A COLLABORATIVE QUESTION: A PHENOMENOLOGICAL INVESTIGATION ON

COLLABORATIVE NEEDS AMONGST NOVICE AND EXPERIENCED TEACHERS

A Dissertation

Presented in Partial Fulfillment of the Requirements for the

Degree of Doctor of Philosophy

With a

Major in Educational Leadership in the

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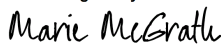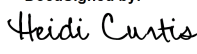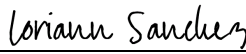Northwest Nazarene University

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May 2023

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AUTHORIZATION TO SUBMIT

DISSERTATION

This dissertation of Cameron Chavez-Dodson, submitted for the degree of Doctor of Philosophy

with a major in Educational Leadership and titled "A Collaborative Question: A

Phenomenological Investigation on Collaborative Needs Amongst Novice and Experienced

Teachers," has been reviewed in final form. Permission, as indicated by the signatures and dates

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DEDICATION

I dedicate this dissertation to those who have continuously stood beside me throughout life, and during this process. To my husband, Mark, and my mother, Caprice, who have supported me through all my educational journeys and three graduate degrees (I promise this is the last one...maybe). This would not have been possible without your encouragement, love, and unwavering support. To my son, John, who was not only born during this process but came into the world during a completely unprecedented time, you are a living testament to all that is good in the world. To my best and lifelong friends Mia, Jaimy, and Destinee, thank you for understanding the long conversations that were sacrificed while I worked on research and statistics. I can't wait to sit with you all in the hot tub at the Houstonian and not have to talk about school anymore. And finally, to my late father Walter "Craig" whose passing during my novice teaching year inspired this study. I love you all, con todo me corazón.

ABSTRACT

The purpose of this hermeneutic phenomenological study was to understand the collaborative needs amongst novice and experienced educators. Specifically, the researcher studied the personal and professional needs of novice and experienced educators to understand how these two groups can best collaborate. Semistructured interviews with 10 participants, consisting of five novice educators and five experienced educators, were the source of qualitative data for this study. The theoretical framework of Malcolm Knowles's adult learning theory guided and supported this research. Results from the study indicated that collaboration impacts both novice and experienced teachers in a variety of ways, yet both groups agree that working together collaboratively is vital in the educational process. The findings of this study have implications that may help school districts and administrators assist novice and experienced teachers in their quest for collaboration.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

Chapter I

Introduction

Experienced teachers can be distinguished from novice teachers based on their beliefs in the classroom, their experience working with students, and their knowledge about curriculum-based instruction (Accardo et al., 2020; Kaden, 2020; Stronge, 2018). Experienced teachers may also be classified by their number of service years, often identified as having 5 or more years of classroom teaching experience (Kaden, 2020; Mahmoudi & Özkan, 2015). In terms of skill set, compared to novice teachers, experienced classroom teachers possess various tools for the way content material is presented throughout differentiated lessons, the ability to connect the teaching material to real-world scenarios, and the ability to make informed decisions based on best practices from past experiences (Colson et al., 2017; Stronge, 2018; Wright et al., 2020).

A novice teacher can be defined as one who is entering the profession for the first time with limited experience and no expert technique (Honigsfeld & Dove, 2019; Jao et al., 2021). Novice teachers are faced with many challenges during their first years, such as identifying their teaching styles while working to build conceptions of themselves, including personal needs, professional needs, and institutional needs (Donaldson & Mavrogordato, 2018). Novice teachers also experience great anxiety and shock as they transition from theoretical-based learning to a daily differentiated educational setting (Ames et al., 2021). Notable differences are to be expected between novice teachers and experienced teachers, leaving many scholars to ponder what are the exact needs of novice teachers' development when training to become experienced teachers (Wolff et al., 2015). According to Herbert et al. (2021), experienced and novice teachers should have hard and soft skills such as teamwork and collaboration. Tawfik et al. (2021) and Li et al. (2020) also noted a considerable disconnect in the collaborative process amongst novice

teachers, experienced teachers, and school leadership, noting that when collaborative measures occurred, they were often nonbinding and lackluster. The process of engaging within collaboration has been identified as a factor that can improve both student outcomes and the satisfaction of educational staff. Day et al. (2016) noted that principals' leadership styles can ultimately lead to stronger collaboration and improved staff and student satisfaction. Further, the collaborative process can improve the ability of novice and experienced educators to meet the needs of student outcomes (Kolleck, 2019; Schilder et al., 2019). Despite this knowledge, the focus has been roughly on qualitative explorations or quantitative survey approaches, which have failed to elucidate the lived experiences of these educators.

Collaboration can also be important for supporting novice educators that may struggle with their ability to succeed in the classroom based upon lack of educational background. Previous research demonstrates that experienced teachers provide a unique perspective on student learning needs that can benefit novice educators greatly. Additionally, collaboration may bridge the gap between learned and experienced knowledge when facilitating experienced and novice educator discussions (Ames et al., 2021). Although training, resources, and professional development are important, the lived experiences of these individuals can be critical in gaining a renewed understanding regarding how to meet the needs of students. Previous literature substantially focused on factors such as administrative and principal-based leadership as well as the ability to impact the school climate and allow for open feedback to support educators (Marsh et al., 2019; Tahir et al., 2017; Viteckova et al., 2016; Werang & Pure, 2018; Wolomasi et al. 2019). Focus is, however, lacking regarding how novice and experienced educators could work collaboratively together to solve problems, develop innovative solutions, and support the needs of students. The reviewed literature indicated that collaboration between novice and experienced

teachers is often focused on mentorship-based relationships, which may not always create mutually beneficial outcomes for both educators. Instead, previous literature has included a variety of possible suggestions, such as co-teaching, mentorship, and professional development. These methods are effective in terms of supporting educators but do not provide a collaborative approach that can support both experienced and novice educators in the classroom. In turn, previous researchers strongly recommended that a renewed focus on collaborative efforts can be mutually beneficial for experienced and novice educators (Burton, 2015; Da'as & Qadach, 2018; Donaldson & Mavrogordato, 2018; Schilder et al., 2019).

Background

Hirsch (2020) emphasized, "Teaching has transformed from a simple educational function into a complex profession" (p. 1). As early as the 1600s, concepts of education began to emerge throughout the United States (Sebald et al., 2021; Suppa et al., 2020). Early forms of education did not focus on academics. Instead, many lessons such as family virtues, religion, and community were considered paramount with students often being taught by a single teacher or alongside ministers (Honigsfeld & Dove, 2019; Jao et al., 2021). During the 17th century, the first schools of the 13 colonies in the United States began to appear. In the 18th century, Common Schools began to emerge, and in 1820, formal teacher preparation began (Neem, 2016; Pearce, 2019). As the 19th century continued, normal schools, also called "teachers' colleges" or "teacher training colleges," could be found throughout the states. Their purpose was to teacher preparation with specific training (Encyclopedia Britannica, 2020).

The premise was that students could now acquire knowledge through lectures and demonstrations provided by the teacher. By the 1940s, however, four-year state teacher colleges in addition to liberal arts colleges began to emerge. As higher education began to expand in the

1960s and 1970s, state universities created and developed specific licensure and certificate requirements for teacher education programs. A college degree that included a blend of a specific academic major in combination with a set of required education courses became the norm (Ducharme et al., 2020). Beginning in 2002, most colleges and universities had well-established teacher preparation programs on their campuses, including student teaching and preservice requirements (Ducharme & Ducharme, 2012).

College and university teacher preparation programs remain the major residence of preparation for teachers (Darling-Hammond et al., 2002). However, still, relatively fewer criteria are needed to become a teacher in the United States. A requirement in teacher preparation programs is that students declare teacher preparation and the subject matter as their major. A student who declares teacher preparation to be their major would begin the coursework shortly, thereafter, working towards required coursework and the completion of preservice teaching hours before being allowed to take their formal certification tests (Levine, 2006; Sough et al., 2015). The level of preparedness of the preservice teacher can often be linked to the experiences of their undergraduate studies (States et al., 2018). The educational background of the preservice teacher may also be a strong predictor of the teacher's self-efficacy (Tschannen-Moran & Hoy, 2007).

Researchers have found that rigorous, in-depth course work when connected to hands-on learning, meaningful experiences, and constructive feedback, allows the preservice teacher to feel not only confident in their ability but also to project higher levels of competence that they need to gain experiences and become experts in their field (Dunst & Bruder, 2014; Sough et al., 2015). Preservice teachers who have early observations within the classrooms have been identified as having more highly supported classroom experiences, as well as the opportunity to begin

building strong relationships with the educators and students (Voss & Bufkin, 2011). After accomplishing the pre-service teaching hours, hopeful teachers must take and pass their required state exams to become licensed teachers (Berliner, 2001; Dee & Goldhaber, 2017; S. Lee & Schaller, 2016). From here, preservice teachers will evolve from novice teachers to advanced beginners, and finally, reach the level of experienced educators (Allen & Casbergue, 1997; Berliner, 2001).

In considering the preparation of novice educators, it is also important to note that resources, professional development, and support are ideally supplemented by other educators who have extensive experience with the educational needs of learners of varying backgrounds (J. S. Wright et al., 2018). J. S. Wright et al. (2018) Noted that professional training and resources through the support of many individuals may not always meet the needs of novice educators who may lack specific skills, knowledge, or training because of the short period of time that they have been engaged within the K-12 public school system. Further, Olson and Roberts (2020) argued that novice educators might experience differing barriers to professional success, which may be met through knowledge building and co-relationship building with other educators.

It is important for future researchers to understand how collaboration occurs within the real world. The understanding of these experiences based on experienced-novice educators' perceptions may provide substantial information to further illustrate how a collaborative relationship can support staff and student needs. The findings from this study may support interventions that ideally guide the supportive collaboration between novice and experienced educators within the school system. Further, lasting impacts from understanding the lived experiences of these individuals may guide a renewed assessment of collaboration support

student outcomes. In the following section, the researcher identifies the statement of the problem, which guided the current study.

Statement of the Problem

Experienced and novice teachers require collaboration to support each other's success in the public school system, but it is not clear which collaborative needs are effective for these educators (Da'as & Qadach, 2018; Donaldson & Mavrogordato, 2018; Kolleck, 2019; Schilder et al., 2019). Previous researchers strongly recommended a renewed focus on collaborative efforts that are mutually beneficial for experienced and novice educators (Burton, 2015; Da'as & Qadach, 2018; Donaldson & Mavrogordato, 2018; Kolleck, 2019; Schilder et al., 2019). Yet, in the reviewed literature, a gap exists regarding the methods that are effective in supporting educators through a collaborative approach that can support both experienced and novice educators in the classroom.

Socialization is an imperative component of a novice teacher, yet much of their workload is hindered within an isolated setting due to the conformity to what is, often set apart from their more experienced colleagues (Aravena, 2019; Campbell & Derrington, 2019; Day et al., 2016). The first 3 years of novice teachers' personal and professional development can be marked as a distinguishable period. Although vulnerable, novice teachers become socialized and immersed in a professional and collaborative culture with other novice peers, experienced teachers, and administration (Colson et al., 2017; Prestridge et al., 2019). During this time, supportive measures are malleable for novice teachers' well-being. For those new to education, a reoccurring trend has been one of "sink or swim" (Graham & McClain, 2019; Iwata et al., 2020; Reitman & Krage, 2019).

If a novice teacher succumbs to the feelings of isolation, believing that they are not being effective as a classroom teacher, the possibility that they will become a statistic (in that up to one-third of all novice teachers leave the profession before their third year) could become their reality (Joiner & Edwards, 2008). In turn, experienced teachers are continuing to leave the classroom at high levels even after investing a significant amount of time, energy, effort, and training into their career (De Stercke et al., 2015; Glazer, 2018; Graham & McClain, 2019). These experienced educators felt successful enough in their classroom to be effective but experienced changes that led to them to no longer feel successful, ultimately, leaving the profession (Glazer, 2018; Ingersoll et al., 2016).

Previous research emphasizes the importance of collaboration; however, researchers have also noted an issue regarding collaboration between experienced and novice educators. The findings reviewed, which are discussed further in Chapter II, demonstrate that the lack of collaboration between experienced and novice educators can lead to reduced productivity, poor work satisfaction, and increased absenteeism that ultimately impacts the outcomes of students and educators (Marsh et al., 2019; Tahir et al., 2017; Viteckova et al., 2016; Werang & Pure, 2018; Wolomasi et al., 2019). Research has also shown that novice and experienced teacher collaboration has previously been discussed within the framework of mentorship, in which the user does not focus on a collaborative relationship that benefits both parties (Werang & Pure, 2018; Wolomasi et al., 2019). Some literature, however, suggests that a renewed focus regarding collaboration between experienced and novice educators may benefit both parties as well as the school system (Da'as & Qadach, 2018; Donaldson & Mavrogordato, 2018; Kolleck, 2019; Schilder et al., 2019).

Demands placed on teachers continue to pose a challenge for both the novice and experienced teacher, causing more than fifty percent of teachers to leave the profession within the first 5 years, mainly due to job dissatisfaction and low teacher morale (Abu et al., 2021; Viteckova et al., 2016; Werang & Pure, 2018). The procedure of overcoming the knowledge gap that occurs when an individual enters a new career path may potentially be held between the collaborative efforts of the novice and experienced teacher. Thus, further understanding of expert and novice educators' collaborative lived experiences may demonstrate renewed pathways for exploring teacher support structures. If the collaborative needs of experienced and novice educators remain unaddressed, teacher attention, job satisfaction, and low teacher morale may remain a persistent issue, impacting student outcomes.

Research Questions

The purpose of this qualitative phenomenological study was to explore the lived experiences of novice and experienced teachers regarding collaborative needs to support each-other success in the K-12 public school system. This study involved semistructured interviews with five novice and five experienced educators working within a school district in Houston, TX. The method used to analyze the findings was the thematic analysis approach. The following research questions guided this study.

RQ1. What are the lived experiences of novice teachers regarding the collaborative needs between themselves and experienced teachers?

RQ2. What are the lived experiences of experienced teachers regarding the collaborative needs between themselves and novice teachers?

Description of Terms

Many definitions exist for the terms used in this study. For clarity, the need to understand the definition of these words was crucial. In this study, the researcher used the following definitions to provide clarity:

Educational background. Knowledge, skills, and attitudes of those who are working in the teaching profession (Morgan et al., 2020). In the context of this study, educational background is variable according to the expert and novice status of educators. Typically, expert teachers have over 5 years of experience. Conversely, novice educators have under 5 years of experience. Both educators, however, may have different experiences with various grade levels, special needs students, and educational backgrounds in K-12 public school systems (Morgan et al., 2020).

Environment. The workplace in which employees remain for long periods of time during their work hours (Abu et al., 2021). The work environment of the school is important in consideration of discussing the need for collaboration between experts and novice teachers (Abu et al., 2021). In terms of this study, the environment refers to the school climate, which may be important when expert and novice educators discuss their collaborative experiences with each other.

Experienced Teachers. Educators who have worked within their profession for longer than a 5 years (Sebald et al., 2021). In this study, experienced teachers may also be referred to as expert teachers, in acknowledgement of their school district's terminology. This educational status indicates that the individual has extensive experience in comparison to novice educators. Further, their experience in the educational background is important in terms of student outcomes and

support of the needs of novice educators who require support within the school (Accardo et al., 2020; Schilder et al., 2019).

Isolation. The feelings of being overwhelmed with issues, which lead teachers to be alone, whether by choice or because of workload needs (Tahir et al., 2017).

Novice Teachers. Educators in their first year of teaching with little or no prior teaching experience (Marsh et al., 2019).

Personal Development. How teachers measure their growth in their profession (Englert et al., 2020). Personal development is an important consideration when discussing novice educators and expert educators' needs within the school system. Personal development may occur through support with other educators, as evidenced by previous empirical literature. Additionally, personal development may occur through the experiences of collaboration that educators with a novice status experience within the school (Kammer et al., 2021).

Preservice teachers. Students who are enrolled in a university education teaching program and preparing to enter the teaching field as an educator (Meadows & Caniglia, 2018). Preservice teachers have not yet entered the K- 12 public school system as an educator. They may, however, have experienced shadowing or mirroring expert teachers as part of their educational background. Previous data have been largely collected for preservice teachers but not novice educators, which is the key reason for seeking to understand the experiences of novice educators who are currently serving within the public school system.

Process and Structure. The collaborative group shares a commonality in the process and outcome. Process and structure are important collaborative groups that are discussed further within the literature review period; however, data from the processing structure reveal important

information for understanding the expert and novice collaborative experiences as detailed in previous assessments (Lock & Redmond, 2021).

      Professional Development. The courses that a novice or experienced teacher uses to gain information into best teaching practices, classroom management, and technology integration (Ozdemir et al., 2020). Professional development is a commonly discussed topic in the literature review, and it is reviewed further within Chapter II of this dissertation. Professional development can meet part of the needs of educators; however, future researchers have argued that collaboration may serve to bridge the gap between professional development opportunities and the needs of these educators within the school system (Kaden, 2020; Prestridge et al., 2019).

      Purpose. Groups of individuals who share a common goal, rationale, and vision (Lock & Redmond, 2021). The term purpose is used throughout this study to refer to understanding how collaboration is focused within a central vision or goal as described by the experiences of the participants included in this study.

      Self-Efficacy. The way a person views themselves and the talents and self-confidence they possess (Klassen & Chiu, 2010). Self-efficacy is a term commonly used when discussing the needs of expert and novice educators. The perception of one's ability to achieve a specific goal is also mediated by support systems and collaboration, as noted by previous researchers (Li et al., 2020). Thus, the term self-efficacy is an important concept considered in the review of the literature and possibly in the findings dependent upon the lived experience of the participants.

      Socialization. The process of how an individual chooses to engage or interact with another person (Stronge, 2018).

      Successful collaboration. When an organization engages in a shared vision and desire to work for the greater good. The term successful collaboration largely depends upon the

individual's perceptions and subjective experiences. In considering successful collaboration, this term is used in the current study based on how perceptions of the participants express their lived experiences (Goddard & Kim, 2018).

Collaborative procedures are further discussed in Chapters IV and V after the findings of the participants are identified.

      Teacher experiences. An effort to gain background knowledge about the educator's day-to-day efforts in the classroom (Goh & Hairon, 2020). Teachers' experiences, which are the key phenomenon explored in this study, are important considerations in terms of how to support these educators to meet the needs of student academic outcomes. A substantial portion of the previous literature has focused on teacher experiences, but the current study expanded this literature by reviewing how collaboration has occurred based on the lived experiences of expert and novice educators.

      Teacher supports. Various methods implemented to help educators remain in their profession (Reitman & Krage, 2019). These could include professional development opportunities, observation notes, and instructional or intervention specialists (Iwata et al., 2020).

Significance of the Study

      It is essential that both novice and experienced teachers engage in the practice of collaboration (Accardo et al., 2020; Burton, 2015). Many educators experience feelings of isolation or loneliness when working within their educational setting (Dove & Honigsfeld, 2019). This study may yield useful information to guide interventions designed to support the collaboration between experienced and novice teachers. The findings from this study may also be important in discussing collaborative measures that may be created by administrations for experienced and novice teachers.

This study may also positively contribute to the empirical literature and provide a deeper understanding of the lived experiences of novice and experienced educators to better understand their collaborative needs. Previous research largely focused on different forms of collaboration, such as co-teaching, mentorship, and shadowing. Assessments that provide an understanding of the lived experiences of novice and experienced/expert educators in terms of collaboration are, however, lacking. Collaboration may in turn support interventions that will support these educators and ultimately meet the needs of the students. Further, the findings from this study may potentially support the administration in understanding how collaboration can be achieved between their experienced and novice staff. Previous research has indicated that administration often seeks best practice methods that can support educators (Da'as & Qadach, 2018). Thus, the findings from this study may provide information that could ideally support administration and understanding of how to support these two groups of critical educators.

Theoretical Framework

The theoretical framework that guided this study was andragogy, a teaching approach for adult learners developed by Malcom Knowles (1970). Knowles's (1970) identification of the term andragogy was founded on his previous work with adult learners (Jones et al., 2019). The guiding premise of andragogy was that adult learners conceptualize, engage, and evaluate information in differing formats from children. Knowles (1970) tested the andragogical theory, which incorporates organizations and higher education settings (Long, 2018). Subsequently, andragogical theory grew in prominence as a method that engaged adult learners (Long, 2018). Figure 1 represents the key constructs of the andragogical theory.

Figure 1

Knowles's Andragogical Theory
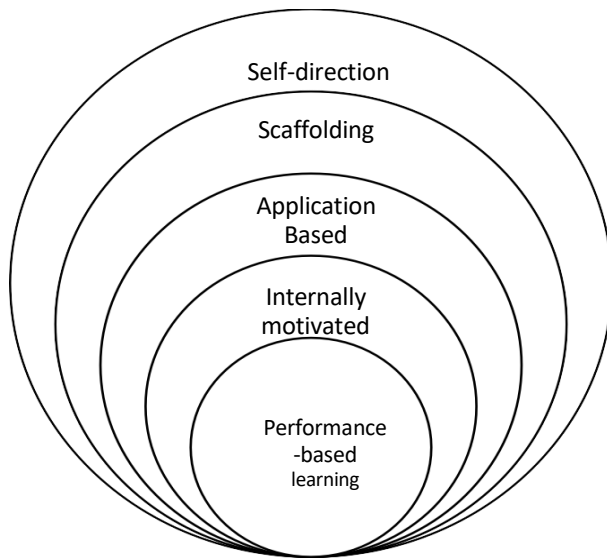
Note. Created by the researcher for the study.

Malcolm Knowles's theory of adult learning was the theoretical framework of this study. Knowles based the concept of his theory on helping adult learners understand and maximize their capacity to learn through the development of a set of principles and assumptions, which, together, form the andrological model (Aubrey & Riley, 2022). The four principles suggest the following:

1. Adults need to be involved in the planning, instruction, and evaluation of their learning;

2. Experience and mistakes provide the foundation for learning;

3. Adults are more interested in learning material that is applicable to their career or personal life; and

4. Adult learning is more geared toward problem-solving than content-based knowledge (Abdullah et al., 2021).

The five basic assumptions that Malcolm Knowles stated make up his adult learning theory include (a) self-concept, (b) the role of experience, (c) readiness to learn, (d) orientation for learning, (e) internal motivation and the need to know (Aubrey & Riley, 2022). Adult learning theory was paramount to the current study, and it helped interpret the results of this study. In Chapter II, the researcher further expands upon the theoretical framework and its importance of this study.

Overview of Research Methods

The methodology used for the current study was a qualitative approach to explore participants' perceptions, opinions, and lived experiences (see Castleberry & Nolen, 2018). The researcher chose a qualitative methodology as it provided a lens for exploring the perceptions of experienced and novice educators regarding qualitative research (see Castleberry & Nolen, 2018). The phenomenological approach allowed the researcher to obtain a snapshot of collaboration based on expert and novice educators' lived experiences.

The population for this study included five novice and five experienced educators all teaching in a K-5 general education classroom within the Houston school district. Nine of the participants were female and one was male. The criteria for participation inclusion followed were as follows:

1. Either being a novice teacher (currently teaching in their first year) or being hailed as an experienced teacher (those with 5 or more consecutive years);

2. Employed within a school district in Houston, Texas; and

3. Must be a general education teacher working within K-5th grade.

Purposive sampling was ideal for selecting the 10 participants who met the inclusion criteria. The chosen sample size was appropriate for this study, following Moustakas's (1994) guidelines for a phenomenological study, which indicates a minimum number of five or more

participants. The data collection for the study involved semistructured interviews with the following steps:

Step 1: The first step of data collection included obtaining site approval and Institutional Review Board (IRB) approval. Site approval occurred through the distribution of a site approval request form with details of the purpose of the study to the identified school district in Houston.

Step 2: After gaining site approval, the researcher requested IRB approval.

Step 3: After obtaining IRB approval, the researcher conducted recruitment. The recruitment procedure included gathering participants through email. Interested participants contacted the researcher via email.

Step 4: Participants that reached out to the researcher were questioned about the inclusion criteria to ensure their eligibility to complete this study,

Step 5: Participants that were eligible and willing to complete the study received an informed consent form via email or hand delivery, which they voluntarily signed before participating in this study.

For data collection, the researcher developed and used a semistructured interview guide to interview the participants in this study. An expert panel of three individuals all holding master's in education degrees reviewed the semistructured interview guide. Two of the expert panel participants were college professors and one was a classroom teacher with a master's in special education. The semistructured interviews lasted between 60 to 90 minutes and were audio recorded through the use of Microsoft Teams and Otter AI. After the interviews, the researcher transcribed the information and shared the findings with the participants to check for any inaccuracies within the interview. After data collection, the researcher commenced data analysis. The procedure of data analysis followed Braun and Clarke's (2019) six-step thematic analysis

procedures, which are discussed in detail in Chapter III of this dissertation and include the following steps:

1. Gaining familiarity with the data;

2. Identifying initial codes;

3. Searching for emergent themes through categories;

4. Reviewing themes;

5. Defining and naming themes; and

6. Presenting results.

The researcher stored all data for this study in a password-protected USB drive that can only be accessed by the researcher. After 7 years, per IRB regulations, the researcher will permanently destroy all information. In this study, the researcher ensured participant anonymity by not collecting information (such as names of individual schools in the district). Furthermore, responses were not linked to the identity of the participants. Moreover, to conceal the identities, the researcher used pseudonyms for the participants such as Linda, Brandy, and Scott.

Chapter II

Review of Literature

Educators' success in the classroom is mediated by education, individual experience, professional development, and resources provided through the school district (Stronge, 2018). According to Stronge (2018), there are two classifications of teachers: novice and experienced. Novice educators hold fewer skills than experienced teachers due to their recent entry into the school system (Bullock, 2015; Stronge, 2018). Conversely, experienced educators have multiple years of experience, extensive training, and professional development, as well as 5 or more years of classroom teaching experience (Mahmoudi & Özkan, 2015). As a result, novice and experienced educators may experience different challenges and approaches to curriculum management, classroom management, work-life balance, and problem-solving within the school setting (Mahmoudi & Özkan, 2015).

