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New Teachers Are Your Friends: A Multiple Case Study Examining School Psychologists’ Experiences Consulting with Beginning Teachers

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New Teachers are Your Friends:
A Multiple Case Study Examining School Psychologists’
Experiences Consulting with Beginning Teachers

A Dissertation
Presented to
the Faculty of the Morgridge College of Education
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Doctor of Philosophy

by
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Abstract

School psychologists’ training, knowledge, and skillsets in school-based consultation can play a key role in supporting beginning teachers, but the consultation research base provides limited information about how beginning teachers’ concerns and characteristics relate to consultative practice (Babinski & Rogers 1998; DeForest & Hughes, 1992; Robertson & Briedenstein, 2007). This qualitative multiple case study investigated the perceptions and experiences of four expert school psychologists who engaged in consultation and provided support to beginning teachers. Factors related to the school psychologists’ and beginning teachers' cognitions, behaviors, and school environment emerged in the data. Participants perceived beginning teachers as being enthusiastic and eager to learn, unrealistically optimistic, and overwhelmed, and noted that beginning teachers experienced concerns related to the school, students, and self. In order to support these teachers, the participants demonstrated professional flexibility and assumed the role of mentor, consultant, and advocate at the systems-level. Consultation served to provide new teachers with professional and psychosocial support. Relationships and perceptions of the professional match between school psychologists, beginning teachers, and the school environment were critical to consultation success. The findings provide important insights for the field of school psychology by shedding light on how experienced practitioners enact consultation in a way that supports beginning teacher learning and professional development.
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Chapter One: Introduction

Gutkin and Conoley (1990) characterize consultation as the crux of school psychological services, stating “to service children effectively, school psychologists must, first and foremost, concentrate their attention and professional expertise on adults” (p. 212). During the consultative process, school psychologists (i.e., consultants) collaborate with teachers (i.e., consultees) to problem solve students’ (i.e., clients) behavioral, social-emotional, and/or academic challenges, at the individual, group, or classroom level (Erchul & Martens, 2010; Gutkin & Curtis, 2009; Kratochwill et al., 2014).

Decades of research indicates that school-based consultation is effective in promoting positive outcomes for students and teachers. The use of consultation in schools has reduced the number of referrals for intensive mental health supports or special education evaluations (Durlak et al., 2011; Erchul & Sheridan, 2014; Strein et al., 2014). Studies have shown that consultation outcomes for teachers include improved performance in the classroom, increased likelihood of implementing evidence-based practices, a better understanding of a problem in the classroom, and a stronger ability to problem solve (Babinski & Rogers, 1998; Reinke et al., 2008; Shernoff et al., 2016). In general, researchers have described consultation as a critical tool in promoting teacher learning and development (Capella et al., 2011; Reinke, et al., 2012; 2014; Shernoff et al., 2016).
Despite the substantial amount of research demonstrating the effectiveness of various models of consultation in improving student outcomes, consultation is still characterized as being underutilized by school psychologists (Castillo et al., 2012; Newman et al., 2017). Furthermore, Erchul (2020) describes consultation as “one of the least understood modes of contemporary practice,” citing that it is an “elusive mixture of consultant technical expertise and interpersonal finesse” (p.xi).

Given the relative importance of consultation to the field, it has become increasingly important to understand factors that contribute to effective school-based consultation practices. Even though school psychologists may be able to offer teachers relevant skills and knowledge of effective interventions for students who are struggling, part of the complexity of consultation is understanding the conditions that make teachers receptive or resistant to consultation (Newman et al., 2017; Crothers et al., 2020). Research suggests that the success of consultation hinges on a number of factors related to the characteristics and roles of the consultant and consultee who engage in the collaborative problem-solving process, and the interpersonal dynamics of the consultative relationship (Brown et al., 2001; Gutkin & Hickman, 1990; Harris & Cancelli, 1991; Hurwitz et al., 2015; Newman et al., 2017). Understanding the characteristics of teachers and school psychologists is, therefore, key to understanding effective consultation.

**Reciprocal Determinism and School-based Consultation**

Bandura’s (1978) process of reciprocal determinism is one way to conceptualize how individual factors related to teachers and school psychologists influence their consultative relationship and the consultation process. According to Bandura, the interactions between an individual’s cognitions (e.g., personal factors, beliefs or
perceptions of self), behaviors, and environment are bidirectional and influence an individual’s functioning in different contexts. Bandura also associates perceptions of self-efficacy to an individual’s cognitions. Brown and Schulte (1987) used Bandura’s notion of reciprocal determinism to propose a model of problem-solving that takes into consideration how the cognition, behavior, and environment of a consultee (along with the client) contribute to the problem being addressed in consultation. The social learning model of consultation (SLC) is described as a “consultee-centered behavioral model of consultation” (p.283), based on the assumption that the functioning of teachers/consultees, school psychologists/consultants, and students/clients are interrelated to the interaction between their behaviors, cognitions, and environment.

In order for a school psychologist to achieve a consultation goal or to change a teacher’s behaviors and attitudes in relation to students, they must also understand how these three factors related to teachers’ and students’ interactions and address them. Similarly, Truscott et al., (2012) argue that in order for consultation to proceed effectively, greater consideration must be placed on the mechanisms by which change within teachers occurs, including factors such as teachers’ cognitions, behaviors, and motivation. The characteristics of teachers and their participation in consultation have been researched through exploring attributions for teacher resistance (Gonzalez et al., 2004), preferences for collaborative or directive approaches (Tysinger et al., 2009), response to feedback (Reinke et al., 2014), and the role of teacher self-efficacy in intervention implementation (Aloe et al., 2004; Reinke et al., 2011; Tschannen-Moran-Hoy, 2007). However, teacher characteristics such as their stage of professional development have yet to be examined in the consultation literature.
Beginning Teachers

Beginning teachers, defined as teachers with less than three years of experience, comprise 10% of the current teacher workforce (National Center for Education Statistics, 2016). Research on beginning teachers’ classroom practices has consistently indicated that they have unique learning needs and demonstrate a higher need for professional support in schools, with a particular focus on matters such as professional isolation, perceptions of low self-efficacy, burnout and coping with stress, classroom management, challenging student behaviors, and supporting the needs of students with disabilities (Babinski & Rogers, 1998; Berry, 2010; Kagan, 1992; Oliver & Reschly, 2007; Ingersoll & Smith, 2003; Skaalvik & Skaalvik, 2010).

It may be especially valuable for school psychologists to consult with beginning teachers because they present a high risk of attrition. Research suggests that nearly half of new teachers leave within five to seven years (Allen, 2005; Annette Breaux & Wong, 2003), and an estimated one out of ten new teachers quit after the first year (Gray & Taie, 2015) due to factors such as low job satisfaction, lack of professional support, feelings of isolation, and difficulties managing the behavioral challenges of students (Ingersoll & Smith, 2003; New Teacher Project, 2013; Skaalvik, 2010). Research suggests that it takes between five and seven years to acquire teaching expertise (Berliner, 1988), which means teachers leave the field before becoming effective or successful. New teacher attrition and mobility impact the capacity of a school to meet increasingly diverse student populations’ academic, social-emotional, and behavioral needs (Hanushek et al., 2004; Ronfeldt et al., 2013), particularly in high-poverty, low-performing schools (Clotfelter et al., 2007).
One reason it may be beneficial to examine the consultation practices of school psychologists and beginning teachers is that traditional mechanisms for supporting these teachers (e.g., induction and mentorship) appear to be insufficient and inconsistent (Algozzine et al., 2007; Richter et al., 2013). Beginning teachers often struggle with their sense of efficacy, feelings of professional isolation, and struggles with classroom management (Babinski & Rogers, 1998; Hanushek et al., 2004; Kagan, 1992). In an educational landscape struggling with teacher turnover and staffing, school-based professionals are called upon to consider how to use their existing resources to train, support, and retain beginning teachers (Darling-Hammond, 2000; Ingersoll, 2004; Suchter et al., 2016; Shernoff et al., 2016). Although mentors, school administrators, and coaches are often discussed in the literature on beginning teacher supports; school psychologists are an underused and overlooked source of support that could be of great benefit to beginning teachers.

**School Psychologists’ Experiences with Beginning Teachers**

Despite the prevalence of beginning teachers in schools, discussions of school psychologists’ consultative practice with beginning teachers are scant in the literature base. Although some studies have shown that beginning teachers in special education find school psychologists to be valuable sources of support at their schools (Gehrke, & McCoy, 2007; Joes, Youngs, & Frank, 2013), new teachers who work with the general education population have limited awareness and understanding of the variety of services that school psychologists can deliver (Edzards, 1996; Gilman & Gabriel, 2004). This suggests that new teachers may be underusing consultation services.
Calls for promoting consultation between school psychologists and beginning teachers have been sparse throughout the past few decades. Pryzwansky (1986) urged training programs to facilitate interprofessional collaboration early so school psychologists and teachers were more inclined to pursue opportunities to work with each other. Robertson and Briedenste (2007) coordinated a project in which school psychology students and pre-service teachers engaged in consultation and collaboration as part of an experiential learning component of their graduate training. The authors found that consultation with beginning teachers focused on behavior management, supporting students with disabilities, and guidance on the special education referral process. The study’s participants stated that key characteristics of successful collaboration included respect for each other’s professional knowledge, familiarity with the demands of each other’s role, sensitivity to time limitations, and offering practical suggestion. Through qualitative methods, Robertson and Breidenstein identified some of the differing perspectives, training experiences, knowledge, and skill sets that school psychologists and teachers bring to the consultative process.

According to my literature review, Babinski and Rogers (1998) published the first study of school psychologists’ efforts to support beginning teachers, which resulted in four more publications (Knotek et al., 2002; Rogers & Babinski, 1999; Rogers & Babinski, 2002; Webster et al., 2003), and two published dissertations (Lee Durn, 2010; Prosje, 2003). The authors created a model of new teacher professional development based on a consultee-centered framework of consultation (Babinski & Rogers). In the New Teacher Groups (NTG), a school psychologist facilitated a collaborative problem-solving process to support a group of new teachers with discussing and reflecting on
problems in their practice, generating solutions, and implementing a plan of action. The authors analyzed interviews and recorded consultation sessions and found that during consultation, beginning teachers frequently identified concerns around how to support students with social-emotional, behavioral, and academic issues. Subsequent articles on Babinski and Roger’s NTGs indicated that beginning teachers found support from school psychologists to be beneficial in developing positive images of self and student interactions (Knotek et al., 2002), combating social isolation (Rogers & Babinski, 2002), and becoming better problem solvers (Webster et al., 2003). Babinski and Rogers’s work indicates that through consultation, school psychologists can effectively address concerns specific to beginning teachers, promote their sense of connectedness to school, and contribute to their development of a positive professional identity. However, the study does not explore school psychologists’ experiences of consulting with beginning teachers, and the relevant skills and knowledge requisite to be effective in collaborating with these teachers. In addition, a limitation in this study that is common to consultation research, is that the school-based consultants were graduate students; which limits the implications for practicing psychologists in schools.

The publication “Expanding the Role of School Psychologists to Support Early Career Teachers: A Mixed-Method Study,” by Shernoff et al. (2016) build on Babinski and Roger’s (1998) idea of promoting consultation as a site-based model of professional development for early career teachers. Similar to NTGs, routine meetings, professional development, and coaching were used to increase new teachers’ understanding and use of evidence-based classroom management strategies, sense of connection and social support in their schools. Teacher feedback noted the importance of on-site support with
classroom management, and teacher perceptions of growth in their ability to anticipate and respond to student behaviors. The title of the publication “Expanding the Role of School Psychologists…” is misleading as the authors recruited veteran teachers and administrators to facilitate new teacher learning. Given the overlap between the skills and knowledge of the coaches in this study, and that of school psychologists’ training and practice, Shernoff et al. (2016) call on school psychologists to expand their role and use their existing skills sets to consult with these teachers. The work of Babinski and Rogers and Shernoff et al. suggest that school psychologists have a diverse range of skill sets and dispositions that can help beginning teachers address their needs during these formative years of practice. A next step in the research would be to examine if, and how, school psychologists are currently collaborating with or supporting beginning teachers through school-based consultation.

**Statement of the Problem**

Consultation is a foundational aspect of service delivery in school psychology (NASP Practice Model, 2010a) that is expected to expand as school psychologists are called upon to engage in more prevention-oriented activities and services that address the needs of all students in school settings (Rosenfield, 2013; Erchul & Sheridan, 2014; Sheridan & D’Amato, 2003). In school-based consultation, school psychologists collaborate with teachers to address students’ behavioral, social-emotional, and/or academic challenges, at the individual, group, or classroom level (Erchul & Martens, 2010; Kratochwill et al., 2014). During the consultation process school psychologists interact with teachers who possess varying levels of knowledge, skills, and experience (Caplan, 1970; Sandoval, 2012). In order to effectively consult, it is recommended that
school psychologists understand how teacher characteristics, such as prior training, perceptions of self-efficacy, years of experience, skill level, and knowledge influence the consultation process; including how a teacher conceptualizes a problem and selects and implements an intervention (Christofferson & Sullivan, 2015; Reinke et al., 2011; Sandoval, 2012).

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

School psychologists, who are often overlooked or underutilized as supports for beginning teachers, possess knowledge in areas such as child and adolescent development, behavior, evidence-based interventions; and demonstrate skills in consultation and problem solving (NASP Practice Model, 2020a). They can support beginning teachers through collaboratively problem-solving issues around classroom management or addressing the needs of a diverse population of learners. Beginning teacher attrition has been shown to negatively impact students’ learning, behavioral, and social emotional outcomes, which in turn can have detrimental implications for school psychologists’ capacity to engage in prevention and intervention on behalf of all students (Babinski & Rogers, 1998; Ronfeldt et al., 2013). By providing beginning teachers
additional supports during their most formative years in the field, school psychologists have the potential to mitigate professional isolation and feelings of early burnout and promote perceptions of self-efficacy and commitment to teaching.

Unfortunately, mechanisms for supporting beginning teachers have been an understudied and low prioritized area of school psychology literature. Little is known about whether school psychologists perceive the needs of beginning teachers and/or adapt their approaches to consulting with these teachers, as a limited number of studies have examined how beginning teachers’ concerns and characteristics may relate to school psychologists’ consultation practice (Babinski & Rogers 1998, DeForest & Hughes, 1992; Robertson & Briedenstein, 2007). The current consultation research base provides limited information as to how years of teaching experience, or the developmental stages of teachers, influence consultation. Information on beginning teachers as consultees is limited, varying, and dated (Gutkin & Bossard, 1984; Ingraham, 2003; Lane et al., 2004; Mortenson et al., 2008; Stenger et al., 1992); despite extensive research into how beginning teachers develop, think, and enact the tasks of teaching differently than experienced teachers (Berliner, 2002; Kagan, 1992; Katz, 1979; Melnick & Meister, 2008; Moir, 1990; Tschannen-Moray & Hoy, 2006; Veenman, 1984).

Possible explanations for the lack of research on school psychologists’ consulting with and/or supporting beginning teachers may be due to issues regarding the underutilization of consultation in school psychologists’ practice (Castillo et al., 2012; Newman et al., 2017). This may be partly due to school psychologists’ perceptions of self-efficacy for consultation (Guiney et al., 2014), and specifically, consultation with beginning teachers. In addition, some research suggests that beginning teachers may not
be initiating consultation with school psychologists (Pas et al., 2016). Although consultation has been reported as a preferred activity of school psychologists, school psychologists are cited as typically spending more time with referrals for special education and engaging in assessment and intervention when student behaviors are more severe (Castillo et al., 2012; Doll et al., 2014). Consequently, school psychologists may not be engaging in consultation with beginning teachers in effective ways that are considerate of how they learn or develop, or ways that are responsive to their needs.

Researchers have found that training, years of experience and confidence in one’s knowledge and ability across the domains of school psychological practice (see NASP Practice Model, 2020a) influence consultation self-efficacy and positive consultation outcomes (Gutkin & Hickman, 1990; Guiney et al., 2014). In drawing from self-efficacy theory (Bandura, 1977) and prior research on school psychologists’ reported consultation practice, it can be imagined that school psychologists who are experienced in consultation, perceive themselves to be effective consultants, and engage in consultation regularly, are more likely to pursue opportunities to consult with beginning teachers (Gutkin & Hickman, 1990; Guiney et al., 2014; Newman et al., 2017). This study operates on the proposition that expert school psychologists who perceive themselves to have effectively engaged in consultation and/or other methods of support for beginning teachers, have valuable insight into the needs of these teachers, and an understanding of knowledge and skills specific to school psychologists that can be of great benefit to new teachers. Given that little is known about the phenomenon of school psychologists supporting beginning teachers within the context of their role and setting, a qualitative multiple case study allows for an in-depth investigation into the perceptions and
experiences of expert school psychologists who have directly supported beginning teachers, while examining contextual variables that facilitate their ability to work with these teachers.

**Purpose of the Study**

The purpose of this study is to describe the ways in which school psychologists engage in consultation and/or other methods of support to assist beginning teachers with their concerns during their early-career stage. In order to accomplish this goal, I used a qualitative, multiple case study approach to investigate four expert school psychologists’ perceptions of how they understand the needs of beginning teachers, the methods of support they use with beginning teachers, and any barriers and/or facilitators to their ability to engage with beginning teachers effectively. Four expert school psychologists who self-identified as having effectively consulted with and supported beginning teachers were recruited from the western mountain region of the United States for this study. Each school psychologist was interviewed independently, and findings are discussed within each case and across the cases to generate analytic generalizations and lessons learned from the cases.

**Research Questions**

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

4. How do (expert) school psychologists describe any barriers and/or facilitators in their ability to effectively consult and/or support beginning teachers?

**Significance of the Study**

This study contributes to the school psychology literature by providing an examination of how the developmental concerns of beginning teachers can be addressed and supported using knowledge and practices specific to school psychologists’ training and professional practice. School psychology practitioners will benefit from this study’s findings as the information aims to highlight strategies and methods used by expert school psychologists during the consultation process. Findings from this study may be used to inform recommendations on how school psychologists can be more effective with teachers of varying levels of experience, knowledge, skills, and confidence. In addition, dissemination of findings can also increase educational leaders’ awareness of the multifaceted skills possessed by school psychologists, so they may incorporate school psychologists into programming to support beginning teachers. Lastly, as the literature suggests that beginning teachers’ perceptions of the role of school psychologists is limited, the results of this study can also increase teacher understanding of the roles of school psychologists and encourage them to seek out school psychologists as sources of support.
Definition of Terms

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

**Beginning Teacher**

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

**Beginning Teacher Stage of Development**

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

**Burnout**

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

In this study, the student(s). The client receives an indirect service from the consultant through their work with the consultee (Crothers et al., 2020).

Consultant

In this study, the school psychologist. The person who guides the consultee (i.e., teacher) through a problem-solving process in order to help them address an issue they are experiencing with a student (Crothers et al., 2020).

Consultation

Consultation in school settings is characterized by a triadic relationship, or as “a process for providing psychological and educational services in which a specialist (consultant) works cooperatively with a staff member (consultee) to improve leaning and adjustment of a student (client) or group of students” (Erchul & Martens, 2010; p.12-13).

Consultee

In this study, the beginning teacher. The person who partners with the consultant to address a problem they are experiencing with a student. The consultee is responsible for implementing an intervention to support the client (i.e., student) (Crothers et al., 2020).

Expert School Psychologist

In this study, an expert school psychologist is defined as a school psychologist who has over five years of experience, reports being competent across the domains of practice in the NASP Practice model, particularly in consultation; and has high self-efficacy beliefs in their delivery of psychological services to beginning teachers, and
ability to collaborate and support these teachers (Berliner, 2002; Guiney et al., 2014; Harvey & Struzziero, 2008; NASP, 2018).

**Reciprocal Determinism**

A process by Bandura (1978) used to understand the interactions between individuals. Reciprocal determinism emphasizes the interaction between an individual’s behavior, beliefs (e.g., self-efficacy), and environment, and states that these factors influence each other and are bidirectional. Reciprocal determinism is the basis of the Social Cognitive Model of consultation by Brown & Schulte (1987) due to reliance on the consultative relationship and consultant focus on influencing consultee motivation/self-efficacy.

