the final survey, and the first survey and the final survey. I then identified patterns across all of the data sources.

The data collection from surveys, interviews, and classroom observations occurred simultaneously. The coding and analysis of all data sources occurred after all data were collected

and was aided by NVivo software. Memo writing occurred as an ongoing process through data collection and data analysis. The time I spent with all five teachers over the course of the year doing multiple classroom observations and interviews also allowed me to gather a greater perspective than I could have gathered from just survey or interview data alone. Because of this, I was able to use this data and my extensive notes to generate thick descriptions of what was occurring in lives of these teachers (Holloway, 1997). These thick descriptions allowed me to situate what teachers were reporting, portraying, and enacting into context with the students in their classrooms and identify patterns of belief change and belief influence across all of my data.

Findings

The beliefs of each participant did change throughout the course of the study and at multiple points of interest. All new teachers exhibited changes in their beliefs on both self-reported data (survey and interview questions) and also in their classroom behavior. The extent and degree to which beliefs changed varied by teacher and by belief domain. Data revealed that new teachers were more likely to change their beliefs surrounding the domains of teaching practice and social justice than they were for the purpose of schools.

Significant Phases of Changing Beliefs

While changes were documented during all phases of the Moir (1990) model, the most frequent and significant changes in beliefs occurred for teachers during the survival and disillusionment phases. All but one teacher changed beliefs for all three domains (teaching practice, social justice, and the purpose of schools) during the survival and disillusionment phases.

Survival phase. During the survival phase, all five-study participants changed their beliefs in the domain of teaching practice. During this phase teachers shared new beliefs about their teaching practice. All five teachers shared that they now felt that their teaching practice should include a mentor-type mindset in which they acted as positive role models to juxtapose the poor role models students saw in their community. This idea of acting as a mentor was not reported by any of the teachers during the anticipation phase. Mr. Geoffrey provided an example of his new mindset during the survival phase.

I would describe my role as making sure I have a safe environment for kids to come when they're in my classroom that they feel very comfortable there and also to some of them I feel like kind of like a father figure, like someone they can look up to. I don't know what their home lives are [like], but a lot of them want to come in and tell me what they did the night before and about their weekend and if their having a bad day and why. So I think it is part of my job to be a counselor as well help them with their problems and be someone they can talk to... I assume I might be the only male figure they have as a teacher or even in their life at times so [I see it as] whatever I have to do. You know and I try to be someone they can talk to if they need to.

Mrs. List also shared similar sentiments about her new beliefs on teaching practice during the survival phase.

I see myself as a mentor to quite a few of my students – they come to me telling me they didn't sleep all night because the step dad was fighting with them and they just need a support in their lives. That's one of my biggest roles I can be as a teacher is a constant

support and also to go back to teaching responsibility and respect to students and to teachers as well.

During the survival phase, all five participants also changed their beliefs in the domain of social justice. During this phase, three teachers started to view their students and the community through a deficit lens citing examples of how students lived in rough areas or how students had hard times at home. Ms. Destinas shared, “I would say in general, [their home background] is not overwhelmingly positive. I wouldn’t group them all stereotypically, but I know that a lot of them have low SES status and stuff like that.” Mr. Geoffrey shared that he sees students in “the same clothes over and over and that they don’t have a lot of money so I’m sure it’s not the greatest.”

Mrs. List and Mr. Burtke adopted a more positive set of beliefs surrounding the community in which their school was placed during the survival phase. Mr. Burke shared that his beliefs about the community had changed from the idea of “being prepared for the worst” to viewing his students and community as, “no different than anyone else.” He went on to share that “[his students] might not have the support at home that other students get, but that they’re still kids. They still laugh, and cry, and can be disruptive.” Data from the first and second survey also showed that Mr. Burtke doubled his composite score in the beliefs on social justice section. In particular, his score increased by 100% for questions regarding a belief that students possess strengths from home, and his score increased by 130% for questions regarding a belief that students are capable of meeting high expectations.

Overall, four out of the five teachers lowered their academic and behavioral expectations during this phase and placed a larger emphasis on getting students to sit quietly in their seats as opposed to meeting the personal and classroom goals that they had cited during the anticipation phase. Mr. Geoffrey shared his new beliefs.

I really want them to just focus on the task at hand and know that it’s not social hour, but achievement to them is like whatever, most of them simply don’t care. In terms of achievement, like the standards I want them to reach, it is much harder because first I’ve go to get them to care before the reach the level of understanding.... I’m sure what I deal with on a daily basis doesn’t happen everywhere, and that I guess it’s also hard to say too because I’m in an urban school. In a more suburban school, where if I say something you know the kids do it on the first time. You ask them once instead a bunch of times... And also, I feel like there’s a lot of disrespect [here], like students don’t respect each other enough. They can’t sit there without having to say something to one another at times. It’s not [even] interesting. It’s kind of sad at times.

Ms. Destinas echoed similar changes in her belief on teaching for social justice when she shared her new beliefs during this phase.

I have extremely high expectations, but lately they’ve been getting um lower and lower (laughs) like just behave on a regular basis, sit in your seat when you’re supposed to, know when it’s appropriate to sharpen your pencil because the sharpener is incredibly loud, know to raise your hand and not talk out of turn...I used to expect them to [turn in] their missing work, but now I realize that with their level, I am more responsible for that than they are.