Previous research suggested multiple methods to help novice and experienced teachers achieve positive outcomes within their educational setting (Bullock, 2015; Mahmoudi & Özkan, 2015; Sough et al., 2015). For example, teacher preparation programs are critical for preparing aspiring teachers to enter the profession (Darling-Hammond et al., 2002). In the United States, teacher criteria include the finalization of a degree in a related field, completion of coursework, and completion of preservice teaching hours before formal certification tests (Levine, 2006; Sough et al., 2015). For many teachers, however, the level of preparedness is associated with available training and education experiences during undergraduate coursework and effective mentorship and support when entering the classroom (States et al., 2018).

Educator support, regarding novice and experienced educators in the classroom, is a crucial discussion topic (Aravena, 2019; Campbell & Derrington, 2019; Day et al., 2016; Hutton,

2017). According to Somprach et al. (2017), educators who are guided closely by effective mentorship programs, collaborative team building, and professional development are more likely to experience increased satisfaction and productivity. Collaboration is also a central portion of supporting novice educators by providing observation, confidence, and support from experienced teachers and administration (Dunst & Bruder, 2014; Sough et al., 2015). The educational background of a preservice teacher is often connected to their self-efficacy and efficiency in the classroom (Tschannen-Moran & Hoy, 2007). The knowledge of experienced teachers accounts for their success in the workplace and ability to meet the needs of their students (Mahmoudi & Özkan, 2015). In contrast, novice educators may struggle with classroom integration and success (De Stercke et al., 2015; Glazer, 2018).

Novice educators may also require different supports and resources than experienced educators regarding meeting student needs (De Stercke et al., 2015; Farrell, 2009; Glazer, 2018; Mahmoudi & Özkan, 2015). Previous research on the needs of novice teachers has focused specifically on educational outcomes, student benefits, and the training required to reach expertise (Ngang et al., 2015; Wolff et al., 2015). In part, researchers have identified hard and soft skills as central elements for teamwork and collaboration success among novice educators. These skills include patience, communication (with parents and staff), and attending professional development to strengthen their knowledge of educational practices (Caspersen & Raeann, 2014; Glazer, 2018; Ingersoll et al., 2016; Ngang et al., 2015). The aim of this study was to address the collaborative needs of novice and expert teachers regarding ways in which they can work together to feel more collaboratively successful within their school and working as a team.

Part One: Theoretical Framework

Malcom Knowles (1970, 1995) first defined andragogy as a teaching approach for adult learners (Knowles, 1970). Throughout this process, scholars identified the term andragogy based on Knowles's work with adult learners and used it to refer to the way adult learners think (Jones et al., 2019). The guiding premise of andragogy was that adult learners conceptualize, engage, and evaluate information in differing formats from children.

Knowles (1970) tested the andragogical theory, which incorporates organizations and higher education settings (Long, 2018). In turn, the andragogical theory grew in prominence as a method that engaged adult learners (Long, 2018). Figure 2 shows the key constructs of the andragogical theory.

Figure 2

Knowles's Andragogical Theory Assumptions
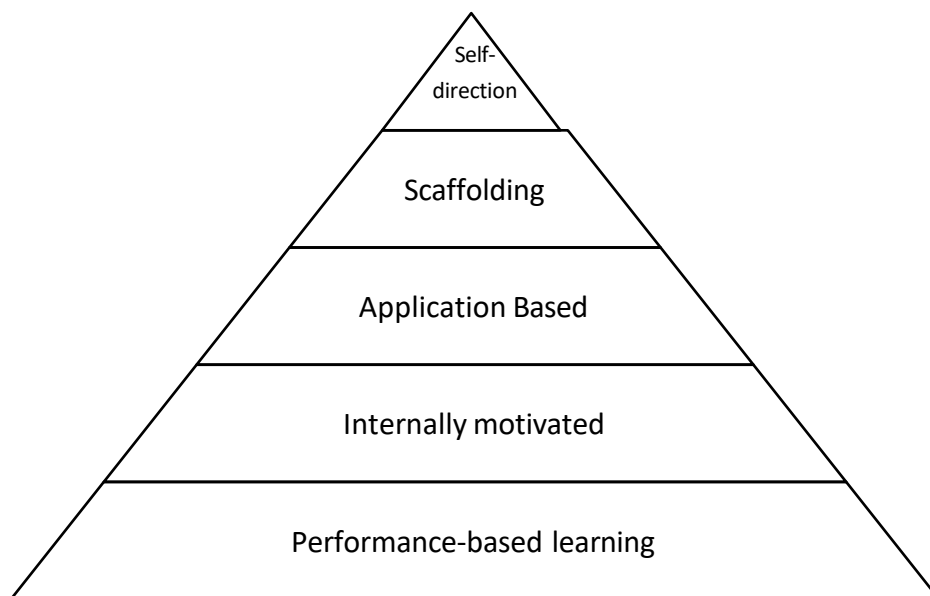
Note. Created by the researcher for this study.

Knowles's (1970) exploration of andragogy led to the development of key domains that can be used for adult learners' education (Long, 2018). The main assumptions of andragogy are as follows:

1. Adults' self-concept evolves and is guided by self-direction;

2. Adults learn through growing information over a period, which is also referred to as scaffolding;

3. Adults' orientation to learning is based on their ability to apply concepts within their own lives;

4. Adult learners shift from academic learning to performance-based learning; and

5. Adult learners are internally motivated (Long, 2018).

For this study, the researcher used andragogy to explore and understand the ability of novice teachers to gain expertise based on collaboration with experienced teachers. Andragogy also helped examine how experienced teachers experience collaboration with their novice counterparts. The theory of andragogy supported the exploration of collaborative needs of novice and experienced teachers and how adults learn best when engaging in collaboration. In the proceeding sections, the researcher presented the topic regarding the collaborative needs of experienced and novice educators.

Part Two: Collaboration Practices

Throughout the 21st century, teacher collaborations have been widely studied (Kolleck, 2019). In this research, collaboration was defined as a helping, trusting and professional working relationship between two or more participants who were willing to be actively open, equally involved in creating a shared vision, objectively focused on shared thinking, innovators of instruction integration, and, creators of subject content whose ultimate goal is to make decisions

toward the greater good (Kammer et al., 2021; Tichenor & Tichenor, 2019). Throughout the 21st century, the demand for educators to collaborate and work closely together has increased (Accardo et al., 2020; Schilder et al., 2019).

The unspoken expectation is that for schools to promote a successful learning environment, collaborative measures among administrators, teachers and community stakeholders must occur (Alghazo & Alkhazaleh, 2021; Fan & Yost, 2019; Schilder et al., 2019). Research also suggests the idea of a single teacher being solely responsible for all student learning is no longer widely accepted with many schools opting to implement departmentalization (in which teachers only instruct in one specified subject) at the elementary level. The idea of departmentalizing subject matters also serves as a way to differentiate instruction for learners (Alghazo & Alkhazaleh, 2021; Anderson, 2013).

Another way schools are addressing academic collaboration is using co-teaching. Co-teaching has long been considered a method that can improve collaborative practices and address the self-efficacy of individuals. Currently, further understanding of how co-teaching can be applied as a collaborative practice that benefits both novice and experienced educators and whether co-teaching is something experienced and novice educators appreciate or may find more of a burden is needed. In their study, Ritter et al. (2019) investigated the preservice teachers' beliefs about co-teaching practices. Ritter et al. provided preservice teachers with a co-teacher for one day and then asked them to describe the benefits co-teaching may provide in the future through a qualitative survey. According to participants, the use of co-teaching could be a successful method for overcoming problems such as classroom management or implementing strategies that can be best learned through experienced teachers (Ritter et al., 2019).

Ritter et al. (2019) largely focused on how to support novice educators rather than providing a collaborative effort between experienced and novice educators. Sasson et al. (2020) explored co-teaching as a means of improving the self-efficacy, attitudes, and practices of educators. In this study, Sasson et al. reviewed 300 novice teachers and interviewed 15 participants regarding co-teaching practices that were presented during a district training session. The researchers noted that co-teaching was greatly perceived as a method that could, overall, benefit both novice and experienced teachers' ability to provide effective pedagogical methods in the classroom (Sasson et al., 2020). The findings indicated that many of the educators had not yet had the experience of applying co-teaching practices with other educators in the classroom (Sasson et al., 2020). Factors for not implementing co-teaching could be administration or district preferences and a lack of available staff for subject matter. These findings indicated that a continued need exists to provide a further approach toward understanding how co-teaching can be applied as an effective, collaborative method for educators of both novice and experienced statuses.

Collaboration and the Personal and Professional Needs of Experienced Educators

In this section, the researcher focuses on the personal and professional needs of experienced educators. The research presented in this section emphasizes the importance of providing resources and training for experienced educators, as emphasized by previous empirical researchers (Kaden, 2020; Prestridge et al., 2019). These findings also demonstrate a need to focus closely on how to increase collaboration, as there is a noted gap in terms of novice and expert educators in the classroom.

Collaboration and Effective Support Systems. In terms of experienced educators, the recent COVID-19 global pandemic created an increased burden on experienced educators to

address the needs of their students and provide mentorship and service to other novice educators within the K-12 public school system. Cardullo et al. (2021) further argued that there is a need to address collaborative efforts due to the recent global pandemic, which occasioned the shutdown of most traditional schooling methods across the United States and globally. In particular, collaborative learning was often experienced during the pandemic as a means of ensuring that all educators were able to perform their duties and meet the needs of students.

Iwata et al. (2020) examined the needs of experienced teachers' support through a focus on computational thinking practices. In this study, Iwata et al examined 79 experienced teachers and reviewed their needs in terms of personal and professional experience. The findings indicated that experienced teachers expressed the need to further understand how computational thinking can be collectively applied to technological-based assessments. Because these types of assessments are primarily geared towards middle school students, understanding technological-based assessments is paramount for middle school teachers. Further, participants reported the need to further understand how to apply more intangible concepts to tangible sessions. For example, social justice is often considered an important consideration for middle school students, but a consideration of how this can be applied in terms of classes such as math or science is lacking. Similarly, Graham and McClain (2019) explored blended teaching with a focus on experienced teachers. For this assessment, Graham and McClain systematically reviewed blended teaching techniques on current approaches provided to benefit the needs of students. According to Graham and McClain, assessments that consider how experienced teachers can be supported in new pedagogical techniques such as blended learning are lacking. This consideration and others further demonstrate that experienced teachers in K-12 schooling may

experience vastly different needs from novice teachers, which, in turn, may be addressed through effective collaborative methods (Graham & McClain, 2019).

Lastly, Kaden (2020) similarly argued that collaboration should be a central focus of future explorations for experienced educators. Overall, it is critical that future research is focused on the ability to address the needs of experienced educators through new support systems that are mutually beneficial such as technology support, shared visions, and long-term goals. Therefore, it may be important to consider how mutually beneficial programs can provide experienced teachers with a framework for problem-solving, innovation, and effective tools to support novice educators and meet the needs of students in the classroom.

Collaboration Resources and Training. Previous researchers explored how to meet the needs of experienced educators who are improving resources and training based on improving the entire school system (Ames et al., 2021). For example, school programs such as VEX robotics are now being implemented throughout several schools and often require additional training and funding.

In their study, Herbert et al. (2021) noted that experienced teachers also might vary in age when compared to novice educators. As such, some expert educators may be older and have less experience with new classroom protocols, best practices of professional development for instructional strategies, or support for overcoming technological challenges, which are an essential part of the modern-day K-12 education system. In a study of 32 expert teachers, Herbert et al. assessed their ability to integrate technology within a geography curriculum for Grades 7 and 8. The participants indicated that although they were able to generally navigate the technology, they were not able to employ a method that would be effective for extensive,

innovative, or immersive learning. These findings indicate that experienced teachers have may benefit from mutually collaborative approaches to improve their own technological ability.

Similarly, Li et al. (2020) reviewed experienced educators' needs in terms of teaching the modern educational curriculum. The researchers reviewed current methods for teaching platforms, as well as how different strategies may benefit educators. In this study, Li et al. noted that collaboration is an often underemployed and mutually beneficial method for novice and experienced educators to improve their ability to manage students with differing educational needs such as autism, dyslexia, or other special education disabilities. Findings such as these further corroborate the need to consider how collaboration can be mutually beneficial for experienced and novice educators to understand best teaching practices.

Collaboration and the Personal and Professional Needs of Novice Educators

In this section, the researcher focuses on the personal and professional needs of novice educators. The research reviewed in this section emphasized the importance of providing a healthy school atmosphere and strong administrative leadership to all educators but with an increased awareness toward novice teachers.

Collaboration and School Atmosphere. School atmosphere can also potentially impact the outcomes of novice teachers' ability to collaborate and work effectively with other experienced educators (Ames et al., 2021). The school atmosphere, which refers to the general culture of a public school, can greatly impact student engagement efforts. Cornell et al. (2016) examined the impact of school atmospheres with a focus on engagement and professional aspirations of students from middle and high school campuses in Virginia. In this study, Cornell et al. surveyed 323 high schools across Virginia to assess the climate of the school, engagement of the students, and to determine if current school policies and practices correlate with the

academic success of the student body. Cornell et al. found that educators are more engaged in an

authoritarian environment but still require support from administration and fellow educators.

These findings are corroborated by previous assessments that indicate that the school atmosphere

and culture may support novice educators effectively(Colson et al., 2017; Dunst & Bruder,

2014). Cornell et al., however, illustrated a need for collaboration that would benefit both expert

and novice educators in the classrooms.

      Collaboration and Administrative Leadership. Administrative leadership can also aid

novice teachers' success through teacher development and evaluations. Leadership is most

strongly guided by the evaluation systems that are completed within the school setting. Wind et

al. (2018) similarly argued that teacher evaluation systems are only effective if principals are

empowered with the needed tools to strategically plan educator growth. Wind et al. assessed the

practices of 1,324 principals and found that some evaluation categories are underutilized.

      Donaldson and Mavrogordato (2018) examined how school leaders use teacher

evaluation data to improve the performance of novice teachers in their schools. Donaldson and

Mavrogordato interviewed 17 principals and assistant principals and compared district methods

as a means of assessing evaluation implementation. Some principals primarily used the findings

in re-organizing novice educational assignments and roles. Other principals noted they would use

assessment evaluations to continuously collect data on novice educators throughout the year.

This allowed the principals to assess specific areas and needs that were identified throughout an

entire school year (Donaldson & Mavrogordato, 2018). These findings demonstrate the

importance of addressing ways in which the administrator can guide the novice educator using

data; however, they do not address the need for the next collaborative steps that could assist the

novice educator in fine-tuning their practice.

Aravena (2019) similarly emphasized that it was essential to explore the role of negative leadership (such as leading through intimidation and fear) and its effect on novice educators, students, and larger school outcomes. For this study, Aravena gathered data from a group of elementary school educators and leaders. Aravena interviewed principals and distributed surveys to classroom and special education teachers. The findings of this study indicated that destructive leadership could be characterized by failing to ensure that educators felt supported. The findings also revealed that educators primarily relied on support from each other to help advance their progress in the classroom (Aravena, 2019). The studies by Aravena (2019), Donaldson and Mavrogordato (2018), and Wind et al. (2018) not only provide deeper understanding of how to support novice educators in the classroom but also elucidate a gap regarding the role of collaboration that may support novice educators.

Administrative leadership and organization may also potentially impact novice teacher attrition and burnout. Ford et al. (2019) examined the impact of effective organizational leadership in Midwestern schools in the United States. The researchers argued that burnout and organizational commitment are critical components of classroom efficacy and postulate that building effective organizational structures in a trusting and enabling environment would positively affect novice teacher retention and performance. Ford et al. selected 1,500 teachers in a high-poverty, urban school district and measured their reported psychological health as well as organizational structure and leadership in the school. Findings indicated that building a trusting and enabling environment significantly improved teacher psychological health, lowered burnout, increased organizational commitment, and, by extension, improved efficacy in the classroom (Ford et al., 2019). These findings are crucial in supporting the growth of a novice teacher.

Impact of Lacking Collaboration upon Experienced and Novice Educators.

Researchers have indicated that the lack of collaboration, feedback, and poor direction can greatly impact both experienced and novice educators (Ansari & Gottfried, 2020). In their study, Ansari and Gottfried (2020) assessed the relationship between teacher absenteeism and preschool children's educational experiences. The data collection occurred in 11 states within the United States servicing 2,966 pre-K attendees. Ansari and Gottfried also evaluated the predictors for absenteeism, as well as variables of classroom environments and school necessities. The findings indicated that children with fewer than three teacher absences were more likely to experience positive outcomes. Students exposed to more than three teacher absences were more likely to experience a lower-quality instructional environment and reduced activities in the classroom. Researchers corroborated this finding, indicating that it is critical to address how to support both novice and experienced educators in the classroom regarding teacher absenteeism by fostering a positive work environment and allowing time for supportive collaboration (States et al., 2018; Tichenor & Tichenor, 2019).

The engagement of educators may also be fostered by ensuring that individuals are engaged and happy with their jobs. Employees with poor satisfaction may be less likely to feel they can succeed in the workplace; thus, demonstrating low self-efficacy (Jiang & Men, 2017). For this purpose, educators can be guided through principal leadership that focuses on collaboration and essential skills such as teacher well-being, instructional practices, school organizational health, time and skills, and student achievement (Liebowitz & Porter, 2019).

Additionally, both novice and experienced educators are likely to experience poor productivity if they experience too much work stress (Haydon et al., 2018; Werang & Pure, 2018; Wolomasi et al., 2019). Haydon et al. (2018) sampled special education teachers in the Midwest

to examine their stress levels and identify the most salient causes of their stress as well as opportunities to mitigate their stress. The researchers sampled 16 special education teachers, with six participants in their early career (less than 10 years), including five in mid-career (up to 10 years of experience) and experienced (more than 10 years of experience) in special education classrooms who participated in qualitative interviews. Haydon et al. found that a lack of support was associated with higher levels of stress and burnout, whereas more support had an ameliorative effect.

Similarly, Herman et al. (2021) expanded these findings to examine how effective organizations and school administration affected teachers during the COVID-19 pandemic. The researchers sampled 639 teachers in the United States who reported on the efficacy of their respective administrations and the efficacy in dealing with the public health crisis. The participants provided ratings of school response, stress levels, and perceived efficacy in the classroom. The researchers reported that organizational health was a critical predictor of school effectiveness. Organizational health and school climate and school resources had ameliorative effects on stress and perceived efficacy (Herman et al., 2021). This research highlights that the organizational climate has not only an impact on teacher stress and performance, but it also enables organizations to quickly mobilize resources to address crises (Haydon et al., 2018; Herman et al., 2021). These findings indicate that if experienced and novice educators feel overwhelmed with their job-related tasks and are unhappy with their circumstances, collaborative measures may not occur.

Personal and Professional Needs and the Effects of Collaboration for Novice and Expert Support. Previous research primarily focused on supporting each educational group separately through strategies such as school leadership, school climate, and reformed feedback

procedures (Burton, 2015; Da'as & Qadach, 2018; Donaldson & Mavrogordato, 2018; Kolleck, 2019; Schilder et al., 2019). There is, however, a need to further focus on collaboration to support experienced and novice teachers (Tichenor & Tichenor, 2019). It is important to consider how these two different levels of expertise intersect to meet the needs of each other as well as student academic outcomes. Educators who are supported are most likely to feel content with their classroom efforts, which can reduce negative outcomes in the workplace (Marsh et al., 2019; Tahir et al., 2017; Viteckova et al., 2016). In their study, Marsh et al. (2019) explored early childhood pedagogy through an assessment of childhood learning. According to their observations, the early learning centers are guided through the leadership of the school and leadership knowledge, resources, and support, and internal resources to create activities.

According to Tahir et al. (2017), educators are able to best meet the needs of students and effectively teach in the classroom through gaining the expertise of other educators. Previous researchers also discussed how collaboration can improve the ability of novice and experienced teachers to overcome problems in real-time (Karathanos-Aguilar & Ervin-Kassab, 2022; Ritter et al., 2019; Tawfik et al., 2021). For example, Tawfik et al. reviewed the teaching approaches that can improve novice and expert educators in overcoming problems in the classroom. Tawfik et al. reviewed systematic literature regarding models that have been addressed on this issue. The findings indicated that K-12 educators who collaborate with each other are more likely to develop improved problem-solving skills, student control, and improved relationships with other educators in the classroom (Tawfik et al., 2021).

In another study, Sharp et al. (2019) explored teacher preparation programs to gain a clear focus on special education teachers. Specifically, this study focused on challenges that novice educators face in terms of their professional development in-service training. For this

study, Sharp et al. collected data from a sample of 46 special education teachers all affiliated with university-based special education teacher programs in the southern United States. The findings indicated a need for collaborative efforts with experienced professionals to improve special education instruction and best practices for problem-solving with students (Sharp et al., 2019). Findings such as these do not demonstrate the outcomes of collaborative efforts but highlight the importance of the current study.

Collaboration Though Leadership Support. The efforts of principals can best be targeted at ensuring that educators are supported with the needed resources for success. Fischer et al. (2018) argued that teacher development should be closely guided by the context, standard teaching practices, leadership support, and teacher professional development. For this study, Fischer et al. gathered data through an exploration of a sample of national data in the United States. They analyzed 133,336 students and 7,434 teachers' responses using a multi-regression analysis. The findings of this study indicated that teacher-level and school/administration-level variables impacted how educators performed in the classroom. In particular, educators guided closely by the proposed factors were more likely to experience high-academic outcomes for students and increased satisfaction and productivity. The principals in this study reported working an average of 58 hours per week and although not all principals could incorporate these demands into their daily work schedules, offering their support produced higher levels of performance. The works of Liebowitz and Porter (2019) and Fischer et al. demonstrate the importance of teacher/administrator support and collaboration with both novice and experienced educators to succeed in the school environment.

Previous researchers have also explored how collaboration between experienced and novice teachers may be best supported by the leadership practices of administrators (Goddard &

Kim, 2018; Goh & Hairon, 2020). For example, Goddard and Kim (2018) examined the effect of collaborative teaching on teacher self-efficacy. Using a randomized control population taken from rural schools in a Midwestern State, the researchers examined the effect of improved teacher collaboration. The participants took part in a survey, and Goddard and Kim analyzed their responses using multilevel structural equation modeling to determine the level of correlation. The researchers reported that improved collaboration was positively correlated with teacher self-efficacy (Goddard & Kim, 2018).

Olson and Roberts (2020) similarly argued that understanding the barriers to personal and professional success of novice and experienced educators included renewed assessments of how campus administration supports the needs of these educators. During this study, the researchers reviewed institutional, social, and systematic barriers that exist in the classroom according to experienced educators. This study included 14 experienced special education teachers as a sample group. The findings indicated that technological implications, current knowledge, and building relationships with other educators were barriers for educators in the classroom. Finding such as these demonstrate that collaboration may be one method to overcome these barriers as well as providing a method for mutual discussion regarding how to overcome challenges.

Research has also demonstrated the effect of trust in school leadership on collaboration between teachers. Meyer et al. (2022) examined 630 teachers from 29 schools and measured their levels of collaboration and their perceptions of school leadership. More trust from school leadership was positively correlated with teacher collaboration. This connection between effective leadership and collaboration also appeared at lower levels of school leadership such as instructional coaches and counselors. These findings have been repeated by other researchers such as Çoban et al. (2023) who also found a strong correlation between trust in principals and

self-efficacy. Landa and Donaldson (2022) investigated the relationship between school administrator and their willingness to collaborate. Using surveys ($N = 523$) and interviews ($N = 47$), the researchers found that early experiences of collaboration among educators made them more likely to seek leadership positions, and after ascending to those positions, facilitate collaboration among other educators. This feedback loop of teacher collaboration and leadership suggests that improved leadership could facilitate a virtuous cycle among teachers.

      Collaboration through Team Building and Internal School Resources. Collaboration can also be achieved through team building and support from internal school resources. Tallman (2019) examined collaborative efforts among middle school teachers and their effects on teacher perceptions of their workplace and efficacy. The researcher selected teachers from a middle school in the Northeastern United States and performed in-depth qualitative interviews on their experiences of teacher team building and collaboration. The school fostered team building through organizational initiatives and the teachers responded to experiences of teamwork outside the school's framework. The teachers reported positive experiences with both types of collaboration, higher levels of job satisfaction, greater community bonds, and felt more adaptable and less isolated after the collaboration. This research suggests that initiatives from organizations and ad hoc collaboration are effective approaches to improving teaching (Tallman, 2019). There was, however, a greater need to expand this assessment to understand the support of novice and expert educators through a focus on collaboration to improve personal and professional outcomes in the education sector.

      Addressing the needs of experienced and novice educators may also be best identified by reviewing how competencies are created and overseen within the K- 12 public settings. For example, Rusmann and Ejsing-Duun (2021) reviewed novice and experienced competencies

through a systematic review of the literature. Rusmann and Ejsing-Duun focused on the ways in which teachers and researchers can come together to support their personal and professional needs while working as a team. The researchers identified the need for collaborative research and strategies for experienced educators in the public school system. Using a similar approach to that of Rusmann and Ejsing-Duun, Beck and Nunnaley (2021) reviewed the current methods for preservice teachers to best adapt to in-service teaching. Beck and Nunnaley noted a need for improved collaboration between experienced and novice teachers. Both Beck and Nunnaley and Rusmann and Ejsing-Duun argued for continued research on this phenomenon as a means of supporting the personal and professional outcomes of experienced and novice educators in the classroom and the public school system.