**Teacher Self-efficacy**

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

Beginning teachers' growth, development, and professional challenges are topics that have been studied for decades by researchers, policymakers, and educational leaders (Fuller, 1969; Kagan, 1992; New Teacher Project, 2013; Veenman, 1984). School psychologists' consultative practice has great potential to promote the professional growth of beginning teachers. In order to examine how school psychologists understand the needs of and provide support to beginning teachers, it is important first to understand the characteristics and concerns of these teachers. This literature review begins with an examination of different models of beginning teacher development, beginning teacher concerns, the mediating role of self-efficacy, and proposed supports that align with beginning teachers' developmental stage. Next, school-based consultation frameworks, school psychologists' skill sets in consultation, and their potential applicability to beginning teachers' needs will be discussed. Overall, this chapter presents a review of existing research on this topic and highlights gaps in collective understanding (see Appendix A for a synthesis of the relevant literature).

Beginning Teacher Development

Of the over three million teachers working in public schools in the United States, an estimated 372,000 are beginning teachers, or those in their first or second year of teaching (MarFarland et al., 2017). Researchers have analyzed how teachers' professional identities develop in many ways, including drawing from adult-learning theory (Christensen, 1983), conducting surveys, interviews, and observations of teachers.
(Berliner, 1988; Katz, 1972; Melnick & Meister, 2003; Moir, 1990), tracking teachers in longitudinal studies (Bullough & Knowles, 1991), and synthesizing the literature on teachers' concerns over the years (Kagan, 1992; Veenman, 1984). However, it is important to note that existing research on beginning teacher development is limited and somewhat outdated, which suggests that it is difficult to understand the modern professional and personal characteristics of this large group of teachers.

Overall, the stage-based theories on beginning teacher development indicate that teachers experience a process by which they learn to teach and develop a professional identity. They also experience a sequential stage of changing concerns, cognitions, behaviors, and attitudes toward teaching while learning to enact all of the required tasks during their early-career phase (Berliner, 1988; Fuller, 1969; Huberman, 1989; Kagan, 1992; Moir, 1990; Veenman, 1984). Models of teacher development vary in their focus but agree on common attributes of new teachers. Katz (1972) studied the developmental stages of preschool teachers and found that throughout their careers, teachers experience a hierarchical sequence of phases that go from survival to consolidation, to renewal, and lastly, maturity.

Similarly, Berliner's five-stage model (1988) shows that teachers shift through career phases of being a beginning, advanced beginner, competent, proficient, and expert. Huberman's (1989) Teacher Career Cycle model explores the stages of teacher development by illustrating differences between a positive developmental trajectory, in which a teacher continues to grow professionally and experiment with his or her craft, and a negative developmental trajectory that culminates in disengagement and burnout (see Figure 2.1).
Moir's (1999) work, "Phases of First-Year Teaching," adds to the teacher development literature base by describing how beginning teachers' attitudes towards teaching transition through phases of anticipation, survival, disillusionment, rejuvenation, and reflection (see Figure 2.2). The following section will examine the key attributes of teachers in the beginning stage of development.

**Beginning Teacher Learning and Cognition**

According to Feiman-Nemser (2001), "new teachers have two jobs-they have to teach, and they have to learn to teach" (p.1026). Berliner (1988) points out that the way teachers think, acquire knowledge, and develop expertise in pedagogy shifts through various stages. Berliner describes beginning teachers' cognition and approach to problem solving as being "rational, relatively inflexible, and tend[ing] to conform to whatever rules and procedures they were told to follow" (p. 8). Therefore, tasks of teaching must
be broken down for the beginning. Berliner suggests that when compared to experts, novices struggle with interpreting and making sense of classroom events. Within this stage, novices are still identifying and labeling classroom tasks while learning and applying context-free rules. In contrast, teachers in the advanced beginner stage are more strategic when applying a rule or strategy. They have developed skills in various contexts, allowing them to identify features of a scenario's context to guide their actions. According to Katz's (1972) model, it is not until teachers reach the consolidation stage of development (one to three years) that they start accessing learning from prior experience to address current concerns and prevent problems in the classroom.

How beginning teachers think and act in the classroom is quite different from experienced teachers, whom Berliner describes as those who can analyze situations and determine importance. As a result, beginning teachers often have difficulty predicting what students may struggle with or misunderstand, whereas experienced teachers use prior experiences to predict and address issues in advance (Berliner). Compared to proficient teachers, beginning teachers do not make decisions or operate with automaticity. They require additional time to process events.

**Beginning Teachers Attitudes Towards Teaching**

According to Moir (1999), the stages of a first-year teacher's attitude towards teaching start with anticipation as they are hired and typically hold idealistic expectations of what the work will be like. During the first couple of months of the school year, these teachers experience a phase of survival, in which they work long hours and are overwhelmed by the unexpected challenges of the job. Teacher optimism dwindles as they often struggle to manage and cope with the tasks of teaching. This results in
experiencing a phase of disillusionment with teaching prior to the holiday break. According to Moir, after having a chance to recharge and rest during winter break, teachers are expected to experience a stage of rejuvenation in which they may better anticipate and address potential classroom issues. Lastly, after May, Moir describes a stage of reflection, wherein beginning teachers may start to contemplate successes and consider what to do differently next year. Specific times during the school year are especially stressful for beginning teachers, and they benefit from added support and coaching during events such as parent-teacher conferences or teacher evaluations (Moir; Johnson et al., 2014)

**Figure 2.2**
*Moir’s Phases of First-Year Teachers’ Attitudes Toward Teaching*

<table>
<thead>
<tr>
<th>Anticipation</th>
<th>Anticipation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Survival</td>
<td>Reflection</td>
</tr>
<tr>
<td>Disillusionment</td>
<td>Rejuvenation</td>
</tr>
</tbody>
</table>

**Beginning Teacher Focus on Self**

Beginning teacher characteristics are often distinguished by a focus on concerns with professional identity, performance, and ability to survive the reality of teaching. Fuller's (1969) model of teacher development is based on teachers' concerns with self,
tasks, and their impact on students. In Fuller's model, beginning teachers' self-concerns are triggered by simultaneously occurring explicit and implicit concerns. According to Fuller, these concerns include appraisals of professional competence by peers, administration, and parents, as well as feelings of belonging in school and perceptions of control over the classroom.

Similarly, Kagan (1992) reviewed 40 studies of preservice and beginning teachers from 1987 through 1991 and found that beginning teachers shift their attention in a sequential stage from a focus on one's ability to manage students in the classroom, to instruction, and lastly, to student learning. According to Kagan, beginnings often enter classrooms with notions of what teaching should be like based on their own experiences as students and interactions with former teachers. These expectations of teaching and self as a teacher, which Hoy and Weinstein (2006) describe as a sense of "unrealistic optimism" (p. 205), are often confronted by the reality of teaching in contexts different than one's own schooling experience. As beginning teachers attempt new strategies and learn how to teach new curriculums and new students, they focus more on their own adequacy than their impact on student learning.

More recently, in Lundeen's (2004) qualitative study of first-year teachers, it was found that teachers' reflective comments about their teaching problems experienced a developmental shift from a focus on self to a focus on students over the course of a year. For example, at the beginning of the school year, teachers' comments were more negative, and they used a greater number of "I" comments such as "I can't figure it out," "I feel like I," "I didn't expect," and "I am surprised" (p.556) when discussing their struggles. As the year progressed, teachers' comments used less "I" statements and were
more confident, reflective, and focused on the impact of their teaching on students. Kagan's (1992) and Fuller's (1969) work suggests that beginning teachers' initial concerns, such as their feelings and cognitions related to teaching, must be addressed in order for them to focus on their impact on students.

**Focus on Survival**

Beginning teachers' focus on self is also related to their perceived ability to manage the challenges of teaching. Although the first three years of teaching are filled with discovery and anticipation, it is also characterized by a need to survive as teachers adapt to their new roles (Huberman, 1989; Katz, 1972; Moir, 1990). Beginning teachers transition quickly from operating in classroom environments pre-established by their mentors to independently establishing their own while learning how to navigate a variety of demands in a new setting that can be markedly different from their preservice teaching (Desimone et al., 2013; Huberman, 1989; Stroot et al., 1998). The demands to learn new curriculums, differentiate instruction, socialize into school culture and system, and collaborate with families or colleagues result in teachers experiencing a transition shock during their early career, as they attempt to reconcile their expectations for teaching with what the reality is like (Corcoran, 1981; Feiman-Nemser, 2003; Day & Gu, 2010; Huberman, 1989; McCormack et al., 2006; Nahal, 2010). As new teachers are often expected to "sink or swim" (Ingersoll & Smith, 2004), they tend to ask themselves, "Can I make it until the end of the day? Can I make it until the end of the week?" (Katz, 1972). It is common for them to question their commitment to the profession early on in their career (Moir 1990).
Beginning Teacher Focus on Professional Identity

A primary task of beginning teachers is to create and establish a professional identity as a teacher (Beauchamp & Thompson, 2009; McCormack et al., 2007). Johnson et al. (2014) define teacher identity as one's professional and personal understanding of what it means to be a teacher. A teacher's professional identity consists of their sense of belonging in the profession, beliefs and assumptions about teaching and learning, and perceptions of self as a learner and a teacher; including how one's personality interacts with instructional or behavioral management style (Johnson et al., 2014; Feiman-Nemser, 2001; Lundeen, 2004). Professional identity development is related to teachers' professional growth, or "changes over time in the behavior, knowledge, images, beliefs, or perceptions" of teaching (Kagan, 1992, p. 131). As teachers are constantly tasked with learning and applying new skills in their classroom, their professional identity is influenced by their ability to manage conflict or problems, openness to new ideas, and ability to navigate tensions between their beliefs and practices (Johnson et al., 2014; Lundeen, 2004). Overall, existing research indicates that beginning teachers spend a great amount of energy and time navigating the day-to-day demands of teaching towards establishing a professional identity as a teacher (Johnson et al., 2014; Moir, 1990).

Summary

As illustrated in the previous section, new teachers demonstrate unique characteristics related to their developmental trajectory. Although these developmental models provide a conceptual understanding of how beginning teachers' beliefs, cognitions, and actions may differ from veteran teachers, it is important to acknowledge the complexity of teacher development and its contingency on teachers' personal
characteristics and their school setting contexts (Beijaard, Meijer, & Verloop, 2004). This may be why researchers examining the experiences and perceptions of beginning teachers often rely upon qualitative methodologies to uncover nuances and patterns (Bullough & Knowles, 1991; Lundeen, 2004; Melnick & Meister, 2008; Nahal, 2010). Related to the beginning teacher stage of development are common concerns that these teachers experience. The following section will explore teachers' concerns in depth.

Concerns of Beginning Teachers

Teaching is a demanding profession, and beginning teachers experience various stressors that may lead them to question their ability to persevere and stay committed to the field (Babinski & Rogers, 1998; Katz, 1972). Some of the greatest challenges experienced by beginning teachers relate to experiences of early burnout (Gavish and Friedman, 2010; Goddard & Goddard, 2006), professional isolation and a desire for socialization (Babinski & Rogers, 1998; Bryk & Schneider, 2002; Feiman-Nemser, 2003), struggles with classroom management (Ingersoll & Smith, 2003; Kagan, 1992; New Teacher Project, 2013; Veenman, 1984), and low levels of confidence and self-efficacy (Browers & Tomic, 2000; Meister and Melnick, 2003). The following section explores certain factors described as some of beginning teachers' most common concerns.

Coping Stress and Early Career Professional Burnout

Beginning teachers are confronted with a variety of complex tasks upon their entry into the profession. It is not surprising that, as they focus on their own survival, they struggle to cope with stressors, experience negative emotions related to teaching, and experience low rates of job satisfaction (Hafner & Owings, 1991; Kyriacou, 2001; National Center for Education Statistics, 2014; Rieg, Paquette, & Chen, 2007). Teachers'
responses to stress may also fluctuate during the school year. Moir’s (1999) "Phases of First Year Teaching" argues that beginning teachers experience a phase of disillusionment during the school year when they realize that despite their hard work and effort, teaching is overwhelming, and things may not be going as well as they anticipated. High levels of teacher stress are associated with missing days of work, burnout, and resulting attrition (Kipps-Vaugham, 2013). The challenges of time management may further amplify experiences with stress and burnout. Moir (1990) indicated that beginning teachers can work up to 70 hours a week. The effective management of time has frequently been cited as a concern of beginning teachers (Johnson et al., 2012; Veenman, 1984). Bentley et al. (2013) suggest that new teachers require assistance with knowing how much effort and time should be exerted on a given task, how to prioritize tasks, and how to have the self-awareness and self-compassion to say no.

Beginning teachers' inability to cope with stressors has been associated with early career experiences with burnout (Kyriacou, 2001). Burnout consists of depersonalization, a low sense of self-efficacy, and emotional exhaustion in response to the demands of the profession (Maslach & Jackson, 1981). Research indicates that professional burnout may be experienced at high rates by new teachers. A survey of beginning teachers' perceptions of burnout by Goddard and Goddard (2006) showed that these teachers scored higher in the emotional exhaustion dimension of burnout than more experienced teachers. Similarly, an Israeli study (Gavish & Friedman, 2010) of 492 beginning teachers' perceptions of teaching indicated that, on average, beginning teachers experienced higher levels of burnout during their first year of teaching than more experienced teachers. Beginning teachers who experienced burnout attributed it to feelings of
"unaccomplishment," while feelings of depersonalization were attributed to the realities of teaching, such as interactions with students and professional isolation in an unsupportive work environment. Struggles with classroom management, challenging student behaviors, and feelings of social isolation have frequently been cited as challenges contributing to low job satisfaction, burnout, and resulting attrition (Ingersoll & Smith, 2003; New Teacher Project, 2013; Skaalvik & Skaalvik, 2010). Wood and McCarthy (2002) describe several factors that contribute to teacher's feelings of burnout:

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

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

**Professional Isolation and Lack of Support**

Lundeen (2004) describes supportive relationships with colleagues as a critical part of developing a professional identity as a teacher, stating that teachers' "levels of confidence can be enhanced through cultural support and acceptance, affirmation, consultation, interaction, and integration with other teachers" (p. 560). Unfortunately, research has indicated that beginning teachers often experience feelings of isolation and lack of support during the first year of teaching, citing that teachers spend the majority of their time in classrooms and have limited opportunities to collaborate with colleagues (Babinski & Rogers, 1998; Bryk & Schneider, 2002, Feiman-Nemser, 2003). Fry (2007)
states that beginning teachers experience "benign neglect" (p. 229) due to a lack of support from experienced teachers and school administration. In addition, feelings of professional isolation may also be perpetuated by a lack of positive feedback from colleagues or administration (McCormack et al., 2007), or a lack of support by school personnel with regards to behavior management or student discipline (He & Cooper, 2011).

A study of beginning teachers conducted by Johnson et al. (2014) found that although teachers were eager to find sources of support during their first years, many experienced a culture of professional isolation and sought support and advice outside of the school. Feelings of isolation can be particularly troubling as positive relationships with colleagues have been shown to help beginning teachers navigate the emotional, psychological, and cognitive demands of teaching and support their professional commitment during challenging times (Lundeen, 2004; Rieg, Paquette, & Chen, 2007; Shernoff et al., 2012). Furthermore, peer support and self-efficacy may have a reciprocal effect on each other, as Johnson et al. (2011) found that a sense of connection with colleagues was associated with higher levels of teacher self-efficacy and a positive professional identity. In contrast, experiences of professional isolation were associated with lower levels of self-esteem, self-efficacy, and confidence (Johnson et al., 2014).

**Gaps in Mentorship and Induction Programming**

Professional sources of support are also imperative in assisting teachers with socializing and understanding the culture and climate of a new school environment (Johnson et al., 2014). Beginning teachers require support with orienting themselves with the day-to-day logistics of the school. They need to learn school policies and where to
access resources, peers' roles, and how professionals collaborate, problem solve, and make decisions about students (Feiman-Nemser 2001). Teacher socialization and orientation are often supported through district or site-based induction and mentorship programs. However, district-level new teacher induction programs vary greatly in structure and levels of support, and studies have indicated that many teachers do not experience quality programming (Algozzine et al., 2007). Richter et al., (2013) suggests that when mentors do not receive formal training or professional development in coaching, mentorship can simply look like a veteran teacher offering suggestions or strategies based on his or her own experience, which may not support a beginning teacher's problem-solving abilities or professional growth. The capacity of mentor teachers to effectively consult and collaborate with beginning teachers around classroom concerns has also been questioned. Serpell (2000) discussed the burden of beginning teacher mentorship on mentors themselves, who serve their own classrooms and have limited release time to interact with beginning teachers in a structured and consistent manner. Lack of formal and informal support by colleagues, administration, and the school system essentially have deleterious effects on the growth and development of new teachers.

**Struggles with Classroom Management and Supporting Student Behavior**

Teacher ability to manage classroom management, challenging student behaviors, and discipline have been the most frequently identified concern of educators for decades (Browers & Tomic, 2000; Ingersoll & Smith, 2003; Kagan, 1992; Meister & Melnick, 2003; New Teacher Project, 2013; Tschannen-Moran & Hoy, 2001; Veenman, 1984). Classroom management is foundational to facilitating student learning and is a priority
area for beginning teachers to master (Feiman-Nemser, 2001; Kagan, 1992; Walker et al., 2004). Classrooms with ineffective management systems may also contribute to students experiencing greater behavior problems in the future (Kellam et al., 1998; Reinke & Herman, 2002). With up to 20% of children in schools at risk for mental health issues, it is increasingly important for new teachers to be able to understand and address students' social-emotional, behavioral, and mental health concerns (World Health Organization, 2004; Stormont, Reinke, Herman, 2011).

At the teacher level, struggles with managing student behaviors have been shown to contribute to high levels of stress, low levels of job satisfaction, burnout, and resulting attrition for teachers (Ingersoll & Smith, 2003; New Teacher Project, 2013; Skaalvik & Skaalvik, 2010). Effective classroom management is a high priority skill in teacher evaluations, with the potential to determine if a teacher is retained or dismissed. Carter and Doyle (1995) suggest that it takes a minimum of four years for teachers to gain proficiency in classroom management and be able to effectively handle challenging behaviors. However, other researchers have found that concerns managing student behaviors may persist throughout a teacher's career, especially if left unaddressed during the first years of teaching (Baker, 2005; Reinke, Stormont, & Herman, 2011).

Therefore, it is critical to develop new teachers' knowledge, skills, and attitudes towards supporting and responding to student behaviors at the class-wide, group, and individual levels. In order to support beginning teachers' concerns with classroom management, there is a need for a more in-depth examination of how beginning teachers struggle with classroom management and the contributing factors. The following section synthesizes the relevant literature on factors that influence beginning teachers'
development and implementation of classroom management and highlights specific struggles regarding supporting culturally and linguistically diverse students, students with disabilities, and students with mental health, emotional, and behavioral concerns.

**Teacher Knowledge and Training in Managing the Classroom and Addressing Student Behaviors**

Studies examining beginning teachers’ perceptions of preservice preparation in classroom management have indicated that beginning teachers often do not feel prepared to manage or handle behavioral issues in their classroom adequately (Coggshall et al. 2012; Ficarra & Quinn, 2014; Kee, 2011; Melnick & Meister, 2003; Nahal, 2010). Reviews of teacher preparation curriculums have revealed inconsistencies in training and preparation in classroom management and implementing behavioral interventions (Akin and Akin-Little 2008; Greenberg et al., 2014; Oliver and Reschly, 2010). Furthermore, beginning teachers are tasked with understanding how their cultural background impacts their attitudes and practices towards classroom management and responding to student behaviors (Weinstein, Tomlinson-Clarke, & Curran, 2004); a task that they report feeling inadequately prepared to do, particularly with diverse student populations and students in high poverty or urban settings (Desimone et al., 2013); despite serious implications for students (e.g., disproportionate disciplinary practices, inappropriate referrals for special education services) (Staats et al., 2015).

Preservice teachers often receive theoretical knowledge of classroom management but struggle to implement practices in real contexts (Nahal, 2010). It is especially difficult for new teachers to apply newly learned skills in their mentor teachers’ already established classrooms (Monroe, Blackwell, & Pepper, 2010). As a result, classroom
management is often practiced for the first time during the first year of teaching (Feiman-Nemser, 2001; Stough et al., 2015). Inadequate preparation during the preservice year may contribute to unrealistic expectations of how to manage classrooms during the first year, leaving teachers feeling overwhelmed as they scramble to regain control of the class (Martin, Yin, & Mayall, 2006).

**Teacher Beliefs and Practices in Addressing Concerns with Classroom Management**

**Student Behaviors**

Studies of beginning teachers' classroom management practices highlight an internal tension in beginning teachers' professional identity development, as they attempt to reconcile beliefs and expectations of classroom management with practices in the classroom. Research has indicated that new teachers struggle to balance their personal preferences with classroom management styles that are disciplinarian or permissive. When teachers struggle to handle disruptive behaviors, they tend to endorse management practices that promote teacher control, which tend to be in conflict with their reported desire to build meaningful relationships with students and promote student creativity and autonomy in the classroom (Bullough 1987; He & Cooper, 2011; Hover and Yeager, 2004; Kaufman & Moss, 2010).