During this phase of survival, three of the five teachers also changed their beliefs on the purpose of schools. Ms. Destinas went from believing during the anticipation phase that schools should prepare students for successful roles in society and teach critical thinking skills to believing that schools more served the purpose of daycare and that schools in the United States were worse

than any schools in western world. Mr. Geoffrey continued to uphold his belief that schools should prepare students to act as informed citizens, but also added that schools in this country rely too much on grade inflation and passing students to the next grade level even when they are not ready. Mrs. List changed her beliefs from seeing school as place to prepare students for college to believing that school shouldn't necessarily prepare students for college because all students shouldn't go to college. She also shared that schools in the United States do not challenge students nearly as much as other westernized countries. Mrs. Barley and Mr. Burtke did not change their beliefs in regards to the purpose of schools during the survival phase of the Moir (1990) model.

Disillusionment phase. During the disillusionment phase all five teachers changed, modified, or adopted a new set of beliefs about their teaching practice. During this phase, three of the five teachers shared beliefs that their students mostly learn the in same way or fashion (i.e. the opposite of differentiated instruction). These same three teachers also upheld new direct-transmission style teaching practices that were different than the more constructivist style teaching strategies and beliefs that were observed and reported in the previous phases. An example of this was recorded in field notes during a classroom observation in Mrs. Destinas' classroom of February 1st, 2016.

Teacher gives a lot of direct instruction. She is telling students what to do and having them watch a video and answer her questions – there is limited student-to-student dialogue. The students read stories to each other, but I don't see them doing more than reading verbatim off their page – I do not see other students giving feedback or correcting students on anything academic. There is no evidence of constructivist teaching strategies being used. The teacher talks a lot more than students and classroom is chaotic. The teacher gives instruction and the students respond. The teacher owns the knowledge and is giving it to students.

This observation is very different from the beliefs of Mrs. Destinas during the survival phase when she shared that she, “gives [students] a lot of student-centered learning objectives and activities where they are doing a lot of the investigating on their own and have to think really hard.” She also shared during the past phase that her purpose as a teacher is to act as more of a facilitator because, “student's take ownership of learning.” Her beliefs and actions during the disillusionment phase are very different than her beliefs and actions during the anticipation and survival phases. Data from the first and second surveys also showed that Ms. Destinas' composite score in the social justice section, particular on setting high behavioral and academic expectations decreased by 200% from the anticipation to the survival phase.

Another example of such change was recorded in a similar observation conducted during the disillusionment phase in Mr. Geoffrey's classroom. During this observation students were sitting in their seats and listening to the teacher talk at the front of the room. The notes from the observation protocol recorded on February 1st, 2016 explained this in further detail.

Students are receiving facts from the teacher leading the classroom. Students sit and listen to teacher; a lot of students are not paying attention. Some students respond to teacher questions There is little student-driven action. Students are doing worksheets and vocabulary review.

This observation is also very different than what Mr. Geoffrey shared about his beliefs on teaching during the survival phase. During this phase Mr. Geoffrey shared that he tried to make his lessons and classroom engaging “so people can't just sit there and say they have no idea what's

going on.” He also shared that he teaches “in student friendly language,” so students are able to better grasp concepts and overarching lesson themes.

Mrs. List held constructivist beliefs about teaching practice during this phase. In Mrs. List’s classroom, there was evidence of students actively learning from each other as the class constructed a Socratic seminar discussion to give feedback to their peers on the posters they created in German about their family trees. These actions supported Mrs. List’s constructivist beliefs. During the survival phase, Mrs. List saw herself as the primary authority for feedback and reflection when she shared, “I really like to try to give [students] good feedback. Like this is where you are this is where I would like you to be to push yourself to that next level.” During the disillusionment phase, Mrs. List believed that students should take ownership of their learning and generate feedback for themselves and for each other.

Mr. Burtke also upheld constructivist beliefs during this phase and his classroom actions reflected his beliefs on constructivist teaching practices. During this phase Mr. Burtke’s students were actively working in groups and learning together at their own pace and with appropriate accommodations. Mr. Burtke shared, “I have a lot of different learning, based on different students... [and I am] learning how to be effective in being accommodating to all learning styles.” Mr. Burke went on to define this evolving role in the classroom as one that is more of a facilitator.” He also went on to state that, “it is the students’ responsibility to construct knowledge and it’s my responsibility to give them the tools they need.” These beliefs are very different than Mr. Burke’s beliefs during the survival phase when he believed his job was to teach his students how to be “proper human beings.” These new beliefs are also very different from his initial beliefs during the anticipation phase where he expected his students to all be “grade levels behind,” and dependent on him for instruction and learning.

The changes of the five teachers’ beliefs around teaching practice reflected during the disillusionment phase were different for each teacher, but still reflected a change overall. For some teachers, this change enhanced their teaching practices and aligned with an empowering mindset for teaching. For other teachers, this change was more detrimental.

Beliefs surrounding social justice also underwent change for each of the five participant teachers during the disillusionment phase. Two of the five teachers moved from positive beliefs about the entire student population, to changing their beliefs about a particular racial group of students in their school. The remaining three teachers experienced changes in their beliefs during this phase, but were unique to each teacher and could not be generalized across the sample set. Beliefs surrounding the purpose of schools were not significantly different from the changes exhibited during the survival phase for this domain.