Recent research by Patrick (2022) demonstrates the efficacy of wider programs that facilitate teacher collaboration. Patrick investigated the effects of the Instructional Partnership Initiative among public school teachers in Tennessee. The program pairs teachers with complementary strengths and weaknesses in an attempt to foster collaboration and improvement among the population. The researcher performed semistructured interviews with 48 educators to gain insights into the effects of the Instructional Partnership Initiative on their self-efficacy, goal setting, and teaching effectiveness. The program was deemed successful in improving goal specificity and commitment to improvement among the teachers.

Collaboration and Professional Development

Professional development is often considered an effective way to improve teaching environments and collaboration between experienced and novice educators (Englert et al., 2020; Meadows & Caniglia, 2018). Meadows and Caniglia (2018) indicated that both novice and

experienced educators are more likely to be aligned with a collaboration based on their individual beliefs, teaching behaviors, and their perceptions of teaching procedures. Englert et al. (2020) reviewed preservice teachers' collaboration methods through an assessment of 48 preservice teachers. The researchers explored preservice teachers' ability to collaborate with other teachers and their knowledge regarding how to increase self-confidence in literacy for special education primary-grade students. The findings indicated that teachers with more experience (older teachers) were more likely to indicate higher self-efficacy (Englert et al., 2020). Younger educators, or novice educators, were more likely to experience reduced self-confidence and self-efficacy (Englert et al., 2020) The findings from this study indicate that collaboration may also require consideration of interpersonal and personality characteristics for optimal outcomes (Englert et al., 2020; Meadows & Caniglia, 2018; Patrick, 2022).

In some methods, professional development can be a key to increasing collaboration as both experienced and novice educators may be included within development opportunities, which increase their ability to effectively collaborate within the classroom. In their study, Somprach et al. (2017) explored professional learning communities' correlation with school leadership. In this study, 731 respondents answered questionnaires regarding school leadership style and professional learning development opportunities. Educators reported a need to improve professional development, which included all educators of differing levels, age, and backgrounds (Somprach et al., 2017). Further, Tzeni et al. (2019) explored school leadership's ability to provide teacher-based outcomes in the public school system through a focus on 225 teachers and a sample of 192 principles during the 2017 to 2018 school year. The reflections from this study show that improved collaboration and professional development are needed to support

experienced and novice educators' ability to solve problems and manage students in the school setting.

Collaboration can also be completed through improved availability of resources and professional development for both experienced and novice educators. Fischer et al. (2018) argued that teacher development should be closely guided by the context, standard teaching practices, and teacher professional development. For this study, Fischer et al. gathered data through an exploration of a sample of national data in the United States. Based on data for 133,336 students and 7,434 teachers, a multi-regression analysis indicated that teacher-level and school/administration-level variables impacted how educators performed in the classroom (Fischer et al., 2018). In particular, educators who were closely guided by professional development were more likely to experience high-academic outcomes for students, and increased satisfaction and productivity.

Professional development programs that also foster specific skills which support both experienced and novice educators are known to be critical. For example, due to the recent COVID-19 pandemic, technology inclusion, and education have become key concerns for many educators (Lei-lei, 2017; Monbouquette, 2017). Pretto (2017) demonstrated the use of technology in the classroom through her doctoral dissertation regarding the principal interaction of technological infusion in the classroom. Pretto's work provided further elucidation of this topic, which is absent in peer-reviewed literature. For data collection, Pretto (2017) surveyed 41 educators in the New Jersey department of education to examine their technological commitment to classroom education using professional development. The findings from this survey showed that the use of teacher commitment to technology furthered the commitment of educators in the workplace. This outcome was due to the access to the resources and effectiveness of teaching

practices (Pretto, 2017). Further understanding of whether collaboration between experienced and novice educators can meet these personal and professional needs is needed, which may also include technological interaction and training (Lei-lei, 2017; Pretto, 2017).

Part Three: Impact of Collaboration

Collaboration has overall been reported as an effective method to support educators; however, further examination of classroom implementation of collaboration is required. Ateh and Tahar (2020) similarly explored teaching limitations and barriers that may lead to ineffective inclusive classrooms. For this study, a total of 20 novice special education teachers provided their feedback regarding their level of confidence in teaching special education. The researchers employed a qualitative survey, highlighting noticeable differences from preservice training to current teaching practices. The findings indicated that the effectiveness of the novice teacher was largely based on the experience and preparedness of the novice teachers' preservice course work. The findings also indicated novice educators continue to gain a significant amount of their learning from the more experienced special education mentor or co-teacher.

Previous researchers have also discussed how collaboration can improve the ability of novice and experienced teachers to overcome problems in real-time (Karathanos-Aguilar & Ervin-Kassab, 2022; Ritter et al., 2019; Tawfik et al., 2021). For example, Tawfik et al. (2021) reviewed the teaching approaches that can improve novice and expert educators in overcoming problems in the classroom and how to address them as they happen. The researchers reviewed systematic literature regarding models that have been addressed on this issue. The findings indicated that K-12 educators who collaborate with each other are more likely to develop improved problem-solving skills, better student control, and improved relationships with other educators in the classroom (Tawfik et al., 2021). The study was, however, limited, as the focus

was not on collaborative efforts through empirical examination but on how experienced and novice educators may be best supported through collaborative methods.

Researchers have corroborated that experienced teachers require different supports that can be mediated through administration, professional development, or discussions with other educators in the school. Barnett (2018) examined the impact of different types of leadership on adjunct faculty teaching online in American universities. Increasing online education has highlighted the need to understand the impacts of administrative leadership on faculty as they navigate new challenges in teaching. The researcher used the Multifactor Leadership Questionnaire and Spector's Job Satisfaction Survey to gather data on educators ($N = 77$) at for-profit universities in the United States. Barnett compared these questionnaires to the leadership style of administrators using multiple linear regression analysis. Barnett found that not all leadership styles were significant in impacting teacher satisfaction and performance, with transformational leadership positively correlated with job satisfaction, transactional leadership negatively correlated, and Laissez-Faire leadership having no significant impact. Barnett's research highlights the importance of leadership style in different contexts, especially as modes of education continue to evolve. Findings from Darling-Hammond et al. (2017) and Barnett are highly encouraging in terms of supporting educators. Further, these findings are consistent with the recommendations to use collaboration in the classroom to support expert and novice educators (Burton, 2015; Kolleck, 2019; Schilder et al., 2019).

Summary

This literature review addressed many different types of collaboration, which focused on different methods to support experienced and novice educators when working together to meet their collaborative needs. This literature review comprised three parts that helped identify

potential collaborative needs among novice and experienced educators. Those parts were (a) Theoretical Framework, (b) Defining Collaborative Practices, and (c) Impact of Collaboration.

In Part One of this literature review, the researcher introduced andragogy and explained the connection to adult learning theory. Andragogy was useful in exploring and understanding the ability of how novice and experienced teachers collaborate. Andragogy also guided this study in understanding ways in which novice and experienced teachers use best practices when gaining information from staff development, receiving support feedback, and collaborating though the use of problem-solving.

In Part Two, the researcher introduced collaborative topics such as effective support systems, school atmosphere, team building, and professional development, all of which may have an impact on the collaboration of novice and experienced teachers. The researcher specifically addressed the pros and cons of the lack of collaboration and defined collaboration. The findings included various strategies commonly used to support the needs of experienced and novice educators; however, the literature has not addressed the specific collaborative needs that exist between the two groups.

In Part Three, the researcher reviewed the impact of collaboration regarding novice and experienced teachers. The reviewed findings indicated that school systems that lack collaborative efforts between expert and novice educators are more likely to experience reduced productivity, low work satisfaction, or increased absenteeism, which can ultimately impact the outcomes of students in the school system. The researcher also reviewed the personal and professional needs and effective collaboration for novice and expert support (Marsh et al., 2019; Tahir et al., 2017; Viteckova et al., 2016; Werang & Pure, 2018; Wolomasi et al., 2019).

In turn, previous literature included a recommendation for a renewed focus on collaborative efforts that are mutually beneficial for expert and novice educators (Burton, 2015; Da'as & Qadach, 2018; Donaldson & Mavrogordato, 2018; Kolleck, 2019; Schilder et al., 2019). In consideration of this literature review, the purpose of this study was to address the recommendations of previous assessments and establish collaborative efforts that can improve the personal and professional practices of novice and experienced educators in the K-12 public school system.

Chapter III

Design and Methodology

The pedagogy surrounding the skill set of novice teachers is often based on their personal experiences presented during their pre-service training. (Harrison et al., 2006; Viteckova et al., 2016). In the beginning, novice teachers may often face several types of contradictions and challenges, fluctuating between their past experiences, organizational needs, personal goals, classroom management and preparing for the students who are soon to enter their classroom (Viteckova et al., 2016). Collaboration between experienced educators and novice teachers has been shown to help those who are newly qualified to cope with the amount of work they will soon face (Caspersen & Raeann, 2014).

The purpose of this qualitative phenomenological study was to explore the lived experiences of novice and experienced teachers regarding the collaborative needs to support each other success in the K-12 public school system. This chapter addresses topics that pertain to the research design and methodology. The key topics covered throughout this chapter include research methodology and design, population and sample, research design, data collection, data analysis, and limitations and delimitations. The research questions that guided this study are as follows:

Q1. What are the lived experiences of novice teachers regarding the collaborative needs between themselves and experienced teachers?

Q2. What are the lived experiences of experienced teachers regarding the collaborative needs between themselves and novice teachers?

Research Methodology and Design

The methodology for this study was qualitative approach to explore meaning through the participants' lived experiences, perceptions, and opinions of novice and experienced teachers (see

Tracy, 2019). Through interviews, the researcher reviewed paradigms and underlying philosophical assumptions that exist within qualitative research (see Merriam & Tisdell, 2015). This review is presented in the following section.

Constructivism, Positivism, Post-positivism, and Pragmatism

Constructivism is based on the ideology that knowledge is created or constructed by the participants based on their lived and personal experiences (Tracy, 2019). Positivism refers to a logical and objective approach to research design approach (Bernard, 2017). Post-positivism is used to explore objectivity within qualitative research, but it also acknowledges that it is impossible to separate the researcher from the research and the phenomena (Gibson & Atkinson, 2018). Finally, pragmatism indicates that there is an inductive and logical approach to exploring human experiences, which relies more closely on objectivity than subjectivity (Gibson & Atkinson, 2018).

The researcher applied a constructivist approach wherein reality is socially and individually constructed based on the participant's reflections (Gibson & Atkinson, 2018). The researcher also employed an ontological stance, which guides the construction of reality (Tracy, 2019). There are two forms of ontology: realism and relativism. In the ontological construct of realism, a researcher can employ differing instruments to gather objective truth through discovery (Eriksson & Kovalainen, 2015). Using semistructured interviews, the researcher sought to generalize the findings of participants' feedback to different categories and themes and achieve relativism by investigating the lived experiences of novice and experienced educators while understanding their truth toward collaborative needs.

The ontological perspective is important as it dictates epistemology, methodology, and the methods employed by a researcher (Eriksson & Kovalainen, 2015). The following are ontological and epistemological stances:

- Individual truth is not rigid but flexible and interpretive based on viewpoints, personal experiences, and perceptions;

- Human beings construct meaning as they engage with the world they are interpreting; and

- Human reality is subjective, and it depends on how an individual engages with their world and makes sense of it based on their historical perspectives (Eriksson & Kovalainen, 2015).

The ontological perspective that guided this study is the relativistic perspective, which holds that multiple realities exist. In this context, the participants reported perspectives of realities regarding their lived experiences and collaboration between novice and experienced educators. In summary, the study's philosophical focus was to explore, understand, and analyze social actors' worldviews based on their experiences.

The epistemological stance is guided by the idea that research findings are shaped by the researcher's underlying assumptions and the methods they use to gather and interpret data (Creswell & Creswell, 2017). The epistemological perspective demonstrates the significance of the researcher's relationship with the research (Eriksson & Kovalainen, 2015). The chosen research design for this study was a phenomenological design, which is used for exploring how individuals collectively construct meaning from their lived experiences in response to a specific phenomenon (Moustakas, 1994).

Phenomenology

The research approach used in this study was a qualitative hermeneutic phenomenological methodology to explore the lived experiences of experienced and novice educators (Y. A. Lee, 2014). Phenomenology owes many of its foundational tenets to the German philosopher Emil Husserl who cautioned that modern science, specifically the natural sciences, were becoming unmoored from the lived experiences of humans (Suddick et al., 2020). It is impossible to interact with the outside world without it passing through the filter of consciousness, and thus becoming a deeply personal experience. Husserl further argued that assuming phenomena existed without the subjective experience of the observer ignores a foundational component to the equation. For Husserl, phenomenology remained a purely philosophical affair, although further philosophers and researchers would expand his conceptions into the realm of research (Giorgi, 2009; Suddick et al., 2020).

Hermeneutic phenomenology was first articulated by Martin Heidegger, and later expanded upon by his student, Hans-Georg Gadamer (Suddick et al., 2020). Heidegger recognized the utility of phenomenology as a research tool and argued for a refocusing of research on the internal experiences of the individual rather than the "objective" outside world, unlike transcendental phenomenology, which purports to be purely descriptive. Heidegger and others argued that phenomena do not occur in a human-less vacuum, and without an individual and their consciousness, it is impossible to construct meaning out of a natural phenomenon. He argued that each new experience was absorbed into "fore-understanding," the milieu already existent in the individual, yielding an interaction and mutual influence between the fore-understanding and the new experience (Suddick et al., 2020). Heidegger's pupil, Gadamer, later expanded upon his insights, arguing that not only did phenomena pass through the filter of

consciousness, pre-understanding, but also through cultural and experiential interpretations that change the way individuals interact with and understand events (Vessey, 2007).

The insights of thinkers such as Husserl, Heidegger, and Gadamer (2008) have shaped hermeneutic phenomenology, which approaches research and data with a healthy appreciation for the interpretive power of individuals. Events may transpire in a wholly objective manner, but nobody—neither the subject nor the researcher—can form any sort of meaning of the events without them passing through the lens of their own consciousness. Therefore, it is critical for researchers to identify how and why the subjects interpret events through their own paradigms. This research focused on the interactions of novice and experienced educators who shared their own interpretive processes of events and formed meaning and insight into those events. Common forces such as culture, tradition, language, and education also shaped their interpretations. Hermeneutic phenomenology also uses texts and language to help explain the phenomenon (Guignon, 2012) and understand the lived experiences of those affected (Dowling & Cooney, 2012). Phenomenological approaches are guided by key philosophical constructs, which include the concept of being, in the world, encounters with entities in the world, temporality, spatiality, and care structure. Each of these philosophical principles are in turn guided by Heidegger's (1972) construction of being in the world, which though involving external factors (such as the environment), is a holistic experience that includes everyday interactions and subjective experiences. For this study, the researcher collected data through a 60–90-minute semistructured interview. The researcher recorded the interviews using an audio-recording device. The findings of the analysis of the data are discussed further in the proceeding sections.

Bracketing and Bridling

For this research, the researcher used bracketing, a term created by Husserl, to decipher the phenomenological responses that were presented by the participants. Bracketing requires the researcher to put aside their own belief about the phenomenological responses, by refraining from assumptions, judgments, or, perceptions given by the participants (Speziale & Carpenter, 2007). Bridling is similar to bracketing. Bridling, as defined by Dahlberg et al. (2018), includes bracketing, as part of the researcher's plan to withhold bias and personal opinions. Therefore, both procedures require the researcher to define their experiences to avoid making judgments about participant data. Therefore, before conducting participant interviews, the researcher reflected on her own personal lived experiences as both a novice and experienced educator to best interpret the data while focusing on the perspectives from the participants (see Tufford & Newman, 2012).

Researcher's Lived Experiences

My own lifeworld experiences after 17 years in education instilled a belief that investigating the collaborative needs amongst novice and experienced educators is worthy of study. I believe my experiences during my novice year and my journey to this point have influenced my perceptions as an educator. Before conducting interviews with the participants, I reflected on my journey and experiences during my novice year to separate myself from the personal bias regarding the study's novice participants (see Marshall & Rossman, 2016).

I graduated from college with a degree in early childhood education. After my college graduation, I did not immediately seek to be hired in a school because I had to care for my father who was struggling with an illness. A year later, I decided it was time to start seeking a job. I woke one early morning in July with the intent of securing a kindergarten teaching position by

the end of the day. I left the house wearing what I believed was my best outfit (a jean skirt and a pink top) and set off to my very first school to announce I was interested in a position. Upon arrival, the principal met me in the office. She mentioned that the kindergarten position had just been filled, but there was a second-grade position open and asked if I would be interested in that role. Having taught 2nd grade during my student teaching, I said "Yes!" I was immediately interviewed and offered the job on the spot. I remember coming home and sharing the news that I had been hired. My family was in disbelief! How could it happen so that fast? A few weeks later, I was participating in new teacher orientation. During this time, I learned that my classroom was going to be a portable one located outside the school far away from other second-grade teachers. Due to Hurricane Katrina happening a few months before, the school received an influx of children from the New Orleans area. Portable classrooms were necessary to accommodate the incoming students, and during this time, I believe I got lost in the shuffle: I was never given a mentor teacher nor taught the basics of the school (such as where is the copy room and how do I order supplies?).

The first couple of months were difficult. Not only was I far away from my team, but I was also trying to shift through several boxes of curriculum, plan for the weeks ahead, keep up with grading, and try to build solid relationships with my students and identify their academic needs. Many of the students' academic records had been destroyed during the hurricane. I had no way of reviewing their knowledge and skills. I remember feeling that I was "just keeping my head above water." I began to question if I had made a terrible choice in deciding to pursue education. Not wanting to quit, I decided to dig my heels in and try my best. I had to take all "the incoming" that was "was thrown at me" in small pieces. I gave myself the grace to feel my emotions with the determination and understanding that I would not give up on myself.

As the year progressed, everyday routines became doable. However, I still felt as if I was surviving instead of thriving. My principal eventually assigned me a mentor, one who constantly reminded me how many days and hours she had left until retirement! To say she was thrilled to take me on as a new teacher would be a complete lie. I overheard her, more than once, tell other teachers, "Cameron is clueless." It was a sad reality to learn that my mentor thought I was more of a burden than a blessing. Still, I was determined to learn as much as I could about school policies and procedures, believing they would give me greater independence from my mentor.

Around Christmas time in 2006, I was beginning to feel better about surviving my first half of the year, but I was still having to learn a lot through trial and error. After winter break, I was determined to focus on new classroom management routines: organization, procedures, and best practices for teaching students how to enter and exit the school safely (the restrooms were located quite far from the classroom). By the end of January, I felt as if my classroom was beginning to come together. I was gaining confidence in my teaching ability and the new management system was showing to be effective. I felt happier. My students were enjoying the new routines and procedures. I was finally feeling like all my undergraduate training was steering me in the right direction.

Unexpectedly, during the first week in February, my father passed away. I was 25 years old at the time and I was in a state of sadness, confusion, and frustration. I remember sharing the news with my team. I was relieved when they offered to step in and help me plan a week away from teaching. At the time, my principal shared I could take as many days as I needed. Getting back to work, however, helped me keep my mind occupied more than anything else. The rest of that year is now a blur. I often wonder if my students actually learned anything during my first year of teaching.

I often consider my second year of teaching as one of my best. Not because I was an experienced teacher, but because I had learned what not to do in the classroom. I was finally able to relocate inside the building near my team and begin the year with rules and procedures I knew would be effective. My mentor had retired, and the atmosphere within the grade level shifted to a more positive working environment. That second year went smoothly, as did my third.

The beginning of my fourth year I was relocated to a new school. I would be with a new team, learning new procedures all over again. By this time, I had the teaching confidence, yet was still working on identifying meaningful and impactful curriculum. Luckily, my new team was full of experienced teachers. I was able to collaborate effectively, create meaningful and engaging lessons, and disaggregate data for best teaching practices. In my 5th year, I learned that I would be gaining a student teacher who would be with me for most of the year. I remember feeling excited to finally be mentoring someone. I was determined to provide a completely different mentoring experience from my own. I was intentional in allowing her to lead the room and practice her skills, while doing my best to guide her and answer all her questions. I loved being a mentor. It allowed me to nurture a rising teacher and held me accountable for showcasing all that a classroom encompasses. It was also beneficial for me. I had an extra pair of hands and eyes to assist and keep watch in the classroom. Eventually, my mentee graduated, gained a classroom of her own, pursued her master's degree, and is currently serving as an assistant principal.

For the next 6 years, I hosted mentees in hopes of creating strong, collaborative, and confident teachers. To me, this was personal. I wanted to develop teachers who aimed to stay in the profession. I understood that by demonstrating best classroom practices and providing teachers with the necessary tools to be successful was my passion. Of course, not all teachers are

created equal and not all opportunities are fair. A couple of mentees were overwhelmed by student teaching. Even with my support, they realized teaching was not what they wanted to do. I remember speaking to them and encouraging them to pursue the career they really wanted. I had seen and experienced the long-term effects of teacher burnout, and as their mentor, that meant I had to help them find their passion.

In my 17 years as an educator, I have found that supporting teachers, whether new or experienced is crucial in keeping qualified teachers in the classroom. These experienced helped me focus the purpose of this research. After seeing many strong and qualified educators leave the profession within their first 3 years, and, after losing many seasoned educators due to the technology demands during COVID-19, I decided to explore what novice and experienced teachers need to work collaboratively together, to support each other, and to be successful at their profession.

Participants

The sampling methods used for this study was purposive sampling. Purposive sampling is used for selecting individuals from a population-based on eligibility and willingness to participate in the study (Tracy, 2019). Purposive sampling was ideal for selecting five novice and five experienced participants who met the inclusion criteria. The chosen sample size was appropriate for this study, following Moustakas's (1994) guidelines for a phenomenological study, which indicated a minimum number of five participants. In turn, Adler and Adler (1987) recommended the use of 5–10 total participants to ensure that sample saturation is met as well as accounting for attrition (e.g., individuals are leaving the study voluntarily). For the current study, sample saturation in a qualitative study also included gathering data until no new themes emerged (see Tracy, 2019). The researcher determined sample saturation by verifying that no

new information was present after the final form of data collection and member checking was

completed (see Braun & Clarke, 2019).

The participants targeted included general education, experienced and novice educators.

The selection of both novice and experienced teachers was according to established criteria. The

participants in this study had to meet the following:

1.   Be a novice teacher (first year);

2.   Be an experienced teacher (5 or more years);

3.   Employed in a school district in Houston, Texas; and

4.   Must be a general education teacher working within K-5th grade.

The setting of this study was a school district in Houston, Texas. The researcher received

permission to test from the schools to conduct the research (see Appendix B). The eligible

participants in this study had to first provide an informed consent form (see Appendix A). They

emailed informed consent form back to the researcher (see Appendix E), which will be stored

within a password-protected USB drive for 7 years per IRB regulations before being destroyed.

Data Collection

The data collection procedures that guided this study included the steps depicted in

Figure 3.

Figure 3

Study Procedures

IRB Approval

Recruitment
- Participants gathered by researcher and with district itinerant paraprofessionals
- Interested participants contact researcher
- Assess eligibility of participants (inclusion criteria)
- Arrange time for interview

Semi-structured interviews
- Conduct Interview
- Member checking
- Analyze data from semi-structured interviews

Data Analysis of Focus Group
- Write up of Chapter Four and Five

Note. Created for the purpose of this study.

The study commenced with gaining IRB approval. Only after obtaining IRB approval did the data collection and recruitment process continue. Phenomenology can be defined as a way to investigate the common experiences of individuals who experienced the phenomenon (Zahavi, 2018). The instrumentation for this study was a semi-structured interview guide. The interview guide was important as it ensured alignment of the questions the researcher asked the participants with the purpose of the study (Tracy, 2019).

Following the recommendations of Turner (2010), the researcher derived key questions from the most prominent literature themes that arose in Chapter II. The interview guide followed a three-prong approach, per Castillo-Montoya (2016). In this approach, the researcher ensured the interview is aligned with the research questions, created an inquiry-based conversation, and

received feedback on the interview protocol from the dissertation committee (see Appendix D). The researcher completed each of these three steps to create a refined and effective interview protocol grounded within the reviewed literature and the guiding research questions (see Castillo-Montoya, 2016). The interview questions for this study are presented in the following sub-section.

General Questions for Both Experienced and Novice Educators

1. What were your motivations to pursue education as a career?

2. What approaches, strategies, or methods from your educational training has been most useful in your professional life?

3. Please describe how your course work, professors, or special insights prepared you for teaching.

4. As an educator, what does the word "collaboration" mean to you and what role does it play in your professional life?

5. Please describe the experiences you had with other educators in the classroom?

6. Please describe the experiences you have had with other educators outside the classroom, such as in professional development or other similar workplace arenas.

7. What role does school culture play in the training and support of educators?

Interview Questions for Experienced Educators

1. Please describe your experiences in K-12 education over the past five years.

2. What role did more experienced mentors play in your professional development?

   a. Was this mentorship taken on personal initiative or was it mandated by the school?

   b. What kind of support do you wish you had that you did not get?

3. As an expert educator, how do you perceive and experience collaboration with novice educators?

   a. Please describe a previous experience that you had with collaboration between yourself and a novice educator.

   b. What was useful or not useful about this experience?

   c. What could improve this experience to better facilitate collaboration?

4. What programs, initiatives, or resources would be helpful in training and retaining novice teachers?

   a. How can collaboration be used to this end?

5. Do you have any final thoughts or comments you would like to add?

Interview Questions for Novice Educators

1. Please describe your experience in K-12 education.

2. In what ways are you well supported by the school and what kind of support is lacking?

3. As a novice educator, how do you perceive and experience collaboration with experienced educators?

   a. Please describe previous experience with collaboration between yourself and an experienced educator.

   b. What was useful or not useful about this situation?

   c. What could improve this experience to better collaboration?

4. Was this collaboration required by the school or on personal initiative?

5. Please describe specific recommendations or strategies you would like to see implemented based on your experience as an educator for collaboration in a school setting.