As argued by Martin et al. (2006) and Feiman-Nemser (2003), the interaction between student control, teacher identity, and sense of survival underlie how beginning teachers think and act when it comes to managing their classrooms, which may help explain why they struggle and provide consequences to misbehavior rather than changing student behavior through understanding its function (Main & Hammond, 2008; McIntosh, Filter, Bennet, Ryan, & Sugai, 2010). When operating from survival mode, it can be
difficult to anticipate challenges in the classroom and address them proactively. In contrast to beginning teachers, Sabers et al. (1991) found that experienced teachers are typically more adept at understanding and analyzing the significance of student behavior and providing solutions to change the behavior. When teachers lack an understanding of the function of a student’s behavior or environmental factors in the classroom that can contribute to challenging behaviors, it can be difficult for them to be proactive or anticipate challenges. Shook (2012) found that even teachers who receive training in proactive classroom management practices struggle to implement them in their classrooms.

As Berliner’s (1988) model of teacher development suggests, novices often learn skills discretely, one at a time, and require more experience and practice to integrate their skills in new contexts. Classroom management consists of several complex and integrated skills that must be performed in various contexts, in front of a live audience, every day. Gettinger (1988) elaborates on the complex nature of teachers' cognitions concerning classroom management practice, stating, "The most difficult aspect of proactive classroom management is not performing the behaviors in and of themselves, but rather being able to apply them properly in varied situations, according to situational demands" (p. 239). In addition, Hollingsworth's (1989) studies on how teachers learn suggest that the disconnect between teachers' beliefs and practices in classroom management can be reconciled once beginning teachers recognize a need to revise their beliefs about classroom management. As such, beginning teachers need supports that promote reflective practice and generalizing new skills across contexts.
Teacher Facility for Supporting Students with Disabilities

Although the demands of managing a classroom can be high, understanding and addressing the behaviors of students with disabilities can be an even greater challenge for beginning teachers (Berry, 2010; Melnick & Meister, 2008 Taylor & Sobel, 2001). Federal education legislation (e.g., Individuals with Disabilities Education Act, [IDEA 2004]) requires teachers to provide students in special education the opportunity to participate in the general education setting. This means beginning teachers have to implement inclusive classrooms that support and accommodate students' varying academic, social-emotional, and behavioral needs.

Research indicates that beginning teachers' attitudes and levels of confidence in teaching students with disabilities vary. Burke and Sutherland (2004) found that inexperienced teachers were more likely to hold negative attitudes towards inclusion and were less inclined to figure out how to work with students with disabilities. In contrast, Berry's (2010) survey of preservice and early-career teachers found that they held favorable attitudes towards the concept of inclusion and having students with disabilities in the general education classroom, but experienced high levels of anxiety around their ability to support them. Similarly, Cook (2004) found that teachers have indicated lower levels of confidence and skill in teaching and managing students with disabilities. Melnick and Meister (2003) surveyed 272 first-and second-year teachers across the United States and found that across all respondents, their biggest area of concern with regards to management was addressing the needs of students with disabilities. Participants' responses suggested that teachers felt overwhelmed, emotionally exhausted, and unprepared when integrating students with higher needs or more externalizing
behaviors in the general education classroom. These negative feelings can be imagined to contribute to teachers' approaches towards supporting students with disabilities in their classrooms.

**Teacher Implementation of Evidence-Based Social-Emotional and Behavioral Interventions**

Given the variety of social-emotional, behavioral, and mental health needs of students, it has become critical for beginning teachers to expand school-based mental health services focused on evidence-based practices in prevention and intervention in the classroom setting (Reinke, Stormont, Herman, 2011; Puri, & Goel, 2011). Despite the dissemination of research in evidence-based interventions, wide gaps exist between teacher knowledge and implementation of effective practices (Greenberg et al., 2014; Oliver & Reschly, 2007; Reinke, Stormont, and Herman, 2011; Simonsen et al., 2008).

The gap between research and practice may be due to different reasons related to teacher development. For one, Briere et al. (2015) state that beginning teachers require more training and assistance to implement evidence-based practices. Mortenson, Rush, Webster, and Beck (2008) found that early-career teachers struggled to participate in practices such as collaborative problem solving and accurately predicting the function of challenging student behaviors. Reupert and Woodcock (2010) suggest that teachers are more likely to implement strategies when they feel confident to do so, even if they are not empirically supported or effective. Given beginning teachers' concerns with supporting students with significant needs, it is critical to support their knowledge, skills, and understanding of behavioral interventions for students experiencing significant behavioral challenges.
The Mediating Role of Beginning Teacher Self-Efficacy

Tschannen-Moran et al. (1998) describe teacher self-efficacy as an internal construct related to motivation, dependent on a teacher's belief that they can positively influence student learning and behavior while handling issues that arise in their classroom. According to Bandura (1977), self-efficacy is constructed by an individual's experiences with mastery, verbal persuasion, emotional/psychological arousal, and vicarious experiences. Given that beginning teachers face a steep learning curve and may have fewer experiences with successful teaching, it is not surprising that they may question their competency in teaching (Killion & Harrison, 2017; Katz, 1972) or experience lower levels of self-efficacy.

Research on teacher development suggests that beginning teachers experience a lower sense of control over the teaching conditions in which they operate and may not believe they are able to influence what happens in the classroom or assume responsibility for when things don't go well (Kagan, 1992; Katz, 1972; Stroot et al., 1998). Low levels of self-efficacy are particularly salient to beginning teachers' struggles with classroom management, including attributions for student behavior or the strategies and interventions they use to address behavior problems (Emmer & Hickman, 1991; King-Sears, 1997). Studies conducted by Tschannen-Moran and Hoy (2001) and Melnick and Meister (2008) found that beginning teachers report lower feelings of self-efficacy in classroom management than experienced teachers. This is supported by research indicating that a sense of self-efficacy increases over time as teachers gain experience (Beltman et al., 2011).
Moreover, self-efficacy beliefs have been associated with teacher motivation to support struggling students (Hoy & Woolfolk, 1993) and inclination to create inclusive learning environments for students with disabilities (Soodak et al., 1998). This is problematic, as low levels of self-efficacy can contribute to teacher resistance in consultation and negatively affect a teacher's motivation to change their practice or implement a new strategy in order to address the needs of students in their classroom (Aloe et al., 2004; Brouwers & Tomic, 2001; Reinke, Herman, & Sprick, 2011). Teachers with lower self-efficacy levels may exert less effort in problem solving or persistence in facing a challenge (Tschannen-Moran-Hoy, 2007; Tschannen-Moran et al., 1998). An examination of 491 teachers' perceptions of self-efficacy and experiences with burnout indicated that teachers with low levels of self-efficacy were less likely to seek problem solving support for managing the needs of students experiencing behavioral or social-emotional issues (Pas et al., 2010). In contrast, studies have illustrated that teachers with a higher sense of self-efficacy are willing to persevere through challenging situations, seek support from colleagues, and attempt a range of strategies to support students (Blackburn & Robinson, 2008; Brouwers & Tomic, 1999; Tschannen-Moran et al., 1998; Woolfolk, Rosoff, & Hoy, 1990).

Developing strong self-efficacy beliefs during the early-career phase is imperative for teachers. Self-efficacy perceptions are connected to how teachers experience stress, burnout, job satisfaction, and whether they chose to remain in the profession (Blackburn & Robinson, 2008; Brouwers & Tomic, 2000). Self-efficacy has also been shown to correlate with effective teaching, behavior management practices, and student performance (Skaalvik & Skaalvik, 2007; Tschannen-Moran & Wooldfolk Hoy, 2001;
Woolfolk, 2007). Bandura (1977) stipulates that once beliefs about efficacy have been established, they are difficult to alter. Fortunately, studies have indicated that teachers' self-efficacy beliefs can be positively influenced when they feel supported by colleagues (Woolfolk Hoy & Burke-Spero, 2005). Individuals supporting these teachers are tasked with recognizing how teacher feelings of self-efficacy contribute to their ability to reflect on their experiences and using approaches that can increase teacher self-efficacy perceptions.

**Summary**

The literature indicates that beginning teachers move through developmental phases and experience changing concerns as they acquire competency and confidence in the field. Beginning teachers' concerns with teaching include their ability to cope with stress and experiences with early-career burnout, developing a professional identity, and classroom instruction and behavior management. The literature indicates that beginning teacher knowledge, skills, beliefs, and practices are related to their perceptions of self-efficacy and are important considerations for supporting these teachers. The next section provides a synthesis of support methods that are sensitive to the developmental trajectory of new teachers.

**Supporting the Unique Needs of Beginning Teachers**

Beginning teachers have unique needs and perspectives due to the complex interaction between their personal and contextual conditions (Beijaard, Meijer, & Verloop, 2004; Feiman-Nemser, 2001). They require supports (e.g., specific methods, approaches, or tools) to assist them with the transition shock into the field and develop expertise in teaching. Research indicates that beginning teachers need support in the
following areas through mentorship, coaching, or induction: orientation to the school context, instructional support, psychosocial and emotional support, support with critical thinking and reflection on practice (Feiman-Nemser, 2001; Lipton & Wellman, 2001; Killion & Harrison 2017). These areas will be examined further below.

**Orientation to the School Context**

In Feiman-Nemser's (2001) framework for the central tasks of new teacher learning, she proposes that the first area of need that beginning teachers require support with is socialization into the broader school community, knowledge of the school policies, understanding the school culture, and community resources. Similarly, in their description of the focus areas for coaching beginning teachers, Killion & Harrison (2017) discuss the importance of new teachers understanding the school context (e.g., logistics and procedures, relationships with colleagues and administration). Developing relationships with colleagues is important to socialization and professional identity development (Morrison 2013). New teachers are focused on acceptance (Katz, 1972).

Beginning teachers also require physical support, which Boogreen (2015) describes as support with arranging and organizing the physical spaces of classrooms, understanding how to use technology, identifying students with disabilities, and initiating communication with families. This form of hands-on support and orientation is particularly critical at the beginning of the year (Moir, 1999).

**Instructional Support**

Instructional support is the most common area of focus for beginning teachers (Bogreen, 2015). According to Feiman & Nemser (2001), teachers require assistance to develop familiarity with grade-level instruction, curriculum, and expected student
outcomes; skills in adapting instruction based on student needs; ability to enact practices purposefully, in a way that is aligned to beliefs. Instructional support also extends to developing teacher skills in creating a safe and productive classroom community, classroom management, and understanding behavior function (Feiman-Nemser, 2001; Katz, 1972). Differentiating instruction is also particularly difficult for beginning teachers as they consolidate their pedagogical skills (Feiman-Nemser, 2001). Katz states that new teachers need specific support and instruction on skills and strategies to implement in the classroom, and the specific contexts in which to perform them. They also need support in understanding that one strategy may not work for all students.

**Psychosocial and Emotional Support**

Additional considerations for supporting beginning teachers extend beyond learning professional skills related to teaching and to teachers’ personal development and ability to overcome challenges in a field that presents a steep learning curve. Feelings of overwhelm, exhaustion, professional isolation, and doubts over professional competency and commitment to teaching are common for beginning teachers to experience and necessitate emotional support (Boogren, 2012; Day & Gu, 2010; Moir, 1999). Johnson et al., (2014) suggests that school-based professionals pay attention to how these teachers’ personal (e.g., emotional state and perceptions of stress) and professional (knowledge of curriculum and pedagogy) identities interact and engage in practices that promote teacher belonging, collaboration, reflection, and problem solving. Similarly, Ye and Cooper (2011) recommend that those who work with beginning teachers provide emotional and professional support to encourage teachers to problem solve. Boogren (2012) states that emotional support for beginning teachers consists of listening, encouraging, validating
teacher feelings, and helping them determine ways to work efficiently, so they have a better balance of professional and personal responsibilities. Beltman et al. (2010) argue that beginning teachers can develop resilience and adaptively respond to the stressors of the job through using sources of support such as interpersonal relationships with colleagues, and focusing on professional development.

Support with Critical Thinking and Reflection

Teacher ability to reflect and critically examine their practice is especially relevant to promoting professional growth, identity, and persistence in the field (Beltman et al., 2010; Feiman-Nemser, 2001). Similar to consultation, coaching is a triadic relationship in which a coach works with a teacher to promote their knowledge, skills, and implementation of new practices to improve student outcomes, through the use of questions, observation, feedback (Joyce & Showers, 1981; Denton & Hasbrouck, 2009). Coaching also focuses on developing teacher skills in reflective inquiry and problem solving by using formalized procedures.

Killion and Harrison (2017) suggest that coaching must be differentiated for new teachers and consider the developmental concerns of these teachers and align supports with teachers’ reported concerns. The authors state that those in support roles for beginning teachers focus on classroom management and organization, instruction, students, parents, school context, and professionalism. Additionally, they state that individuals working with beginning teachers must have specific knowledge, skills, and competencies to support these teachers, including knowledge of instructional and behavioral pedagogy and interpersonal skills to build relationships with these teachers.
Coaching and consultation can be critical tools for developing beginning teacher expertise as traditional models of professional development in schools are criticized for didactic instruction geared towards large audiences, with a lack of individualization based on teacher perceptions or needs or follow-up on teachers' practices (Babinski & Rogers, 1998; Guskey, 2002). According to Guskey (2002), traditional professional development models often do not consider the process by which teachers change their beliefs or understanding of a problem in their classroom. Teachers' self-reported preferences for learning often emphasize opportunities to collaborate with peers or mentors, engage in problem solving, and attempt new strategies (Clunies-Ross, Little, & Kienhuis, 2008; Owens et al., 2017; Sheridan et al., 2004). Killion and Harrison (2017) suggest that beginning teachers learn best through modeling, observing other teachers, and receiving feedback on their practices. Nahal (2010) found that beginning teachers preferred strategies that also involved demonstrations, informative resources, and the use of role-playing.

**Summary**

Overall, the literature suggests that the most effective approaches to supporting beginning teachers are methods that address their concerns in the classroom are sensitive to their developmental trajectory, and promote professional characteristics associated with problem solving, accessing support, and persevering through challenging and complex situations in teaching.

**School-Based Consultation and the Skills of School Psychologists**

An overview of beginning teacher characteristics and concerns suggests that school psychologists can support them through their role and involvement in school-
based consultation. Consultation and collaboration are fundamental aspects of school psychology service delivery (NASP Practice Model, 2020a). The literature has indicated that the success of consultative practice is related to the characteristics and role of teachers and school psychologists (Crothers et al., 2020; Gutkin & Hickman 1990; Gonzalez et al., 2014). This section begins with an overview of school-based consultation frameworks, then explores those characteristics related to the consultant (i.e., school psychologist), by discussing school psychologists' consultation skills, experiences with consultation, perceptions of consultation self-efficacy, and other relevant skills that may be used to support beginning teachers.

**Features of School-based Consultation**

Contemporary practice in school-based consultation focuses on engaging in a collaborative relationship with teachers to develop their ability to handle current classroom concerns and prevent future issues (Rosenfeld & Gravois, 1996). Erchul and Martens (2010) put forward the most commonly used definition of school-based consultation:

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

A variety of consultation models have been established in the field of school psychology, including mental health consultation, behavioral consultation (also referred to as problem solving consultation), conjoint behavioral consultation, instructional consultation, client-centered consultation, and consultee-centered consultation (Caplan, Caplan & Erchul, 43
1994; Gutkin & Curtis, 2009; Rosenfield, 2002). The following characteristics distinguish consultation frameworks: the focus of the presenting problem being experienced by the client (academics, behavior, or social-emotional); the intended recipient of the intervention (individual or whole group); the goal of prevention or remediation of problems; and whether the approach is collaborative or directive (Gutkin, 1999; Gutkin & Curtis, 2009; Kratochwill et al., 2014). Consultation models share characteristics, such as a focus on a triadic relationship between the consultee, consultant, and client and the use of a systematic process for problem solving (Kratochwill, Altschaefl, Bice-Urbach, 2014). The consultative relationship is collaborative, voluntary, and focused on professional problems (Erchul & Martens, 2010; Gutkin & Curtis, 2009; Kratochwill, Elliot, & Rotto, 1995).

**Consultee-centered Consultation and Caplan’s Four Sources of Consultee Difficulty**

Although consultee-centered consultation (CCC) is less studied in the research base, researchers have advocated for its utility in school settings (Newman & Ingraham, 2017). In Babinski and Roger’s (2002) New Teacher Groups, school psychologists employed a consultee-centered-consultation model due to the framework’s primary focus on changing the beliefs and actions of the consultee (i.e., teachers), which aligned with their goal to promote professional development through collaboration with this group of “emerging professionals” (p.40). Consultee-centered models may be conducive to working with new teachers, as a consultant is tasked with reframing the understanding of a problem by examining how the perceptions, level of knowledge, skills, and confidence of the teacher influence the problem in the classroom (Sandoval, 2014). Consultee-centered-consultation frameworks emphasize an understanding of the consultee’s
learning and development and identifying the root of their difficulty in being able to resolve a concern with a student (Caplan, 1970; Ingraham, 2000). Gerard Caplan’s influential work on mental health consultation posits that root causes of consultee difficulty consist of either issues with how teachers think, such as their lack of knowledge (e.g., limited understanding of child development or pedagogy) or lack of skill (e.g., ability to execute an intervention). Additionally, issues with how teachers feel about the presenting problem, such as their lack objectivity (e.g., convey strong thoughts or feelings), or lack of confidence (e.g., belief in ability) are also factors that must be addressed teacher’s beliefs and actions are to change (Caplan, 1970; Hylander, 2012).

Consultee-centered consultation focuses on developing teacher capacity, which is especially relevant to beginning teachers as they develop teaching expertise. Newman and Rosenfield (2018), (p.5) expand on the overarching goals of consultation and state that the role of school psychologists in consultation is to “empower teachers, administrators, and other consultees with the knowledge and skills not only to tackle the problem at hand, but also to learn from the process and apply new skills to prevent problems from occurring in the future.”

The Significance of the Consultative Relationship

The relational process is a defining characteristic of consultee-centered consultation, as consultants are tasked with addressing barriers teachers experience through their collaborative relationship (Newman, Ingraham, & Shriberg, 2014; Sandoval, 2014). Arredondo et al. (2014) state, "the capacity to develop and maintain professional relationships is at the core of consultation" (p. 791), while Newman, Ingraham, and Shriberg (2014) describe the relationship between a consultant and
consultee as a conduit for change. The emphasis on trust and rapport within consultation relationships can be especially beneficial to beginning teachers combating professional isolation and lack of support in their buildings (Babinski & Rogers, 1998; Gutkin & Curtis, 2009; Ingraham, 2000; Newman et al., 2017). For example, in Robertson and Breidenstein's (2007) study of a graduate-level consultation training program, beginning school psychologists and teachers reported valuing interpersonal skills such as honesty and trust over content knowledge or intervention methods during consultation.

One of the characteristics of consultee-centered consultation is the sense of shared expertise between the consultant and consultee. The nonhierarchical and non-evaluative nature of the relationship between consultants and consultees also allows school psychologists to create a safe space to collaborate with beginning teachers and support their reflection on their practice, without fear of judgment or evaluation (Johnson et al., 2014; Newman & Ingraham, 2017). At the same time, school psychologists typically struggle with the role of being an expert within a consultative relationship (Newman et al., 2017). Given the differences in years of experience and social standing in the schools, it can be imagined that experienced school psychologists working with beginning teachers negotiate differences in perceptions of power and knowledge. Experienced school psychologists may use strategies such as social power and influence to facilitate the problem-solving process and encourage teacher implementation of classroom changes (Owens et al., 2017). However, further research exploring this topic is needed (Wilson, Erchul, & Raven, 2008). Gutkin's (1999) work on collaborative and directive approaches to consultation also suggests that consultants may employ different tactics based on experience, skill-level, and the relationship between the consultee and consultant.
(Tysinger et al., 2009). For example, a directive approach may be beneficial for a beginning teacher who struggles to operationally define a problem in the classroom and starts to veer off-topic in the consultation session. Although there are a limited number of studies on the differences between beginning and experienced teachers as consultees, Martin and Curtis (1980) found that school psychologists with more years of experience perceived consultation with less experienced teachers to be more successful, suggesting that beginning teachers (who are still consolidating their beliefs and practices about teaching) are more open to making changes in their practice than experienced teachers.