During the disillusionment phase, Mr. Geoffrey started to believe that his African American students needed more behavioral supervision and reprimands than his non-African American students, during this phase, he adopted a “no-excuse” discipline strategy and decided it wasn’t worthwhile to interact with these students’ families. He also decided that his classroom should be quiet for the majority of the class period. During this phase, Mr. Geoffrey also grouped his African American students in the back of the classroom. When asked about this decision to group his African American students in the back of the classroom, Mr. Geoffrey said that this seating arrangement was unintentional. When probed about his new strict classroom management style, Mr. Geoffrey explained his position in detail.

I expect them to [work] without hemming and hawing about it. Like this is what you’re expected to do, this is what you’re going to do. So one example from today [is when] we worked in groups and one of the kids was like, “aww I don’t want work with this group”

and I was like, “NO! You are going to work with the group I assigned you to work [with] and that is not going to happen.” So like no one gets a choice.

When asked if Mr. Geoffrey currently advocates for curricular and policy changes that promote more equitable opportunities for students during this phase, he shared that he does not do this and that there is a “lukewarm chance” that he will advocate for those changes in the future.

In Ms. Destinas’ classroom similar sentiments and actions were shared during the disillusionment phase. During a classroom observation, the researcher walked into the classroom and noticed that an African American student was outside lying on the floor in the hallway. The researcher acknowledged the student and then went into Ms. Destinas’ classroom for the remainder of the period. As the classroom observation continued, Ms. Destinas never checked on the African American student who was alone in the hallway. During this same class visit, Ms. Destinas also showed different disciplinary reactions to students based on the color of their skin. While most of the students in the class were talking when it was not appropriate to talk, Ms. Destinas only acknowledged the poor behavior from African American students. She said to one of her female African American students, “Do you know where to put your scissors?” When the student responded non-verbally with a shoulder shrug, Ms. Destinas shouted in a demeaning tone, “Don’t shrug your shoulders at me, you know where they go.” She then duplicated this demeaning tone when she told another Black student to “Stop giving her attitude.” When a White student shared that she did not have her homework, Ms. Destinas shared a joke with her and asked her nicely to finish it by that evening.

In a later interview, Ms. Destinas was asked if she affirms and sustains her students cultural backgrounds, she stated, “Yes, definitely. I don’t ignore [their cultures] at all or say anything like negative or anything. I embrace wherever they come from.” She went on to provide an example of how she incorporates social justice teaching strategies into her classroom.

So for example, [in] one of my classes is a unit on like family and stuff. So for their projects they had to bring in artifacts or like a picture of their family...because in today’s world it’s a DNA thing and stuff like that, because their family may not look like my family. So I bring in pictures and show them what my family looks like. But then I show them a picture of my brother’s girlfriend’s family-- because her parents are divorced, so she technically has two families. Because my family [is] more like traditional, [but my students are] going to show that like their family, some of them have uncles and grandmas and all that stuff. So we kind of go through that and we embrace it. I let them bring up anything they want – I have kids that will bring up a lot. I had one kid who would not stop talking about it and he was special education student and had some behavior issues, so things like that.

Both Ms. Destinas and Mr. Geoffrey changed their beliefs on what it means to teach and serve for social justice in their school. Ms. Destinas began her year believing that a classroom should be warm, safe, and welcoming to all students and believed that students and teachers should show one another mutual respect. Similarly, Mr. Geoffrey originally believed that all kids, regardless of their background or race, should be held to same expectations. The survey data also indicated that Mr. Geoffrey and Ms. Destinas started the school year believing that their students were capable of meeting high academic and behavioral expectations and that they possessed strengths from home.

On the other hand, the other three teachers underwent changes in their beliefs during this phase that were different than the changes exhibited by Mr. Geoffrey and Ms. Destinas. However,

because the data was unique to each teacher, it is important to consider the personal changes for each teacher independently.

Mr. Burtke changed his beliefs slightly regarding his students' ability to succeed. During the survival phase, he shared that "coming in I didn't think this, but I can hold them to the highest standard." While during the disillusionment phase he shared that his students really struggled because of their backgrounds and had to make up for their disadvantage. He stated that, "They don't have any idea what's going on, and [are] trying to catch up with these fundamental things... so I guess the best way I'd describe them is below grade level."

Mrs. List exhibited a slight change in her beliefs on teaching for social justice. During previous phases, she saw students as more or less different and unique based on their socio-economic status and cited many references as to why students were different because of this class divide. However, during the disillusionment phase she started recognizing other ways students are uniquely different – such as culturally, ethnically, racially, etc. She deliberately started arranging student seating to be inclusive of these differences so students were learning from each other and celebrating their differences by sharing more about their personal identifies in class assignments and discussions.

Mrs. Barley changed her beliefs in an opposite fashion of Mrs. List. During the survival phase, she was open to students sharing their different cultural and personal beliefs. However, during the disillusionment phase she became less open to students sharing different ideas and encouraged them to save their personal opinions for outside of school. She worked to downplay situations when students were vocal in their opinions by saying phrases such as, "we are tabling this conversation."