6. Do you have any final thoughts or comments you would like to add?

The examination of the trustworthiness of the interview and focus group guide occurred through an expert panel that consisted of professionals in education with terminal degrees. The use of the expert panel contributed towards credibility by establishing the quality of the instrumentation to gather rich data from participants. The use of an expert panel helped demonstrate the appropriateness of the methodological approach used in developing the instrumentation guides, establishing the dependability of the instrumentation. Additionally, the researcher addressed confirmability by ensuring the guide was appropriately developed for future researchers who desire to replicate this study's methodology.

The semistructured interviews data collection occurred first online using Otter AI and Microsoft Teams. The researcher arranged the semi structured interviews with the corresponding participants via email and emailed all participants a copy of the interview questions several days in advance. Before the researcher began the interview, each participant signed an informed consent form was signed. The semi structured interviews commenced with a reiteration that the individual may leave the study at any point voluntarily. The researcher then conducted the interviews and after asking all questions, the researcher thanked the participants for their time and encouraged any questions before reading a debriefing statement (See Appendix F).

The researcher then ended the interview and obtained the transcriptions produced with Otter AI software. The researcher proofread each transcript for accuracy after transcription. The researcher assigned the participants pseudonyms, such as "Kasey" or "Candace," to protect their confidentiality and completed member checking by providing a summary of the transcripts to each participant to review and return to the researcher (See Appendix G) (Tracy, 2019). Data

analysis procedures following Braun and Clarke's (2019) six-step guide to thematic analysis followed the data collection.

In transferability, the researcher demonstrated guiding research methods to enable other researchers to replicate the study in the future if they desire (see Denzin & Lincoln, 2011). Transferability refers to the application of understanding the study in differing contexts or settings (Babbie & Mouton, 2002). The researcher established the interpretation of the data, which was transferable through the mitigation of personal bias and the development of a clear purposive sampling strategy (see Babbie & Mouton, 2002). The researcher employed a purposive sampling strategy to address the issue of transferability (see Babbie & Mouton, 2002).

Dependability refers to the development of the researcher's credibility in terms of data interpretation and methodological development (Babbie & Mouton, 2002). Dependability included consideration of data validity through audit trails as well as engaging a reviewer for the coding criteria. The researcher employed each of the audit trail methods in the current study to improve and ensure the dependability of the study (see Babbie & Mouton, 2002).

Credibility refers to the value of the findings to represent the reality of the participants' reflections (Denzin & Lincoln, 2011). The credibility of the study depended upon the methods of analysis used by the researcher (Babbie & Mouton, 2002). The researcher employed methods such as member checking and triangulation to ensure that the participant's reflections were accurate depictions of the experiences as expressed by each participant (see Babbie & Mouton, 2002). For this study, member checking assisted in addressing credibility.

For confirmability, the researcher used bracketing to reduce researcher bias throughout the study (see Denzin & Lincoln, 2011). Member checking, which involved the distribution of a transcript for participant review, was also used to increase the consistency and confirmability of

the findings (Denzin & Lincoln, 2011). Confirmability refers to the development of a research strategy that can be later replicated by future researchers. The confirmability of the study included the development of a study design that was devoid of researcher bias and could be appropriately replicated if desired by future researchers.

Analytical Methods

The process of data analysis using thematic analysis included addressing each transcript and searching for similarities between these texts as a means of identifying emergent themes (see Figure 4).

Figure 4

Coding Procedures

| Familiarization |
| Coding |
| Category Creation |
| Identification of Themes |
| Write up of Chapter Four and Five |
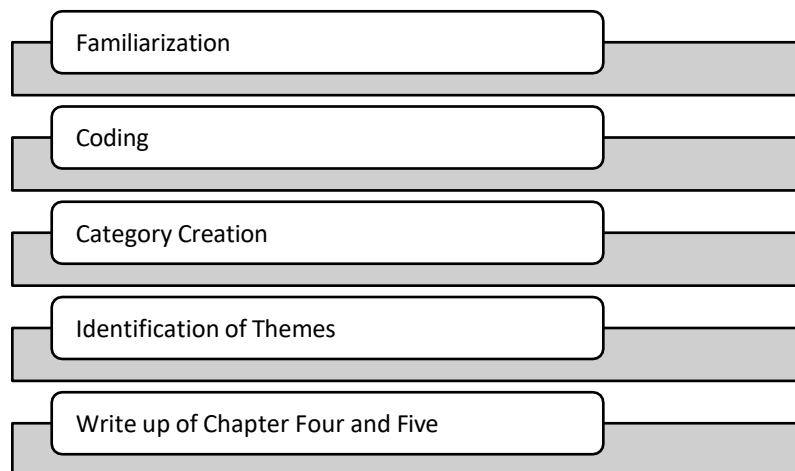
Note. Created for the purpose of this study.

The thematic analysis process followed Braun and Clarke's (2019) six-step guide to thematic analysis for axial coding. Axial coding is the process in which larger sets of data (e.g., each interview) are broken into smaller pieces (Tracy, 2019). Data analysis occurred using NVivo 12 as an organizational tool—for storing data and organizing the similarities in texts during coding and grouping. In this process, the researcher only used the tool for organization, and all

coding procedures are produced by the researcher. The following six steps of thematic analysis

by Braun and Clarke (2019) guide this data analysis procedure.

Phase One: Gaining Familiarity with the Data

The first phase of research involved becoming familiar with the transcripts (Braun &

Clarke, 2019). The familiarization process involved reading and re-reading the transcripts to gain

a deep understanding of the transcripts (Braun & Clarke, 2019). The aim is to ensure that the

researcher is familiar with each transcript and is prepared for the following five steps (Braun &

Clarke, 2019). For this process, the researcher read each transcript two to three times. This

process involved carefully considering and acknowledging each transcript in order to gain full

familiarity with the textual data.

Phase Two: Identifying Initial Codes

In the second phase, the researcher created initial codes and then reviewed each transcript

and tags similarities in texts (see Braun & Clarke, 2019). Codes are the building blocks of

thematic analysis, which helped create categories that resulted in emergent themes. The

researcher tagged each similarity in the textual evidence as a "code" in NVivo. For this purpose,

the researcher noted, highlight, and tagged any similarity as a code using the organizational

software NVivo. Subsequently, the researcher grouped the codes to create categories in the

following phase.

Phase Three: Searching for Emergent Themes through Categories

In this third phase, the researcher began searching for themes by grouping the initial

codes into categories (Braun & Clarke, 2019). Braun and Clarke (2019) noted that researchers did

not choose themes, but instead grouped similarities in codes, which lead to emergent themes

within the data. The researcher created categories by reviewing the similarities in each of the

themes and identifying the relationship between these with each other. The created categories were based upon the similarity identified within codes by the researcher. The themes that emerged from the categories are presented in the following phase, reviewing themes (see Braun & Clarke, 2019).

Phase Four: Reviewing Themes

In the fourth phase, the researcher reviewed the categories and developed emergent themes (see Braun & Clarke, 2019). My dissertation chair reviewed each theme that emerged and provided feedback for consideration. Reviewing these themes ensured that grouped codes were linked to each theme, increasing the transparency and credibility of the study (see Braun & Clarke, 2019). The researcher also created a table of associated codes, categories, and themes. The associated code and theme tables demonstrated alignment of the problem with the purpose and the research questions as shown in Chapter IV. Each theme also aligned with the problem, the purpose, and the research questions, which the researcher and the dissertation committee reviewed.

Phase Five: Defining and Naming Themes

The fifth phase involved naming and defining each theme (see Braun & Clarke, 2019). The researcher assigned each theme a descriptive and accurate title. The development and definition of these themes served as the framework for developing Chapters IV and V.

Phase Six: Presenting Results

For fifth phase, the researcher developed a list of tables, codes, categories, and themes for presentation in Chapter IV. These elements were ideal for contributing to the "audit trail" that linked each theme with data for increased credibility (see Braun & Clarke, 2019). Next, I

developed Chapter IV by providing a description of participant demographics, data analysis

procedures, and a discussion of each theme.

Validity and Reflexive Journaling

Potential threats exist that could impose skewed validity of qualitative data to the

researcher. The first threat is personal bias. Having been in education for 16 years, acting as an

educator, behavior coach, and fill in administrator, the researcher had a desire to make sure that

general educational teachers feel safe and supported within their workspace. The researcher also

had desire to "make everything better" and, as such, needed to keep personal bias out of the

study. For this study, the researcher used reflexive journaling. The use of reflexive journaling

cannot purely eliminate the bias of the researcher, but is useful for noting the possible biases that

could interfere with the findings of the study (Connelly, 2010). It was also important to address

the ethical considerations, which were central to the role of the researcher.

Ethical Considerations

The first ethical assurance was gaining IRB approval to conduct this study before any

form of recruitment or data collection (see Appendix C). Ethical assurances were key to guiding

a well-formed and credible study (Adashi et al., 2018; Sanjari et al., 2014). For this study, the

three principles of The Belmont Report (1978) guided the ethical assurance of this study. The

three principles include persons, beneficence, and justice (The Belmont Report, 1978).

Participant protection entailed using pseudonyms and ensuring a signed consent form. The

researcher then made all participants aware of the study and any risks the study could impose.

The researcher expected little to no harm in this study. The use of the interview guide,

however, ensured that all participants were asked the same questions, which distributed harm

equally. Finally, the principles of justice ensured that all participants received the same benefits

of the study. Measures to maintain confidentiality throughout the study included using pseudonyms rather than the participants' names and identities. The pseudonyms such as "Tracy" or "Jim" replaced the individual's actual names as a means of improving the confidentiality of the study. The ethical assurance of this study also included the protection of data. For this purpose, the researcher stored the data in a password-protected USB drive. Only the researcher can access this drive in their own office. The data will be stored per IRB regulations for 3 years and then permanently destroyed.

Limitations

The limitations of this study related to the truthfulness of the participants, the self-selection of volunteer participants, and the doctoral timelines of Northwest Nazarene University, which determined when data could be gathered.

Delimitations

Delimitations of the study included participant selection criteria established by the researcher and the researcher's decision to draw the sample from the 45,000-teacher population within the Houston area schools.

Scope of the Study and Research Questions

The scope of this study was an investigation of the collaborative needs among novice and experienced teachers. The methodology included semistructured interviews with five novice and five experienced participants (all general education teachers) teaching in a K-5th grade setting in Houston, Texas. The purpose of this study was to gather information regarding how novice and experienced teachers perceive collaboration within their school, with each other and perceived collaborative needs (personal or professional) they have to feel successful.

The research questions are as follows:

RQ1. What are the lived experiences of novice teachers regarding the collaborative needs between themselves and experienced educators?

RQ2. What are the lived experiences of experienced teachers regarding the collaborative needs between themselves and novice educators?

Conclusion

Novice and experienced educators require collaboration in the workplace though it is unclear which collaborative efforts benefit novice and experienced teachers. Further, the collaborative process can improve the ability of novice and experienced educators to meet the needs of students (Kolleck, 2019; Schilder et al., 2019). For this study, the researcher used a qualitative hermeneutic phenomenological methodology to explore the lived experiences of novice and experienced educators (see Y. A. Lee, 2014). The data collection method included semistructured interviews to gather qualitative data to aid in understanding how these educators perceive collaboration. In summary, framework that underpinned this study consisted of Malcolm Knowles's Adult Learning Theory and Moustakas' (1994) guidelines for a phenomenological study.

Chapter IV

Findings

This study examined collaboration between experienced and novice elementary teachers in public schools.   Research on effective collaborative needs has mixed results (Da'as & Qadach, 2018; Donaldson & Mavrogordato, 2018; Kolleck, 2019; Schilder et al., 2019). Previous research recommended a renewed focus on collaborative efforts that were mutually beneficial for experienced and novice educators such as creating a collaborative climate, collaboration through professional development, and collaboration with community stakeholders (Da'as & Qadach, 2018; Donaldson & Mavrogordato, 2018; Kolleck, 2019; Schilder et al., 2019). The review of existing literature revealed a gap regarding effective methods of supporting educators through a collaborative approach, which may benefit both experienced and novice educators in the classroom. The purpose of this qualitative hermeneutic phenomenological study was to explore the lived experiences of five novice and five experienced teachers regarding their collaborative needs to support each other's success in the K-12 public school system. The researcher sought to answer the following two research questions:

RQ1. What are the lived experiences of novice teachers regarding the collaborative needs between themselves and experienced teachers?

RQ2. What are the lived experiences of experienced teachers regarding the collaborative needs between themselves and novice teachers?

This chapter includes the study's findings from interviews with 10 general education participants addressing their collaborative needs. Chapter IV is organized into four sections: (a) Description of the Study Participants, (b) Description of the Methodological Approach,

(c) Description of Data Collection and Data Analysis Procedure, (e) Presentation of Data and the Findings, by research question.

Role of the Researcher

Before reporting the findings, it is important to note potential validity threats. One of them was a personal bias. As the researcher, I have been in education for 16 years, acting as an educator, behavior coach, and fill-in administrator. I have a strong desire to make sure general education teachers feel safe and supported in their workspace. Moreover, I have a desire to make everything better. I identified my biases and assumptions, which may have affected the conduct of the study, and eliminated or minimized them. As the researcher, I also addressed the ethical considerations central to the researcher's role. For example, I recruited many of the participants in this study by word of mouth and through the help of district itinerant professionals. Taking into account the nature of the connection, I was sure to never exchange any participant interview conversations or even communicate the chosen participants to district personnel.

Section 1: Description of the Study Participants

Anonymity of Participants

Anonymity is broadly understood as protecting the identities of research participants. Anonymity ensures that the researcher, or any other individual, cannot identify the research subjects (Dougherty, 2021). In this study, the researcher ensured anonymity by not collecting information such as names of individual schools in the district. Furthermore, responses cannot be linked with the identities of the participants. Moreover, to conceal the identities, the researcher assigned each participant a pseudonym such as "Linda," "Brandy," and "Scott.

Demographics

The 10 participants were elementary general education educators and consisted of five novice teachers in their first year of teaching and five experienced teachers with a minimum of 5 years of experience. All participants worked in a large school district located in Houston, Texas. All participants held a bachelor's degree in education or a related field, with one experienced educator holding a master's degree. In addition, nine were female, and the participants represented diverse racial and ethnic backgrounds (see Tables 1 and 2).

Table 1 *Experienced Teachers*

Fictional Name	Gender	Ethnicity	Age range	Works in a large school district in Houston (Yes/No)	Years of teaching	School standing	School size
Jody	Female	White	50–60	Yes	25	Non-title-one	593 students
Scott	Male	White	50–60	Yes	25	Non-title-one	602 students
Candace	Female	Black	50–60	Yes	33	Non-title-one	577 students
Kasey	Female	White	30–40	Yes	10	Title one	559 students
Linda	Female	Black	60>	Yes	31	Non-title one	562 students

Table 2 *Novice Teachers*

Fictional Name	Gender	Ethnicity	Age range	Works in a large school district in Houston (Yes/No)	Years of teaching	School standing	School size
Mary	Female	Hispanic	20–30	Yes	Less than one	Non-title-one	593 students
Sally	Female	White	20–30	Yes	Less than one	Non-title-one	602 students
Heather	Female	Hispanic	20–30	Yes	Less than one	Non-title-one	577 students
Kelly	Female	Asian	20–30	Yes	Less than one	Non-title-one	559 students
Brandy	Female	White	20–30	Yes	Less than one	Title one	562 students

Note. The profiles illustrate, with selective italicized quotations, how the six themes emerged.

Participant Profile: Experienced Teacher "Jody"

"You know, trying to get back to normal just feeling like this was going to be the first year that it was going to be semi-normal" (Jody)

Introduction

Jody is an experienced teacher with more than 25 years of teaching elementary education. As the camera loads, Jody is smiling and saying that she is somewhat nervous to be part of this interview. Jody has held the same position as a first-grade teacher for all 25 years of her career. She thanked me in advance for giving her the questions so that she could feel better prepared. Jody is relaxed and happy and presents a composed disposition. Jody is a White female between the age of 50 and 60 and holds a bachelor's degree in elementary education.

Her school has an enrollment of 593 students and a socioeconomic status of non-Title 1. She has been in her current district for more than 25 years after a long-term substituting job turned into a permanent teaching position. The interview took place on Microsoft Teams at 4:11 PM on October 25, 2022. As the conversation began, I asked Jody what made her become an educator. She responded,

Well, after really struggling to think about what I wanted to do, my mom was also a teacher, and her saying was always do not become a teacher. And I saw her work very hard, but I really just had a love of children. And that was really what motivated me the most. I just wanted to do something with children and back then, that was really all I really knew to do. I knew that being around kids was going to help me so that's what I did.

Upon hearing her response, I asked Jody a follow-up question about whether her mother was upset with her for going into education. She replied,

> Not at all. She was actually a high school teacher so there was a difference there. For sure. I did not want to do that. I knew for sure. I did not want to work with older kids. I really liked the younger ones so that's the direction I went. I loved my education classes; I just really loved that part of my educational journey. I was not a big fan of the basics and all that stuff that you had to kind of get out of the way first but once I got into the education courses, I really knew that was where I wanted to be.

The Collaborative Process

During our interview, I wanted to learn more about what collaboration in Jody's team looked like. I provided Jody with interview questions in advance and during the interview, Jody responded to 10 out of the 13 experienced teachers' collaborative needs that I previously identified in the literature review subheadings. The following interview statements from Jody are her personal experiences with collaboration as an experienced educator:

- Collaboration: "We collaborate well together, we plan well together."
- Impact of lacking collaboration upon expert and novice educators:

  So the district just gives you these suggestions as a mentor. They give you kind of like an agenda and say, hey, talk about this, with your mentor, but you don't have to turn anything in. You don't have to report anything you turn in. I'm supposed to go once in the fall to observe a lesson and then we can take notes and stuff on that. We turn in like a log about how often we meet. It's just hard to do like how to keep my log when we don't have a schedule, you know what I mean? And I wish there were like standard like every day every Monday y'all need me at this time and y'all need to go, you know, see if there's any

questions or things to go over, because I feel like you know how busy we are. I feel like when I go to her if she is busy, it's not a good time or she comes to me she might feel I'm busy. I feel like we're not in sync as much just because there's not a specific designated time where they say you have to meet with your mentor.

- Personal and professional needs and the effects of collaboration for novice and experienced teacher support: "I'm always feeling like, does she need my help? If she doesn't need my help? I don't want to, you know, I don't know, right? That's just my problem."

- Collaboration through school leadership support:

Stepping up to like, go ask somebody, like hey, do you want to cover my class so I can go watch you teach a lesson? Or hey, do you want to cover her class? I know they put that out there at the beginning of the year, but I think then everything kind of just starts getting going and I just haven't taken the time to do that. We, you know, she's come in here once for a quick little lesson. But I feel like maybe that would be something if they scheduled it and just said yes, you have to do this versus we get up to me, because, you know, it's life gets going and you feel like things, you know, so maybe just having a yes, you know, this day you're going to model this lesson and somebody's going to come in and cover her class and then you know, and just have more of a specific schedule. I think our leadership support has been very positive.

- Team building and internal school resources: "Team building, I think we're getting better at that. So that's kind of you know, starting to improve, I think, Well, maybe just like teambuilding working with grade level and subject level groups."

- Impact of collaboration:

  I feel like we have a really cohesive team. We collaborate well together and we plan well together. I feel like we all know when it's, you know, when we need to step up to help in a certain area, when somebody else might need a little more help. You know, I feel like we all really kind of boost each other and help each other out a lot. We, you know, did a lot together, we could collaborate and I can help her with anything she needed or any questions. This year. I'm a mentor to someone that's not on my team and are we have our differences. So it's really hard I keep I keep trying to reach out and trying to remember to check in but it's really hard because I don't know how much help she needs. I just think sometimes it might be easier if there was a set schedule.

- Personal and professional needs of experienced educators:

  So as nice is our district is, you know they let us kind of work together in that sense. It was a lot of work, but it was really, I mean, I learned a lot you know, yeah, you felt I felt sometimes well, you know, I do have experience but my experience, I felt a lot of it. Other than maybe like say the discipline, the classroom management stuff was kind of all the same, but the educational piece, I had to relearn all that. I realized and I feel really a lot worse about this year than last year. I survived the pandemic, I had to learn technology and now I'm having to relearn the classroom curriculum.

- Effective support systems: "I mean, definitely have a great team. I have a great supportive colleagues and they're, you know, great. They don't make me feel as old as I am."

Jody did not offer insights into three interview areas: Resources and Training, Personal   and Professional Needs of Novice Educators and School Atmosphere.

- Administrative leadership: "We have really good leadership. I feel like at the school yeah, I mean, basically, those are probably the main things that stand out to me."

- Professional development:

  I feel like this year we've definitely been able to as a faculty bond more because we've, you know, been able to have faculty meetings in person and things like that. Also, professional development. That's, you know has been pretty helpful for sure.

Connection to Knowles' Andragogical Theory

Throughout this interview, Jody made references to Adult Learning Theory. For example, Jody preferred to be involved in the planning instruction and evaluation of her learning: The application in what I am learning, the training activities, which you kind of just get to try things out, maybe, you know, in small groups where you're trying things out with other teachers and then you can kind of see what works and what doesn't work.

Jody also joked about the struggles she faced as an online teacher during the COVID-19 pandemic, stating, "I'm technology challenged. If I hadn't had my team, I may have thought about retirement. One of our younger teachers walked us step by step through our online platform, it was a nightmare."

Jody mentioned she has to learn material that is relevant to her career or personal life. For example, Jody shared how she is more of a visual learner. She discussed with me how she was never good at listening to a lecture and still not good at listening to audiobooks. If she can physically have the book in front of her, then it is easier for her to comprehend otherwise her mind will just start wondering. Jody also made a connection to problem-solving. For example, she mentioned how she was very nervous coming back into the classroom after being online for so long. She had to rethink how to use her classroom materials in a new way as opposed to using them for asynchronous learning.

Emerging Themes

A theme that emerged in this interview was Jody's desire to want to work with novice teachers to guide them specifically in the areas of classroom management, classroom library organization, and how to properly use the district manipulatives provided to novice teachers at the beginning of the year. She noted that time constraints and a lack of district clarification in her role may play a part in why she has not been as collaborative as she would like to be with the novice teacher she is mentoring this year.

Summary for Jody

Jody credited the cohesiveness of her team and their willingness to help each other as one of the reasons she loves what she currently does. Jody has many years as a mentor teacher and enjoys being available to help novice teachers in the school. More than once, Jody discussed the anxiety she felt during the pandemic and having to switch to asynchronous learning. She credited her younger team members for guiding her and showing her new ways to be creative. Jody is a tactile learner and enjoys activities in professional development in which she can be immersed in the experience rather than just listening to a lecturer.

Participant Profile: Experienced Teacher "Scott"

 I felt optimistic. I felt hopeful that I had a lot to give. Now I feel like I have done good things and appreciate it but I'm drained and kind of emotionally shot not looking forward to the day-to-day. (Scott)

Introduction

The meeting with Scott took place on November 10, 2022 on a Microsoft Teams and after his school's dismissal. He started by saying, "I'm sorry I'm late, my computer was having technical difficulties. Our campus just upgraded our laptops and I had to learn how to reconnect

my speakers to the projector." Scott has been a teacher for 25 years and most recently transferred from high school to elementary general education. His previous background was in high school music; however, he decided to try the elementary route to see if he could make a difference in young children's lives. Scott mentioned that he came from a long line of educators and although education was never his first professional choice, he ultimately followed in his family's footsteps.

Scott holds a Bachelor of Science in music education and a master's in engineering. Currently, Scott is an elementary general education 5th-grade teacher who works primarily with intervention students or those with elevated behavioral issues. Scott is a White male between the age of 50 and 60. His school's enrollment is 602 students with the socioeconomic status of non-Title 1. This interview took place during the middle of his first year at an elementary school. Shortly after the interview began, Scott let me know that he will be resigning from his position during the Thanksgiving break. When I asked Scott if he felt comfortable sharing why he felt this way he said,

> You know, there's no such thing as an easy year. I didn't think that with teaching you can feel competent and happy, but it was a wonderful career as I was raising my two sons because of course, I had summers off with them and Christmas etc. I even worked at their school for about eight years and got to see them, you know, and so there's some wonderful perks and it just worked out. Well, I've had two very tough years. One was about eight years ago, and this one actually right now has been one of the most difficult years for me. And so actually, yeah, I'm looking at transitioning out of public ed and into the corporate world, which is huge.

Scott mentioned he was not prepared to face the behaviors that came with teaching elementary students. He also shared that a lack of involvement from his mentor teacher and a dysfunctional team were the driving factors.

The Collaborative Process

During my interview with Scott, I wanted to learn more about what collaboration on Scott's team looked like. I provided Scott with interview questions in advance and during the interview, Scott responded to 11 out of the 13 experienced teachers' collaborative needs that I previously identified in the literature review subheadings. The following interview statements from Scott are his personal experiences with collaboration as an experienced educator:

- Collaboration: "One negative experience with what should have been one of my coworkers. Then some of the paraprofessionals I work with. One experience is immensely positive, and one has gotten kind of downtrodden."

- Impact of lacking collaboration upon experienced and novice educators:
  So I was assigned a mentor I believe she was in a similar position at one point as a parent or something. And anyway, she touched base with me around week three or four and I was given a list with names. And she said, well, listen, I know you're a seasoned teacher. She says, I'm just letting you know I'm here if you need me. Just let me know if you need anything, but I'm sure you're good. And so she did that. And I haven't really talked with her since I reached out to her. She hasn't reached out to me. You don't ask for help when you really need it. And if you are checking in on someone, and even if they're not asking for it and you are just close by and in proximity for questions, scheduling that time even if it's not needed. I think that that's important because if nothing else teachers need to

process their experience and what they're going through. Going into the first year of teaching is you know, it's rough. It's just the nature of the beast you know, kind of thing.