**School Psychologist's Skills in Consultation**

Consultation integrates a range of complex and diverse school psychology skills that encompass numerous domains of practice (Newman & Rosenfield, 2018; Rosenfield, 2002). According to Newell (2012), competent school-based consultants must have knowledge and skills in the following domains: developing relationships; engaging consultees in the process; understanding consultation research and theory; assessing problems; intervening on problems, and consulting in multicultural contexts (p.9). Consultation skills have been grouped by consultation process and content skills (Vail, 2004). Examples of consultation content skills include a school psychologist's knowledge of evidence-based practices (e.g., interventions for mental health or academics, classroom management strategies) and expertise in data-based decision making (e.g., knowledge of processes and tools for data collection or progress monitoring) (Guiney & Zibulsky, 2017; Newman et al., 2014; Reinke et al., 2011). Demonstrating and modeling new practices and skills in the classroom have also been described as effective consultation practices to support teacher learning (Athanasiou et al., 2002; Reinke et al., 2008). These
strategies might be especially useful for beginning teachers who need to practice applying skills in the classroom (Katz, 1972; Killion & Harrison, 2017).

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

In addition to the consultation process skills listed above, cultural competence is also a critical skill for effective consultation (Newell, 2012). Ingraham (2003) describes cultural competence as a school psychologist's ability to integrate cultural factors that influence student achievement and behavior within the problem-solving stages of consultation. Culturally competent consultants raise teacher awareness of cultural issues and promote the use of culturally responsive practices. Awareness of one's own culture and that of the consultee is equally important. Guiney et al. (2014) includes cultural competence as a domain in their Consultation Self Efficacy scale, stating, "because consultation is an interpersonal problem-solving process, one cannot consult effectively without a clear understanding of how the worldviews of the consultant and consultee impact their conceptualization of and approach to the issues being addressed" (p. 32).
Cultural competency is a critical skill for those supporting beginning teachers, who often struggle to effectively address the needs of culturally and linguistically diverse student populations (Desimone et al., 2013; Greenberg et al., 2014).

In order to effectively engage in consultation with beginning teachers, school psychologists must draw upon specific consultation knowledge and skills to address beginning teachers' concerns. Understanding teacher development, self-efficacy perceptions, and experiences with early burnout can help school psychologists understand teacher factors that influence how these teachers behave and act in the classroom. As the discussion of New Teacher Groups by Babinski and Rogers (1998) suggests, one can imagine that the content, focus, and consultation process between school psychologists and beginning teachers may look quite different from consultation with veteran teachers. For example, consultation with a beginning teacher who struggles with classroom management may be more responsive to the teacher's concerns if problem solving is focused on class-wide interventions rather than individual students (Reinke et al., 2008; Shernoff et al., 2016). In comparison to beginning teachers, experienced teachers likely have more knowledge and skillsets to draw upon when identifying a problem or providing hypotheses for the function of a student's behavior, suggesting they may need less assistance with class-wide concerns (Mortenson et al., 2008; Sabers et al., 1991).

**School Psychologists' Experiences with Consultation**

Although consultation has been described as a practice that permeates all aspects of school psychologist's service delivery (NASP, 2020a), research indicates an inherent tension in the field of school psychology between the demand for school psychologists to increase their roles in consultation and the reality of their everyday practice (Bahr et al.,
Decades of research on school psychologists' roles in schools have highlighted that they spend a majority of their allocated time in the area of psychoeducational assessment and the special education process (Doll et al., 2014; Fagan & Wise; 2000; Farling & Hoedt, 1971; Smith, 1984). Although federal legislation, such as the Individuals with Disabilities Education Improvement Act (IDEIA, 2004), encourages school psychologists to expand their role in consultation and use problem-solving approaches with teachers to address concerns around students' academic, behavioral, and social-emotional functioning, the same legislation, according to Erchul and Martens (2002), also reinforces the role of the school psychologists as a "gatekeeper for special education" (p.11). After attending the Future of School Psychology conference, Sheridan and D'Amato's (2003) commentary in the combined issue of School Psychology Review and School Psychology Quarterly suggested a reconceptualization of school psychologists' roles to emphasize the practice of consultation in response to the changing educational landscape. The authors recommended that school psychologists focus efforts on prevention instead of special education assessment, use problem-solving models, strengthen collaboration with teachers, and serve the needs of all students, rather than only those in special education.

Surveys of practitioners in the field have consistently found that while school psychologists spend the bulk of their time on activities related to special education services and assessment, they desire more opportunities to engage in indirect service delivery and consultation to support the needs of all students (Castillo et al., 2012; Doll et al., 2014; Fagan & Wise; 2000). National surveys of school psychologists' roles and functions have some evidence of the rise of consultation in school psychologists' practice.
In Bahr et al.'s (2017) survey of school psychologists' (n = 175), problem solving consultation was reported as a highly preferred activity that school psychologists spent the most amount of time in, and an activity that they reported being highly knowledgeable in. Newman et al. (2015) found that early-career school psychologists (n = 262) reported engaging in consultation (i.e., behavioral consultation) often in their practice. However, it is difficult to illustrate the amount of time school psychologists report spending on consultation. For example, Castillo et al. (2012) found that on average, school psychologists (n = 1,272) spend 16% of their time on consultation; Bahr et al., (2017) found that on average, school psychologists in the Midwestern region of the United States spend between three to nine hours per week on consultation. Additional studies of school psychologists' consultative practice indicate that factors such as consultation training and the amount of time or frequency in which school psychologists dedicate to consultation are important factors that influence the likelihood of consultation occurring in schools (McGuiney et al., 2014; Newell, Newell, Looser, 2013; Newman et al., 2015).

**Barriers to Consultative Practice**

Despite strong evidence for the utility of consultation, there are many reported barriers to engaging in effective consultation among school psychologists. Newman et al. (2018) examined the barriers and facilitators of early school psychologists' consultative practices and found that time spent on special education referrals, administrative support for consultation, teachers' reported lack of time for consultations, perceived resistance of teachers, building trusting relationships with teachers, and lack of training in formal consultation models influenced school psychologists' ability to consult effectively.
Capella et al. (2016) found that teachers' perceived obstacles in engaging with consultants included adequate time to work with consultants, struggles with reflecting, consultants' lack of knowledge and understanding of teachers' concerns, and feeling supported by the school administration. The research on teacher efficacy suggests that experienced teachers with higher levels of self-efficacy in classroom management may be more willing to implement new interventions than beginning teachers. However, a study by Otaba et al. (2008) found that experienced teachers were more resistant to changing their practices than newer teachers. These findings indicate a limited understanding of how teacher experience and knowledge influence the consultation process and a need for school-based consultants to tailor their approaches to consultation and collaboration to address differences in teacher knowledge, skill, and efficacy perceptions. Given the various factors that may limit school psychologists' ability to engage in consultation with teachers effectively, researchers have recently started to examine how school psychologists' perceptions of self-efficacy in consultation influence consultative practice.

**School Psychologists' Perceptions of Consultation Self Efficacy**

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

Consistent with Bandura's (1977) theory that experiences with mastery is a major contributor to self-efficacy beliefs, Guiney et al. (2014) argues that experienced school psychologists who perceive success in changing teacher behaviors through consultation develop high levels of self-efficacy beliefs in consultation. Surveys of practicing school psychologists by Bahr et al. (2017) and Newman et al. (2018) corroborate this finding, suggesting that school psychologists who value consultation and perceive its benefits on teachers and students, are more likely to engage in consultation. Self-efficacy theory also implies that school psychologists who feel efficacious in their consultation skills will spend more effort and time on consultation around challenging cases, including working with teachers who demonstrate resistance to consultation or supporting beginning teachers who may demonstrate lower levels of skills and confidence (Gonzalez et al., 2004).
Given the exploratory and emerging nature of research in school-based consultation, it is difficult to accurately describe the specific characteristics or beliefs of school psychologists who engage in consultation frequently and effectively at their settings. In addition, previous research on school psychologists' experiences of consultation suggests that the way consultation is implemented in school settings is evolving and may differ from how consultation is traditionally defined (Newman et al., 2017; 2018). As such, school psychologists' perceptions of self-efficacy (e.g., their beliefs about their ability to effectively engage in consultation with beginning teachers), will be used as a conceptual framework to contextualize this study and navigate the proposed research design and participant selection.

**Other Relevant Skill and Experiences of School Psychologists**

In addition to school-based consultation, school psychologists demonstrate other skills that are relevant to beginning teachers’ needs. These additional areas of competency are explored below.

**Knowledge of Student Behavior and Classroom Management**

Classroom management and evidence-based interventions that address student behavior have long been an important area of knowledge and service delivery for school psychologists (Frisby, 1990; Gettinger, 1988; Christofferson & Sullivan, 2015). As school psychology practice shifts from a historical assessment and intervention model to a more prevention-oriented focus, studies of teacher implementation of classroom management, teacher use of evidence-based practices, positive behavior intervention support (PBIS), and social-emotional learning (SEL) have become prominent topics in the field of school psychology (Durlak et al., 2011; Little & Akin-Litte, 2008; Sugai &
Horner, 2002). School psychologists' knowledge of behavioral principles and behavioral interventions show great potential in supporting beginning teachers with implementing comprehensive behavior management systems for an individual student or the whole class (Capella et al., 2011; Reinke, Herman, & Sprick, 2011; Sugai & Horner, 2002).

**Supporting Teachers' Psychological and Emotional Needs**

As mental health professionals in school buildings, school psychologists have the training to promote beginning teachers' psychological and social-emotional welfare and confidence in their ability, so they can overcome challenges in the profession. Gibbs and Miller (2014) suggest that school psychologists can use consultation as a form of a psychosocial intervention for teachers. They state:

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

In their study on teacher resilience, Beltman et al. (2016) found some teachers believed that school psychologists indirectly influenced their resilience, or ability to cope and adapt in the face of challenges, through supporting their ability to address challenging student behaviors. Although school psychologists should not provide counseling to beginning teachers, studies on school-based consultation have found that teachers highly value social-emotional support through the consultative relationship (Athanasiou et al., 2002; Babinski & Rogers, 1998; Newman et al., 2017). Acknowledging teachers' psychological and emotional needs cannot be ignored when supporting them with being effective with students. Kipps-Vaugham et al. (2012) urged school psychologists to help teachers manage stress by learning adaptive coping strategies and mitigate feelings of burn out at their school sites, in order to build teacher capacity to create positive learning
environments for students. Although supporting teacher wellness is not a typical role for school psychologists, their knowledge of adaptive coping skills in response to stressors can be greatly beneficial to beginning teachers who are overwhelmed and stressed by the demands of the job.

**Literature Review Conclusion**

Beginning teachers experience a variety of stressors and challenges during some of the most formative years of their professional careers. School psychologists, especially experienced school psychologists, have the training and knowledge to be a great source of professional and social support for these teachers. When considering how to best support beginning teachers, researchers urge the use of structures that match the development trajectory of the beginning practitioner (Killion and Harrison, 2017; Simon & Swerdlik, 2017). It can be imagined that experienced school psychologists use specific skills and knowledge to provide supports that match beginning teachers' developmental concerns. However, this is a phenomenon that has yet to be explored in depth. The proposed research intends to fill the literature gap by exploring how experienced school psychologists perceive the needs of and lend support to beginning teachers.
Chapter Three: Methodology

The purpose of this study was to describe school psychologists’ perceptions of beginning teachers and illustrate the ways in which school psychologists engage in consultation and/or methods of support that assist these teachers with addressing their concerns during the early career stage of development. In order to accomplish this goal, a multiple case study design was used to interview four expert school psychologists who worked directly with beginning teachers in the school setting. This study explored the following questions:

1. How do (expert) school psychologists describe their perceptions of beginning teachers and beginning teachers’ concerns with teaching?

2. How do (expert) school psychologists describe their experiences of consultation with beginning teachers?

3. How do (expert) school psychologists support the needs of beginning teachers, for example, in the following areas: classroom and behavior management; burnout avoidance; professional isolation; supporting students with disabilities and/or mental health concerns?

4. How do (expert) school psychologists describe any barriers and/or facilitators in their ability to effectively consult and/or support beginning teachers?

The following chapter outlines this study’s research design and methods including the choice of case study, the data collection and analysis process, establishing trustworthiness, and the role of the researcher.
Research Design

Creswell (2013) indicates that qualitative research is appropriate for circumstances in which there is little information about a phenomenon, and the researcher aims to conduct an in-depth exploration of an issue. Studies of school psychologists’ experiences with consultation with teachers often employ quantitative methods and surveys to examine trends and shifts in consultation practice, such as school psychologists’ attitudes towards consultation, endorsement of consultation, time spent in consultation, and perceptions of consultation self-efficacy (Bahr et al., 2017; Castillo et al., 2012; Newman et al., 2018; Guiney et al., 2014 Runyon et al., 2018). More recently there have been calls for qualitative research to examine the “relational enterprise” inherent in school psychology practice through shifting attention to the “how” (e.g., interpersonal dynamics) of consultation in the schools instead of the “what” (e.g., student outcomes) (Newman & Clare, 2016, p. 327). As this study aimed to examine expertise in school psychology, the use of a qualitative approach with a small number of participants was an appropriate technique as it is well suited for research that is descriptive and exploratory (Berliner 2004; Yin, 2014).

Merriam (1998) characterizes qualitative research as being “based [in] the view that reality is constructed by individuals interacting with their social worlds” (p. 6). This case study operates from a social constructivist paradigm that acknowledges that there are multiple realities (Merriam; Stake, 1995), as practicing school psychologists are known to enact and interpret their roles in varying ways in their school settings (Bahr et al., 2017; Castillo et al., 2012). Qualitative research is well suited to this paradigm, as interviews and open ended questions have been used to describe school psychologists’
perceptions of the consultative process with teachers (Athanasiou et al., 2007; Hughes & DeForest, 1993), perceptions of collaborating with preservice teachers (Robertson & Briedenstein, 2007), and views of barriers and facilitators in their ability to consult in their school-based practice (Newman et al., 2017). Through describing and interpreting expert school psychologists’ experiences in supporting and consulting with beginning teachers, I collaborated with participants to construct new knowledge and understanding of the phenomenon that was explored (Merriam, 1998; Stake, 1995).

Rationale for Case Study

Yin (2014) defines case study as an “empirical inquiry that investigates a contemporary phenomenon in depth and within its real-world context, especially when the boundaries between phenomenon and context may not be clearly defined” (p. 16). In this study each case consisted of an expert school psychologist’s unique description of their direct experience of the phenomenon (consulting and supporting beginning teachers) within its context, and its relevant conditions (Stake, 1995; Yin, 2014). A multiple case study allowed me to provide a rich, thick description of each school psychologist’s experience, and construct multiple realities instead of analyzing one event (Yin, 2014). As the literature suggests, school psychologists’ desire and ability to work effectively with beginning teachers are influenced by internal factors such as their sense of efficacy and skills in working with this group of teachers; and external factors such as the culture, climate, and policies of the school; as well as administration and teacher expectations of the role of the school psychologist in the building (Guiney et al., 2014; Gutkin & Hickman, 1990; Newman et al., 2017). A multiple case study provided the opportunity to answer the research questions by replicating the method of data collection and analysis.
with various participants across differing contexts (Stake, 2006). Within a multiple case study, I was able to compare cases in order to discuss common themes, while still illustrating the individual experience of each case (Yin, 2014). See below for this study’s design.

Figure 3.1
*Multiple Case Study Design of This Dissertation*

Data Collection

Data collection in this case-study consisted of participant screening surveys, three in-depth interviews per participant, and memos pertaining to each stage of the data collection process (e.g., reflective memos after each interview and analytical memos and
an audit trail during the transcribing, analysis, and writing phases) (Stake, 1995; Seidman, 2006; Yin, 2014). This section will describe the sampling criteria, recruitment strategies, and interviewing.

Sample

In a multiple case study, Yin (2014) and Creswell (2013) suggest that three to ten cases are sufficient to collect enough evidence to perform within-case and cross-case analysis and comparisons. This study met these criteria and consisted of four cases, with each school psychologist and their descriptions of their school setting and working with beginning teachers considered a bounded system (Yin).

Sampling Criteria

A purposeful sample of four school psychologists met specific criteria for participation (see Table 3.1). Each of the cases chosen for this study are bound together by the criterion of the school psychologist as an expert, the role they played in supporting beginning teachers, and their reported sense of efficacy in collaborating and consulting with beginning teachers (Stake, 2006).

Table 3.1. 
Purposeful Sampling Criteria for Participants

<table>
<thead>
<tr>
<th>Required Qualifications</th>
<th>Case Number</th>
</tr>
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<tbody>
<tr>
<td>Is a school psychologist (either holds a school psychology license or credential, or practiced psychology in school-based settings within the past five years)</td>
<td>X X X X</td>
</tr>
<tr>
<td>Has consulted with and/or supported beginning teachers</td>
<td>X X X X</td>
</tr>
<tr>
<td>Perceives self as being confident in ability to consult with teachers, particularly beginning teachers</td>
<td>X X X X</td>
</tr>
<tr>
<td>Engages in consultation on a weekly basis and/or spends over two hours a week on consultation</td>
<td>X X X X</td>
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</tbody>
</table>
Table 3.1 cont.

*Purposeful Sampling Criteria for Participants*

<table>
<thead>
<tr>
<th>Criteria</th>
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</thead>
<tbody>
<tr>
<td>Perceives self as being confident in ability to build relationships with teachers, particularly beginning teachers</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Perceives self as being confident in ability to achieve teacher change or improve student outcomes through consultation</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Has 5 years of experience in the field of school psychology</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Perceives self as being knowledgeable in consultation</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

**Preferred Qualifications**

<table>
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<th>X</th>
<th>X</th>
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</tr>
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<tbody>
<tr>
<td>Has over ten years of experience in the field</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Has consulted with over seven beginning teachers</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Perceives self as being knowledgeable across the domains of school psychology practice</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

The purposeful sampling criteria and language in questions in the screening tool are based off of extant literature on consultation competence and school psychologists’ roles and functions (see; Bahr et al., 2017 Castillo et al., 2012; Newman et al., 2015). Questions that established the expertise of school psychologists were developed using criteria provided by the National Association of School Psychologists (NASP), and guidelines on the qualifications of school psychologist supervisors (NASP, 2018). Although research on the development of expertise has indicated that it is difficult to quantify the number of years necessary to become an expert (Berliner, 2002), Harvey and Struzziero (2008) propose that school psychologists need five to ten years to develop a level of professional competency in the various domains of practice in the NASP Practice Model (2020a). Participants in this study ranged from having ten to 20 years of experience in the field.
School psychologists’ perceptions of self-efficacy in consultation was also used in the sampling criterion as an indicator of expertise. Guiney et al.’s (2014) work on consultation self-efficacy suggested that school psychologists who spend more time in consultation and have years of experience in the profession have higher levels of self-efficacy in working with teachers. I hypothesized that school psychologists with high self-efficacy beliefs in their ability to consult with teachers were more likely to engage in consultation with beginning teachers.

**Participant Recruitment and Selection**

Overall, I used a combination of purposeful, snowball, and convenience sampling techniques. After IRB approval of the study in May 2019, a purposeful sampling approach was used to solicit nominations for expert school psychologists with consultation experience (see Appendix B) by emailing coordinators of mental health in five school districts near the metro-Denver area, the directors of two school psychology programs in this state, and the coordinator of the Colorado Society of School Psychologists (CSSP). A snowball sampling approach was used as practicing school psychologists or faculty members who received the email for nominations referred me to other potential candidates (Merriam, 2009). Between June 2019 and January 2020, I sent an email to 17 potential participants (Appendix C) describing the purpose of this study, proposed time commitment, compensation, and an invitation with a link to complete a five minute screening survey to ensure they met the criteria of an expert school psychologist within the context of this study (see Appendix D). Ten participants completed the screening survey. After reviewing their responses, participants who most strongly met the required and preferred criteria were first contacted, until three
participants agreed to participate in this study between June-September 2019. After completion of interviews with three participants by September 2019, a second cycle of recruitment occurred using the same networks in the first cycle, which led to the recruitment of the fourth and final participant in January 2020. I ended up using a convenience sample consisting of all participants who met the criteria of this study and agreed to participate (see Table 1). All of the participants worked in public schools across two different school districts and ranged from working in elementary and secondary school settings.