Lastly, during the disillusionment phase two of the five teachers changed their beliefs regarding the purpose of schools, while the remaining three teachers continued to uphold their new beliefs that they adopted during the survival phase. Ms. Destinas and Mr. Burtke underwent very different changes in their beliefs on the purpose of schooling during the disillusionment phase. Ms. Destinas went from believing that the purpose of schools was more like daycares during the survival phase to believing that the purpose of schools was to teach kids order and to keep them orderly. This was more important than teaching them cerebral skills. On the other end of the spectrum, Mr. Burtke continued to believe that the purpose of schools was to teach and equip students with the problem-solving and decision-making skills to help them best function in society. However, he gained a new perspective of teaching sharing, "I believe, in my opinion, that teaching has become a job that you need to be able to confidently fly under the radar and be very internally motivated because you're not going to get the extrinsic stuff." During this phase, Mr. Burtke continued to view his department as supportive and his job as vital to the advancement of his students in society.

Overall, study participants experienced their most significant changes in their beliefs across the three domains of teaching practice, social justice, and the purpose of schooling during the survival and disillusionment phases. Other changes, including the reversion to former beliefs, or no change in beliefs were exhibited by each of the five study participants in the two remaining phases of rejuvenation and reflection. Possible implications for these findings, including likely influences of beliefs for certain teachers and not others during these, are discussed in the discussion section.

Discussion

This case-study research explored the beliefs of new teachers as they journeyed through the first year as teacher of record in an urban school. While the journeys of each new educator were unique, similarities in the timing of belief changes, and the perceived influences on beliefs existed

amongst many of the new educators. Many new teachers also misunderstood the concept of teaching for social justice, but continued to execute their perceived understanding of social justice in their classroom anyway.

As the new educators progressed through the phases of the Moir (1990) model, they experienced not only changes in their emotions but also changes in their beliefs. Ms. Destinas, Ms. Barely, and Mr. Geoffrey began their year with empowering and idealized beliefs about teaching. These teachers believed that teaching should be student-centered and that teachers should hold high academic and behavioral expectations. During this first phase, these three teachers also felt confident in their ability to execute these idealized beliefs in their classrooms and form rich and meaningful relationships with their students. They all possessed empowering thoughts about their new urban community—including the ability for students to thrive in the classroom with positive parental support. However, as these three new teachers transitioned into the second phase of survival, and into the third phase of disillusionment, they began to hold very different beliefs about their students' abilities, backgrounds, and their own ability to impact change as a teacher. These new beliefs were overall less empowering and drastically different than the novice educators' beliefs from the previous phase.

On the opposite end of the equation, Mr. Burtke began his first year with a less empowering set of beliefs, believing that his students were incapable of meeting high academic and behavioral expectations, and also that they suffered from difficult homes lives and therefore possessed no strengths from home. However, as Mr. Burtke transitioned through the survival and disillusionment phases of the Moir (1990) model, he encountered significant belief change as he adopted drastically different beliefs about his students, the community, and his ability to impact his students for the greater good. Specifically, he moved from believing that his students were less capable of achieving than their non-urban student counterparts because of their backgrounds to believing that they had the same potential as any kid. These findings from Ms. Destinas, Ms. Barely, Mr. Geoffrey, and Mr. Burtke contribute to the greater discussion on teachers' beliefs by documenting first that new teachers can change their beliefs and second that beliefs may change in both positive and negative ways.

While all of these teachers underwent significant changes in their beliefs during the survival and disillusionment phases, their beliefs did not incur any further drastic change past the disillusionment phase. As Mr. Burtke, Mr. Geoffrey, Ms. Destinas, and Ms. Barley continued through the final phases of rejuvenation and reflection, they experienced the emotion of renewed hope, but they did so from the perspective of their newest beliefs that were adopted during the disillusionment phase. During the final phase of rejuvenation and reflection, these teachers became more unwavering in their newest beliefs, firming up their newly acquired beliefs. These newly formed mindsets continued on for the rest of the year. This finding contributes to what we understand about beliefs and belief change by providing evidence as to when belief changes occur. All of the teachers who experienced belief change experienced the most significant changes during the earlier part of the school year—specifically from the first day of school to winter break.

When compared with the Moir (1990) emotional changes, the changes in teachers' beliefs directly or inversely mirrored the changes in the Moir (1990) model as portrayed in Figure 5.1. In this figure, "Belief Changes A" denotes teachers who changed their beliefs from doubtful to more empowered. Conversely, "Belief Changes B" denotes a more disenchanting path, that summarizes a digress from beliefs that were hopeful and almost sanguine to beliefs that were less empowering—and in some cases oppressive. In contrast to the two pathways of belief change, the final path on this figure illustrates to unique trajectory for Ms. List who experienced little to no

change in her beliefs over the course of the year. Therefore, “No Change in Beliefs” illustrates how the beliefs of one teacher remained constant for the duration of the year.

These four teachers experienced similar changes in their beliefs as they experienced changes in their emotions throughout the Moir (1990) model. However, unlike in the Moir (1990) model where teachers experience a renewed hope during the rejuvenation phase, during the final reflection phase, the beliefs of Mr. Burtke, Mr. Geoffrey, Ms. Destinas, and Ms. Barley did not revert back to the initial and idealized beliefs they possessed during the anticipation phase. Instead, these four teachers finished out the remaining phases of the Moir (1990) model operating under the mindset of the new beliefs they had acquired during the disillusionment phase.