- Personal and professional needs and the effects of collaboration for novice and experienced teacher support:

I think the mentor they gave me it was like the closest thing that I could find to my position, but she wasn't necessarily in my position at any point, so I didn't reach out to her a whole lot because I didn't know if she'd actually know either. Not having been in the shoes so to speak. But I would have liked to be part of the three-teacher team. I would have liked if one of the teachers had been seasoned and competent and welcoming and shown me a lot more because I did have a lot of questions that I needed answered.

As an experienced teacher, it was my choice to welcome new teachers on campus and to always be available to answer any questions they had. Knowing that sometimes they wouldn't come to my room, I tried to work with him to instill that they were safe to ask me questions. Even though I'm an experienced teacher, I feel almost novice in this role. I'm asking questions but my teammate doesn't want to answer them. I think it's so important to let a new teacher know that you are available to help them answer any questions they may have.

- Collaboration through school leadership support: "I think maybe the most important thing, I think checking on them regularly and being readily available."

- Team building and internal school resources:

How do I feel about teamwork? You know what, when you have a good team, it's inspiring. And it's, it makes you want to work hard for each other. And when you can have even one member who's not invested, or they don't particularly want to be there or

whatever that it can really kind of destroy the team. Morale, I guess, so. Yeah, it's important to have good members and I guess keep them happy. I don't know. It's tough. I've had several teams that I guess where I supervised and, you know, it's tough to. It's tough. But yeah, it's important.

- Impact of collaboration:

    To me, collaboration means purposeful, because I think there's a lot of socialization that can take place that isn't necessarily geared towards directives and things we need to get done. Non-evaluative feedback that that's pretty good to just from anyone. specific feedback is good too. So, my initial team members were new to this district and position as well so they were asking a lot of the same questions. And the third person, she, unfortunately, did not really want to be here and wouldn't answer any questions. I was told I was asking too many questions and was not particularly welcoming. So that was in my direct kind of classroom experience across the campus. When I've asked questions, people have answered them at grade level, for example, and I was welcomed very much by the fourth-grade team. They were very welcoming. But I have to say, I don't typically get all of my lunch or all of my planning period, just transitions or things that happen. And so I missed most team meetings and did not get to attend them. So as far as the grade level so I didn't get to collaborate a whole lot. But people, people for the most part were genuinely helpful.

- Personal and professional needs of experienced educators:

    Working with a positive team that is competent or wanting and willing to learn also one that takes initiative. Technology support, so much at this school is different from High-School. I had to have the young teacher down the hall help me.

- Effective support systems:

  The vast majority know that the teachers that I only work with kind of peripherally they

  it's been awesome. I think most of them are very friendly, and supportive. It was

  welcoming, even though I don't work with them a whole lot. My initial teammate was

  toxic, and negative. She didn't want to be in the position she was in. Others were

  optimistic, positive, and uplifting. This also says something about me too, because I know

  there are people that can work with all types of people, and whatever happens doesn't

  faze me and I just do my job the way I need to do it and it's just a job. But for me, it

  affects me when there's conflict, and dissonance, which made it more difficult for me.

Scott did not offer insights into Resources and Training and Personal and Professional Needs of

Novice Educators.

- School atmosphere:

  School Climate just coming into the school, it seemed like it there was a place of good

  learning and positivity and a school purpose. I mean, originally the reason I took the job

  was for students and you know, trying to make a difference in the world and all those

  things teachers do.

- Administrative leadership:

  I've been happy with my principals. They have tried to be very supportive. I think that

  there's a little bit of an experience where they haven't known how to always be supportive

  at what I need, but they have they've tried their best.

- Professional development: "I had pretty good professional development, the very

  beginning of the year I had three weeks' worth of training, and most of it was not

  redundant. It was useful."

Connection to Knowles' Andragogical theory

During this interview, Scott connected with adult learning theory. He understood that making mistakes helps him learn; however, he was not prepared to deal with the uncooperativeness of his team. Scott was hopeful that his transition to elementary school would be a positive and beneficial one for younger students even though he was not familiar with the curriculum design. Scott mentioned he was confident enough to take on the teaching material and would find a way to teach it through trial and error, if needed.

Emerging Themes

An emerging theme in this interview was Scott's desire to be part of a collaborative team. Scott's situation was unique, as even though he was an experienced teacher, he was brand new to his campus. Scott struggled with the dynamics of a dysfunctional team, which ultimately led to him searching for another job. Scott mentioned several times how he wished his mentor teacher would have checked on him and his immediate team members would have made him feel more welcomed.

Summary for Scott

Scott believed that he could have a positive impact on young students. He admitted that he was not prepared for the hardships he would face in his small team nor for the attitudes of the teachers who did not want to be there. Throughout this interview, Scott made several references to the components of adult learning theory. Examples of these include Scott wanting his teaching and involvement in the school to be relevant to his job. He said,

> Being in education as long as I have I know there's a lot of things that are constantly
>
> changing and a lot of them are not as relevant as they sometimes appear. I need variety

and presentation. As long as I feel competent, I like variety and want something to be

dynamic.

Scott went on to talk about his experience and the process by which he decided to leave high

school after 24 years to take on a new challenge:

I'll admit that I may have jumped into deep waters without a life vest. Sometimes I wear

my heart on my sleeve and I went into this with the intention I am going to take on a new

challenge and change students' lives. Looking back, I'm glad that I now have this

experience because it's helped me to appreciate everything that elementary teachers do.

Not that I didn't have an idea before, however, I had never been one so I'm proud of

myself for learning something new. I believed if I could bring my experience with

working with older kids with me that maybe, I could have a new spark lit for education

again. Sadly that was not the case, but, I'm leaving with way more knowledge than how I

came in so I'll chalk it up as a win.

Participant Profile: Experienced Teacher "Candace"

 "It just took me a while to become a teacher or go to college right after graduating from high

school." (Candace)

Introduction

The interview with Candace took place on November 13, 2022, at 12:00 PM using

Microsoft Teams. Candace is a generational teacher with more than 33 years of experience

teaching various grades, but she has spent most of her time as a fifth-grade teacher. She is an

African American female between the age of 50 and 60 working in a non-Title 1 school that has

approximately 577 students. Candace is relaxed in her kitchen at the start of this interview.

Behind her, her mother, a retired teacher, gives me a wave. As the interview began, I thanked

Candace for her participation and began the interview by asking her why she went into teaching. Candace responded,

> Um, to be honest, it took me a while before I was actually motivated because um, right out of high school, I just left with my husband who was in the military and I did actually some corporate jobs and I did some jobs like working with kids. And you know, like in daycares, and things like that because we moved around so much, and my mom and dad are both teachers and I was trying not to go that route. Maybe even I was thinking about doing something in the medical field, but I don't know what I was. Just kept coming back to being a teacher. So, I think probably they were my biggest motivation but my true motivation to become a teacher was my is my younger sister. We are a year and six months apart. She's actually been teaching longer than I have. She recently retired a couple of years ago, and then she's a rehire now doing an intervention so she was my biggest motivation.

As the interview continued, Candace shared all of the places she lived during her husband's time in the military:

> So we moved around a lot. My husband was in the military at the time. I was in Washington State and decided to go to Pacific Lutheran there in Tacoma, I had just gotten into the teaching program there as well. That's actually where I did my practicum and student teaching, and it was a good experience. I had great teachers, and I had a great mentor teacher, whom I started out with, I believe she was a third-grade teacher and that was a really great experience. So when we moved back to Texas, I went to the University of Texas at the Permian Basin and joined the teaching program there. They were so kind to take my practicum and student teaching from Washington state so I didn't have to

student teach. I ended up getting a degree in history and then I got my teaching certificate

from there. So that's kind of how it all came to be.

I continued questioning Candace about her family history. Because she comes from a long line of

educators. I asked Candace whether she would feel comfortable sharing why so many people in

her family chose education as a career path. She responded,

Yeah, I'm thinking it was because of their upbringing. My dad was the product of divorce.

And he was one of three brothers and their dad took him away from their mom. But they

always kept close you know, contact with her but he was a hands-on kind of thing kind of

person. They did yard work and did a lot of construction and that kind of stuff. He was

well versed and doing things with his hands and those kind of things that went into

education, I guess just to better himself. He had all the great you know, background

abilities from his upbringing. My mom the same way she was the product of a single

mom that remarried and her mom just wanted her to be more than then when she was so

she just she's going into education as well.

The Collaborative Process

I asked Candace to share her thoughts on her current facility's condition. She rated her

school at two out of three in regard to what she believes are appropriate conditions. Below are

Candace's responses to the questions the interview questions. During this interview process,

Candace touched on 11 out of 13 experienced teachers' collaborative needs that were previously

identified in the literature review subheadings. The following interview statements from Candace

are her personal experiences with collaboration as an experienced educator:

- Collaboration:

  I was a mentor teacher. It was the COVID year. I was asked to be a mentor teacher and it was fun because the mentee was willing to learn and listen and believe what you know, believed in coming to me and seeking that, that guidance and so that helped too. I get along with everybody that's on staff. As far as working closely with anybody else, I can't say that for another grade levels. I really haven't, but just in passing and things that we share and talk about, you know, that's going on in our lives and our everyday teaching lives. I think I can pretty much relate to everybody and we always can have those conversations. If needed, or whenever, you know, just in passing. These days, collaboration means to put a plan in action and it's like a kind of like a recipe we have this to pull from or this to choose wrong. And if it works, if it doesn't work for you, then there's other things we can pull from or other resources but we have that plan in place. And it's always something you can fall back on. So I look at it as everybody sharing putting their ideas, taking them with the curriculum has choosing what's best for you. And if that's not working, then there's always something else. But then we could always go back to the drawing board and say, Hey, would it work for you show me what you did? That kind of thing. And we'll go from there. So that's the part I like about it and having the time to do that.

Candace did not offer insights on Impact of Lacking Collaboration upon Expert and Novice Educators.

- Personal and professional needs and the effects of collaboration for novice and experienced teacher support:

  Just make sure that I'm honest, and I can help in any way and give you any advice that you know they might, might need. I always say that if I can't get the answer, or don't have the answer for you, I'll find someone who can because I don't think I know everything but I do know a lot about you know some things as you know, by being has taught as long as I have and, and we can just go from there. It just depends on the situation. I would probably say just be true to yourself, and just be honest with yourself about anything or whatever goes on. Ask a lot of questions. And try not to do everything all by yourself. You know don't think any question is a stupid question. I mean, if you don't know you don't know, and ask and we'll find out and if like I said, if I can't find the answer for you, then we'll find somebody who can but don't be afraid to ask questions. Because that's how you learn you know, you know, you may not know this goes this way. Or if you want to try something, just be okay with asking somebody, I'm sure there's me or somebody else that could say, oh, yeah, it's okay to do that. If that's what you want to do. Or I don't think that's a very good idea right now, but maybe we can incorporate it in another time or let's see how it might fit in. So that you don't get in trouble or anything like yeah, just be honest. And if you don't know something, let somebody know and so we can help you with it. You may not say I can't do this. I'm not going to make it but there's always the next day and everything else that you're trying to do and it's one day it's going to be there the very next day, so just give it a lot of thought and consideration. You probably can do it if that's what you really want to do. State your objective again, or have them restate the objective for you so that you know that they got it. Make sure that the new teachers are

okay and that they have the resources that they need or if they want to cry on their shoulders that that's what that time is for. So, yeah, I know there's a teacher shortage but it's a profession that's, that's needed. So, you know, think long and hard and it is what you want to do, you probably will be really good at it.

- Collaboration through school leadership support:

Just depends on where you are and what's going on your leadership team may not understand truly what's going on in your life. But if they've had that experience of being in the classroom, or say they have young kids, or I've had kids and I think they are a little bit more understandable. You know what I'm saying about you as a person and what's going on in your life and I always say put your family first.

- Team building and internal school resources: "Yeah, so the team building is definitely important."

- Impact of collaboration: "We're just kind of like a family. We just know each other and there's that freedom to agree to disagree and be okay with it. You know what I'm saying? Yeah, without being upset or mad."

- Personal and professional needs of experienced educators:

Well, yeah, I had to really brush up on my technology because I'm still not a technology-savvy person. Just luckily, there were lots of people on campus to help from coaches that year. We had another teacher on the team that was who retired last year before last and she was really good with the technology and it was a year I think we kind of all pulled together and just helped each other out because I ended up being online all year. And so yeah, so that year, I learned a whole lot of our technology and the ins and the outs and what to do and not to do and yet it helps to have those young millennials and our

generation X whatever they call themselves, and then they my other partner that was on the teacher her family was into computers and she had a husband and worked for HP and so she knew a whole lot, so that helped.

- Effective support systems:

We do get together a lot and you know, have dinner and that kind of thing. And even when we have our IP days, we still you know, I feel like the socialization is always part is always a good thing. I feel like I've developed the relationships that I have with my coworkers, you know, as well as the community and yeah, and I like it. I think this was my calling to be here. You know, it just you just have those years where they're, you know, the kids are are great and everything's work in and you got parent involvement and support and then some years it's not and I don't think last year was my best year all around. There's more of a difference this year than five or six years ago. I want to say I mean, you know, each year you get, I guess the parents are getting younger, I guess should I say because I'm getting older, I guess. I don't know. But sometimes you don't get support or they don't see the what is it the seriousness of their child's education as opposed to what they did a few years back.

- Resources and training:

Maybe it was the unknown two years ago. For COVID. That was probably my biggest fear. I've been in a few schools, and school districts, and I can't say anything that was that devastating. That year was it was just the unknown and it was truly stepping into the unknown. I didn't know what was going to happen from day to day and I thought maybe wow, I must be in trouble because I mean, I got that call at eight o'clock one night from the principal at the time and she gives me by the way you're going to be an online

teacher. I think I am. Are you kidding me right now? And to get that call at eight o'clock

at night and especially if we've been working so hard all day. And that one so yeah, just

the fear of the unknown that year. I received a crash course through some district web

training but it took me a long time to feel comfortable.

Candace did not offer insights into Personal and Professional Needs of Novice Educators.

- School atmosphere:

  I felt it was a really safe place in the beginning. When I first got there, it was quite

  different from any other district that I'd been in. So I had to learn a lot and because I'm

  sort of a perfectionist, I worked a lot on the weekends when I first got here to just to make

  sure that I was up on everything and I had everything that they wanted me to have as far

  as how to play it out and the things I had to do, because it was a little different from

  where I come from. So it took a lot on my part just to learn.

- Administrative leadership: "There's always been such a clear mission to what we have to

  do. Our leadership support is very positive this year, which helps."

- Professional development: "Professional development. We haven't had a whole lot but

  what we have had has been very purposeful."

Connection to Knowles' Andragogical theory

During her interview, Candace tied back some of her experiences with adult learning

theory. For example, Candace wants to be involved in the planning, instruction, and evaluation

of her learning. She mentioned that she likes the maximum autonomy that comes with her

position. She reiterated that having taught for as long as she has, she has made several mistakes

along the way. When she sees novice educators making mistakes, she tries to ensure them it will

be all right. Candace also is more geared toward problem-solving than content-based knowledge.

She speaks about being an observative person who likes to feel out the vibe first to make sure any issues within her team are solved before content learning takes place.

Emerging Themes

During this interview, Candace spoke several times about the need for novice teachers to ask questions and to accept help when needed (by either talking with an experienced teacher or mentor). Candace also voiced her frustrations about finding out she was going to be an online teacher the night before her first class was to take place. She mentions she reached out to her younger teammates for help.

Summary for Candace

Throughout the interview with Candace, it was evident to see that Candice thrives in a well-functioning team. She reiterated how deeply she cares about the success of the people she works with and will go the extra mile to find out what she may not know. Candice admitted that she considers herself to be more of an observative type. During this interview, Candace emphasized that her journey through education has been unpredictable. She understands what it feels like to be a brand-new person at a brand-new school. Because of this, Candace is very aware of looking out for the needs of her team and making sure her team members feel successful.

Participant Profile: Experienced Teacher "Kasey"

"… although it's been almost 10 years, I still get anxious thinking about that experience" (Kasey).

Introduction

This interview with Kasey took place on November 13, 2023 at 1:00 PM and through Microsoft Teams. As the camera loaded, the first thing I noticed is Kasey's bright green hair.

After introductions, I asked Kasey about the nature of her hair and whether it interfered with her ability to do her job. She responded,

> Our district is pretty laid back in regard to hair color. A lot of the students are also able to color their hair and wear ripped jeans and not a lot of us don't get involved. It's funny because when I first started in this district they were very strict and now to see how things have calmed down it's quite comical.

I proceeded to probe Kasey about her statement regarding "how things have calmed down." I asked her if she felt comfortable elaborating. She said,

> I'm not sure it was a school decision or a district decision however, we are a title-one school so several of our students come from low-income families. We had to make a choice whether we were going to be sticklers about the clothes they had on and their hair color or if we were just going to be happy they came to school that day. In the grand scheme of things, we want our kids to be here so we can't be picky about hair colors or worry about if jeans have a hole in them. Years ago, they would tell us to call home for that type of thing but now everyone even administrators, look the other way.

Kasey is an experienced teacher with almost a decade of experience. She has taught at the same Title 1 School since her student teaching. Her current school has 559 students, and all students receive free breakfast and lunch. Kasey shared that her educational journey has been an interesting one. She further elaborated by referencing her traumatic student-teaching experience:

> The day I showed up, the head teacher literally had an emotional breakdown. Instead of me learning from her, she ended up handing her entire class over to me. I think there was some personal issues going on with her and her husband, but I became the teacher pretty much from the first day I was there. Just thinking about it gives me anxiety. She actually

ended up either leaving or getting fired I'm not really sure and I stayed on as the teacher with the substitute in the room. The school actually went ahead and offered me the position. I guess they must have felt bad for me. There was another girl there too in my student teaching cohort and her experience was totally different. So yeah, that was my first experience in this school.

The Collaborative Process

I asked Kasey to share her thoughts on her current facility condition. She rated her school as a three out of three citing her campus as "beautiful" and "having everything they could want or need." Below are Kasey's responses to the questions I asked during her interview. During this interview process, Kasey touched on all 13 collaborative needs that experienced teachers need to feel collaboratively successful. The following interview statements from Kasey are her personal experiences with collaboration as an experienced teacher:

- Collaboration:

  To me collaboration means just everybody working together for the greater good. You don't always have to be friends but you gotta put all personal garbage aside and do what's best for students. Our school gives us a lot of opportunities to work together. During our faculty meetings, we might have time to work with older grade levels and go over the year at a glance to see what's coming up.

- Impact of lacking collaboration upon expert and novice educators:

  Really with the teacher whose class I was in, she couldn't get herself together enough to even show me the ropes. Like I would teach a lesson and then she would come back and tell me that wasn't right but wouldn't put any energy or effort into showing me how to actually do it. For a long time, I was upset, like why would they even place me in this

room with this person who clearly is not capable of handling herself more than likely a student teacher, but had I not experienced this maybe I wouldn't have had a job. During COVID, I felt like some of the teachers on our team really went above and beyond to make online learning fun. I mean there got to be almost a competitive like nature between two teachers who wanted their online profiles to be the best and I thought that was a little bit silly. Especially because we'd get together every day to talk about what we were gonna plan which was great but then a couple of people would also do all this extra stuff and it made the rest of us look boring so yeah.

- Personal and professional needs and the effects of collaboration for novice and experienced teacher support: "So yeah, we really worked as a team during COVID. We were planning and collaborating almost daily."

- Collaboration through school leadership support:

  We have faculty meetings every Thursday after school and our principal does a pretty good job of making sure that we have that time to meet, share our ideas, and talk with any other grade level who we might have questions with.

- Team building and internal school resources:

  At the start of each year, like the very first day that we have to report back to school, our principal always plans something fun for us like some sort of team building activity. For example, one year she rented out the entire movie theater for us and we all got to meet there and watch a movie and have lunch. One year she took us all to Top Golf to play golf in the morning and to have breakfast before we met back at the school campus. We're lucky because since we're title-one we have funds to purchase what we need. Every month we compile a list for our site-based person to take to their meeting to vote on but

almost always we get our resources. Only if something is super expensive like when I wanted to do flexible seating in my classroom and it was going to be around $1000 to purchase all the chairs, then they paid for half, and I had to find out how to get the other half but still, that was a nice gesture.

- Impact of collaboration:

    I like working in teams. I think it's important to work together as a team. I used to be the youngest person on the team but now there are two girls underneath me so I'm kind of like in the middle but I'm also like on an island alone because my other two team members are older than me so I'm trying my best to make friends with the two younger girls. Don't be afraid to come to me to ask me anything.

- Personal and professional needs of experienced educators: "Be mindful of work-life balance."

- Effective support systems: "Parental support is definitely important."

- Resources and training

    I'm an open book but I also can't read minds. Sometimes I think that new teachers are afraid to come to us because we will think that they're stupid and don't know anything and really building that trust and that support with the new teacher is so important.

- Personal and professional needs of novice educators

    I just remember when I came on board one of the senior teachers there help me deliver a lesson on subtraction with regrouping. It's one thing to know it but it was another thing to teach it and I'm so grateful she showed me her way of doing things because they were much easier.

- School atmosphere:

  I remember the next year our school ended up on Needs Improvement. Our principal basically came in and told us how we were going to teach and what we were going to teach and the entire atmosphere felt dark and terrible luckily we pulled through that and now things are good he's gonna find something be better in your school but overall I like the people I work with and it helps that we all have windows.

- Administrative leadership:

  Our administrator probably needs to retire. I've noticed that she forgets things easily but at least she's not a grouch all the time period she does plan some fun things for us but on the other hand sometimes she does things that leave us scratching our head, so we are all ready for a change.

- Professional development: "Our district does a good job at training us. I like that we get to pick additional trainings and what's being offered."

Connection to Knowles' Andragogical theory

Throughout the interview with Kasey, she mentioned several situations that can be compared with adult learning theory. For example, Kasey talked about her previous experience as a student teacher and how she felt like such a failure during that time. Adult learning theory addresses experience and mistakes as a foundation for learning as well as focuses on the need for problem-solving in situations. Kasey mentioned,

  I honestly don't know how any of my students learned anything that first year. Looking back I just shake my head but it's taught me a lot in best teaching practices and here I am still 10 years later. I had no choice but to problem-solve or quit. I had to learn to take grades and learn how to differentiate lessons. Like I said before I'm ill a little traumatized

and I want to try to make sure that doesn't happen to anyone else who may join our team in the future.

Emerging Themes

One emerging theme during this interview was Kasey's frustration at not knowing how to teach specified content material. She mentioned that her head teacher would make negative comments or side remarks about a lesson she had taught but would fail to demonstrate the correct way to teach this lesson. Experienced speakers should work with novice teachers to provide them with support and guidance.

Summary for Kasey

Despite everything Kasey shared with me in her interview, she remained hopeful and positive. Her situation was evident; she did not want this to happen to anyone else. There was no way to prevent her head teacher from leaving; however, she credited the support of an older team member to helping her push through that very difficult year. Kasey shared with me that she was not sure where her life will be taking her next. She was unclear regarding whether she will continue to pursue her master's in education or completely try a new career path.

Participant Profile: Experienced Teacher "Linda"

"…I have a certain way but I think it's more the way I carry myself" (Linda).

Introduction

The interview with Linda took place on January 11, 2023 at 7:00 PM via Microsoft Teams. As the camera loaded, Linda introduced me to her macaw parrot of over 30 years: "This is my pet Molly, I'm sorry if she makes a lot of noise just ignore her." Linda has been a teacher for over 31 years, having followed in the footsteps of her mother and grandmother. She currently teaches second grade and has been nominated for teacher of the year twice throughout her career.

Linda is an African American female between the age of 60 and 70. The current enrollment at

her school is 592 students with the socioeconomic status of non-Title 1. As the interview began, I

asked Linda if she would feel comfortable sharing her educational background and why she

decided to become an educator. She responded,

> I come from a long line of teachers, my grandma, and my mom were both teachers. My
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> grandmother was a teacher for many years, and she taught many different grades. My
>
> mother then became a teacher. I have aunts that are teachers. My sisters are all teachers
>
> except for one. And she does teach adults tax law to adults and my brother actually works
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> and we're just all teachers my husband even considered going into the teaching field and
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> actually has done some teaching on the college level. My parents didn't encourage me
>
> necessarily to do it. My mother never discouraged me. My dad thought I should be out
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> being an engineer. But I started teaching before I was a mom. And now I'm a grandma
>
> with my grandkids that have come through and are going through my school right now.
>
> And I wouldn't do anything else.

The Collaborative Process

As the interview progressed, Linda credited her school's environment to her happiness,

citing the facility as a "three out of three." She emphasized that her school was new. Linda

continued to share several collaborative needs that she had experienced throughout her career.

During this process, Linda touched on 12 of the 13 collaborative needs that experienced teachers

need to feel collaboratively successful. The following interview statements from Linda are her

personal experiences with collaboration as an experienced educator.

- Collaboration:

  Well, I definitely know that that we can't do it by ourselves. We would be spending many many, many more hours a day working on things to get it done if we don't work together. I've always found is that if we don't if we can do this together, we can get it done fast and didn't get it done more efficiently.

- Impact of lacking collaboration upon expert and novice educators:

  I came off a really rough year last year with a team of five that split two and two. And me being the 60 at that point, 60-year-old trying to hold everybody together and still being able to give my teaching as much attention as I can. It was very, very difficult and it is hard to work with people that aren't getting along and looking at each other. You know, they were doing their job in their classroom, they closed the door, and they were acting like nobody else was there. And so that was very difficult last year.