**Interviews**

Interviews were the primary method for data collection in this study, as participants were asked to reconstruct and recall their experiences of working with beginning teachers. In Foddy’s (1993) discussion of interviewing as data collection in qualitative research, he states “Asking questions is widely accepted as a cost-efficient (and sometimes the only) way, of gathering information about past behavior and experiences, private actions and motives, and beliefs, values and attitudes (i.e., subjective variables that cannot be measured directly)” (p. 1). In order to conduct an in-depth examination of each case, I employed a three-interview series based on methods outlined by Seidman (2006), as they aligned with this study’s constructivist approach and tradition of “exploring the meaning of peoples’ experiences in the context of their lives” (p. 20). I conducted 10 interviews in person and two through video communication (i.e. Zoom) due to the participant’s location and the times in which they were available. This choice was appropriate for this study as it gave access to a participant and still allowed for inquiry and quality responses (Deakin & Wakefield, 2014).
**Interview Protocol**

I used a semi-structured interview protocol with predetermined questions to engage participants in a rich discussion of their experiences with beginning teachers (Kvale, 2011). In addition to the a priori questions, follow up questions (e.g., “Can you give more detail…?” Or “What do you mean by that?”); probing questions (e.g., “Do you have any examples?”); specifying questions (e.g., “What happened next?” or “How did the teacher react to what you said?”); and interpreting questions (e.g., “Do you mean that…?”) were incorporated into the live interview (Kvale, 1996; Seidman, 2006).

**Protocol Feedback.** In order to improve the data collection procedures, I solicited three content experts to provide feedback on the structure of the interview protocol and the clarity of the questions (Yin, 2014). Feedback from the director of a teacher education program resulted in inquiring more into school psychologists’ perceptions of beginning teachers’ strengths (J. Lerner, personal communication, January 31, 2019). Suggestions made by a researcher in the field of consultation in school psychology resulted in highlighting the constructivist paradigm of the study and adding questions about how school psychologists make meaning of their experiences and understand their role as school psychologists (D. Newman, personal communication, February 5, 2019). Lastly, an expert in the field of teacher resilience provided feedback that resulted in breaking up the continuous questioning through using a sorting activity to examine domains of practice that were endorsed most frequently by school psychologists (see Appendix E), and asking participants how they overcame barriers to their ability to work with beginning teachers in the third interview protocol (S. Beltman, personal communication, February 19, 2019).
Interview One: Building Rapport and Understanding of Expert School Psychologists’ Role and Experiences. During the first interview I built rapport and gained an understanding of the context of participants’ school settings, professional roles, and history, and the experiences that have led them to become a source of support for beginning teachers (Kvale, 2011; Seidman, 2006). In addition, this interview explored school psychologists’ perceptions of beginning teachers that they have worked with, eliciting descriptions of beginning teachers and their perceived strengths and challenges during the early career stage (see Appendix G).

Interview Two: School Psychologists’ Experiences with Beginning Teachers. During the second interview I focused on details of participants’ experiences within their social contexts and asked them to describe specific instances in which they worked with beginning teachers or supported them (Seidman, 2006). Although the interview protocol contained structured questions focusing on support based on the literature on beginning teachers’ concerns, during the interview I allowed participants to provide statements and reflections on their experiences to guide the inquiry and follow up questions. In order to provide a rich description of the individual context in which each school psychologists worked with beginning teachers, I formulated questions about personal (factors within the participants) and environmental (factors within the school context) barriers and facilitators that promoted or inhibited their work with beginning teachers (Appendix G).

Interview Three: Reflecting and Member Checking. The final interview in the process provided an opportunity for member checking and for participants to reflect on their stories of supporting beginning teachers and how this endeavor connected with their training, knowledge, skills as school psychologists, and their understanding of their role.
in school settings (Seidman, 2006). I offered participants transcripts from the previous two interviews, showed an initial analysis of their statements from the previous interviews as they corresponded to research questions, and asked follow-up questions to elaborate or clarify (see Appendix H for an example). At the end of the interview, I debriefed with the participants and paraphrased the salient points gathered from the interview, provided participants an opportunity to share more detail or feedback, and thanked them for participating in the study (Kvale, 2011; Mears 2009). See the table below for a timeline of the data collection process.

Table 3.2
Data Collection Timetable

<table>
<thead>
<tr>
<th>Participant</th>
<th>Survey</th>
<th>1st Interview</th>
<th>2nd Interview</th>
<th>3rd Interview (Member Check)</th>
<th>Feedback on Findings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frances</td>
<td>1/20/2020</td>
<td>1/28/20</td>
<td>1/30/20</td>
<td>2/18/20</td>
<td>N/A</td>
</tr>
<tr>
<td>Shannon</td>
<td>5/7/2019</td>
<td>6/3/19</td>
<td>7/6/19</td>
<td>7/12/19</td>
<td>6/29/20</td>
</tr>
<tr>
<td>Nicole</td>
<td>4/22/2019</td>
<td>6/24/19</td>
<td>7/1/19</td>
<td>7/8/19</td>
<td>7/5/20</td>
</tr>
<tr>
<td>Julia</td>
<td>4/28/2019</td>
<td>6/26/19</td>
<td>7/16/19</td>
<td>8/28/19</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Data Analysis

Merriam (2009) describes data analysis as a “process of making meaning” through “consolidating, reducing, and interpreting” (p. 202) what participants say and what has been reviewed in the literature, in order to answer the study’s research questions. Based on this approach, the analysis occurred at the same time as the data collection process, and this study was flexible in its use of both deductive and inductive methods for coding the data collected across the cases (Merriam, 2009; Stake, 1995). I transcribed the interviews on Microsoft Word within a few days of each interview so I could recall relevant details that were still fresh in my mind and construct follow up questions for the next interview (Mears, 2009). Transcription was considered the initial entry into analysis (Burnard, 1991; Kvale, 2011). After the second interview was
completed and transcribed, the data went through a preliminary within-case analysis in which a series of tentative open codes capturing small segments of information were developed from each transcript to label the content in the transcripts (Merriam, 2009). These initial findings were organized by the research question in order to present to participants during the third interview (see Appendix H). Discussing the initial analysis of the within case studies with participants and soliciting their feedback helped expand and refine codes and categories and allowed me to construct meaning with participant involvement. During the third interview, participants engaged in a member check and examined an initial analysis of the case and the coding structure and elaborated upon what was said, clarified misunderstandings, and had an opportunity to share findings or stories that were most salient to them after reviewing and reflecting on their experiences (See Appendix I). Overall the coding process started with a small list of broad preconfigured categories based on the literature review about consultation in school psychology and beginning teacher development (see Table 3.3), and then used a deductive approach using open codes that came directly from the data.

Table 3.3
Initial Preconfigured Categories

<table>
<thead>
<tr>
<th>Preconfigured Categories</th>
<th>Facilitators to Consultation</th>
<th>Barriers to Consultation</th>
<th>Consultation topics</th>
<th>Supports from school or district</th>
<th>Student population</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Classroom context challenges</td>
<td>District context challenges</td>
<td>Consultative relationship</td>
<td>Differences between beginning and experienced teachers</td>
<td>Description of BT characteristics</td>
</tr>
<tr>
<td></td>
<td>School context challenges</td>
<td>Intrapersonal challenges</td>
<td>Consultative process</td>
<td>School psychologist training</td>
<td>Methods of supporting BTs</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Beginning teacher characteristics</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Beginning teacher preparation/training</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Beginning teacher self-efficacy</td>
</tr>
</tbody>
</table>
After the completion and transcription of the third interview in each case, I read the transcripts several times to get a sense of the data. I carried out a within-case analysis through uploading interview transcripts and memos into ATLAS.ti, a qualitative data analysis computer program (Friese, 2013). A “line by line analysis” of the transcripts in the first phase of open coding resulted in 493 codes (e.g., descriptive codes, in-vivo codes, etc.) (Saldaña, 2015). Next, I engaged in categorical aggregation (Stake, 1995) in which I examined the data by each case to find meaningful patterns and relationships between codes, in order to group them under smaller sets of themes that provided a case context and description (Merriam, 2009; Saldaña, 2015). The within-case analysis occurred between September 2019 – March 2020 (see Appendix J for a visualization of the data).

The cross-case analysis was conducted between March and June 2020. Consistent with the iterative nature of the analysis process, this led to collapsing and merging of codes, refinement of categories, and comparison of themes that cut across the collective data. This cross-case analysis allowed for the discussion of common themes and differences across the cases and supported the transferability and evaluation of how the findings may be generalized to populations that share the characteristics of the sample represented in this study (Yin, 2014). In order to facilitate this process, I referred back to the literature on frameworks consultee-centered consultation, beginning teacher development, new teacher induction programming, and mentorship. Overall, 139 finalized codes led to 17 themes that reflected school psychologists’ descriptions of their experiences with their school context, consultation, working with beginning teachers; along with their beliefs and attitudes about their role. The cross-case analysis found
several common characteristics in the collective data, and as a result the within-cases focused on illustrating the setting and context of each case (see Appendix I for a sample of the data analysis process). Additional strategies that contributed to the creation of themes are discussed below.

**Word Count**

A frequency of word counts in ATLAS.ti helped organize the codes and inform categorization and themes (Saldaña, 2015). Participant statements that corresponded with the most frequently occurring words were contrasted and compared. For example, a word count of the interview data indicated the frequency of the following descriptors of consultation with beginning teachers, across the four cases: “relationship” (95 occurrences), “collaborate” (55 occurrences); “together” (33 occurrences), “trust” (32 occurrences); respect (14 occurrences), which helped inform the theme “Building a Working Relationship.” In another instance, a word count showed that participants used the word “help” 165 times, and the word “support” 106 times, which helped inform the theme, “Individualized Support.” This approach helped narrow in on significant statements provided by participants.

**Code Count**

Another way that the data were organized and analyzed consisted of examining the frequency of codes across the cases and comparing and contrasting passages that aligned with each code (Huberman & Miles, 1994; Saldaña, 2015). This approach supported the comparison of the individual contexts and participant experiences that situated the findings in the cross-case analysis. Below is an example of the analytical memos resulting from frequency counts of codes.
Table 3.4.
**Example of Frequency of Codes Across Case**

<table>
<thead>
<tr>
<th>Codes</th>
<th>Frances</th>
<th>Shannon</th>
<th>Nicole</th>
<th>Julia</th>
<th>Analysis Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admin support for consultation</td>
<td>5</td>
<td>2</td>
<td>2</td>
<td>5</td>
<td>Julia and Frances mentioned their admin frequently - they supported systems initiatives</td>
</tr>
<tr>
<td>BTs are eager and passionate</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>BTs are overwhelmed</td>
<td>6</td>
<td>5</td>
<td>13</td>
<td>6</td>
<td>Nicole’s school may have been more difficult for beginning teachers (rigorous, competitive, etc.)</td>
</tr>
<tr>
<td>BTs experience lack of mentorship</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SP is trusted by BT</td>
<td>6</td>
<td>3</td>
<td>4</td>
<td>1</td>
<td>Frances viewed herself more as a consultant-systems than mentor</td>
</tr>
<tr>
<td>SP as a mentor</td>
<td>1</td>
<td>4</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SPs empathizes with BTs</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

**Credibility, Transferability, Dependability, and Confirmability**

Credibility, dependability, transferability, and confirmability are critical to ensuring the quality of a qualitative study and its findings (Creswell, 2013; Guba & Lincoln, 1989; Stake, 1995). Creswell notes that the information that was gathered from the interviews are based on my research agenda, and I interpreted and made meaning of the statements provided by participants based on this proposition. Dependability of this study is enhanced through a number of ways: an explanation and timeline of the research and data collection process, recruitment emails and interview protocols; a positionality statement; and presentation of my analytical memos and audit trail during the coding and analysis stages of the study. Consistent with the methods employed in previous
qualitative studies on school-based consultation (e.g., Henning-Stout, 1999; Tarver-Behring et al., 2000, etc.), I have provided detailed procedures for how I collected data, engaged in the coding and analysis processes in order to convey the rigor and integrity of the study.

In order to support the credibility of the findings, participants were provided interview transcripts to verify the transcriptions, and the third interview consisted of a member check and a close examination of the initial findings in order for participants to reflect, clarify any misunderstandings, and elaborate. Participants were also provided a written narrative of their within-case study and the cross-case findings and I solicited feedback to verify or challenge the conclusions and evidence, to enhance the construct validity and confirmability of the case study (Yin, 2014). The use of the computer-based software ATLAS.ti to store, manage, and organize data also enhanced the credibility of the findings. Given my experiences as a former teacher and current role as a consultant in schools, working with an advisor with expertise in school-based consultation and engaging participants in the initial coding process and soliciting their feedback on a draft of the findings helped me monitor my own subjectivity and bias on a topic of interest (Yin, 2009).

**Ethical Considerations**

Qualitative researchers have ethical obligations to the participants (Brinkmann, 2007). Ethical considerations for this study have been drawn from Kvale’s (2011) recommendations and guidelines by the Institutional Review Board (IRB) at the University of Denver. Before engaging in any of the steps of data collection, I submitted the procedures for the proposed study, recruitment emails, consent forms, and interview
protocols for approval by IRB in April 2019. Participants who passed the screening portion of the recruitment phase were emailed a consent form with details of the purpose of the study, potential benefits or consequences of participation, option to withdraw from the study at any time, and information on how confidentiality would be maintained during the study (Appendix E). Interviewees who agreed to participate in the study were provided a copy of the semi-structured interview protocol beforehand through email. Informed consent was obtained from participants (see Appendix F) before conducting interviews. I discussed confidentiality with participants and previewed how I would maintain confidentiality during the write up, including providing pseudonyms, and excluding information about their physical characteristics or identifying information about their location or school. Interviews were recorded on an I-Phone 6 with a fingerprint identity sensor, and data were stored and filed electronically on a password protected personal laptop. Participants were de-identified and assigned numbers. Folders for each participant were created to store audio recordings of interviews, transcriptions, and memos specific to each interview session. Participants were compensated with Amazon gift cards at the successful completion of each stage of the process, which amounted to three gift cards worth $25, for a total of $75.

Mears (2009) cautions researchers to be aware of the challenges with interviewing colleagues or members in one’s professional community, as it may create bias or negatively affect the dynamics of the interview. This is important to note because I had previously encountered two of the participants over the course of four years through my experiences as a school psychology student and student representative in our state-level professional organization. I monitored how my bias and knowledge of participants
influenced data collection and analysis through reflective writing (Glesne, 1999). Detailing the purpose of the interview, the operation of the interview process, and intended audience for the study helped participants manage their expectations of the study and clarify my role as a researcher (Mears 2009). When done intentionally and carefully, interviewing members of my professional community allowed me to create a trusting atmosphere in which participants openly discussed their experiences with beginning teachers.

**Researcher Positionality and Reflexivity**

According to Foddy (1993), as researchers, we must, “accept that we do impose either our own view of reality, or our guesses about our respondents’ views of reality, upon our respondents’ answers whether we admit it or not. The only issue is how self-conscious we are when we do this” (p.192). As a qualitative researcher, it was important to “position” myself in the research study (Creswell, 2013) and express how my professional experience informed my interest in the topic being investigated, the design of the study, and the way data was interpreted (Wolcott, 2010).

The inception for this study occurred two years ago when I assisted with a research project that aimed to describe effective beginning teaching in a local school district. Many of the beginning teachers cited concerns with behavior management and addressing the needs of their students. However, out of twenty-one interviews, school psychologists were not mentioned as a source of support for beginning teachers. I found this to be a missed opportunity for school psychologists. My interest in examining how school psychologists can support beginning teachers comes from experiencing first-hand the challenges of being a beginning teacher working with diverse student populations in a
landscape of Title I schools. Despite graduating from a rigorous training program, I felt ill equipped to navigate all of the demands of the first year of teaching. However, mentors and coaches helped me navigate the profession. During my last (sixth) year of teaching, I became a coach, and was struck by how different the experience of coaching was with teachers of varying levels of experience, knowledge, skills, and confidence. This call to understand how to collaborate and support these teachers has been a thread throughout my career while training as a school psychologist. Over the past few years I have worked with teachers as a consultant with a trauma-informed school-based program, as a district level consultant supporting PBIS initiatives during my internship year, and as a systems level consultant at my current school. I have often found myself digging deep to listen to teachers’ concerns, which range from behavior management to their professional identity. My experiences as a teacher, coach, and now school psychologist led to my curiosity of this topic. I believe that school psychologists are capable of assuming a variety of roles in markedly different settings and have great potential to be critical resources in addressing teacher retention through expanding their consultation practices.

The focus of this study is derived from the premise that exploring the experiences of expert school psychologists who have worked with beginning teachers is pertinent to promoting and enacting school-based consultation that is responsive to teachers and sustainable for consultants and consultees, which I believe is critical given the realities of working in the field of education. I hope that my experiences from both professions allowed me to identify themes and practices that have been salient to school psychologists’ efforts in being effective consultants in their buildings. During the course
of this study, I have attempted to show reflexivity and awareness of how my biases and experiences influenced this research by recording my personal experiences of each participant interview and keeping track of connections, questions, and concerns that arose after interviews or during the data analysis process, in order to track modifications or changes and monitor my internal thought process.
Chapter Four: Findings

This study examined expert school psychologists’ perceptions of beginning teachers in order to elucidate the ways in which school psychologists engage in consultation or other methods of support that address beginning teacher concerns. A multiple case study, consisting of three individual interviews with four expert school psychologists, was utilized. This chapter begins by illustrating the findings in the within-case studies and providing a description of each school psychologist’s experience working with beginning teachers. The next section of this chapter presents findings that emerged from a cross-case analysis of the data, in response to the four research questions in the study.

Within-Case Studies

In this section, a description of each case is provided to illustrate participants’ background and training, roles and responsibilities, school setting, demographic information, and experiences with consultation and beginning teachers. The participants in this study included four women who self-identified as having expertise in consultation and worked in a variety of school settings during the time in which they supported or consulted with beginning teachers. All participants worked within 100 miles of the metro-Denver area in Colorado. Given the participants’ unique positions and titles, and, to protect their identity, descriptions of their physical appearances have been excluded from the write up. Participant demographic information is below (see Table 3.5.).
Table 3.5.  
*Case Study Demographic Information*

<table>
<thead>
<tr>
<th>Case</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Participant Pseudonym</strong></td>
<td>Frances</td>
<td>Shannon</td>
<td>Nicole</td>
<td>Julia</td>
</tr>
<tr>
<td><strong>Gender Identity</strong></td>
<td>Female</td>
<td>Female</td>
<td>Female</td>
<td>Female</td>
</tr>
<tr>
<td><strong>Race</strong></td>
<td>White</td>
<td>White</td>
<td>White</td>
<td>White</td>
</tr>
<tr>
<td><strong>Age Range</strong></td>
<td>30-40</td>
<td>40-50</td>
<td>30-40</td>
<td>40-50</td>
</tr>
<tr>
<td><strong>Years of Experience as a School Psychologist</strong></td>
<td>10-15 years</td>
<td>20 years</td>
<td>10 years</td>
<td>10-15 years</td>
</tr>
<tr>
<td><strong>Current Role</strong></td>
<td>Mental Health Consultant</td>
<td>School Psychologist</td>
<td>School Psychologist</td>
<td>School Psychologist and Instructor</td>
</tr>
<tr>
<td><strong>Degree Earned</strong></td>
<td>Doctorate (PhD)</td>
<td>Doctorate (PsyD)</td>
<td>Doctorate (PhD)</td>
<td>Doctorate (PhD)</td>
</tr>
<tr>
<td><strong>Beginning Teachers Supported</strong></td>
<td>20+ teachers</td>
<td>10-15 teachers</td>
<td>4-7 teachers</td>
<td>4-7 teachers</td>
</tr>
<tr>
<td><strong>Site Information (when working with beginning teachers)</strong></td>
<td>6-12 Middle and High School</td>
<td>K-5 Elementary School</td>
<td>ECE-8 Elementary School</td>
<td>6-12 Middle and High School (Alternative)</td>
</tr>
<tr>
<td><strong>Number of Students (2017-2018)</strong></td>
<td>N/A</td>
<td>600</td>
<td>900</td>
<td>170</td>
</tr>
<tr>
<td><strong>School Demographic and Culture</strong></td>
<td>Urban school, 20-80% staff turnover and shifts in administrative leadership</td>
<td>Suburban middle-class, little teacher mobility (roughly 1-2 a year)</td>
<td>Suburban middle class, predominantly white, little teacher mobility</td>
<td>Urban school, Students experienced a lot of trauma and high levels of teacher mobility</td>
</tr>
<tr>
<td><strong>Roles</strong></td>
<td>30% consultation, 5% systems-consultation, 20% direct mental health services for students, 30% student safety and crisis prevention</td>
<td>30% consultation, 40% of time working directly with students in classrooms, co-teaching SEL, 25% assessment, rest of time in collaboration with parents</td>
<td>65% on direct services with students and the AN center. 15% of time on consultation, 10% assessment, 10% crisis</td>
<td>Systems level consultation, trauma informed teaching and professional development, grant writing</td>
</tr>
</tbody>
</table>
Frances

Frances's professional identity as a school psychologist revolves around consultation. Frances serves as a mental health consultant in an urban school district, a role that she has held for the past four years. She spends the majority of her time consulting with school-based staff and district leaders (e.g., administrators, mental health professionals, teachers), specifically related to crisis prevention and intervention around suicide risk. Frances spent the past 11 years as a “traditional school psychologist,” moving through elementary, middle, and high school settings within the same district. Prior to becoming a school psychologist, she was a classroom teacher for two years and taught math to middle school children and supported restorative approaches. She completed her doctorate while practicing as a school psychologist with a specialist degree, which she obtained out of the state. Stories of her experiences with beginning teachers come from her years spent in schools, specifically a magnet combined middle/high school and an elementary Montessori school.