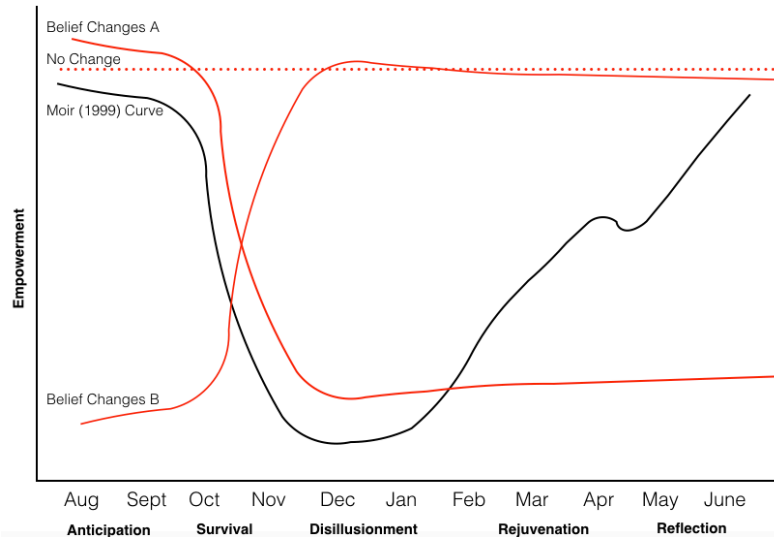


Figure 5. 1. Belief change patterns mapped onto Moir (1990) model

Over the course of the year, the five new educators shared what they perceived to be the sources of influences on their beliefs. At the beginning of the year, most teachers felt that their teacher preparation program had impacted their beliefs most significantly. However, as the year went on the majority of teachers felt that their beliefs were influenced mostly by the more experienced teachers at their new school. These findings suggest that the social relationships teachers build during their first year in the classroom may have a significant impact in shaping beliefs and classroom practices. Mr. Burtke charged his new department for shaping his beliefs about his students for the better. Mr. Geoffrey credited a neighbor teacher for his new perspective on classroom discipline. Ms. Destinas and Ms. Barely said their departments broadly influenced what they believed about their students and the school. Findings such as these suggests that new teachers are turning toward new social relationships for guidance, and as a result of these relationships, socialized influences are impacting belief systems.

Interestingly, as teachers' beliefs changed, their actions in the classroom also changed to reflect their beliefs. According to the Theory of Planned Behavior (TPB), one's beliefs influence and shape one's behavior (Ajzen, 1991). The findings from this study align with TPB and suggest that beliefs of teachers are important to consider, understand, and even track because of their likelihood in influencing behavioral outcomes like teaching practice. All teachers in this study exhibited behavior that mirrored their beliefs—even when beliefs changed, the behavior changed to align with the belief. Understanding and modifying teacher behavior to improve teaching quality may

work to some extent, but TPB suggests that it is better to first address the belief which will then impact behavioral outcomes.

Potential Study Limitations

The small number of new teachers who participated in this research is one limitation of this study. The intensive data collection that spanned an entire year and allowed for multiple sources of data collection was used intentionally to mitigate the effects of a small sample size. Secondly, beliefs are difficult to conceptualize and even more difficult to define and verbalize. To best address this concern, I relied on pre-defined belief domains and constructs to record and map any changes in beliefs that occurred over the course of the first year. I also used the Moir (1990) model to strategically track changes in beliefs at appropriate checkpoints.

Lastly, as the social desirability bias posits, participants could have answered interview and survey questions in a manner that produced answers that would be viewed more favorably by others (Grimm, 2010). Because of this, I assured participants of their anonymity in this study and confidentiality of their responses. I also relied on classroom observations and survey data as a way to elicit the most thorough responses and to help lessen a potential social desirability bias.

Implications for Research and Practice

This study calls for future research that examines the beliefs of novice educators as they embark on their pre-service training, first year in the classroom, and continued experience over the course of their career. There is a need for future research that examines factors of influence on new teachers and how decision-making at the institutional training level, the school administrative level, and the district policy level can influence this susceptibility for belief change.

From the perspective of teacher preparation, this study suggests that pre-service teaching programs should provide students with broad experiences—including working and in urban environments and communities that are historically underserved. Teacher preparation programs should consider how students are understanding both the theoretical and practical applications of teaching allow for students to reflect on their beliefs as a product of these experiences. Pre-service programs also need to consider how they can stay involved in the ongoing experiences of teachers when they transition from pre-service candidates to teachers of record—particularly during the first year when they are most susceptible to emotional turbulence and belief change.

From an administrative perspective, school principals should work to understand the existing beliefs and practices of staff and then appropriately place teachers with mentors who provide the best influence. If administrators are careful in structuring initial mentoring networks to reflect a positive and empowering mindset they can help to mitigate the negative influences that new teachers encounter during challenging first-year phases. Administrators can also work to combat the emotional turbulence for first-year teachers by structuring regular support groups with other new teachers.

From a school and district policy perspective, schools should consider the demands placed on first-year teachers and work to deter less meaningful initiatives, mandates, and trainings that interfere with positive teacher development. Schools may also consider partnering with local universities to create teacher induction programs, which aim to connect theory with practice. As new teachers embark on their first year, teacher induction programs provide teachers with the support of academic experts who can help teachers troubleshoot issues and continually foster the development of an empowering practice. Compelling research also suggests that teacher induction

programs make the transition from pre-service teacher to teacher of record more manageable (Stanulis, et al., 2007).