- Personal and professional needs and the effects of collaboration for novice and experienced teacher support:

  Well, two years ago with all the COVID restrictions and all the kids going out and the schools closing down for a bit, I was actually online. I consider myself a bit of a dinosaur. I did not think technologically that I was going to be able to handle it. I was the person that was probably hiding and acting as though I knew things I didn't and then I'd go down the hall and I talked to one of the younger teachers, and I'd say how do you do this? How do you make videos? How do you do all that in the end? What I've found though, is that I'm teachable. I can still learn how to do all those things and because of that, and them needing me to be online and the type of person I'm pretty dynamic and I'm kind of very theatrical, I found that that ended up being a strength of mine that I could use but I really

was concerned that my journey with technology was coming along very slowly because I was being pushed in major ways. There were people that were doing it and these kids were coming in, but I'm also the one that my families look for because I've been around a long time at my school. I just feel that it never held me back and because of it, I became stronger. So, they've switched from program to program like that and we're going to Canvas next year. I'm a little worried again. But I think just because it's something new, I just know that I'm going to be able to do it and I know that I've always had support in the district but also within my building with all the people that have come through that actually are more tech-savvy than me. So coming into this year, I wanted them to build a team that would make me want to stay giving me what I needed as far as a team and that we were going to collaborate and we were going to look after each other and we were going to good character and respect each other and do the right thing.

- Collaboration through school leadership support:

And with COVID in that there are lots of excuses that got made and parents don't understand and we just didn't have things. So kindergarten teachers I think have been taxed a lot lately, especially since COVID because we have these kids coming in and we have we've had a lot more issues with discipline. We've had a lot more kids that are struggling with other things. I know that several kids have been identified as autistic and whatever and we just have all different levels of it going on. And I think it's been hard on them. And last year, our principal was out having a baby and our other assistant principal was getting ready to leave to be a principal at another school so I don't know that teachers felt like they were supported enough.

- Team building and internal school resources:

  I do like there to be a social element that we are more than just working together that we can actually get to know each other on a deeper level. So I would say, collaborating together and getting to know each other, more on also on a social level, but also getting feedback.

- Impact of collaboration:

  I've been a mentor teacher for many years. They have a small stipend that they give you but it's the type of thing that not only does our team normally meet together, but I've mentored teachers that you would meet with them and it might be curriculum, it might just be things that are going on in the building or whatever. So, I think that you need to be able to work together. You need to be able to listen to each other need to be understanding and get that everybody doesn't do it the same way. But you offer up those ideas and be willing to listen to what other people come to the table with. And so, it's a matter of just being able to share and support each other but also knowing the curriculum and being able to use time more productively. If you feel like you do have a part in it and you're not just sitting there and just being fed all this stuff and then you walk away going up not even sure you know if this is even how it would do it. So my team this year especially, we meet together and we go over curriculum and then other times we just spent on us like the things that need more fine-tuning or things that we have to do. And like I said, I've got a couple of new teachers this year, they don't want to waste a lot of time sitting around not being prepared. And working together definitely makes it a lot easier. And we're finding that we probably have more time and also just kind of cuts

through some of the stuff that we just need to figure out and not have to do on our own. I just want to be able to say I love my team.

- Personal and professional needs of experienced educators:

I would have to say that I need to have a strong team that looks after each other and that's open and they're not talking behind your back. There's not a lot of sniping and that because I need to be happy here and feel like I'm being I don't want to say it's respected, but I want people to be open to understanding that we're all individuals and I want them to know that I'm willing to do whatever it takes. I've had teams that have had issues because they were different and they start talking behind each other's back and then I start hiding and I don't want to hide anymore. I've been I mean I could hide because I could just hide in my classroom with my students and be really happy. But I just need to feel like I don't have the problem thinking that people don't like their job and aren't willing to give you 100% But I need them to also be good people and have good character and just be kind and nice and I think it's more than that. I need to feel good on the inside, about how people perceive me that's part of it, but also are willing to just work with other people that aren't like them because honestly the world we're not all the same.

- Effective support systems:

We supported each other in the building we would get together regularly and talk about how things were going. And I was making videos and sharing them across the district. And so I think the willingness to do that and I didn't feel like he had to pay me to do it or whatever. It's just I did it. It's here, go ahead and use it. But in turn, I would do the same thing with others. Somebody may have made some math ones that I wanted. I may have to either take in the one that they had or I may have changed it so my kids were still

seeing me. I didn't want them necessarily be seeing another teacher. But I do know that people were just straight up using other people's videos. I said yes, and she goes, my son's teacher uses your videos and it was within the district. I thought I recognized you. I've got this distinct voice. So it was kind of neat that we weren't we were supporting each other within the building but across the district as a whole.

- Resources and training: "The district then had us have Teams meetings and stuff like that."

- Personal and professional needs of novice educators: "They were giving it one more year but I feel like they're being supported and heard more and getting the help that they seem to be needing with these kids that we're getting in."

- School atmosphere:

  Getting past the reputation that our team had because of what happened and it was really bad. So I'm coming back in hopes for a change and then to actually see it and be feeling the same way that I have it other years when I was like 100% like happy and content with my job.

- Administrative leadership:

  They told us, you either stay or you leave. You are either going to ride this train or you're going to get off it. And I think the administrators are smart people they know their staff, they know what people are able to do. They know the person and what kind of person they are. They know what they want us to learn and I think they made the right decision with a lot of us. And life was still kind of going on and they were doing their thing. But at the same time they were supporting us as much as they could. And we were supporting each other across the grade levels.

Linda did not provide insights about Professional Development.

Connection to Knowles' Andragogical theory

During this interview, Linda referenced specific criteria that can be linked back to adult learning theory. Specifically, she stated that adults need to be involved in their learning. In this study, Linda made references to both being involved and needing her learning to be geared toward problem- based learning:

> I need to be involved, directly right there in it. I can't do this online stuff. I need to have the teacher right in front of my face. I need to have my hands on the stuff on the materials. I need to know that what I am doing is going to be purposeful. This is important to me because of the time restraints we face each and every day.

Emerging Themes

The emerging theme in this interview with Linda was her desire to share collaborative ideas not only within her team but also with anyone asked. Throughout this interview, Linda referenced how she was technologically challenged; however, she learned the necessary skills and produced content videos that were shared throughout the district. Linda's tenacity to overcome her challenge could also be linked back to adult learning theory in that she had to become a problem solver during the COVID-19 pandemic.

Summary for Linda

The interview with Linda was the longest and most detailed of all the interviews with the experienced teachers. Linda shared a lot about the struggles and divisions her team faced during the COVID-19 pandemic and well into the last school year which included switching to an online platform, planning effective and engaging lessons for online students, and surviving lots of parental emails. The interview revealed that Linda has been part of several teams that have

worked well together and teams that have some sort of dysfunction. Through it all, Linda referred back to her willingness to work with all teachers regardless of experience. She openly requested teachers to come prepared to meetings, and the collaboration between the team be meaningful and driven by purpose.

Participant Profile: Novice Teacher "Mary"

"...I'm just taking all of this in stride" (Mary).

Introduction

The meeting with Mary took place on January 12, 2023 at 4:45 PM through Microsoft Teams. Mary is a novice teacher between the age of 20 and 30 and is currently completing her first solo teaching year. She currently teaches fourth grade students in a non-Title 1 School with approximately 593 students. Mary is a Hispanic single mother to a four-year-old son. This began a small conversation about families. As I began the interview, I asked Mary what made her choose education. She responded,

> When I think back to me back in high school, I was trying to figure out what I wanted to
> do for a career, and I was always really good with children so I took some teacher
> classes, they call it "ready to teach" and so I was able to go into elementary school and
> kind of help out the teacher there. And then from there, I decided that something that I
> was really good at and I wanted to pursue so I went to college to become a teacher. None
> of my family members are educators. I have a big family but I'm the youngest and I
> always loved school. I was really good at it. I think that's kind of what made me lean
> towards being a teacher as well.

Mary shared with me how she was originally hired to be a kindergarten teacher but was soon moved to a fourth-grade position due to increased enrollment. During this interview, Mary

appeared pleasant, relaxed, and calm. She thanked me for emailing her the interview questions in advance.

The Collaborative Process

When I asked Mary to share her thoughts on her current facility's condition, she rated her school at two out of three regarding what she believed were appropriate conditions. During the interview, I wanted to learn more about what collaboration on Mary's team looks like. I provided Mary with interview questions in advance and during the interview, Mary responded to 12 out of the 13 novice teachers' collaborative needs that I previously identified in the literature review subheadings. The following interview statements from Mary are her personal experiences with collaboration as a novice educator:

- Collaboration:

  I think at the beginning, it was a lot of meshing different personalities. But now we all seem to get along really well. I think we've learned how each other how we work and how to speak to one another, you know, like, I'm a very bubbly, nice smiley person and some people are not and so, you know, I personally learned I'm like, okay, like, just because she didn't smile at you does not mean you know she's upset with you. It's just how they are so other than getting to learn each other like that. Nothing bad has happened … I get to ask content-related questions. Along with like, other teacher questions like behavior, class management … Collaboration to me means working together and sharing ideas. Giving feedback but in a positive way. You know, there's something wrong with hearing something if you did something wrong or it can be improved, but in a more constructive way … Usually, someone else probably interjected and said something more on the positive side. And then we always left it on a good note, like we all understood.

I really didn't think I was going to like adjust, but the team does help each other out and explain things well.

- Impact of lacking collaboration upon experienced and novice educators:

Sometimes we're, you know, maybe not on the same page and it causes confusion. I do feel like at the beginning was a little bit more awkward. Like I personally felt like I was stepping on toes with the ideas I was bringing to my mentor … Sometimes I feel like when our lines get crossed, or we don't feel like we're on the same page, I might ask a question or say what I'm thinking … It usually just took another team member kind of saying it in a different way where they could understand it and then we would all come to terms with what we needed to … I feel like when you're new, you're more willing to change and you're willing to learn something new. When you've done something for so long. Sometimes you think it's me to do it or we've just done it and that's how we're going to do it type of thing. So yes, I do see a difference between teachers that have a little bit more experience or not even a little bit more experience a lot of experience versus none.

- Personal and professional needs and the effects of collaboration for novice and experienced teacher support:

I do think I'm supported. Because like I said, there's probably some people who don't want to spend their time answering questions that they don't really have to and my mentor goes beyond explaining and does it well and even looks at my data with me and gives me feedback that way. So I really do feel supported by her … I feel like sometimes I don't know what I'm doing. And sometimes it's with the content because it's higher than what I'm used to. So I'm kind of learning it right before I'm teaching it to my students. If I was able to see the lesson modeled in advance, it would help me a lot.

- Collaboration through school leadership support:

  I also feel like I have leadership support which is positive. I had the AP come in the other day during the writing lesson and all the kids were engaged. I could tell that she thought I was doing a good job.

- Team building and internal school resources: "I feel like the staff gets along really well in is involved with, you know, events that we do to try to bond with one another. So those are all things that I am grateful for on the campus."

- Impact of collaboration

  We've kind of found different methods to things. Some people have done things a certain way for so many years. I'm the one who says we could do this a different way … It is kind of hard, especially when you're in a teaching spot for so long to remember what it feels like to be brand new. So sometimes I had to clarify explicit instructions and then from there. You can decide what works or what doesn't work. So sometimes I didn't feel like I got the, you know, the questions or feedback that was a lot at once, so it's just really remembering like I'm getting used to all the things and doing them all at once and I have you know, it's just a lot to soak in all at once.

- Effective support systems:

  There were so many tasks we had do when I was a student going through school. My mentor teacher carried me a bit more than what I am experiencing now … There's a lot of parent involvement not only like with, you know, schools, events like the PTA but just with the children getting messages and being involved with, you know, things I do outside of school.

- Resources and training: "I have learned things that I haven't experienced before. So overall, it's a positive outcome. I am going through the Reading Academy now and it's been very helpful."

- Personal and professional needs of novice educators:

  My mentor is very nice, she always takes time to explain things to kind of walk me through some of the background things the teachers have to do, which is what I need … I do struggle having two sets of students or two different homerooms. I have a homeroom and a switch class. So having double the students, it's been a challenge for me, remembering, you know, background stuff, or you know, data or grades. It's kind of I'm not used to that. So that is one thing that I am kind of weighing is something I want to do again, is it something that you know, I can learn to do well? … I think it's beneficial to see how teachers run their classroom because if you see something that works well it kind of eliminates the trial and error that you might have to go through and find systems that work. So through collaboration, planning or setting up your room, you know, all the things that make your day go round. I think that's important. It can be positive.

- School atmosphere: "School climate is extremely important to me. Being around employees or colleagues who are willing to help you."

- Administrative leadership:

  It's important that the administration is really willing to answer your questions … I got a principal recommendation letter and then I just applied and networked after that. I sent my cover letter and my resume to all the principals of the elementary schools and then from there went on the interviews that they had … Leadership at the school that I know my principal has given me compliments. Saying like how well I've adjusted and that she

comes back and tells me you know, things she says and it just that makes me feel

supported and just more positive towards the change that I kind of went through. She

thinks I'm doing a good job because sometimes there's days where I just feel like I

survived. So that kind of makes me feel supported.

- Professional development:

I had a mentor obviously that kind of showed me the ropes, management and curriculum

planning through staff development really helped me as well …I feel like it's important as

a teacher that I let my students know I'm always learning something new if we're

expecting them to learn something new.

Connection to Knowles' Andragogical theory

Throughout Mary's interview, she made references to adult learning theory, specifically,

in her desire to be involved in the planning and instruction of her learning. For example, Mary

spoke about the immediate relevance of instruction, saying,

If I'm sitting in a training, I would like it to be my grade level or content area where I

learned things and I would like to go practice it. Sometimes you don't know if you're

doing something wrong until after we do it.

Emerging Themes

An emerging theme in this interview was Mary's need for additional collaboration with

experienced teachers. Mary's desire for collaboration was due to her having many questions that

needed clarification, especially in the areas of planning instruction and classroom management.

Although Mary spoke highly of her mentor teacher, she shared that sometimes she felt judged by

her teacher when bringing new ideas to the team. When I asked Mary how she felt judged, she

mentioned that at times, the more experienced teachers would "shoot down her ideas, because

they took up too much time or planning." When I again probed Mary, she shared that she liked to plan "hands-on lessons" that often took time and resources to prepare. She shared that many of her teammates were not willing to put in the extra effort to make a particular lesson more engaging.

Summary for Mary

Mary had a challenging time at the beginning of the year transitioning from kindergarten to fourth grade. She shared her frustrations, worries, and successes with me throughout this interview. When I asked Mary what she would like to do next year, she indicated that she would still like to pursue a kindergarten position. Overall, Mary was happy on her team and agreed that her team, for the most part, worked collaboratively

Participant Profile: Novice Teacher "Sally"

"... I wanted to be the first graduate in my family. I knew that whatever I did it needed to be something that, you know, really inspired me and kept me going" (Sally).

Introduction

The interview with Sally took place on January 9, 2023 at 4:40 PM via Microsoft Teams. Sally is a White female and a first-year Kindergarten teacher at a non-Title 1 School with 602 students. The interview began with introductions, and I then thanked her for her participation. She shared with me that she will try her best to answer all of the questions. I spent the next few minutes trying to make her comfortable, and I reiterated that there were no right and wrong answers. I began my interview with Sally by inquiring about her educational background and why she chose education as a career. She responded,

> I think there were a lot of contributing factors. I come from a family of educators. I
>
> actually originally started out going for a nursing degree and then I realized in the middle

of it that I wasn't passionate about what I was learning. I had never really thought about being a teacher until I realized like, Okay, I need to figure out some other avenue. I took my first class. I think that it was geared towards the teaching profession or the degree and then I was like, totally engaged and just thrilled by it. So I was like, this is where I need to be. So that kind of motivated me.

The Collaborative Process

I proceeded to ask Sally about her school facility conditions. She rated her school as a three out of three and made a comment about wishing her classroom had windows. During the interview, I aimed to learn more about what collaboration looked like in Sally's team. I provided Sally with the interview questions in advance and during her interview, Sally responded to nine out of the 13 novice teachers' collaborative needs that I previously identified in the literature review subheadings. The following interview statements from Sally are her personal experiences with collaboration as a novice educator:

- Collaboration:

  Our team is almost a little too collaborative. I think the definition of collaboration right now with our team is mainly bonding and friendliness. When we get together, we can talk for hours, which I think just goes to show that it really is important to be in a work environment where you can do. that however, I feel like you have to know how to work on a team and so you kind of have to give it to other people because there's only one of you and you can't do it all.

- Impact of lacking collaboration upon experienced and novice educators:

  So my mentor teacher hasn't really come around. It was more so the only time that she came around was to check in and just say, Hey, I'm supposed to talk to you about this, but

then she kind of left … I think if anything, my mentor teacher when I student taught

really helped me become successful in a lot of ways and why I am the type of teacher that

I am. But I don't think that my mentor teacher has a huge impact on me.

- Personal and professional needs and the effects of collaboration for novice and

  experienced teacher support:

  So, we noticed that our kids had huge needs this year. We're constantly trying to think of

  something new or something better and we're, you know, flipping it, changing it and

  rearranging it to fit the kids' needs. So, I think sometimes we almost obsessively

  collaborate. And it's great because we all want to be doing the same things and we all

  want to be supported.

Sally did not provide insights regarding Collaboration through School Leadership Support.

- Team building and internal school resources:

  I have a really good team. And it's a small team. We are close knit and we work well

  together … We're so team oriented and team built that it feels like when somebody's not a

  team player and in our vicinity. It's like an attack. We're like how do we how do we

  function? How do we do this?

- Impact of collaboration:

  So as a newer teacher, I know I had a lot of ideas and they were all super cute and frou-

  frou but um, I am able to kind of interject or give my you know, two cents in a lot of

  ways but I am still in the learning process, so I don't know everything. It's good to have a

  team that understood where I was at and was able to say like, you're still learning, let me

  model this for you or show it to you and so that to me, is huge for a first-year teacher

  because I'm in a whole new world and I don't know what to do all the time.

- Effective support systems:

  I feel like I'm really taking a little bit more time to just meet with other people and just learn more about them and connect with them and I feel like whenever you really start to connect with the other educators in the school, it really makes your job easier because you don't feel as alone or yeah, that's pretty much it … It's been nice to like pass somebody in the hallway or have a quick conversation in the lounge or, you know, just get to spend time with our team a little bit more and better. I think all of the educators in our school have all been really collaborative and like if I have a question for an upper grade level, or if, even if it's like, can I borrow some batteries like something so simple ... The community has been very friendly and supportive.

Sally did not provide insights regarding Resources and Training and Professional Development.

- Personal and professional needs of novice educators:

  We work so hard to do everything we can to keep students engaged and to, you know, give them those, you know, hands on activities in you know, allow them to think and behavior has just made us kind of hit a wall, almost. It almost feels like we can't do our jobs properly because of it, if that makes sense … So we feel like a lot of times when we're doing the things that shouldn't be done at home, rather than teaching the curriculum and doing these hands-on learning activities and all that because it's just getting in the way. And so some days we feel like babysitters.

- School atmosphere:

  At the beginning of the year, it was like a slow start. But then now we've kind of built into this like, almost a family in a way we're still working on it, but I think we're getting there. My year started out with a lot of fear and apprehension about what my day to day would

be. Just if someone was going to have a table turned over on them or if my room would be torn to shreds. I had a lot of amazing support with that. But I think my year definitely started out a little bit different.

- Administrative leadership:

There are almost sides to which admin. Like which team member they like better. But it just, it didn't feel cohesive at all. Like I felt like I could go to one admin more than the other and I feel like it should just always be I can go to both of them … I feel like I'm at it made me question my profession, like not being able to go to your superiors for help or advice or be able to talk to them about like, what's going on in your room or to be able to kind of rely on them in a certain aspect. It made me go I don't think I can do this. Or even you know, five years because I think I'm so I think we all are especially on our team … Leadership support was positive and frequent. I feel like both of my administrators really do check-in. Especially at the start of the year, it was all hands on deck for our grade level.

Connection to Knowles' Andragogical theory

During Sally's interview, she made a reference to adult learning theory by admitting that she was still in the learning process and making mistakes. Adult learning theory reinforces that mistakes provide the foundation for people's learning. Sally was still learning how to manage daily classroom curriculum and behavior management. Sally also believed that collaboration should be purposeful and relevant to her classroom needs.

Emerging Themes

An emerging theme in this interview was Sally expressing her desire to share ideas and purposefully collaborate with her team. She credited her current team with providing her with positive feedback and for being welcoming and supportive.

Summary for Sally

As my interview with Sally concluded, I asked her about her next steps in education. She responded,

> I've kind of been just pondering the thought like nothing in the works, but I've thought about becoming a librarian. I've thought about going back to school to become a school counselor. And I don't think that I want to pursue the avenue of an administrator but even maybe an instructional coach would be great.

Although Sally has not been teaching long, I asked her about the best memory she has made with her students this year. Her response was as follows: "I can't believe just the amount of growth and the amount of change that they've gone through in this short amount of time." Sally admitted that some days were harder than others; however, she was enjoying the process of working on a collaborative team and growing in her profession.

Participant Profile: Novice Teacher "Heather"

"... I feel like when I started, it was a really rough start. I can't say that I wasn't prepared well for it for the profession itself" (Heather).

Introduction

The interview with Heather took place on January 12, 2023 at 5:00 PM via Microsoft Teams. Heather is a Hispanic female between the age of 20 to 30, and she teaches at a non-Title 1 School with approximately 577 students. It is her first year teaching kindergarten and Heather

admitted that she was stressed. The interview began with quick introductions, and I then asked
Heather how she came to work as an educator. Her response was as follows:

> I come from a family of educators. I also originally went to school with a business major
> and it did not interest me whatsoever. Everyone has always told me I'd be great with kids
> or that I'd be a great teacher and even my mom was like, you should at least just try to get
> an education degree and then I soon switched majors and it just everything like clicked
> instantly.

Heather admitted that she had had a very hard time with classroom management and
behavior this year. She started by sharing with me that classroom management is her biggest
stressor and admitted that she needed additional growth in this area. Heather shared that she
worked with the collaborative team and that her mentor was often overwhelmed and busy
herself.

The Collaborative Process

During the interview, I wanted to learn more about what collaboration in Heather's team
looked like. I provided Heather with interview questions in advance, and during the interview,
Heather responded to eight out of the 13 novice teachers' collaborative needs that I previously
identified in the literature review subheadings. The following interview statements from Heather
are her personal experiences with collaboration as a novice educator:

- Collaboration:

> I just feel like I'm still needing some of that time to observe and even just classroom
> management still because, I mean, that's something that definitely needs some growth in
> and so I think that is, for me, at least a heavy part of collaboration … I feel like
> collaboration should be a lot of taking it in. Yes, you're still in a team so you have to pull

your weight but at the same time, like I said earlier, you still don't know what you don't

know. And I feel like I will not know that for a good few years … I just think that without

collaboration, it's impossible to have this job like you can't do it. Without collaboration.

You have to be able I mean, there's already so much on our plates. And you have to be

able to kind of divide and conquer and collaborate and talk things through about certain

things. And without that it just would be horrendous … Professionally, sometimes I do

feel that I'm not listened to.

- Impact of lacking collaboration upon experienced and novice educators: "In terms of

  learning how to deal with behavior, I didn't get any of that and now I feel like that's what I

  really need. I'm asking my teammates for ideas because I need help."

- Personal and professional needs and the effects of collaboration for novice and

  experienced teacher support: "*My mentor is great. I feel like I really have good insight. I*

  still go to her about everything in terms of behavior, curriculum, planning, whatever it

  is."

Heather did not provide insights regarding Collaboration through School Leadership Support,

Effective Support Systems, and Professional Development.

- Team building and internal school resources:

  I do have a great team but even having a great team like it's still exhausting … And I

  think more emphasis on like team bonding or like these different activities that we're

  doing around the school or outside of the school, you know, like movie nights and stuff

  like that. I think those really help everyone come together and not necessarily to talk

  about teaching but just to be people. It's nice to be a person around somebody rather than

  just the teacher and be constantly talking about work.

- Resources and training: "All of the training opportunities that we do get, I would say coming in as a new teacher. That was one of the biggest reasons why I wanted to come here."

- Personal and professional needs of novice educators:

  Behavior support. Students coming in and there isn't really much structure outside of school and so it's really unfamiliar to have structure in school. Behavior is out of hand and it's kind of just exhausting. Like when I took my classroom management course, at U of H. It must have felt like it was just outdated like the curriculum was so outdated.

- School atmosphere: "Everyone is very friendly, I get along pretty much with everyone."

- Administrative leadership: *"*Our principal is nice. She is new this year as well, so we have that in common."

Connection to Knowles' Andragogical theory

During my interview with Heather, she mentioned behavior support more than once. I talked with Heather about some behavior strategies she could implement after she shared some of the things she was trying in her current classroom. She understood and accepted that she still needed growth in this area and had made mistakes with things such as seat placement of students and some classroom practices. In Heather's response, she related her current situation to adult learning theory in that mistakes provide a foundation for learning.

Emerging Themes

An emerging theme that was prevalent during Heather's interview was the need for additional, purposeful collaboration, especially in the area of behavior support. Throughout Heather's interview, she mentioned several times that classroom management (specifically behavior support) was her greatest need.

Summary for Heather

The interview with Heather reminded me why collaborative needs are so important for novice educators. From her answers, it is evident that Heather is still in the learning phase of not only what it means to be an educator but also what it means to work collaboratively and ask for help. Heather shared with me that at times she would place her most challenging students in a more experienced teacher classroom for the day or if she felt overwhelmed.

Participant Profile: Novice Teacher "Kelly"

"... So my goal becoming a teacher was like create that same hope and love of environment for as many kids as possible and hope that they continue to learn and all of that growing up" (Kelly).