School Demographics and Culture

Frances experienced an ever-changing educational landscape in which both of the schools she worked in had to rebrand their purpose, goals, and vision for teaching and learning, and teachers had to adopt new paradigms for education and change their instructional practices. When she worked in an elementary setting, the school had recently adopted a Montessori approach to instruction, but she states it was unclear to her and the staff the extent to which this form of programming fit with their understanding of teaching children or managing challenging behaviors. Similarly, Frances’s middle/high school experienced instability when staff who “birthed the school” left, and
administrative changes shifted the focus of the school’s mission and priorities. Citing factors such as waves of teacher retirements and feelings of dissatisfaction among staff, Frances worked in schools with upwards of 20-80% staff turnover.

**Roles and Responsibilities**

Frances described her middle/high school setting as small, which allowed her more opportunities to work with students in the general education setting. She worked full-time at her site and spent 30% of her time in consultation and collaboration with teachers and families related to students in special education, students with accommodations, and focused on topics such as academic or social-emotional interventions and behavior management. Frances engaged in systems-level consultation for 5% of her role, spending time as a member of the school leadership team, focusing efforts on school culture and climate, professional development, and new teacher programming. The rest of her time was divided up as 20% on direct mental health services for students (e.g., counseling), and 30% on crisis prevention and response (e.g., suicide risk reviews and threat appraisals), with the remainder spent on assessment and evaluation, coaching extracurricular activities, and collaborating with families.

**Working with Beginning Teachers**

When discussing her experiences working with beginning teachers, Francis recalled her own experiences as a new teacher facing challenges such as sparse resources and feelings of uncertainty over whom to ask for help, or what she needed help with. She leveraged her prior teaching experiences in her consultative practice to build connections and understanding with teachers. During her time in the middle and high school setting, she supported the development and implementation of a new teacher professional
development program, which aimed to integrate an influx of beginning teachers to the school culture by explicitly teaching of the school’s practices and policies (e.g., accessing supplies or support staff, instruction, curriculum, and analysis of student data), and preparing them for important events that occurred during the school year (e.g., parent-teacher conferences). The “onboarding mentoring program,” which was aimed at addressing teacher retention, persisted for two years, until she left her position at the school. Through her efforts in this program, she worked with approximately 20 beginning teachers.

**Consultation Experiences: “You are always consulting”**

When Frances examined the practice domains within the NASP model, she struggled to separate and identify the practices she engaged in the most with beginning teachers. She stated, “It's really hard for me to isolate a particular domain, because they all build upon each other...You are always consulting...whether it be a student, a parent, a teacher.” She described herself as a “sponge,” seeking out ideas that are working and absorbing them to inform her own practice. Her consultative training stemmed from experiences at two different universities and mentors who influenced her development of consultation skills. The more years that Frances worked in the field, the more she came to value building expertise from direct experiences with consulting rather than “information from a book” or her graduate-level training. She acknowledged that graduate training helped her adopt consultation practices related to a specific theory or framework, but when it came to naming a specific model that she draws from, she candidly stated that those kinds of “labels” were more common in academic settings than what she observed in day-to-day practice. She abandoned some of the methods she learned in school, such as
maintaining a log of consultation sessions with teachers or applying and adhering to formal frameworks of consultation, as her experiences consisted of more collaborative problem solving through school-based teams, or “one off situation based consultations” with teachers. Her early career experiences with consultation focused on identifying problems and providing solutions hastily, as she stated, “It was uninformed and inexperienced, and you want to feel useful, and you want to provide your worth because you are a wealth of information.”

**Shannon**

Shannon didn’t originally intend to become a school psychologist. She graduated with a degree in clinical psychology and started her career on a child find team at a school district, focused on evaluating young children with developmental disabilities. She moved to a hospital setting for a couple of years then received an emergency certification in the 1990s in order to work in schools, which were experiencing a shortage of school psychologists at the time. She spent one year in a school district, then moved to another district, where she has spent the last 15 years working in elementary schools. Over the last several years, she has been supervising and mentoring graduate students and interns. When reflecting on her own training experiences and her level of preparedness to enter the field, she stated, “That’s why I love the training program…because I can’t believe you get to be trained to be a school psychologist and I just became a school psychologist.” When describing her early career experiences, Shannon acknowledged her lack of confidence in operating in schools. “When they talked to me about school systems, I was like, ‘What’s a school system and what’s an IEP?’ I knew nothing...I got my first kid in my office, and I was like, ‘What’s the goal? What am I supposed to be
doing with you?” My first interview with Shannon was shortly after she retired from a school district where she spent 14 years. She left to pursue an opportunity to develop social-emotional learning curriculum, grow her private practice, and teach graduate students. Stories of her experiences with beginning teachers come from the 12 years she spent in the same elementary school.

**School Demographics and Culture**

Before retiring this past year, Shannon worked in an elementary school located in the suburbs, with about 600 students attending Kindergarten through 5th grade. She described it as serving a mixed demographic population with upper middle-class families and 20% of students who received free and reduced lunch. Her school experienced demographic shifts and greater levels of student diversity, although the teaching staff remained 90% white. According to Shannon, students at her school experienced a range of mental health needs, including stress related to parental divorce, developmental trauma or chronic stressors, and anxiety. She remarked that the teachers had less experience with a diverse range of learners, and as a result of school and community related pressures to achieve academically, teachers often viewed students who were struggling to learn and perform as outliers, and they struggled to differentiate instruction of academics of behavior to address their needs, referring them for special education testing. The-school had typically welcomed one beginning teacher each year for the previous five years. However, an increase in teacher turnover at her site this past year resulted in four new teachers, including those new to the district and school.
Roles and Responsibilities

Shannon spent five days a week at her site. She spent between 40%-50% of her time inside classrooms, co-teaching social-emotional learning or executive functioning lessons with teachers or supporting students on her caseload through counseling or behavior coaching. Her school contained an intensive learning center for students with disabilities who required a concentrated level of support inside the classroom. She spent about 25% of her time on assessment practices related to special education programming, 30% on consultation, and 10% on collaborating with parents. When she sequenced the domains of practice from the NASP model (2020a) during the second interview, she initially endorsed preventative and responsive services and school-wide services to promote learning as the practice she engaged in the most with beginning teachers, but then indicated that she saw herself practicing all of NASP (2020a) domains through consulting with staff. She facilitated school-wide bullying prevention efforts and crisis prevention and response through conducted suicide risk reviews and threat assessments. Shannon’s school had one principal, and she was the administrator in charge if the principal was out. As part of the school leadership team, she participated in the Multi-tiered Systems of Support (MTSS) team, Positive Behavior Intervention Supports (PBIS) team, and special education team.

Experiences with Beginning Teachers

In her last year, Shannon’s school welcomed four beginning teachers. She acknowledged the limitations of her principal’s role in supporting these new teachers, citing their lack of time to check in with them, especially without an assistant principal at the school. While there was an instructional coach, she didn't have a great sense of what
the person did or who they supported. It appeared that the role of staff in supporting beginning teachers fell onto her lap, in some part organically as she consulted with teachers and taught social-emotional learning in their classrooms, and in some part from her own volition, as Shannon’s training in consultation, experience in supervising novice practitioners, self-professed love for working with adult learners, and vested interest in supporting adult social-emotional learning, appeared to shape her pursuit and interest in working with beginning teachers. Shannon said she consulted with over ten beginning teachers over the course of her career as a school psychologist.

Experiences with Consultation: “I love the teacher work.”

Shannon endorsed consultation as one of her most practiced and preferred roles as a school psychologist and found the most professional satisfaction from this role: I love adult learners. I would say I really enjoy working with teachers and parents...That sounds bad that I say I’m a school psychologist, and I don’t love working with the kids. She demonstrated a sense of confidence and pride in her ability to build rapport with teachers at the start of the school year. This was demonstrated when she would tell the “teachers with really difficult kids” at her school, “You’re going to be my friend this year.” Shannon’s current enthusiasm for consultation is a stark contrast to when she began as a school psychologist. She recalled being “nervous” and “terrified” of working with teachers and was less likely to pursue relationships with them. She explained, “I lacked the confidence to know that I had something to offer, and to know where help was needed, and how to give it.”

Although Shannon didn’t take consultation courses through her clinical training program, over the past 15 years, she has specialized in collaborative problem-solving,
which is an approach that supports consultees with understanding and addressing the
challenging behaviors of adolescents and children in clinical and educational settings
(Pollastri, Epstein, Heath, & Ablon, 2013). Shannon applied this framework to her
consultative practice by considering teachers’ skills and abilities and reflecting on the
barriers that influence their ability to problem solve or implement interventions.

Nicole

Nicole spent ten years as a school psychologist, working four days a week in a
school site that served 1,000 students from preschool to 8th grade. She first practiced
with a specialist degree in school psychology and returned to school to obtain her
doctorate. During the time of the interviews in June 2019, she had recently left her
position in the school, embarking on a new career within the teaching field and advising
graduate-level students in a school psychology program.

School Demographics and Culture

Nicole described her school population as predominantly white and middle-class,
with more racial and ethnic diversity in the middle school, which she attributed to the
school being one of the few locations in the neighborhood in which families are able to
choose schools. She described the parent population as being “heavily involved”. She
stated that the staff, especially beginning teachers, struggled with managing parent
expectations critique of teacher ability to address all of the needs of students. Her school
was focused on academic rigor and a competitive environment for student learning.
Nicole described the school culture as “very independent” in that teachers could self-
direct how they wanted to teach. However, teacher autonomy also led to resistance to
implementing social-emotional learning curriculum. Many of the veteran
teachers Shannon encountered conveyed personal beliefs that social-emotional learning was not within their scope of teaching. Still, with persistence, she was able to integrate some social, emotional learning curricula into classrooms.

**Roles and Responsibilities**

Nicole’s roles and responsibilities were primarily focused on supporting students in special education, with up to 65% of her time spent in direct service with students, focusing on students in the affective needs center. Working directly with children through counseling was her most practiced and preferred role, and during her first five years at the school, she was the only mental health or counseling professional. However, the ratio of support staff to students increased over the past five years with the hiring of a counselor and full-time social worker, resulting in a mental health staff ratio of 1:500 students. Nicole spent 15% of her time on consultation, which consisted of collaborating with families and general education teachers and systems-level consultation with the special education department, as she was the special education chair. Duties related to assessment, such as conducting observations of students and evaluations for students with IEPs, made up 10% of her overall role. The remaining 10% of her time was spent on crisis response, consisting of suicide risk reviews and threat appraisals. She also provided professional development to staff on attendance policies, assessment data, and student behavior.

**Experiences with Beginning Teachers**

Nicole worked with beginning teachers within the context of monthly consultation meetings for students with disabilities on her caseload. She felt that these teachers were perceived as outsiders, and it was difficult for them to assimilate into her school
community. Some of the new teachers were previously paraprofessionals or parents of children who attended the school. Overall, teacher turnover was uncommon. She felt that new staff experienced judgment from families and teachers and were less likely to be supported by her administration or quickly non-renewed if they were not perceived as competent. She reflected on her school and neighborhood culture:

Definitely in this building, in this neighborhood. I think there’s a lot of judgments about people's situations, and for those new ones, it's always like, “Oh I've been teaching for 10 years. I would have never done it that way.” But instead of telling the person that in a constructive way, they will tell a different person, and then it’s going to fester over here and be gossipy.

Nicole characterized these judgments as barriers to beginning teachers’ ability to socialize or develop relationships in her building. Nicole recalled a district-wide teacher strike the previous year and its impact on new teachers, who were unsure whether to cross picket lines and continue to work and receive pay or sacrifice their pay in order to protest along with their new colleagues as an act of solidarity.

*Consultation Experiences: “Consultation can be really powerful”*

When reflecting on her early career experiences with consultation, Nicole admitted, “to be honest, when I first started in this role and like back in the day in grad school, I did not realize that consultation was necessarily part of what a school psychologist did.” She elaborated that she did not engage in “any formal consultation” in the early stages of her career due to initial unsuccessful experiences with teachers. As she engaged in consultation more often, she started to document consultation as a service in a student's Individualized Education Program (IEP) and scheduled monthly meetings with
teachers in each grade level to facilitate problem-solving around students. During these meetings, the team discussed student progress and needs, and she provided recommendations on how to generalize skills from counseling sessions to the general education classroom. She referred to these meetings as “mini-FBA type” sessions, focusing primarily on helping teachers understand the function of student behaviors and offering suggestions of interventions to implement.

When describing her consultative approach, Nicole shared that she focused more on applying interpersonal skills (e.g., communication and collaboration) when consulting than applying formal consultation frameworks that she learned in her graduate training. She attributed the growth in her consultation skill sets to years of classroom observation and getting a sense of teachers’ experiences with students. Consultation was her second most preferred role. She reported, “I really loved consulting with the teachers...especially when it was productive, which it wasn't always because sometimes it could just turn into...oh, you know a bitch session. So that could be challenging.” Nicole found satisfaction and enjoyment in consultation with beginning teachers because she felt they were receptive to learning and incorporating her feedback.

Julia

During the time of the interviews, Julia left a position she held for 11 years at a small secondary school that served 150 students from grades 6-12 in order to teach graduate students in a school psychology program. Julia spent her career as a school psychologist in one district, working in elementary and middle schools, and also Montessori schools, before she dedicated a decade to a small alternative school setting.
**School Demographics and Culture**

Julia’s school was composed of adolescents who were unsuccessful in the traditional school setting, including those who had been expelled. Many students experienced chronic stressors and trauma and struggled with forming functional relationships in their lives. Difficulty with forming relationships was compounded by the revolving door of teachers who entered the school system each year. As a chair of her school’s MTSS team, Julia found it challenging to implement a systems approach to intervention when a significant portion of the student population experienced trauma at prolonged rates. Their experiences were intensifed by crisis events such as going to court, a parent's release from jail, losing a home, or the death of a loved one. She collaborated with her colleagues to implement trauma-informed care components, including professional development for teachers, and her principal bringing in the Employee Assistance for Adults (EAP) to provide mental health services for teachers.

**Roles and Responsibilities**

Julia was a consistent presence at her school over 11 years. She experienced several changes in administration and a high level of teacher turnover. When new school administrators began, the previous leaders directed them to Julia and her social worker to learn about the school’s culture and operations. Julia supported students with disabilities in special education, students with accommodations who had 504 plans, and provided counseling to the general education population. She provided school-wide programming to address suicide prevention or relationship violence. She perceived her caseload of students as being relatively small, although 25% of the student population received
special education services. Assessment related activities did not comprise a significant percentage of her role.

Over the years, Julia held systems-level leadership positions such as the chair of the special education department and the MTSS team. Julia was bothered by the disproportionality in district funding received by her school. Five years ago, she began writing grants with several first-year teachers whom she described as “really inspired” and motivated. She successfully secured funding and ran program evaluations for mental health initiatives. Julia attributed her involvement in several aspects of her school’s operations to its relatively small size and her number of years of experience at the same site, seeing herself as being “ingrained in the system.” Consultation was endorsed as a preferred role that was only secondary to working directly with students.

**Consultation Experiences with Beginning Teachers**

Julia recalled working with several beginning teachers from a variety of backgrounds, including those in alternative programs such as Teach for America and recent graduates from undergraduate programs. During her time at the school, Julia witnessed tension between the beginning teachers and veteran teachers. Beginning teachers were often recruited by the administration to join school-wide committees. Although Julia described them as being eager to create change, she felt they struggled with managing the additional responsibilities related to implementing school-wide initiatives in addition to learning how to teach a unique student population. These new teachers struggled with putting forth new ideas that were accepted by veteran teachers who often did not share the same level of openness to change. Julia found this tension to be overwhelming and a factor in early career burnout.
Although Julia acknowledged support for beginning teachers through the district’s new teacher induction programming but stated that within the school, it was difficult to find the requisite number of mentors to assign to new staff, given the turnover rates at her site during some years. She likened a mentor's function to a school psychologist supervisor and grappled with the lack of appropriate professional and personality fit between teachers and mentors at her school. Later on in her career, her principal asked her to support new teachers who were struggling with classroom management. She described her approach with these teachers as less formal than coaching cycles with the instructional coach, using a “counseling perspective” that examined the emotional aspects of teaching and helping teachers with managing the expectations of what the job, strictly in a non-evaluative manner, as Julia emphasized that she never reported back to her principal on what she worked on with beginning teachers, in order to ensure confidentiality. She conceded that although she did not engage in any formal evaluations of teachers, her role in teacher evaluations were likely blurred by some of the new special education teachers that she worked with because she held a leadership position in that department.

Cross Case Synthesis

The previous section presented participant descriptions, including background and training, roles and responsibilities, the culture of the school site, and an overview of their experiences with consultation and working with beginning teachers. Having provided the reader with descriptions of the individual contexts in which school psychologists consulted and with beginning teachers; I now turn to answering the study’s research questions by presenting the themes that were developed from the analysis of the data,
Research Question 1: Perceptions of Beginning Teacher Characteristics

This section examines the first research question and the significant themes that developed from the data analysis. The first research question stated, “How do expert school psychologists describe their perceptions of beginning teachers and their concerns with teaching?” Three themes and two subthemes regarding perceptions of beginning teacher characteristics emerged from the data: (a) beginning teachers are enthusiastic and innovative; (b) they are inadequately prepared and unrealistically optimistic, and (c) they are overwhelmed and focused on survival. The section below examines the shared perspectives of participants.

Enthusiastic and Innovative

Participants reported that beginning teachers possessed many positive qualities and attitudes towards teaching and working with students. In general, beginning teacher personalities were characterized as being “enthusiastic,” “open,” “passionate,” and “motivated.” Shannon described beginning teachers at her school as having an “intense desire” and “zest” for being the best at what they do. Three participants described beginning teachers using favorable terms, which was in contrast to how they described veteran teachers at their schools. For example, Julia recalled experienced teachers being
reluctant to release students for counseling during instructional time, while beginning teachers were described as being “open to mental health.” According to Julia, beginning teachers’ openness to mental health and social-emotional learning was demonstrated through “a great mindset around discipline.” She elaborated, “They want to be positive; they want to support kids...I have never had anybody that seemed very punitive. Particularly new teachers, older teachers [are] a different story.” All participants also characterized beginning teachers as being “open to learning.” Beginning teachers were considered receptive to understanding factors that influence a student’s ability to learn, and more responsive to addressing their needs in the classroom, although this was an area of difficulty for them. In contrast, Shannon stated that “veteran teachers fall back more quickly into their conventional thinking” when students demonstrated behavioral issues, which made it difficult for her to help them understand the sources of problem behavior.

Participants also characterized beginning teachers as being innovative and eager to integrate new approaches into their instruction. Two school psychologists recalled teachers’ “excitement and enthusiasm” for integrating technology into the classroom or discussing “updated” perspectives around issues such as equity with colleagues. All the school psychologists embraced these characteristics, as they felt that the experienced teachers that they worked with did not adopt new practices often. Frances described experienced teachers as tending to “rinse, wash, and repeat” instruction over the years. Julia felt that schools should “take advantage of what [beginning teachers] know” but stated that “seasoned teachers” were not always receptive to “new ideas,” especially from novices in the field. from beginning teachers.
Inadequately Prepared and Unrealistically Optimistic

In addition to being overwhelmed, three of the participants reported that beginning teachers struggled to adjust to teaching because they bring a set of unrealistic expectations about the profession. All of the participants stated that new teachers didn’t have prior experience with teaching the diverse range of student needs at their schools and were ill-prepared to handle behavior management or differentiate instruction for individual learners. Shannon stated while new teachers were excited about teaching content (e.g., reading, math), they “don’t come in thinking ‘I want to teach kids how to regulate their emotions...or how to control their impulses.” Julia described new teachers as “dedicated” but naive in their lack of awareness about how to teach and build relationships with student populations that experienced a lot of challenges such as trauma and poverty.