Conclusion

This case study explored the beliefs of new teachers as they embarked on their first year of teaching in an urban school. Specifically, I explored how and when teachers' beliefs changed as they underwent the emotional turbulence of the Moir (1990) First Year Phases of Teaching model. While all of the teachers change their beliefs over the course of the year, the most significant change took place during the survival and disillusionment phases of the Moir (1990) model. Teachers credited new relationships with more experienced teachers as the greatest source of influence on their beliefs and a likely contributor to belief change.

Based on these findings, future research should examine the developing social ties of incoming novice educators with existing faculty in an effort to better understand how novice teachers' beliefs are influenced and changed by social networks. Findings from this study provide a need for better transitions from teacher preparation programs into the teaching profession. This is even more important in instances where new teachers are working to change the status quo of teaching in underperforming schools.

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APPENDICES

Appendix A: Teacher Survey Questionnaire

Name: _____
 Years of experience teaching: _____
 Race: _____
 Teacher Training: _____
 Location(s): of years teaching: _____
 Subject & grades taught: _____

The following statements are about schooling and social issues. Indicate your agreement or disagreement with each by place the following abbreviations next to each sentence: Strongly Disagree-SD, Moderately Disagree-MD, Slightly Disagree-SD, Slightly Agree-SA, Moderately Agree-MA, Strongly Agree-SA

1. Teachers know a lot more about than students: they shouldn't let students muddle around when they can just explain the answer directly.
2. A quiet classroom is generally needed for effective learning.
3. Students are not ready for "meaningful" learning until they have acquired basic reading and math skills.
4. It is better when the teacher-not the students decides what activities should be done.
5. Students will take more initiative to learn when they feel free to move around the room during class.
6. How much students learn depends on how much background knowledge they have—that is why teaching facts is so necessary.

The following statements are about schooling and social issues. Indicate your agreement or disagreement with each by place the following abbreviations next to each sentence: Strongly Disagree-SD, Moderately Disagree-MD, Slightly Disagree-SD, Slightly Agree-SA, Moderately Agree – MA, Strongly Agree-SA

1. The American economy will be sufficiently strong during the next two or three decades to provide a place in the working world for people of all skill levels _____
2. In the 21st century world economy, there won't be nearly enough "blue-collar" and service jobs for the numbers of people who typically graduate from high-school and don't go on to college _____
3. A good academic education, through college, will provide students the most important skills and knowledge they will need to succeed in work _____
4. Most high school and college education does not provide what students now need—a capacity to take initiative, to organize work with others, to deal with novel problems, and to use technologies _____
5. Schools have generally failed to educate most students from lower class backgrounds enough for them to escape the poverty of their origins _____
6. Good basic reading and mathematics skills and learning the important facts of history and science will enable most students from immigrant and poor families to succeed in school and later life _____

Imagine how you will set up your own future classroom as you read each of the following survey statements. As you think about your classroom (not your cooperating teachers' classrooms), write a number on the line beside each statement to indicate how much you disagree or agree with the statement on a scale ranging from 1 (strongly disagree) to 6 (strongly agree)

1. It is important that I establish classroom control before I become too friendly with students _____
2. I believe that expanding on students' ideas is an effective way to build my curriculum _____
3. I prefer to cluster students' desks or use tables so they can work together.
4. I invite students to create many of my bulletin boards _____
5. I like to make curriculum choices for students because they can't know what they need to learn _____
6. I base student grades primarily on homework, quizzes, and tests _____
7. An essential part of my teacher role is supporting a student's family when problems are interfering with a student's learning _____
8. To be sure that I teach students all necessary content and skills, I follow a textbook or workbook _____
9. I involve students in evaluating their own work and setting their own goals _____
10. My primary role as a teacher is to help students become learners, not to teach particular content knowledge _____
11. When there is a dispute between students in my classroom, I try to intervene immediately to resolve the problem _____
12. I believe students learn best when there is a fixed schedule _____
13. I communicate with parents mainly through report cards and parent-teacher conferences _____
14. During discussions I ask many open-ended questions and encourage students to ask questions of each other _____
15. If I am not directing classroom events, the most likely result is chaos _____
16. My students spend the majority of their seatwork time working individually _____
17. For assessment purposes, I am interested in what students can do independently _____
18. I invite parents to volunteer in or visit my classroom almost any time _____
19. I generally use the teacher's guide to lead class discussions of a story or text _____
20. I prefer to assess students informally through observations and conferences _____
21. I find that textbooks and other published materials are the best sources for creating my curriculum _____
22. If students are interested in a topic I try to help them, but I don't use class time because I have a lot of curriculum to cover _____
23. I often create thematic units based on the students' interests and ideas _____
24. Students need to learn that there are consequences for inappropriate behavior _____

Please indicate how much you disagree or agree with each of the following statements ranging from 1 (strongly disagree) to 6 (strongly agree).