Introduction

The interview with Kelly took place on January 11, 2023 at 4:30 PM via Microsoft Teams. Kelly is a first-year second-grade teacher at a non-Title 1 School with approximately 559 students. Upon gathering Kelly's demographics, she shared with me that she was the only Asian American on her campus. Kelly's age ranged between 20 and 30. As the interview began, Kelly seemed very confident and pleased with her current position yet shared that the team dynamics were dysfunctional. When I asked Kelly about her educational background, she replied,

> I love being in school and learning. If I could be in college and learn forever I would. A lot of my friends didn't feel the same and they hated school and hated learning. I always liked the idea of becoming a teacher. I want to go back to get my Master's degree in the next year or two.

The Collaborative Process

During the interview, I wanted to learn more about what collaboration on Kelly's team looks like. I provided Kelly with interview questions in advance and during the interview, Kelly

responded to seven out of 13 novice teachers' collaborative needs that I previously identified in the literature review subheadings. The following interview statements from Kelly are her personal experiences with collaboration as a novice educator:

- Collaboration:

  Collaboration means to me like working together without judgment, being able to laugh and have fun, while also getting your work done and being patient with others and looking forward to collaborating. Being together and looking forward to planning together rather than dreading it … Our team collaborations are very problem-focused instead of solution-focused. It is always kind of complaining about this and that without ever coming up with solutions and is very data driven. If your data isn't meeting expectations, it is almost judgmental. Why are your students not doing good here? What are you doing wrong kind of thing.

- Impact of lacking collaboration upon experienced and novice educators:

  My mentor teacher during my student teaching was pregnant at the time plus she was very young and she had a lot of complications with their pregnancy. I had to take over a lot of the time, which was like a blessing in disguise because I was just thrown into it … Instead of coming and telling me, hey, this is how we do dismissal here, it's been passive aggressive. I had to like learn through kind of the grapevine or they would go straight to the principal and administration and say that she's doing this wrong … So my mentor is my math partner. She was very supportive and kind and she helped me a lot but it's been very catty, and petty. Like it felt like I was in high school again kind of. I would have students come up to me and say I heard Miss blah, blah, blah, talking about you to another teacher. And so it was things like that were my students were telling me so it

made me believe that they were talking in front of students obviously if they heard that so that was kind of the dynamic is very Catty, very high schooling, drama kind of thing, and I was I wanted to have no part of that.

- Personal and professional needs and the effects of collaboration for novice and experienced teacher support:

    It has been a learning experience for both of us because my mentor is not tech-savvy. And I am coming from a place where I am a little bit more tech-savvy and know how to do Zoom and PowerPoint. So it was cool that I could help her while she also teaches me like the curriculum part of it … I learned a lot of the curriculum and the lesson planning and the behavior management from my mentor teacher now because coming in, I didn't know any of that, where she learned like the technology and the newer technology ways and things like that from me. My mentor has been very patient and understanding and she's very knowledgeable. She's been doing this for a lot longer than I have and she has a ton of great ideas.

- Collaboration through school leadership support:

    I feel very unsupported. Maybe if I stood up for myself and I talked to the admin about what is going on or, if someone asks me, how can I help you, what do you need? Or even told me good things that I was doing it would be a positive.

Kelly did not provide insights regarding Team Building and Internal School Resources, Impact of Collaboration, Effective Support Systems, Resources and Training, and Professional Development.

- Personal and professional needs of novice educators:

  Our math coach never came to me and asked if she could plan, it was always me having to ask the questions and I was scared to ask those questions in that environment. So, if someone would come to me like, can I plan with you today? This would be very helpful.

- School atmosphere: "I feel like the climate is very negative."

- Administrative leadership:

  From what I have seen in faculty meetings, they would have like passive comments about things. So I'm sure when my team brings things up to the principal, I'm sure it is like a very passive like, oh, here we go again kind of thing. Or she's doing something wrong again, kind of thing. So maybe, I don't know if they if the administration ever really knew about the cattiness also because I never bring it up because I didn't feel like I can.

Connection to Knowles' Andragogical theory

Throughout Kelly's interview, she made reference to adult learning theory. Kelly shared that when she engaged in professional development, she liked the training to be relevant and implemented easily. Several times during the interview, Kelly voiced her frustration over lack of planning with the school's curriculum coaches. She mentioned that she learned best in a positive environment where nonevaluative feedback was given.

Emerging Themes

An emerging theme in this interview was Kelly's need to be supported without being judged. Throughout this interview, she spoke about the cattiness that surrounds her team and believed that her team was judgmental towards her. She spoke of purposeful collaboration and how that would be beneficial for her.

Summary for Kelly

The interview with Kelly reinforced the importance of collaborative needs amongst novice and experienced teachers. It also called into question purposeful leadership and support through administrative efforts. Even though Kelly was doing her best to stay positive, it was evident that she was frustrated within her team and within her school climate. Kelly shared that her best teaching memory this year has been making the students feel successful at math. She mentioned that light bulb moments made it all worth it.

Participant Profile: Novice Teacher "Brandy"

"... I'm loving my first year." (Brandy).

Introduction

The interview with Brandy took place on December 9, 2023 at 5:00 PM through Microsoft Teams. Brandy is a first-year third-grade teacher who identified herself as a White female between the age of 20 and 30. Brandy worked in a Title 1 School with approximately 562 students. As the interview began, Brandy appeared relaxed. She shared about her students' choir performance and what a crazy day it had been. I began the interview with Brandy by asking her to tell me more about her educational background. She responded,

> Honestly, education wasn't my first choice. I was playing sports in college and wanted to major in Spanish, but it was going to be too much. I kind of just settled on getting my teaching license but I will probably go back to do something else.

When I asked Brandy what it was like to work at a Title 1 School, she admitted to still being a little confused regarding what that means.

The Collaborative Process

During the interview, I wanted to learn more about what collaboration on Brandy's team looks like. I provided Brandy with interview questions in advance and during the interview, Brandy responded to 10 out of the 13 novice teachers' collaborative needs that I previously identified in the literature review subheadings. When I asked Brandy to share her thoughts on her school's current facility conditions, she rated her school at three out of three. The following interview statements from Brandy are her personal experiences with collaboration as a novice educator:

- Collaboration:

  I think collaboration means everyone just brings their best ideas and presents them to each other. Actively listening respectfully to conversations and working through any issues. Luckily that doesn't exist on my team but just being able to work together professionally as adults.

Brandy did not offer insights regarding Impact of Lacking Collaboration upon Expert and Novice Educators and Personal and Professional Needs and the Effects of Collaboration for Novice and Experienced Teacher Support.

- Collaboration through school leadership support: "We have a really good literature coach that helps me, and you know, does lessons with me and mentors me a lot."

- Team building and internal school resources: "I have a great team that I came into and I am very fortunate. I have a wonderful supportive team that helps me a lot."

- Impact of collaboration: "When I first started here, I felt like the whole team was really helpful and I still feel that way. I feel like I can go to anybody."

- Effective support systems:

  We're often always asked, you know, what can we do to support you so that's the that's a good thing about it. And that we're often getting information and updates from our administrators like math and from the math coordinator or science coordinator. We get lots of information all the time. Even though we don't meet all the time or have that professional development. They still pretty much check on us.

- Resources and training:

  They had us to do a project where we would collect a lot of different things from the different practicums we had, you know, had gone to and just make the whole file of stuff so you'd have that when you get into the classroom. You could fall back on this file, (say it was for just whatever behavior) or some kind of skill or strategy but, that didn't really prepare me for being in the classroom and just finding my way. That's really what I'm doing is finding my way. There's no teaching for that or even developing those relationships with children. How do you handle discipline?

- Personal and professional needs of novice educators: "I feel like my team really cares about my needs. There are two brand new teachers on my team this year and everyone is looking out for us."

- School atmosphere: "Things are overall positive."

- Administrative leadership: "Our administrators are very nice and encouraging."

- Professional development:

  You know, being a new teacher. That's probably the only thing and you just have to find your way in and that's when you decide whether or not you're really going to do this or you aren't going to do it but that's something they really can't teach you.

Connection to Knowles' Andragogical theory

Throughout Brandy's interview, she made references to adult learning theory, specifically, her desire to be involved in the planning and instruction of her learning. For example, Brandy was still in the learning process and recognized that she was learning new things every day. Adult learning theory links experience as a foundation for learning. Brandy was also problem-solving by learning through experiences she was not taught during her undergraduate courses.

Emerging Themes

An emerging theme in this interview was Brandy's need for more collaboration; however, Brady did not go into collaborative specifics. She talked a lot about trying to find her way through this first year, as she was still trying to figure out her teaching style.

Summary for Brandy

During this interview, Brandy struggled with answering some of the questions even though they were provided to her in advance. I believe this was due to her lack of experience, which made her unable to answer the questions. Brandy was the youngest of all the participants, and although she was relatively positive, it might have been a way for Brandy to distract herself from how she was really feeling.

Section 2: Description of the Methodological Approach

The purpose of this qualitative hermeneutic phenomenological study was to explore the lived experiences of five novice and five experienced educators. Hermeneutic phenomenology approaches research and data with an appreciation for the interpretive power of individuals (Y. A. Lee, 2014). The study focused on the experiences of five novice teachers, all female, and five experienced educators, (four females and one male). Each participant brought their own

interpretive processes on events, which formed meaning and insights into their career. The participants in this study were influenced by common forces such as culture, tradition, language, and level of education, yet they interpreted and internalized these common experiences in unique ways. The method used for data analysis was thematic analysis, which was the appropriate procedure for the analysis of data because it allowed the researcher to move inductively from coded units to larger representations including categories and themes.

Section 3: Description of the Data Collection and Analysis Procedure

Data Collection

The researcher collected data through one-on-one interviews conducted online via Microsoft Teams. Each semistructured interview lasted for 60 to 90 minutes. A day before each interview, the researcher sent a reminder email to each participant regarding the scheduled interview. The researcher recorded the data using a digital recorder. The participants gave their consent and permission first obtained before each recording (see Appendix A). As a backup, the researcher took notes using a paper and pen during each interview.

Data Analysis Procedures

The researcher employed thematic analysis to move inductively from coded units to larger representations including categories and themes. The first step was familiarization of the collected data by reviewing each transcript. This step entailed highlighting phrases, paragraphs, and sentences found to be meaningful to the topic. The researcher then reviewed the highlighted data for research question alignment and removed and stored data found to be unrelated to the research questions in a separate file.

The second step entailed the development of codes. The researcher developed a set of predetermined codes based on the review of literature and used them for initial coding of

participants' responses and alignment. The coding revealed potential themes that emerged from the descriptive data text. If a descriptive text did not match a predetermined code, the researcher added a new code to the coding scheme.

The third step was developing themes from the coding that aligned to research questions. The researcher labeled each theme with a statement or phrase describing the theme's distinct pattern. Revision of themes into patterns was the fourth step. To explain the pattern, direct quotes from the data were used.

The fifth step involved the finalization and definition of themes. The researcher looked for the emergence of overarching themes in the patterns and then combined and clustered related patterns into themes. After identifying themes that were more meaningful, the researcher assigned them an abstract descriptor. After analyzing all the data, the arrangement of the themes in a matrix with corresponding supportive patterns and codes for each data cluster followed. The researcher then synthesized the data to create a composite and compared them to the research questions. The final step was generating a report. There were no discrepant cases.

Section 4: Presentation of Data and Findings

Research Question 1

The first research question was, "What are the lived experiences of novice teachers regarding the collaborative needs between themselves and experienced teachers?" In response to this question, two specific themes emerged from the analyzed data: (a) novice teachers need more collaboration with expert teachers to mentor them because they need help with curriculum support and behavior and (b) novice teachers need purposeful collaboration and to be supported by a mentor without being judged. The themes are summarized in Table 3.

Table 3

Research Question 1 Novice Teacher Themes

Theme	*n* of participants contributing to this theme (*N* = 5 novice teachers)	*n* of data references to this theme
Theme 1: Novice teachers need more collaboration with experienced teachers to mentor them because they need help. Topics included curriculum support and behavior interventions.	3	17
Theme 2: Novice teachers need purposeful collaboration and be supported by a mentor without being judged.	4	14

Theme 1: Novice Teachers Need More Collaboration With Experienced Teachers to Mentor them Because they Need Help. Novice teachers revealed the collaborative needs between themselves and experienced teachers and showed that more collaboration is needed between novice teachers and experienced teachers. Three out of the five novice teachers who participated in the interviews mentioned this theme 17 times. Sally mentioned,

> I had a mentor obviously that kind of showed me the ropes, management and curriculum planning through staff development really helped me…She was very nice. She always took the time to explain things to kind of walk me through some of the like the background things the teachers have to do.

Similarly, Heather noted, *"*I learned a lot of the curriculum and the lesson planning and the behavior management from her because coming in, I didn't know any of that.*"*

These views suggest that as novice teachers, these participants needed help on various things at the school that were new to them such as curriculum planning, lesson planning, and behavior management, and collaborating with a mentor teacher helped them feel more

successful. Some respondents believed that it is impossible to work as a new teacher without collaborating with an experienced teacher. For example, Mary stated,

> I just think that without collaboration, it's impossible to have this job like you can't do it. Without collaboration. You have to be able I mean, there's already so much on our plates. And you have to be able to kind of divide and conquer and collaborate and talk things through about certain things. And without that it just would be horrendous.

Theme 2: Novice Teachers Need Purposeful Collaboration and be Supported by a Mentor Without Being Judged. Novice teachers revealed that they needed purposeful collaboration with experienced teachers and needed to be supported by mentor teachers without being judged. In this case, purposeful collaboration denoted that the experienced educators provide all the necessary support to the novice educators during the collaboration. Four out of the five novice teachers interviewed mentioned this theme 14 times. Sally stated,

> I do think I'm supported. Because like I said, there are probably some people who don't want to spend their time answering questions that they don't really have to and my mentor goes beyond explaining and does it well and even looks at my data with me and gives me feedback that way. So I really do feel supported by her.

Heather shared similar sentiments. When asked whether she always feels supported, Heather responded,

> Yes, yes. I always went like for our observations. She always went through my whole lesson plan and changed things here and there. And then for observations, because our observations were on Zoom, which was really weird, and she would also help me with management, classroom management to make me look a little bit better where she would go up to me like, hey, stop talking. And then afterward, I would do okay, and she's like,

Yeah, that was amazing. And I was like, okay, good, because I was so nervous. So

definitely very supportive. She was, she was amazing.

These views demonstrated that the novice teachers needed to feel supported by experienced

teachers. In addition, they indicated they needed purposeful collaboration without being judged.

Kelly, for example, mentioned,

I think collaboration should be purposeful meetings, either with school leaders or even

colleagues, I think that purpose purposefulness is really important in our profession....I

feel like you have to know how to work on a team and so you kind of have to give it to

other people because there's only one of you and you can't do it all…Collaboration means

to me like working together without judgment.

Research Question 2

The second research question was, "What are the lived experiences of experienced

teachers regarding the collaborative needs between themselves and novice teachers?" Four

themes emerged that addressed this research question: (a) experienced teachers need to work

together with novice teachers, plan together, and provide them with guidance; (b) during

collaboration, novice teachers should not be afraid to ask questions and should be ready to ask

for help from their mentors whenever they need assistance; (c) the collaboration should be

purposeful and the experienced teachers should be more supportive and more welcoming

towards novice teachers and provide feedback; and (d) the collaboration between experienced

and novice teachers should involve sharing of ideas with the new teachers and modeling a lesson

in front of them. Table 4 shows the number of participants who mentioned each theme.

Table 4

Research Question 2 Experienced Teacher Themes

Theme	*n* of participants contributing to this theme (*N* = 5 experienced teachers)	*n* of data references
Theme 3: Experienced teachers need to work together with novice teachers, plan together, and provide them with guidance	5	8
Theme 4: During collaboration, novice teachers should not be afraid to ask questions and should be ready to ask for help from their mentors whenever they need assistance	3	7
Theme 5: The collaboration should be purposeful and the experienced teachers should be more supportive and more welcoming towards novice teachers and provide feedback	5	16
Theme 6: The collaboration between experienced and novice teachers should involve sharing of ideas with the new teachers and modeling a lesson	3	9

Theme 3: Experienced Teachers Need to Work Together With Novice Teachers,

Plan Together, and Provide them With Guidance. As described by the experienced teachers,

Theme 3 revealed how experienced teachers regarded the collaborative needs between

themselves and novice teachers, the need to work together with new educators, plan together

with them, and guide them. Five participants mentioned this theme eight times. Jody stated,

> I feel like we have a really cohesive team. We collaborate well together; we plan well
>
> together. I feel like we all know when we need to step up to help in a certain area, when
>
> somebody else might need a little more help. I feel like we all really kind of boost each
>
> other and help each other out a lot.

Furthermore, Candace noted,

> To me, collaboration really is just my team working together…and we plan together and
> we plan everything together. I was asked to be a mentor teacher and it was fun because
> the mentee was willing to learn and listen and believe what you know, believed in coming
> to me and seeking that, that guidance and so that helped.

Likewise, Kasey reported, "What I've always found is that if we can do this together, we can get it
done fast ... So I think that you need to be able to work together."

The views of these participants showed the need for experienced teachers to work together with
new teachers as well as plan with them.

**Theme 4: During Collaboration, Novice Teachers Should not be Afraid to ask
Questions and Should be Ready to ask for Help From Their Mentors Whenever they Need
Assistance.** Theme 4 suggested that based on the lived experiences of experienced teachers as
regarded the collaborative needs between themselves and new teachers, novice teachers, while
collaborating with experienced teachers, should freely ask questions and seek help from their
mentor teachers whenever they feel they need assistance. Three participants mentioned this
theme seven times. According to Jody,

> I'm a mentor to someone that's not on my team and we have our differences. So it's really
> hard I keep trying to reach out and trying to remember to check in but it's really hard
> because I don't know how much help she needs.

Linda mentioned, *"Okay, my first year with public schools, I do. I remember them being helpful
in answering my questions and being available and being easygoing."* Similarly, Candace noted,

> If I can help in any way and give any advice that you know they might, might need. I
> always say that if I can't get the answer, or don't have the answer for you, I'll find

someone who can because I don't think I know everything … I would probably say just

be true to yourself, and just be honest with yourself about anything or whatever goes on.

Ask a lot of questions. And try not to do everything all by yourself … if you want to try

something, just be okay with asking somebody, I'm sure there's me or somebody else that

could say, oh, yeah, it's okay to do that, if that's what you want to do. Or I don't think

that's a very good idea right now, but maybe we can incorporate it in another time or let's

see how it might fit in.

These views demonstrate that during the collaborative process with experienced teachers, novice

teachers should freely ask for help from experienced teachers, rather than trying to do something

that they might not be sure of on their own.

Theme 5: The Collaboration Should be Purposeful, and the Expert Teachers Should

be More Supportive and More Welcoming Towards Novice Teachers and Provide

Feedback. As described by the participants, Theme 5 demonstrated that experienced teachers

believed the collaborative needs between themselves, and novice teachers should be more

purposeful and allow for feedback from the experienced teacher. This was All five of the

experienced teachers mentioned this theme 16 times, and it emerged as the most dominant theme.

Kasey stated, "I'm thinking more of collaboration is like the purposeful meeting with the school

leader." Linda indicated:

I like to work purposefully because I think there's a lot of socialization that can take place

that isn't necessarily geared towards directives and things we need to get done. Non-

evaluative feedback that that's pretty good to just from anyone. Specific feedback is good

too.

Other respondents shared similar views. Candace stated, "We haven't had a whole lot but what we have had has been very purposeful."

In addition, Jody indicated that it is important for collaboration to be purposeful. She pointed out that,

> I would say purposeful, is very important. I definitely think that there should be feedback … I think being purposeful is important because of the time that we've got to be able to do everything we have to do when we are not departmentalizing, there are just too many good things going on … and so we can support each other. Supporting each other and getting feedback is really important to me. So purposeful feedback, but also I want that social element because I just want to be able to say I love my team.

Scott mentioned, "I would have liked if one of the teachers had been seasoned and competent and welcoming and showed me a lot more when I first started out 25 years ago because I did have a lot of questions."

Theme 6: The Collaboration Between Experienced and Novice Teachers Should Involve Sharing of Ideas With the New Teachers and Modeling a Lesson in Front of Them. The sixth theme revealed that experienced teachers thought that the collaboration needs between themselves and the novice teachers should involve the sharing of ideas with the novice instructor and modeling a lesson in front of them. Three participants mentioned this theme nine times. Heather mentioned, "Professional development time, maybe where we could have our own PL time to where we could meet together to get some, time to really share ideas." Sally added,

> We had collaboration with our literature coach and we had people come in to help us which was really nice. Knowing that you could reach out to them, and they are available to help. I mean, we definitely use them but sometimes maybe even knowing that you

could have had them come in and model a lesson in front of you. I didn't take advantage

of that. And maybe that would have been something that would have been helpful.

Similarly, Linda noted,

So I look at it as everybody sharing and putting their ideas together. And if that's not

working, then there's always something else. But then we could always go back to the

drawing board and say, Hey, would it work for you, show me what you did? That kind of

thing. And we'll go from there. So that's the part I like about it and having the time to do

that.

Additionally, Candace reported, "It's a matter of just being able to share and support each other."

Summary

The purpose of this qualitative hermeneutic phenomenological study was to explore the

lived experiences of novice and experienced teachers regarding collaborative needs to support

each-others' success in the K-12 public school system. This study addressed two research

questions. RQ1 was "What are the lived experiences of novice teachers regarding the

collaborative needs between themselves and experienced teachers?" The findings revealed that

novice teachers need more collaboration with expert teachers to mentor them because they need

help. They also need purposeful collaboration and be supported by a mentor without being

judged.

RQ2 was, "What are the lived experiences of experienced teachers regarding the

collaborative needs between themselves and novice teachers?" The results indicated that

experienced teachers should work with novice teachers, plan together with them, and provide

them with guidance. Moreover, during collaboration, novice teachers should not be afraid to ask

questions and should be ready to ask for help from their mentors whenever they need it. The

results also indicated that the collaboration should be purposeful, and the expert teachers should be more supportive and welcoming towards novice teachers and give them feedback, and the collaboration between experienced and novice teachers should involve sharing of ideas with the new student teachers and modeling a lesson in front of them.

The 10 participants consisted of nine females and one male. Even so, the perspectives of the male respondent were not significantly unique or different from those of the female participants. Furthermore, there were two Hispanic participants, two African American participants, one Asian American, and five who identified themselves as White. Nonetheless, there were no unique perspectives of the participants based on race. The 10 participants came from schools of different sizes and with enrolments of between 500 and 600 students. These data, however, did not have a significant effect, as there were no significant differences in terms of the number of student enrolments given that most of the schools had students totaling 550 to 595. Chapter 5 contains the research summary, implications, conclusions, and recommendations for the whole study.

Chapter V

Discussion

The central research question problem was that although both experienced and novice teachers can improve outcomes through collaboration, it is unclear which collaborative needs are effective for these educators (Da'as & Qadach, 2018; Donaldson & Mavrogordato, 2018; Kolleck, 2019; Schilder et al., 2019). Researchers in the field have advocated for further investigations of the effects and experiences of both new and experienced teachers (Da'as & Qadach, 2018; Donaldson & Mavrogordato, 2018; Kolleck, 2019; Schilder et al., 2019). This research addressed a gap in the literature pertaining to effective strategies to promote collaborative efforts between novice and expert teachers to improve educational outcomes. The purpose of this qualitative hermeneutic phenomenological study was to explore the lived experiences of novice and experienced teachers regarding collaborative needs to support each other's success in the K-12 public school system. This study addressed two research questions:

RQ1. What are the lived experiences of novice teachers regarding the collaborative needs between themselves and expert teachers?

RQ2. What are the lived experiences of experienced teachers regarding the collaborative needs between themselves and novice teachers?

The researcher conducted 10 semi structured interviews with both experienced and novice teachers from the Houston area school district. The interviews lasted 60–90 minutes, and were transcribed, coded, and analyzed for relevant and insightful themes. Coding and analysis yielded six themes, two for RQ1 and four for RQ2. The relevant themes are as follows:

Theme 1: Novice teachers need more collaboration with expert teachers to mentor them because they need help. Topics included behavior support and curriculum instruction.

Theme 2: Novice teachers need purposeful collaboration and be supported by a mentor without being judged.

Theme 3: Experienced teachers need to work together with novice teachers, plan together, and provide them with guidance.

Theme 4: During collaboration, novice teachers should not be afraid to ask questions should they be ready to ask for help from their mentors whenever they need assistance.

Theme 5: Collaboration should be purposeful, and the experienced teachers should be more supportive and more welcoming towards novice teachers and give them feedback.

Theme 6: The collaboration between experienced novice teachers should involve sharing ideas with the new teachers and modeling a lesson in front of them.

This chapter proceeds with a section that includes the interpretation of the findings in which the themes are placed within the context of the wider literature and theoretical framework. The chapter then addresses the limitations of the study and recommendations for further research. Finally, implications for practice are discussed and the dissertation concludes with a summary of Chapter V.

Interpretation of the Findings

The first two themes that emerged in this study addressed RQ1 and came from the perspective of the five novice teachers. The next four themes addressed RQ2 and emerged from the interviews of five experienced teachers. This section contains a discussion of each of the themes in turn.

Theme 1 (RQ1)

The first theme that emerged from the dataset was that novice teachers need collaboration and mentorship from experienced teachers because they need help in their jobs. Novice teachers

specifically cited behavior interventions and curriculum support. A summation of novice teacher

interviews indicated a deeper analysis of the data revealed that novice teachers struggle with

behavior in the classroom more than any other need, specifically, behavior interventions within

the classroom and during transitional time. Heather, a novice participant, shared that frustrations

around their first year were mostly geared toward "discipline issues" that included students

constantly talking out and disrupting their classmates, as well as dealing with bigger behavior

such as inappropriate language and gestures.