Self-efficacy Perceptions

When analyzing the data, I found that beginning teachers’ unrealistic expectations for teaching appeared to be connected to descriptions of beginning teachers’ levels of self-efficacy with teaching. For example, Julia described the beginning teacher that she worked with as having a great sense of self-efficacy, or belief in their ability to engage students easily and immediately build strong relationships. However, Julia pointed out that this teacher did not consider how responsive their students, who previously experienced high rates of teacher mobility at the school, would be to the teacher’s approaches. As this teacher struggled to develop positive relationships with his students, she felt that a drop in his perceptions of self-efficacy levels occurred as he started to attribute problems that students demonstrated in his classroom to deficits in the students.
All participants reported that beginning teachers’ perceptions of self-efficacy declined after the beginning of the school year as they encountered unexpected or complex challenges with teaching. Participants identified the most significant challenge as teaching a classroom of students who experienced a range of challenges associated with poverty, trauma, mental health concerns, and learning disabilities. Frances explained,

If you go into a hard to serve community where the majority of your kids are already underperforming, whether it’s due to disability, or twice exceptionally, or poverty, or any other indicator, then you likely are going to feel less effective at your instruction because your kids are not making the gains that you thought as a young early-career professional with the hopes and dreams that we often see new people who bring into this field.

Overall, participants felt that environmental factors such as the communities in which schools are located, the needs of student and family populations, and how the school system addressed students’ needs contributed to teachers’ difficulty adjusting to teaching and feelings of self-efficacy accomplishment with students.

**Staying Afloat**

The primary image that participants held of beginning teachers involved descriptions of them “paddling as fast as they can to stay afloat” or being a “deer in headlights.” Participants felt that beginning teachers were “over-inundated” by the multiple demands of becoming a teacher in public schools. Nicole listed a few stressors experienced by newcomers to the field: “the teachers are in the middle of the web. Parents breathing down their neck and following school-wide directives...teammates, not being as helpful as they should...district expectations in emails...” In addition, they were
expected to learn curriculum, policies, expectations (e.g., discipline and behavior management), and systems (e.g., taking attendance or requesting a substitute teacher) of the school and the district. Two participants felt that beginning teachers are also stressed by the expectations they place on themselves to assimilate into their schools. Frances elaborated that beginning teachers “never say no” to responsibilities, and this behavior “really impacts their ability to set some healthy boundaries” between work and their personal lives. In addition, Nicole felt that healthy boundaries were difficult to initiate as beginning teachers struggled to prioritize the tasks related to teaching.

**Lack of Time: “We just are not giving people time to think”**

Overall, adjusting to the first year of teaching was seen as all-consuming of teachers’ time and energy. This is particularly problematic as three of the participants felt that beginning teachers needed more time to reflect on their practice and integrate what they were learning in order to become effective. Shannon stated, “We just are not giving people time to think.” Julia added that teachers didn’t have time to “even change any systems or re-evaluate systems during the first year,” which suggests that beginning teachers often struggled for extended periods without assistance. It is not surprising then that three of the participants stated they observed new teachers experiencing burnout early on in their career. Nicole felt that burnout was inevitable for newcomers to the field of education. Frances recalled new teachers working until 8 or 9 pm, and often working through their lunch period.

**Summary of Section**

Participant’s descriptions of beginning teachers revealed a set of tensions that these teachers experience. On the one hand, these teachers are praised by the school
psychologists for being enthusiastic and willing to learn and incorporate new ideas in order to support students. On the other hand, these teachers continue to enter the field unprepared to handle all of the demands of teaching. It appeared that participants felt that there was a mismatch between the beginning teacher’s skillsets and the demands of the school environments that they worked in. This resulted in a steep learning curve during the early career stage of teaching that felt insurmountable for new teachers to tackle one their own as they attempted to survive their first year of teaching. The following section will examine the problems associated with this learning curve by discussing participants’ perceptions of the beginning teacher’s concerns.

**Research Question 1: Perceptions of Beginning Teachers’ Concerns**

All of the participants reported that beginning teachers encountered numerous challenges and demanding tasks during the first years of teaching. The school psychologists’ perceptions of beginning teacher concerns revealed that they experienced three dimensions of concerns with teaching: a.) concerns with students, b.) concerns with self as a teacher, and c.) concerns with the school environment. The three themes and eight sub-themes associated with teacher concerns are explored in the following section.

**Concerns with Students**

Participants stated that behavior management and addressing the social-emotional, behavioral, and mental health needs of individual students were the most significant problems that beginning teachers experienced in the classroom. Three participants felt that issues with students were partly due to beginning teachers’ lack of prior experience and inadequate training. They noted that new teachers lacked knowledge of child development, struggled with culturally responsive teaching, and demonstrated
limited skills in differentiating academic and social-emotional instruction to address the range of developmental needs in the classroom. When instructing students with disabilities, Nicole stated that new teachers had a “really challenging” time with “understanding what may be socially inappropriate but totally developmentally typical.” In addition, half of the participants felt that new teachers struggled to understand or intervene with student behaviors that were a manifestation of mental health issues or dis/abilities.

**Student Safety and Crisis**

Handling problems related to student safety and concern was identified as a subtheme of beginning teachers’ concerns with managing and addressing the individual needs of learners. Participants worked with beginning teachers when students expressed suicide ideation, posed a threat, nearly died, or reported abuse. Julia described crisis work as “another burden,” stating that this issue is “really hard for all teachers and all staff...but it is particularly hard on new teachers.” Three participants discussed student safety and crisis as an area that is especially challenging for beginning teachers to understand, address, and cope with. Frances explained why she felt this way:

I would say that one of the other areas that a lot of new teachers need support with is around safety. Because of the stigma, because of the lack of awareness, the lack of skills, they need a lot of support. Specifically, if a kid threatens another kid, they need help identifying, how am I going to help this kid, or should we just move their classes and magic happens, which we know doesn't happen. Or especially kids who are at risk for suicide, helping them understand why you can't share a lot of information, how they still can be very impactful, and then making
sure they have the skills to be able to ask questions and get them to a trusted adult whenever they need to.

Given teachers’ lack of experience and exposure to crises, participants felt they had to provide additional support and follow up after a crisis incident.

**Communication with Families**

The second subtheme of beginning teachers’ concerns with managing students is communicating with families. All four participants recognized that beginning teachers found it difficult to communicate and collaborate with students’ families, particularly families whose children demonstrated behavioral or social-emotional challenges in the classroom. Participants attributed this area of need to beginning teachers feeling “intimidated by parents” or experiencing “fear” and “insecurities.” Nicole felt that beginning teachers did not have the interpersonal and communication skills to navigate challenging conversations with families. She stated, “they just don’t have the words or the language, or the sentence stems to talk to a parent about a behavior that may be really challenging. I think it’s very anxiety-producing.” Shannon indicated that this concern was partly due to beginning teachers’ relatively young age and lack of experience with children.

**Concerns with Self as a Teacher**

Participants’ statements about beginning teachers’ characteristics indicated a theme of beginning teachers’ focus on themselves, which consisted of a range of attitudes around how they responded to the inevitable setbacks or challenges with teaching and negative appraisals of their skills and abilities. Beginning teachers were reported as often struggling to adjust and settle into teaching. Consequently, they demonstrated a lack of
confidence, fear of evaluation, hesitation in seeking help, and personalization of work-
related problems. Frances observed this common concern and rationalized that “people 
fake it to make it” precisely because of “the fear of judgment, the fear of failure, [and] the 
fear of not meeting expectations.” The section below explores participant’s perceptions.

**Lack of Confidence**

Three participants stated that after some time struggling, beginning teachers 
tended to lose confidence in their ability to teach or address behavioral concerns. Both 
Shannon and Frances described beginning teachers as demonstrating a sense of 
“helplessness” by the time they were engaged in the consultative process with the school 
psychologists. Three participants also noted that when beginning teachers struggled with 
students, they tended to view it as a personal reflection of their personal and professional 
identity. Frances explains this common view demonstrated by new teachers:

> I'm a firm believer that a majority of early educators that I've worked with really 
internalize and feel like they have failed their kids...We've all seen early 
educators experience that range of emotions. In conversation, in consultation 
regarding those kids, I often hear a theme of “I failed. Not the kid, I did. I don't 
know what to do, I feel powerless and kind of helpless in knowing what to do to 
fix this.”

When new teachers were no longer confident in their ability to teach students who 
exhibited behavioral challenges, three participants noted that this attitude resulted in 
requests for special education evaluations in order to remove the students from their 
class.
Fear of Evaluation

All participants stated that new teachers were concerned with their performance and feared criticism or evaluation by peers or administration. Participants described teachers as being “self-critical,” “worried about feeling judged,” and having “fragile egos.” Julia and Nicole indicated that it was difficult for new teachers to break into their schools' established culture and community. New teachers’ teaching style or ability to manage their classroom had been criticized, or the new ideas that they proposed in meetings had been dismissed by experienced peers. The school environment's social and professional dynamics were an additional stressor for new teachers, who had to socialize quickly while uncertain of their job security. Frances summarized the additional burden placed on new teachers: “teachers have to learn how to do their job, in addition to learning this entire system that’s judging them on whether or not they’re doing their job.

Frances and Nicole discussed the teacher evaluation process as a source of stress for new teachers. At Nicole’s school, she felt that there was “a lot of apprehension around communicating or asking for help or seeking support” from the “higher up or evaluator,” or her administrative team, due to new teachers’ fear of being seen as incompetent.

Help Seeking Behavior: “They do not ask all the questions they need to”

All of the participants recognized that beginning teachers’ concerns over how they were perceived by others impacted their willingness to seek support. Participants made comments such as “nobody wants to seem like they don't know what they're doing” or “there is this perception that if you ask for help, you’re weak.” Three participants reflected that as a result of this fear, these teachers struggle to problem solve. Julia’s quote explains this dilemma:
So, [beginning teachers] frequently do not access all the resources. They do not ask all the questions they need to. And sometimes they sit there confused, overwhelmed, sometimes deflated and upset in a little classroom, isolated from everybody else. And sometimes they tell other new teachers that, and new teachers’ bond and say, "Yes, we're all confused." But I don't know if that actually solves the problem.

Beginning teachers’ concerns with their image, fear of inadequacy, and hesitation in asking for help do not occur in a vacuum. The data indicates that the external environment of the school influences how new teachers resolve the concerns they experience. The section below will examine factors related to the school context in detail.

**Concerns with the School Environment**

The final reported concern of beginning teachers was related to the school context. All participants were concerned about a lack of supportive relationships and professional support for beginning teachers at their school. Julia summarized this sense of isolation that beginning teachers experienced:

I … nobody in a school building has extra time. There's not one ... not the custodian, not the secretary, not the principal, not the mental health staff, not the teachers; nobody has extra time. So, when you're thinking about talking to someone else or working with someone else, sometimes it can get really isolating. You're in your room; they're in their room, it's a pass in the hallway, how's it going, sort of thing. And it's almost like if somebody asked you, “How are you?” You can tell who really means it and really wants to know how you truly are, and
who is just giving you the lip service. They don't really want you to go into any
detail because they really don't have time for that. I think the same thing happens,
the principal comes by, "How's it going...really well?" And they're like ... but
what they really want to hear because they're still walking, is, “Yeah, it's going
great.”

Julia attributes the cause of beginning teachers’ professional isolation to the lack of time
of other school-based professionals and the reality of working in schools. Her quote also
illustrates the shortcomings of multiple aspects of the school system in supporting
beginning teachers, which are explored further below.

**Administrative Support**

Administrative leaders in all of the participants’ schools were not considered a
source of support for new teachers. Three participants felt their school administration's
role was limited to teacher evaluations due to the varying responsibilities, demands, and
time constraints associated with the role. Nicole’s school was the largest across the four
cases, and her administration was responsible for evaluating 70 teachers. Nicole and two
other participants felt that their administration had little time for observing and providing
constructive feedback to new teachers. Consequently, Shannon felt that “new teachers
coming in, they just feel evaluated,” adding “they’re scared to death of their principal.”

**Lack of Quality Mentorship**

All participants felt that mentorship provided through their school sites was not
sufficient to meet the needs of beginning teachers. In Shannon’s district, all beginning
teachers were paired with a seasoned teacher who worked at the district level and whose
role consisted of mentoring, providing professional development, and coaching.
However, Shannon felt that beginning teachers weren’t able to access their off-site mentors, stating, “It’s not in their school and it’s not enough.” Nicole felt that mentorship was “loosely utilized or interpreted” at her site, citing a lack of clear expectations for the role from her administration and/or district. According to Julia, the shortage of mentors and the influx of new teachers at her school meant that teachers who were unhappy or overwhelmed by the profession would often be drafted as mentors. This created a situation in which their negativity was conveyed to new teachers, who looked to them as models.

**Access to District Level Supports**

Participants demonstrated varying levels of awareness of district support for beginning teachers. Nicole recalled induction as consisting of a five-day training in the beginning of the school year. Frances, Nicole, and Julia, who all worked in large districts, described induction as being focused on onboarding teachers to district policies, procedures, and requirements. Frances, who led professional development at her district, noted a lack of training in instructional areas that beginning teachers needed additional support. She reflected, “I’m not aware of any standard required professional development training that occurs every year to make sure every teacher has some good behavior management or some foundation of behavior management. Wouldn’t that be great?” Participants criticized district level support as infrequent, difficult to access, and not always relevant to beginning teachers’ needs.

**Relationships with Colleagues**

Navigating professional relationships with colleagues was reported by three participants as a concern associated with the school environment. Participants stated that
experienced teachers were not always the most welcoming to beginning teachers, and at times not accepting of their ideas in collaborative team meetings.

Summary of Section

Participants reported that beginning teachers tended to demonstrate a variety of shared concerns related to being new to the field. Managing the classroom and addressing students' individual needs was found to be the primary area of difficulty for beginning teachers. Participants felt these teachers needed additional support with student safety or crisis and communication with families. Beginning teachers’ concerns with themselves consisted of a focus inward on their professional competency and fear of others' evaluation of their ability. Lastly, participants felt that beginning teachers experienced isolation and a lack of professional support through their district, administration, and traditional methods of mentorship.

Research Question 2: School Psychologists’ Roles in Supporting Beginning Teachers

An investigation of the second research question, “How do expert school psychologists support the needs of beginning teachers, for example, in the following areas: classroom and behavior management; burnout avoidance; professional isolation; supporting students with disabilities and/or mental health concerns?” revealed four themes that addressed this question. The school psychologists held a range of views about themselves and their role in supporting beginning teachers, and in order to assist them, the participants assumed different roles: (a) consultant; (b) systems-level consultant; (c) mentors, and (d) advocate. The following section illustrates these roles.
Across all four cases, school psychologists primarily enacted the role of consultants in order to support beginning teachers. Given the problems beginning teachers experienced with supporting students’ social-emotional, behavioral, and mental health needs, participants collaborated to solve issues presented by an individual student or the whole class. Beginning teachers’ work-related problems ranged from supporting a group of students who exhibited executive functioning deficits and hyperactivity, to class-wide behavior management and student engagement, to addressing the behavioral challenges exhibited by students with dis/abilities. Participants also focused their consultation with beginning teachers on understanding the special education process and crisis intervention.

Three participants indicated that beginning teachers were not aware of the school psychologist's role, so they took it upon themselves to be accessible to teachers and pursue opportunities to engage them in problem solving. Nicole reported a belief that “seasoned school psychs” should initiate consultation with beginning teachers, stating, “We know that consultation is a good practice and [will] be really helpful.” She elaborated, “taking ownership and holding ourselves accountable [for consultation] might reduce some of those barriers that exist just because new teachers don't know what our roles are.” As consultants, all of the participants viewed themselves as non-evaluative, and beginning teachers were free to accept or reject the recommendations they offered. Participants enacted the role of a consultant through observing teachers’ classrooms, formally meeting on a weekly or monthly basis, and following up with teachers. The manner in which consultants structured consultation and the problem-solving process
varied across participants. Based on the needs of the teacher, some met with them monthly throughout the school year, whereas others met with teachers more frequently until the teacher appeared to have a handle on managing the issue. All of the participants seemed to use what Nicole and Frances stated was a “solution-focused” approach to problem solving. This was defined as engaging in a set of stages in which they collaborated with teachers to identify the root cause of problems, collect and analyze data, discuss solutions, and implement interventions.

**Systems-level Consultant**

Another manner in which participants supported beginning teachers was through enacting the role of a systems-level consultant facilitating organizational change. As mentioned previously, Julia and Frances’s schools experienced high rates of teacher turnover and an influx of new professionals each year. Both also felt that it was difficult to recruit appropriate mentors. Teacher mobility also made it difficult to recruit appropriate mentors who could support new staff. Julia and Frances facilitated systems-level initiatives by coordinating school-wide mentorship and providing professional development to help socialize beginning teachers into their school and retain them.

Julia said that the idea to be involved in systematic support occurred during a Multi-tiered Systems of Support (MTSS) meeting with school staff. She stated, “it came from us seeing what we thought to be really good teachers not having success and leaving or struggling.” As a result, Julia and other student support staff (e.g., counselors, deans) provided additional support and check-ins with beginning teachers to supplement the mentorship they received. Similarly, Frances spearheaded a new teacher onboarding and mentoring system with her administration to provide new staff site embedded
professional development. Frances described the aim of the professional development and mentorship as being intended to socialize new teachers and help them learn the school’s systems, policies, and culture. Frances collaborated with her leadership team to plan and implement teacher in-service that was structured based on teachers’ needs during the school year. First, Frances focused on “the foundations of teaching” and helping teachers understand the operations of the school systems and how to access tools and resources. Later in the year, professional development focused on instructional practices, examining data, and identifying how to adjust classroom instruction. Towards the end of the year, Frances stated that the program solicited new teachers’ perspectives of the school culture and focused on how they fit into the system and could influence the decision-making processes there.

**Mentor**

As seasoned staff members with four to fourteen years of experience at their sites, participants seemed to view themselves as mentors to beginning teachers. In comparison to veteran teachers, Julia felt that support staff such as herself and the deans provided new teachers with different and helpful perspectives around student behaviors. Participants’ perceptions of the lack of mentorship at their schools may help explain why they assumed this role. Shannon believed strongly that “success for anything is having a mentor and a coach” but felt that her principal was too busy to take on this role. She elaborated, “[The administration] is not there to be able to be me and say, “What do you need? How’s it going? What’s the hardship?”” Similarly, Julia felt that teachers who were traditionally assigned as mentors often lacked the flexibility in their schedules to meet with new teachers, which she and her support staff had. When discussing the role of
mentorship for new teachers, Nicole reflected, “I love being that person.” Despite acknowledging the demands on her time, she felt that mentoring “could be really powerful when you have people that have the buy-in and are willing to be that person.”

The school psychologists enacted the role of a mentor in several ways. They initiated and established relationships with new teachers, visited classrooms, and offered assistance. Shannon recalled what she did the first days of school:

When [teachers] get all the school supplies and they have to unpack them all; I don't know if you've worked in an elementary school [but] I think that's just the most incredibly overwhelming day. With my new teachers, for the most part, I try to be in there that day, helping them unpack their tissue boxes and taking after boxes and all of that stuff. I really try to do that to make that initial contact.

Like Shannon, others also intentionally met with new teachers to introduce themselves to offer help or discuss students. Julia’s quote illustrates the approach she used to welcome new staff:

I was basically just doing a check-in where I’ll stop by and say, “Hey, how is this week going...how's it going with so-and-so today?” I wasn't very list oriented. It was literally more the emotional side of things and then I found that would lead to them saying, “Well I'm just having such a hard time with 3rd period right now, you know.” [I responded,] “Well do you want me to come in and check it out?” But I always told them, “Because I'm old and have been here a really long time, the principal thought that maybe you and I would work well together. I don't report anything back to him, he's not asking me for anything, and I never have. He just thought maybe that I'd be a good partner for you.”
Julia’s use of an “informal approach” seemed to clarify the non-evaluative nature of her role to new teachers so they would feel comfortable seeking her assistance in the future. Participants built rapport through enacting the role of a mentor, which seemed to provide the foundation for consultation and problem solving in the future.

**Advocate**

Three of the participants’ stated beliefs about their role in supporting beginning teachers indicated that they viewed themselves as advocates for this group of teachers. When discussing factors that contribute to teacher attrition, Shannon stated, “There’s a big reason why 50% of our teachers are leaving schools every year, most don’t stay past 5 years. We’re not providing them with the support that they need.” As a result, Shannon felt that “built-in supports” for new teachers should be “mandated.” Frances described the lack of support for beginning teachers as an issue of equity. She stated,

We talk about our kids, and how we address them through equity, I don't think we address our new teachers through equity either. We are supposed to be ensuring that our kids have access to opportunities, and we're differentiating for them, and we're helping them define their potential and be successful in the context of what are the unique variables that truly impact their ability to access education? We really should be doing that for adults too. I mean, not everyone having the same opportunity, but being able to identify, what are your needs, and how can you access that system in order to get your needs met? We treat our new teachers as one, and ... don't quote this, the mass cow herd. Kind of like how we teach our kids.