...your personal beliefs on teaching and learning

1. Effective good teachers demonstrate the correct way to solve a problem _____
2. When referring to a "poor performance", I mean a performance that lies below the previous achievement level of the student _____
3. It is better when the teacher – not the student – decides what activities are to be done _____
4. My role as a teacher is to facilitate students' own inquiry _____
5. Teachers know a lot more than students; they shouldn't let students develop answers that may be incorrect when they can just explain the answers directly _____
6. Students learn best by finding solutions to problems on their own _____
7. Instruction should be built around problems with clear, correct answers, and around ideas that most students can grasp quickly _____
8. How much students learn depends on how much background knowledge they have – that is why teaching facts is so necessary _____

9. Students should be allowed to think of solutions to practical problems themselves before the teacher shows them how they are solved_____
10. When referring to a “good performance”, I mean a performance that lies above the previous achievement level of the student_____
11. A quiet classroom is generally needed for effective learning_____
12. Thinking and reasoning processes are more important than specific curriculum content_____

... about yourself as a teacher in this school?

1. All in all, I am satisfied with my job_____
2. I feel that I am making a significant educational difference in the lives of my students_____
3. If I try really hard, I can make progress with even the most difficult and unmotivated students_____
4. I am successful with the students in my class_____
5. I usually know how to get through to students_____
6. Teachers in this local community are well respected_____

... about what happens in this school?

1. In this school, teachers and students usually get on well with each other_____
2. Most teachers in this school believe that student well-being is important_____
3. Most teachers in this school are interested in what students have to say_____
4. If a student from this school needs extra assistance, the school provides it_____

Which THREE of the following do you believe are the most important objectives that middle and high school education should have? Please ✓ next to the 3 most important objectives.

1. Mastery of content in science, history, algebra, and literature.
2. Developing talent in the performing arts or athletics.
3. Competence in writing and in oral communication.
4. Learning to reason carefully and use evidence well.
5. Being able to work well in groups, and understand different views.
6. Being interested and able to learn independently.
7. Wanting to help others and contribute to the general community.
8. Developing skills in using computers to analyze and present ideas.

How useful are each of the following kinds of assessments for you in judging how well students are learning: Indicate your answer by place the following abbreviations next to each sentence: Not useful-NU, Slightly useful-SU, Moderately useful-MU, Very useful-VU, Essential-E

1. Short-answer and multiple-choice tests_____
2. Essay tests_____
3. Open-ended problems_____
4. Individual and group projects_____
5. Standardized test results_____
6. Student presentations/performances_____

Appendix B: Interview Protocol One

TO BE READ AT THE START OF THE INTERVIEW

Thank you for agreeing to participate in my research. The interview today will last 45-60 minutes depending upon how much you would like to share.

START OF INTERVIEW

To begin, I'd like to start by asking you about your beliefs on teaching practice.

THEME 1: Teaching Practice

1. *How would you describe your role as a teacher?*
2. *What does it mean to be an effective teacher to you?*
3. *How did you learn to teach?*
4. *Who influences your teaching practice in your new school?*
 - a. *For each person*
 - i. *When did this person start influencing your practice?*
 - ii. *How does this person influence your practice?*

Next, I'd like to ask you a few questions about your students

THEME 2: Student Achievement

1. *How would you describe your students?*
2. *How do you measure student achievement?*
3. *What influences student achievement?*
4. *Have you always held these beliefs?*
 - a. *If yes, next question*
 - b. *If no, ask: How did your beliefs on student achievement change?*
5. *Do your beliefs on student achievement align with other teachers in your school?*
 - a. *Which ones?*
 - b. *How frequently do you talk with them?*
6. *Do your beliefs on student achievement misalign with other teachers in your school?*
 - a. *Which ones?*
 - b. *How frequently do you talk with them?*

THEME 3: Response to reform efforts

1. *How do you feel about implementing new reforms into your school and/or classroom?*
 - a. *What influences your decision to accept a new reform with enthusiasm?*
 - b. *What influences your decision to accept a new reform because it is mandatory?*
2. *How do other teachers in your school feel about implementing new reforms into your school and/or classroom?*
 - a. *Do you feel you share the same feelings about reform with teachers you talk interact with most frequently?*
 - i. *How so?*
3. *Are you more willing to accept a new reform enthusiastically if teachers you are close with accept it enthusiastically as well?*
4. *Are you less accepting to accept a new reform enthusiastically if teachers you are close with do not accept it enthusiastically?*

THEME 4: Job Satisfaction

1. *Do you enjoy teaching? Why?*
 - a. *Have you always felt this way?*
 - b. *What was your initial outlook on being a teacher?*
2. *What is your long-term career plan?*
 - a. *Have you always felt this way?*
3. *What has influenced your job satisfaction as teacher of record?*
4. *What has influenced your motivation and attitude toward teaching in urban schools?*
 - a. *Do the teachers you are close with share these motivations and attitudes toward teaching?*

Appendix C: Interview Protocol Two

Teaching Practice

1. How would you describe your role as a teacher today?
2. What are your expectations for students?
 - a. Ability
 - b. Achievement
3. What are your goals for teaching long-term?
4. How would you describe your classroom practice?
 - a. Is learning the same for all students?
 - b. Is learning different for all students?
5. Who is responsible for constructing knowledge?
 - a. Students, and teacher serves as a facilitator?
 - b. Teacher should make all decisions?
6. What is most important in student learning to you?
 - a. Mastering content?
 - b. Develop skills to learn?
7. What or who do you believe influences your beliefs on how you teach?
 - a. Teacher prep program?
 - b. New colleagues?
 - i. Which ones?
 - c. Other