The participants also noted a need for curriculum support, specifically in best practices

for writing stations. Two novice participants, Mary and Sally, shared their concern over "the

level of difficulty in getting children to write" and were concerned about looking like ineffective

teachers on their student's state exams. By definition, novice teachers have less experience on the

job than their experienced counterparts, which certainly has an effect on perceptions of efficacy

in the classroom. In their early careers, novice teachers have little to rely on beyond their formal

education student teaching and in-service training. Previous researchers have made this

observation, and this theme supports previous observations regarding new teachers' desires for

further instruction to hone their craft (Beck & Nunnaley, 2021; Englert et al., 2020; States et al.,

2018). Furthermore, this theme demonstrates that new teachers are keenly aware that they need

further help from experienced educators.

Novice teachers' preparation for classroom teaching varies depending on the state and

school district; however, the majority of the undergraduate teacher preparation programs factor

in several weeks of student teaching with a mentor teacher (States et al., 2018). Previous research

highlighted that novice teachers often are not fully prepared for the daily rigor and demands of

classroom teaching (Beck & Nunnaley, 2021). Englert et al. (2020) observed that this

phenomenon is not lost on new teachers, who reported lower levels of self-efficacy compared to their experienced colleagues. This awareness of inexperience can undermine teacher confidence and render them less effective at their jobs leaving novice teachers to seek additional support from school administrators and colleagues to improve their craft (Ames et al., 2021; Marsh et al., 2019; Tahir et al., 2017).

These observations fit in both this study and wider literature on the theory of andragogy, which is based on the premise that a key component of adult learning is the bridging of academic training to practical, performance-based practices (Long, 2018). Novice teachers have prerequisite credentials predicated on university education as well as in-service teaching experience (States et al., 2018). Although this training may be rich in theoretical information and provide the necessary pedagogical rationales for teaching, it fails to provide adequate preparation. Without further practice-based training, novice teachers report feelings of inadequacy and desire help developing their skill sets. According to the theory of andragogy, adult learning with clear, profession-related objectives is a more effective approach to adult learning.

Theme 2 (RQ1)

The second theme that emerged was that novice teachers require collaboration to be both purposeful and judgment-free. Novice teachers commented that although they were aware of their own inadequate skills, they wanted aid that was free from harsh criticism from experienced teachers. In these discussions, novice teacher Kelly shared how she often felt "belittled" or "looked down on" by more experienced teachers. During the interview with Kelly, she shared how she "accidentally overheard a conversation" regarding her knowledge in the classroom.

Upon further investigation, Kelly shared that she overheard her more experienced teammates discussing her and commenting, "She has no clue what she is doing." Kelly also shared that she was "struggling to wrap her head around the curriculum" and how she "felt overwhelmed with everything she was being required to remember." She shared how often her team meetings turned into more of a "gripe session at times" rather than planning for the week ahead, which made for more work on her end.

This theme highlighted the manner and mode of the delivery of collaboration should be respectful to be successful. The implication of this theme was that building a work culture conducive to respect fosters more effective collaboration. Organizational culture can affect the manner and quality of leadership within a school (Dunst & Bruder, 2014). Fostering a respectful environment depends on effective and trusting leadership qualities. Barnett (2018) observed transactional leadership styles were less effective at improving teacher outcomes, and Aravena (2019) found constructive feedback as critical to leadership. For novice teachers to fully integrate into the teaching community and garner benefits from collaboration, an underlying culture of trust and respect is required to empower the novice teacher to approach expert educators with questions and concerns. This empowerment requires trust in colleagues that feedback and instruction will be respectful, helpful, and without undue judgment. With lower levels of self-efficacy, novice teachers are especially vulnerable to harsh criticism and are likely to respond negatively to judgmental approaches to collaboration (Englert et al., 2020).

From a theoretical perspective, the role of mentorship and respect play an ancillary role in andragogy, as adult learning is primarily self-directed and goal-oriented (Knowles, 1970). Teachers and mentors are effective tools for enhancing self-directed learning, but the traditional teacher-student hierarchy is different for adult learners (Chinnasamy, 2013). For adults,

mentorship is less based on a hierarchical structure of teacher-student, and more of a

collaborative approach to problem-solving (Chinnasamy, 2013; Long, 2018). Therefore, mutual

respect is a critical component of adult learning. Novice teachers who do not feel respected are

more likely to retreat to self-directed modes of learning rather than seeking aid from experienced

teachers.

Theme 3 (RQ2)

The third theme revealed expert and novice teachers should have a *working* relationship,

beginning with the planning process and predicated on feedback from experienced teachers. This

feedback is predicated on constructive evaluation of their performance. Theme 3 highlighted that

collaboration and mentorship take place both before and after the performance, with pre-lesson

help in addition to post-hoc evaluation of execution. Experienced teachers argued that it was

insufficient to simply give advice as to lesson designs, but rather planning, and execution were

both integral to effective education. One experienced educator, Linda confirmed,

> Being able to demonstrate effective practices I use during math centers with our newer
>
> team members has really helped her not only feel more confident in her ability to instruct
>
> her own small group lessons with the kids but also helps her to think through other
>
> centers or games she can incorporate.

This theme supported literature from researchers such as Morgan et al. (2020) Kwok et

al. (2022) and Sebald et al. (2021) who have advocated for co-teaching as a method of

partnership, collaboration, and evaluation. These researchers argued that co-teaching forces

educators to collaborate throughout the process, ultimately performing the lesson together. Co-

teaching is not a mentoring approach per se, but it provides ample opportunity for collaboration

at every step of the teaching process, as well as opportunities for observation and feedback. The working relationship is oriented toward concrete objectives.

Because andragogy is self-directed and self-motivated, there can be limited opportunities for constructive feedback if the adult learner is left to their own devices, resulting in a significant gap in andragogical approaches to education as evaluation of performance is lacking. Researchers have highlighted the utility of feedback, citing its positive effects on performance. Who gives the feedback is also important. Reid (2020) noted that feedback from other teachers was more effective than administrative feedback.

Theme 4 (RQ2)

The fourth theme that emerged was experienced teachers advocated novice teachers be proactive with questions and seek aid from their more experienced colleagues. This theme is closely related to Theme 2, but it emerged from the perspective of experienced teachers. A deeper analysis of this theme revealed that although experienced teachers are willing to help, they want to know specifics in which their help is needed. During an interview with Jody, she shared how a novice teacher on her team was almost "too afraid to ask for help" and was often overwhelmed and frustrated. When Jody tried talking to the novice teacher about offering her assistance, she shared that the new teacher responded with "Thanks but I have to learn this for myself."

Both groups, expert and novice, sought more open modes of communication, with expert teachers welcoming inquiry but novice teachers were deterred from open communication. This deterrence is at least partially couched in fear of judgment by experienced teachers. Therefore, building a healthy working environment predicated on trust is critical in developing a system of mutual support. This observation is linked with previous research on the role of trust in

organizational culture. Çoban et al. (2023) both observed the effects of trust on collaboration and noted that building a trusting environment begins at administrative levels and continues throughout the institution.

Theme 5 (RQ2)

Theme 5 was closely related to Theme 3, as they both advocated for mission-driven collaboration, which focuses on the work of planning and teaching. However, whereas Theme 3 focused on collaboration practice, Theme 5 addressed the purpose of collaboration. Experienced teachers were keenly aware that collaboration was a means to an end. Linda, an experienced teacher, commented, "The school already offered ample opportunities for socialization, and that collaboration with colleagues should be primarily geared toward spreading best practices and improving outcomes." This motivation for performing should be the organizing principle of collaboration.

Theme 5 fit closely with the theory of andragogy. Adult learners seek information not for its own sake, but for specific, goal-oriented reasons, which, in this case, is one's profession. Experienced teachers highlighted this goal-oriented thinking when approaching collaboration. Their mentorship of younger teachers was first a process of improving educational approaches, developing good habits, and instilling best practices early in a novice teacher's career.

Theme 6 (RQ2)

Finally, Theme 6 highlighted the importance of collaboration and sharing ideas with mentorship as a means of mutual support. Although experienced teachers certainly have more experience in their positions, they are not all-knowing individuals. Experienced teachers recognize that new teachers can make important contributions to teaching, and their fresh perspectives can be useful in improving outcomes. Experienced teacher Candace emphasized the

importance of "being honest with yourself with what you do and don't know." Her statement references the importance of welcoming and being open to all new ideas. Therefore, collaboration is a system of mutual support, with both parties benefiting from the process.

This dynamic is also present in previous research, especially regarding the role of technology in the classroom (Herbert et al., 2021; Tawfik et al., 2021). As educators age into their profession, they gain skills and self-efficacy (Englert et al., 2020). They are, however, also less likely to adopt new approaches to teaching, creating barriers to integrating new strategies (Herbert et al., 2021). During the COVID-19 pandemic, older teachers especially struggled with the shift to online education (Tawfik et al., 2021). Collaboration is not just a process of experienced teachers imparting information to novice educators, but rather a recursive practice of mutual support. These previous findings indicated that collaboration is instructive for both experienced and new teachers (Li et al., 2020).

According to the concept of andragogy, adults learn through practice-based learning, rather than through hierarchical structures (Long, 2018). More concretely, adults learn more from the content than from who teaches it. Although older teachers may be hesitant to adopt new classroom procedures from novices, according to the theory of andragogy, the drive to improve at work will override any hierarchical motions that might be suspicious of younger teachers. Indeed, with the growth of technology in the classroom, it is likely that younger teachers are more qualified to aid their older colleagues.

Limitations of the Study

This research project had several limitations in fully describing the best practices of collaboration among novice and expert teachers. This study relied on a single data collection instrument: semistructured interviews with 10 novice and experienced teachers. Semi-structured

interviews are an effective method for mining dense information from individuals but suffer from certain questions of reliability. Individuals may fail to remember, exaggerate, or outright deceive the interviewer. The researcher assumed that the subjects were truthful in their answers, but further corroboration of observations by either a larger sample size or participant observation would have strengthened the study.

Another limitation was the sample size and sample population. Time, labor, and cost constraints limited this study in scope. Because the majority of teachers interviewed were women, validating the male perspective for this study proved challenging with only one male interviewed. Had the sample population or sample size been larger, a more diversified sample may have been possible. Furthermore, the sample was from a single school district in the Houston area with the majority of the interviews provided from non-Title 1 Schools. The United States has a wide variety of school districts with varying levels of education, socioeconomic status, at-risk students, and requirements for teachers. A sample from a single school district in a single state may not be representative of the entire teaching population.

Recommendations for Further Research

Despite the contributions of this study, further research on the topic of experienced and novice teacher collaboration is needed. First, given the limited sample size and geographic scope, future researchers should either investigate a site in a different region or, optimally, have a wider sampling of teachers nationwide. This approach would result in a more representative sample of the challenges and requirements educators face nationwide when collaborating. Furthermore, collaboration is not a single event, as work relationships develop. Novice teachers become experienced in time and develop their own approaches to education and mentorship. Longitudinal

designs that follow teachers through their early careers could illuminate the process of developing skills through collaboration with experienced teachers.

Beyond the sample population, additional data collection instruments may be employed. This study relied solely on semistructured interviews to gather information from novice and experienced teachers. As discussed, however, semistructured interviews are not perfect at capturing the experience of teachers. Thus, using other data sources such as structured observation would benefit future studies. This approach would allow a researcher to better capture the practice of collaboration in addition to teachers' stated experiences.

Implications

This research has several important implications for both practice and stakeholders. The first major implication is that novice teachers reported are less likely to seek help when they feel judged, and as such need an inclusive and trusting environment to ensure they feel comfortable soliciting help from experienced teachers. Both the new teachers and experienced teachers referenced the importance of communication in collaborating and seeking direction. Novice teachers claimed that although they needed help in their early careers, they feared judgment from their colleagues. Likewise, experienced teachers highlighted the importance of novice teachers seeking them out for aid. Organizational practices can help foster collaboration between teachers and the administration (Çoban et al., 2023; Cornell et al., 2016; Meyer et al., 2022).

Furthermore, the teachers advocated for collaboration that involved both instruction and observation, with special reference paid to constructive feedback. Although collaboration before lessons can certainly aid young teachers in improving their lessons, observation and analysis of their performance, execution can also provide much-needed responses and areas of improvement from experienced educators. One solution that may ensure both collaborative lesson planning

and feedback is co-teaching, in which novice and experienced teachers are paired in a teamwork environment. Experienced teachers can observe and give pointers and novice teachers can garner insights from their execution. Several researchers have advocated this approach, with special emphasis on pairing teachers with complementary skill sets (Kwok et al., 2022; Morgan et al., 2020; Patrick, 2022).

The data also showed the importance of collaboration for experienced teachers. Experience is not always a panacea for improving educational outcomes, and younger teachers have been shown to be more adaptive to new technologies and bring new perspectives to the profession (Herbert et al., 2021; Tawfik et al., 2021). Schools may benefit not only their new teachers but also their longtime workers.

Finally, collaboration should be focused on work-oriented goals, and not just emotional and social support. Andragogy highlights the importance of career goals for adult learners, and this is underscored by teacher responses to collaboration (Long, 2018). Expert teachers were especially focused on approaches to education that improved outcomes and developed best practices in the classroom. Task-oriented learning is thus more likely to improve the execution of lesson plans.

Improving collaboration is likely to yield benefits for multiple stakeholders at the school. New teachers are likely to see improvements in self-efficacy, lower rates of attrition, and better classroom outcomes. Experienced teachers will also learn from collaboration, as they do not have a monopoly on teaching excellence and are likely to learn from novice teachers as well. All teachers, novice and experienced educators, can benefit from an improved school environment with more interpersonal support from colleagues. These gains could benefit school administrators as lower attrition rates and higher educational performance are core concerns of

education bureaucrats. Finally, students and parents will benefit from increased educational efficacy from their teachers.

Conclusion

Collaboration and mentorship are not unique to education. Professions across the economy rely upon on-the-job training, both formal and informal, by more experienced colleagues. Education is no different. Novice teachers suffer from a lack of experience, a lack of preservice training, and the stress of beginning a new and challenging career. This inexperience can lead to lower rates of self-efficacy and high instances of burnout. By improving collaboration with more experienced teachers, they are more likely to remain in their positions and grow professionally as educators. Experienced teachers are likewise likely to see gains from collaboration.

This study highlights the critical needs of both groups. Six themes emerged through semistructured interviews with 10 experienced and novice teachers: Novice teachers need more collaboration with experienced teachers in regard to mentoring. Novice teachers need purposeful collaboration and to be supported by a mentor without being judged. Experienced teachers need to work together with novice teachers, plan together, and provide them with guidance. During collaboration, novice teachers should not be afraid to ask questions and ask for help from their mentors whenever they need assistance. Collaboration should be purposeful, and experienced teachers should be more supportive and more welcoming towards novice teachers when providing feedback. Collaboration between experienced novice teachers should involve sharing of ideas with the new teachers and modeling a lesson. These six themes largely conformed to the broader literature on teacher collaboration, ongoing education, school leadership, co-teaching, and the theory of andragogy. By implementing reforms and improvements to teacher mentorship

and collaboration programs, schools may improve outcomes for teachers, students, and administrators.

Next Steps

In concluding my research, I find myself reflecting back on my journey as if looking through a wide lens scope. Now that I have come through this process, a few specific steps may have made this process easier for me. For example, I decided to cast a wide net in recruiting participants. During my defense proposal, I was asked about participant saturation and what number (I believed) would be sufficient. At the time, I mentioned 10 participants would be justifiable; however, (and in reality), lining up 10 individual 60–90 minutes interviews proved challenging. Circumstances such as teacher time restraints, illnesses, and federal holidays were a constant factor in pushing back interviews. Looking back, I believe six participants would have sufficed for data collection.

Secondly, I would have been easier on myself. Being a novice researcher, I too was learning what it meant to write a dissertation. Had it not been for the support of my more experienced educators (college professors), I'm not sure I would have seen the end of this process. Support, on all levels, is invaluable. This process has given me a deeper appreciation for the mindfulness that comes when working with teams, especially when those teams are connected for the greater good.

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Appendix A Informed Consent Form

A. PURPOSE AND BACKGROUND

Cameron Chavez Dodson, a doctoral student in the Department of Graduate Education at Northwest Nazarene University is conducting a research study related to how educators collaborate. This specific study will focus on the needs of both the novice and experienced teacher regarding collaboration. We appreciate your involvement in helping us investigate how to better serve and meet the needs of Northwest Nazarene University students.

You are being asked to participate in this study because you are a healthy volunteer, over the age of 18.

B. PROCEDURES

If you agree to be in the study, the following will occur:

1. You will be asked to sign an Informed Consent Form, volunteering to participate in the study.

2. You will answer a set of interview questions and engage in a discussion on your experience on collaboration.
3. You will answer a set of semi-structured interview questions with the researcher. It should take approximately 15 minutes to answer these questions.

4. You will be asked to read a debriefing statement at the conclusion of the interview.

5. You will be asked to reply to an email at the conclusion of the study asking you to confirm the data that was gathered during the research process.

   These procedures will be competed at a location mutually decided upon by the participant and principal investigator and will take a total time of about 25 minutes.

C. RISKS/DISCOMFORTS

1. Some of the discussion questions may make you uncomfortable or upset, but you are free to decline to answer any questions you do not wish to answer or to stop participation at any time.

2. For this research project, the researchers are requesting demographic information. Due to the make-up of Texas's population, the combined answers to these questions may make an individual person identifiable. The researchers will make every effort to protect your confidentiality. However, if you are uncomfortable answering any of these questions, you may leave them blank.

3. Confidentiality: Participation in research may involve a loss of privacy; however, your records will be handled as confidentially as possible. No individual identities will be used in any reports or publications that may result from this study. All data from notes, audio tapes, and disks will be kept in a locked file cabinet and the key to the cabinet will be kept in a separate location. In compliance with the Federalwide Assurance Code, data from this study will be kept for three years, after which all data from the study will be destroyed (45 CFR 46.117).

4. Only the primary researcher and the research supervisor will be privy to data from this study. As researchers, both parties are bound to keep data as secure and confidential as possible.

D. BENEFITS

There will be no direct benefit to you from participating in this study. However, the information you provide may help educators to gain a better understanding of the collaboration process and address while addressing the needs of the novice and experienced educator during the collaborative process.

E. PAYMENTS

All participants engaging in voluntary follow up interviews will receive a $25 gift card to Amazon

F. QUESTIONS

If you have questions or concerns about participation in this study, you should first talk with the investigator. Cameron Chavez-Dodson can be contacted via email at ▮▮▮▮▮▮▮▮▮ via telephone at ▮▮▮▮▮▮
Should you feel distressed due to participation in this, you should contact your own health care provider.

G. CONSENT

You will be given a copy of this consent form to keep.
PARTICIPATION IN RESEARCH IS VOLUNTARY. You are free to decline to be in this study, or to withdraw from it at any point. Your decision as to whether or not to participate in this study will have no influence on your present or future status as a student at Northwest Nazarene University.
I give my consent to participate in this study:

_____   _____

Signature of Study Participant   **Date**

I give my consent for the interview and discussion to be audio taped in this study:

Signature of Study Participant   **Date**

I give my consent for direct quotes to be used in this study:

Signature of Study Participant   **Date**

Signature of Person Obtaining Consent   **Date**

THE NORTHWEST NAZARENE UNIVERSITY IRB COMMITTEE HAS REVIEWED THIS PROJECT FOR THE PROTECTION OF HUMAN PARTICIPANTS IN RESEARCH

Appendix B Site Permission

May 23rd, 2022

Dear Cameron,

Your research application titled, *"A Collaborative Question: A Phenomenological Investigation On The Collaborative Needs Amongst Novice And Experienced Teacher*s" **(Submitted May 23, 2022),** has been approved by ███████████. You have the district approval to conduct your research. The conditions of the approval are as follows:

- No identifying information about teachers, school, district, or students can be provided. Please seek the consent of participants before proceeding with your study. Please note that despite District approval, individuals are not obligated to participate in your study and their participation is not guaranteed.
  Please reference this approval letter when making the request via email to █████████████

We wish you luck in your research efforts. If you have any further questions, please let me know.

Regards,

Department of Assessment and Evaluation ██████ Independent School District

Appendix C ACRP

ACRP⁺
FOR LEARNING FOR LISTENING FOR LIFE

Certificate of Completion

This is to certify that

Cameron Chavez-Dodson

has successfully completed

**NO CREDITS - Ethics and Human Subject Protection: A
Comprehensive Introduction**

Date of completion: Jan 20, 2020

Jim Kremidas — Executive Director

ACRP⁺

The Association of Clinical Research
Professionals (ACRP) provides contact
hours for this educational activity.

Appendix D Interview Questions

Suggested Question/Your questions for Novice and Experienced Teacher	**Key Term Alignment**	**Theory Alignment**
What were your motivations to pursue education as a career?		
What approaches, strategies, and methods from your educational training has been most useful in your professional experience?	Educational background	Resources & Training, Andragogical Theory
I'm interested in your k-12 education both preparation and experiences. Please describe a few highlights of your preparation in terms of course work, professors, special insights.	Process & Structures Self Efficacy,	Personal & Professional needs,
Please describe your choice of grade level/subject preparation.	Self-efficacy, Process & Structures	Effective support systems, Resources & training
As an educator, what does the word "collaboration" mean to you and how does it play a role in your professional life?	Effective support systems, Personal/Professional Development	Collaboration, Impact of Collaboration

Please describe to me the experiences that you have had with other educators in the classroom?	Socialization, Personal/Professional Development	Professional collaboration
Please describe to me the experiences that you have had with other educators outside of the classroom, such as in professional development or other similar workplace arenas	Professional/Professional Development, Supports, Effective support systems	Professional collaboration, Collaboration through school leadership, Team building and internal school resources
What role does school culture play in the training and support of educators?	Effective support Systems,	School atmosphere

Your questions: Experienced Educator	Key Term Alignment	Theory Alignment
Please describe your experience in K-12 education over the past five years	Environment	Environment
What role did more experienced mentors play in your professional development? Was this mentorship taken on personal initiative or was it mandated by the school? What kind of support do you wish you had that you did not get?	Personal & Professional Development Teacher support Teacher support	Resources & Training, Admin leadership, Professional collaboration, Collaboration through leadership support

As an experienced educator, how do you perceive and experience collaboration with novice educators? Please describe a previous experience that you had with collaboration between yourself and a novice educator? What was useful, or not useful, about this situation? What could improve this experience to better collaboration?	Socialization, Personal/Professional Dev. Environment	Resources & training, collaboration, lack of collaboration, team building
What programs or initiatives would be helpful in training and retaining new teachers?	Teacher Support	Lack of collaboration, School support, Impact of Collaboration
Do you have final thoughts or comments that you would like to add?	N/A	N/A

Your questions: Novice Educator	Key Term Alignment	Theory Alignment
Please describe your experience in K- 12 education system?	Environment	School atmosphere, School support
In what ways are you well supported by the school and what kind of support is lacking?	Process & structures, Teacher support	Resources and Training, Internal school resources,
As a novice educator, how do you perceive and experience collaboration with experienced educators? Please describe a previous experience that you had with collaboration between yourself and an experienced educator? What was useful, or not useful, about this situation? What could improve this experience to better collaboration?	Environment, Personal/Professional development, Socialization	Impact of collaboration, Lack of collaboration, Resources & Training
Please explain the impetus for this support. Is it required from the school or through personal initiative?	Socialization, Personal/Professional Development	School resources, professional collaboration
Do you have final thoughts or comments that you would like to add?	N/A	N/A

Appendix E Participant Interest

Invitation to participate in the research project titled:
A COLLABORATIVE QUESTION: A PHENOMENOLOGICAL INVESTIGATION ON THE
COLLABORATIVE NEEDS AMONGST NOVICE AND EXPERIENCED TEACHERS

Dear_____

I am conducting interviews as part of a research study to increase my
understanding of how collaboration among educators is perceived and experienced
by those in the field. As an educator, you are in an ideal position to provide
valuable first-hand information from your own perspective.
The interview will take around 60-90 minutes to complete and is very informal. I
am simply trying to capture your thoughts and perspectives on the collaborative
needs of educators. Your responses to the questions will be kept confidential. Each
interview will be assigned a number code to help ensure that personal identifiers
are never revealed during the analysis and write-up of the findings.
There is a $25 Amazon gift card for participating in this study. Your participation
will be a valuable addition to my research and the findings could lead to a greater
understanding of the collaborative needs of educators.
If you are willing to participate, please suggest a day and time that suits you and I'll
do my best to be available. If you have any questions, please do not hesitate to ask.
With appreciation, Cameron Chavez-Dodson

Appendix F Debriefing Statement

Thank you very much for participating in this study. Your time and participation in this study are vital in helping to understand the collaborative needs of novice and expert teachers. I am so glad that you are willing to devote your time to support my study. In this study, I was interested in learning about specific collaborative needs through the lived experiences of both novice and expert teachers. You participated in an interview with the researcher and gave your honest opinion about your specific collaborative needs and provided feedback to the researcher. The results of this study will be valuable in helping to identify any successes or barriers that exist during the collaborative process amongst novice and expert educators. Should you have any additional questions, comments, or concerns about the research, please feel free to contact the researcher. Thank again for your participation.

Appendix G Member Checking

Dear [name],

Thank you again for your willingness to participate in my doctoral study on collaboration needs amongst novice and experienced educators. I greatly appreciate your willingness to share your thoughts and opinions with me about your experiences which were very useful and informative.

Based on the transcripts from the interview, I have attached a textural description of both what and how you perceive to be the collaborative needs amongst novice and experienced educators. Would you please review this description and verify if this accurately reflects your experience? Please feel free to respond with any necessary changes, corrections, or additions. Your participation will help guarantee that I am accurately understanding and summarizing the information you have shared with me. Your comments will be extremely vital and helpful.

I have greatly valued your participation in this research study and your willingness to share your opinions about your experiences. If you have any questions, comments, or concerns, please contact me. Again, thank you so very much for your time and effort that made this study possible!

With warm sincerity,

Cameron Chavez-Dodson