Social Justice

1. How would you describe your students' home environment?
 - a. Do students possess strengths from home?
2. How would you describe your current students?
3. How would you describe satisfactory student performance for your students?
 - a. Is it when students do better than they did before?
 - b. Is it when they are on grade-level or showing that they are college ready?
4. What or whom do you believe influences your beliefs on your students and their families?
 - a. Teacher prep program?
 - b. New colleagues?
 - i. Which ones?
 - c. Other

School Purpose & Reform

1. How would you describe the purpose and state of America schools today?
 - a. Kids to college?
 - b. Skills for work?
 - c. Not meeting their potential?
2. How do you feel about implementing new school initiatives into your school and/or classroom?*
3. What or whom do you believe influences your beliefs on schooling purpose and reform?
 - a. Teacher prep program?
 - b. New colleagues?
 - c. Which ones?
 - d. Other

Impact on classroom behavior

1. How do you think your beliefs influence your activities and interactions with students in the classroom?
2. Can you provide an example of your beliefs influence your classroom activities and interactions with students?

Appendix D: Interview Protocol Three

Teaching Practice

- 1 How would you define your teaching practice?

Social Justice

- 2 Can you provide an example of you using culturally responsive or justice-oriented teaching methods in your classroom?

For the following question provide an example as well

3. Do you think you hold high academic and behavioral expectations for all in a rigorous curriculum?
4. Do you think your classroom climate is warm and demanding? How so?
5. Do you affirm and sustain their students' cultural backgrounds by drawing from their "funds of knowledge" (languages, histories, cultural practices)
6. Do you connect with their students' families and communities?
7. Do you advocate for curricular and policy changes that promote more equitable educational opportunities?
8. Do you help students identify and critique historical and contemporary examples of injustice?
9. Do you empower students to actively work toward social change?
10. How do you think your beliefs about teaching and your students' abilities are reflected in your classroom practice?
11. Now I'm going to ask you some specific questions about my visit to your classroom... (Will vary for each teacher based on previously recorded data)

Appendix E: Interview Protocol Four

(Will vary by each teacher based on classroom observation)

1. When I visited the students were {INSERT OBSERVATION i.e. copying definitions form the overhead and generating discussion}. You said in an earlier interview that {INSERT DATA i.e. that you see your role for teaching as not just someone who is there to teach but more of a mentor, or a father-figure for students to look up to}, can you explain how these beliefs of yours came into play during this lesson?
2. You also said that you {INSERT DATA i.e. you believe students should take ownership of their learning, but that it is more of the teacher's responsibility to construct knowledge}. Can you explain how this belief came into play during this lesson?
3. You mentioned in our last interview that you {INSERT DATA i.e. hold incredibly high academic and behavioral expectations for your students} – can you explain how this came to play in the lesson I visited?
4. You mentioned that {INSERT DATA i.e. skills are more important that retaining content}, can you explain how this belief came into play in this lesson?
5. You mentioned in our last interview that you {INSERT DATA i.e. try to incorporate social justice teaching by intentionally showcasing prominent African American inventors or leaders in your lessons}. Can you explain how this came to play or how you connected with your African American students in?
6. You mentioned that you see are {INSERT DATA i.e. usually supportive of new reforms if other teachers in your school are supportive}. Can you explain how this belief came into play during the lesson I observed?
7. You mentioned that you see schools as {INSERT DATA i.e. a space to prepare kids for jobs} can you explain how this came into play in your classroom when I visited?
8. Now I want to hear about your teacher preparation program. How did they prepare you to teach? What did they tell you to anticipate regarding the culture you would encounter at your school? Do you think this preparation was realistic for your current teaching environment?
9. How was your current work environment changed that way you teach, compared to how you expected to teach at day 1? Who or what has affected this change?

Appendix F: Interview Protocol Five

Teaching Practice

How would you describe the role and responsibilities you hold as a teacher?

Teaching curriculum, safe environment, foster relationships

What do you believe is the purpose of schooling?

What are your expectations for students?

What is your long-term career plan today?

What influences your job satisfaction?

How would you describe your classroom practice?

Is learning the same for all students?

Is learning different for all students?

Students, and teacher serves as a facilitator?

Teacher should make all decisions?

What is most important in student learning to you? More about the skills

Mastering content?

Develop skills to learn?

What or who do you believe influences your beliefs on teaching and your students most?

Social Justice

How would you describe your current students?

Do your beliefs on student achievement (ability) align with what any other teachers believe at your school?

How would you describe your students' home environment?

How would you describe satisfactory student performance for your students?

each kid is different

Is it when students do better than they did before?

Is it when they are on grade-level or showing that they are college ready?

What or whom do you believe influences your beliefs on your students and their families?

School Purpose & Reform

How do you feel about implementing new school initiatives into your school and/or classroom?

What or whom do you believe influences your beliefs on new school initiatives?

Do you think your beliefs about teaching, student achievement, teaching for social justice, and school reform changed over the course of the year?

What do you think influenced this change most?

Appendix G: Observation Field Note Template

Domain: Beliefs on Teaching Practice
Construct: Belief that students learn in different ways B
Construct: Belief that students learn best through traditional practices
Construct: Belief in constructivist teaching practices
Construct: Belief in direct-transmission teaching practices
Domain: Beliefs on Social Justice
Construct: Belief that students possess strengths from home
Construct: Belief in high academic & behavioral expectations
Construct: Belief in basic expectations for disadvantaged students
DOMAIN: Purpose of Schools
Construct: Schools should prepare students for college