In Frances’s quote, we notice that the lens that the school psychologists use in
determining how to support students who are struggling was also used to analyze how to help new teachers feel successful during this difficult transition. When Julia and Shannon served as supervisors or graduate level trainers of school psychologists in training, they urged their students to pursue opportunities to consult with beginning teachers. Shannon explains why in the quote below:

I say this to people that I’m supervising, “New teachers are your friends. That’s who you should go for.” You know my practicum student last year or intern - when you have to do that consultation project (in graduate school) - go find a new teacher. If you need to observe in classes or in the beginning of the year - go help those new teachers with their school supplies. Those are your friends. They’re going to think you’re great. They’re going to love that you want to help them.

Shannon’s quote illustrates an overall attitude that was evident in all of the participants’ interviews: consultation with beginning teachers is a worthwhile endeavor that can be mutually beneficial to school psychologists as well. In summary, the school psychologists supported the cause of assisting new teachers as they enter the field of education.

Summary of Section

This section detailed the different roles that participants assumed in order to support beginning teachers with managing common concerns that they experienced. Participants identified with multiple roles. They primarily perceived themselves as consultants, followed by mentors and systems-level consultants. Within these roles, participants also viewed themselves as advocates for new teachers.
Research Question 3: Consultation Experiences with Beginning Teachers

The third research question asked, “How do expert school psychologists describe their experiences of consultation with beginning teachers?” The data analysis revealed two themes related to the school psychologists’ consultation experiences and six subthemes. According to the participants, consultation functioned to (a) provide beginning teachers psychosocial support and (b) facilitate teachers’ professional learning.

The following section details participant experiences with consulting.

Psychosocial Support

Although consultation is viewed as a method to solve a problem a teacher is experiencing with a student, three school psychologists perceived great value in providing social-emotional and relational support to beginning teachers. All participants felt that being present and accessible to beginning teachers was just as critical to their consultative practice. Frances explains this sentiment,

I think something that we do at times that probably doesn't fall within our practice model because our reach is focused on kids and families; sometimes we do help individuals navigate their own self-care and professional growth. Like person to person, like “What's going on with you?” and “I hear you're feeling kind of powerless in this situation and how can I help you better identify resources in the building or an opportunity for professional growth?” or something else. It's going to feel more personal rather than school driven.

Frances’ quote illustrates the importance of psychosocial support within the consultative relationship. Participants provided this form of support through listening to teachers, conveying empathy, helping them process difficult emotions related to teaching, and
providing encouragement to help new teachers persist through the school year. These subthemes are detailed below.

**Listening to Teachers**

Frances described the act of listening as “being a good human being.” She focused on “being present with someone and hearing what they're saying, and sometimes being a soundboard for them when it's not educationally related.” Other participants echoed the importance of listening when identifying and analyzing the problem presented in consultation. Shannon felt that consultation started with “empathy and reassurance,” so teachers felt understood, valued, and involved in the process. In the quote below, Julia elaborates on what she would listen for when talking to new teachers:

> For you to collaborate, you truly have to take and value the other person's level of expertise, as well as their needs and desires, like what their outcomes want to be, what matters to them. And so to collaborate with beginning teachers sometimes, I have to figure out what matters to them, what's the passion on that side of things. Also, what is just in the forefront of their mind, what seems to be the thing that they think is the biggest obstacle? Because it may not be what you think.

By asking questions, listening, and valuing new teachers' perspectives, the school psychologists were able to understand why teachers struggled with specific students and their behaviors. They were also able to align their goals in consultation with the expectations of teachers. Shannon and Nicole both reflected that sometimes there is a “mismatch” around teachers’ and school psychologists’ expectations in consultation, which they felt would break down the problem-solving process and impede their ability to collaborate.
Emotional Support

All school psychologists discussed supporting beginning teachers to manage their emotions or fears related to handling distressing work problems. For example, Shannon felt that parent communication felt overwhelming to new teachers, so she would offer to take the lead. She stated,

I often [communicate] with kids of hard parents. I will offer to be that connection, that liaison, that go-between, “Do you want me to write to the parent and set up the meeting? Do you want me to…?” I'll be the ‘bad’ person. I'll get the 10 emails a day, and at the end of the day, we can consult about it. So, taking some of that off their plate is, I think, that's another way teachers really feel supported.

Shannon felt confident in navigating challenging interactions, so she decided to intervene and mitigate the impact of this stressor on the teachers she worked with.

Three participants recalled the need to provide new teachers with emotional support during events in which their students were involved in crises (e.g., suicide). Julia, Frances, and Shannon recalled the emotional toll of crisis work on beginning teachers and felt that they needed additional support. Julia explained,

If [admin or deans] have to clear a classroom because there's something that happens, I think it's important for somebody to go back and debrief with that teacher around what happened. In general, I think one, it would help them with their learning, and it would also help them, I think socially-emotionally within the building and feel supported. I think it's particularly important to beginning
teachers because oftentimes for them, it's the first, second, third time, or maybe they’ve not done that before or not heard that before, or not been confronted with this before, versus more seasoned teachers that maybe, this isn’t their first time.

Given new teachers’ lack of exposure to the student crisis, participants felt that it was essential to follow up, debrief, and support them with managing stress. Shannon discussed providing a “safe place” for her new teacher to be “vulnerable and cry and talk” and “not feel judged” in response to challenging scenarios. In addition, two participants talked to beginning teachers about seeking outside support to address their emotional concerns and mitigate the adverse effects of stress from the job.

**Encouragement**

Three participants discussed encouraging beginning teachers as a form of support to motivate them or mitigate the impact of the stressors that they experienced. Participants discussed strategies for self-care and managing stress related to problems teachers experienced. They also left chocolates, personalized notes, genuine positive feedback after an observation, or volunteered to chaperone field trips as ways to encourage beginning teachers to persist through the school year. Julia even prompted new teachers to incorporate their interests into teaching and helped them write grants to secure funding for projects.

**Professional Learning**

Although the ultimate goal of consultation was to improve student outcomes, all participants felt that the central aim of consultation was to promote the learning and growth of beginning teachers. Shannon stated,

I feel like that’s my best consultation with [beginning] teachers. I’m supporting
them with those really hard kids and helping them understand those kids from a different viewpoint rather than just being mad at them all the time.

Shannon wanted teachers to develop a new understanding of factors that contribute to behavioral challenges. Similarly, Nicole aspired to “get [beginning teachers] to problem-solve and think about [the problem] in a different way than they thought about it before.”

Participants recognized that beginning teachers' characteristics and concerns influenced their ability to manage the problem being addressed in consultation. Earlier in her career, Julia found that when she gave beginning teachers a behavior intervention plan, they would often give her a “blank stare” and say they didn’t have any questions. However, when she came back to the classroom to observe and take data on the fidelity of intervention implementation, the intervention(s) were not implemented. She believed that the teachers’ lack of adherence was due to them not having the skills to implement. Frances echoed Julia’s statement:

Implementing interventions tends to be reflective of their capacity. If you give them the time, the resources, and the training, they will do it. But if you lack any of those key ingredients, they're not going to do it the way you want them to do it...those aren’t just things that we need to be successful, but also things that kids need to be successful.

Both Frances and Julia recognized a need to adapt their approach to consulting with teachers and provide additional assistance if they wanted to see an impact on students. Consequently, all of the school psychologists addressed various factors that they felt impeded beginning teachers’ understanding of a problem or implementation of an
intervention. The following section will examine how participants built teachers’ knowledge and skills, addressed their lack of objectivity, and promoted their confidence.

**Build Teacher Knowledge and Skills**

Participants felt that new teachers were still developing an understanding of instruction. They reported using consultative approaches that were “instructional,” “prescriptive,” “teachy,” and “directive” when working with beginning teachers in order to address gaps they may have had due to lack of experience or training. Shannon explained,

> I know that I can be quite ‘teachy’ you know...with a new young teacher, it may be more instructional...providing more psychoeducation on instruction, for sure. I’m going to assume a more experienced teacher knows more.

Shannon found that new teachers required additional explanations around the purpose of interventions and how new practices fit within their existing approaches. Role-playing and modeling were also used by participants to help consultees acquire the skills and practice necessary to accomplish a task. Julia elaborated:

> I am also very prescriptive with new teachers…role-playing, like, “I literally don’t know how to send this email to this parent. All right, well, let me read it first. Do you want me to take a look at it? Do you want to talk about what you’re going to put in it?” You know, like those types of things. Really prescriptive like that. Not just I think you want to send an email to this parent that says this, but really like helping them through that process.

Nicole stated that she used a “skill-based” approach with beginning teachers that “reached the teacher’s zone of proximal development.” Her approach consisted of
providing explicit instructions on implementing an intervention or managing the logistics and procedures of the intervention in their classroom.

**Shift Teachers' Focus from Self to Students**

Most of the participants recognized that beginning teachers were overwhelmed and focused on their own survival, making it difficult for them to reflect on their practice objectively. As discussed earlier, the school psychologists provided psychosocial to order to address teachers’ social-emotional needs first. Through doing this, Frances felt she was able to help beginning teachers shift their attention to their students’ needs. She stated,

> At some point, that conversation has to shift to what does the kid need and what does the kid want because our job is to support kids. I understand a core foundation to that is people feeling equipped and supported in the work that they’re doing, but you can’t live there. You have to build the skills to best meet the needs of your kids. So, even if you are a beginning teacher, we really need to start pushing each other to understand that that really is where we need to be.

Similarly, Julia felt that the beginning teacher she consulted with had difficulty understanding why his students were not participating in his class. She felt he could not appreciate his students’ perspectives because he was “knee-deep in everything else” and “personalizing” the challenges that were demonstrated by students. She stated,

> If they’re too busy scrambling, they can’t really see what’s going on. If they can’t keep their own emotions in check, if they’re too anxious or too fearful or whatever, then they can’t really see what's going on. So, I think you have to be in a certain place where you can see it and sometimes that’s where we can help. You know, by saying, "I know you are really excited about the assignment, and I know
you understood it thoroughly, but I struggled to follow it, and they seemed like they were not engaged.”

Julia noted that beginning teachers struggled with identifying and understanding the problems they experienced. Hence, she had to help them determine importance and address what she thought was “the most destructive” concern.

**Promote Teacher Confidence**

Helping beginning teachers confident in their ability to teach and problem solve issues was also important to participants. Nicole stated that her goal was to help teachers feel competent. She reflected that teachers will always have students who demonstrate difficulty, so her goal was to help them “figure out how to solve the problem without needing me.” Most of the participants felt that consultation developed beginning teachers’ confidence in managing challenging problems. Julia, whose consultee struggled with class-wide student engagement and participation, felt that consultation helped the teacher reflect on the rationale behind his instructional practices and examine its impact on students.

Julia’s teacher felt that the changes in his practice were successful and consequently used the class-wide intervention of facilitating community meetings with his students again in different contexts. Nicole’s beginning teacher implemented the recommendations she suggested in their consultation sessions. Over time, she noticed that this teacher became less dependent on her for providing direct support to the student. She stated,

She wouldn’t necessarily reach out to me as much as she did in beginning of the year or in the middle of the year. Or she would tell me after the fact, like “Hey,
[student] had this issue, and we did this, and I feel like it really helped. I didn’t feel I needed to let you know.” Definitely at the end of the year [she] seemed much more able to handle it.

Frances consulted with a beginning teacher who wanted to refer a student for special education services because they kept disrupting her class. Frances felt that she had to build this teacher’s confidence in managing the issue and implementing an intervention. The teacher seemed reluctant, so Frances piloted the intervention with the student and modeled its use for the teacher. Frances believed that she had to show the teacher that the intervention could be successful for her to be willing to implement it herself.

In sum, participants focused their consultation on facilitating the professional learning of beginning teachers. They did so through building their knowledge and skills, addressing their lack of objectivity, and promoting their confidence.

Summary of Section

This section explored school psychologists’ experiences of consulting with beginning teachers. The findings demonstrate that although the main purpose of consultation was to improve students’ social-emotional and behavioral outcomes, the participants also used consultation to provide teachers with psychosocial support and promote their professional learning and growth.

Research Question 4: Barriers and Facilitators in Consultation

The fourth research question states, “How do expert school psychologists describe any barriers and/or facilitators in their ability to effectively consult and/or support beginning teachers?” Three themes and seven sub-themes were revealed in response to this research question: (a) time; (b) systems-level understanding; and (c) the importance
of relationships. The most significant facilitator to engaging in consultation was relationships. Relationships had two dimensions: a.) respect and trust and b.) the professional match. These findings are explored below.

**Finding the Time**

All participants endorsed insufficient time to consult as the biggest barrier to engaging in consultation with beginning teachers. The school psychologists and teachers were busy and time during the school day to meet was scarce. Three of the participants overcame the barrier of time by structuring consultation during the beginning of the school year and scheduling routine consultation meetings. Shannon reflected that her consultation with a beginning teacher was successful because they met weekly. If she didn’t plan and schedule recurring consultation meetings, she felt it would “quickly fall by the wayside.” Similarly, Nicole managed time effectively by creating a consultation schedule with the special education and general education teachers at the beginning of the year. She reflected, “as much as you can be intentional and planful around what [consultation] is going to look like, I definitely think there is a place for it. But I think far too often it just happens or it doesn’t happen.” Julia stated that as a result of her experience and familiarity with the students and her school, she began consulting as soon as the school year started. Through structuring and scheduling consultation into their routine, these participants created space and opportunity for it to occur.

“I was there four days a week. It made things easier.” Related to the theme of time was the finding that three participants considered working full-time in one school setting as a facilitator to consulting with beginning teachers. Nicole described being at her site four days a week as a “luxury.” Julia, who worked in an alternative school with
less than 150 students, stated, “The fact that I was there five days. I mean, just time to do it helps. I think the smaller building helps because you know everybody, and they know you.” Working in a school setting that is appropriately staffed with mental health personnel allowed more time for Julia to get to know teachers and build relationships.

**Systems-level Understanding and Leadership**

All participants attributed their engagement in consultation with their understanding of the school systems in which they operated. All participants held leadership roles at their school sites and participated in a number of school-based teams (e.g., MTSS, PBIS, administrative, special education). They demonstrated an awareness of how their consultative practices with beginning teachers fit within the larger context of the school system. Julia stated:

> I knew kind of where the building vision was headed. And so, I felt comfortable talking to teachers about thinking through that vision, getting involved in that vision. And even when they were resistant, I felt more comfortable being like this is where we're kind of headed. So how can I help you get there?

Julia frequently consulted with new teachers on class-wide practices, so the purpose of consultation was aligned to the school’s expectations of staff, and therefore relevant to teachers. Understanding the school system and assuming leadership positions took years of experience for participants, as none of them discussed engaging in systems-level work during their early career experiences of consultation.

Participants’ roles and responsibilities were a result of being influenced by their school environment and influencing their school environment. The characteristics of each school (e.g., demographics, student population needs, teacher mobility rate, etc.) seemed
to influence how participants engaged in consultation or support methods for beginning teachers. For example, Shannon’s school started to implement a social-emotional learning curriculum in the younger grades. She used this school-wide focus as a platform to co-teach with teachers and offered consultative services. Three of the participants influenced their schools’ culture and systems as well, embedding consultation as a school-wide practice. Frances’s school experienced significant rates of turnover, which propelled her to collaborate with her administration and engage in systems-level consultation to provide additional professional development to beginning teachers. Nicole, who described herself as “having a lot of background knowledge [of] the students and how the building operates,” developed and led monthly grade-level team meetings aimed at collaboratively problem-solving student concerns.

**Administrative Support**

Related to the school systems-level factors that promote consultation, participants described support from their administration as important to their ability to work with beginning teachers. Most of the participants discussed explicitly negotiating their roles and responsibilities with their administration to include consultation. Julia rationalized this decision, stating, “If [administration] don’t view you as a source for consultation and collaboration, it’s hard to get teachers to.” Nicole reported that after some time spent consulting, her administration saw the “value” in her meeting with beginning teachers. Similarly, Julia’s principal often referred beginning teachers to work with her. All of the participants indicated that their principals respected their expertise and trusted them. Some principals were more hands-on and knowledgeable of the work the school psychologists did than others. For example, Frances stated that her principal solicited her
input frequently during their implementation of the new teacher professional
development program. In contrast, both Nicole and Shannon’s principals were described
as being “hands-off” with the work that they did with beginning teachers. Although
participants’ relationships with their administration varied, administrative support
influenced how consultation with beginning teachers proceeded.

**Relationships as the Foundation to Everything**

All school psychologists viewed the collaborative relationship with beginning
teachers as foundational to the consultation process and critical to reaching the goals set
out in consultation (e.g., changing a consultee’s understanding or approach to a problem,
implementing an intervention, and improving student outcomes). Frances summarized the
relevance of this theme: “I think relationships are the foundation to everything... if you do
not have a relationship, you will experience systemic barriers; you will experience
personal barriers, you will experience all kinds of a lack of success.” Two aspects of the
relationship between school psychologists and beginning teachers were identified: a.)
respect and trust and b.) mutual benefit. The section below explores these dimensions of
the consultative relationship.

*“An equal value of expertise.”* All of the participants’ descriptions of the
consultative relationship demonstrated respect for the professional knowledge and
experiences of beginning teachers. Julia defined collaboration as an “equal value of
expertise” between teachers and school psychologists. During the consultative process,
participants felt they had to balance soliciting teachers’ knowledge with their
expectations of school psychologists’ expertise. The school psychologists felt that being
perceived as an expert by teachers was considered a barrier to collaboration. Shannon
acknowledged that although she felt beginning teachers had less knowledge about
instruction, she would still tell them, “You’re the expert. You’re with the kids all day.”
When consulting with beginning teachers, Nicole found that they would defer to her
judgment and ask her to tell them what to do. Being expected to provide solutions made it
difficult for her to partner with teachers and engage them in the problem-solving process.
Frances felt similarly. She explained,

> When we talk about roles, there’s an inference of expertise. This is what I do, and
> this is what you do. There’s also an inference that you have all the right answers,
> and that’s your role. Teachers approach this as, “You seem to think you know all
> the answers, so tell me what it is that needs to happen.”

In Frances’s experiences, expectations of the expertise within roles made it seem as
though she was “not on the same team” as new teachers. Julia elaborated that the
perception of school psychologists as experts in consultation is a prevalent concern in the
field. She stated, “I think school psychologists are often not good collaborators because
we come in feeling that what we know is more and is right. We know more than you, and
we are right. And so that’s not really collaboration.”

“A shared understanding that this is hard.” Given that school psychologists
and teachers have different roles, finding ways to relate to each other during the
consultation process and engage in a shared experience were important aspects of the
consultative relationship. All of the participants recognized that being a teacher is
difficult. In order to cultivate trust, participants had to convey to these teachers that their
role was to support the teacher as much as the student. Shannon explained:
I feel like where consultation is successful is when teachers really feel supported, and you are really there. It's really easy to consult and go away. But if you're going to take that kid out and give [the teacher] respite, or you’re going to just be there for the teachers as much as for the kid, [teachers are] going to be more responsive to your ideas and your consultation.

Like Shannon, others discussed earning credibility with teachers through being present and accessible and jumping in to help whenever possible. When the beginning teacher that Frances consulted with seemed resistant to incorporate her ideas, Frances worked to improve her relationship with the teacher and convey empathy, so they did not feel alone. Frances recalled,

I had a lot of pushback of nothing is working. I've had a lot of pushback of I don't understand...I think where the turning point was because I'm thinking of a very specific teacher; I think where the turning point truly was, was when we were able to have a shared understanding that this is hard. It's not just you; it's not just me. This is hard. I'm struggling too, and so are you.

Overall, participants viewed their collaborative relationships with beginning teachers as central to the consultative process. Relationships were established through a number of ways: initiating rapport, conveying respect for beginning teachers’ professional knowledge and experiences, listening and empathizing, being accessible, and providing professional and psychosocial support to these teachers as additional facilitators to building trusting, working relationships.
**Professional Match in Consultative Relationships**

The second dimension of the consultative relationship between participants and beginning teachers is the professional match between the school psychologists’ skills and preferences and beginning teachers' needs. Nicole reflected that the expectations for consultation between both parties seemed aligned. Consultation appeared to be mutually beneficial to both parties. Participants felt that beginning teachers benefitted through consultation because they received social-emotional and professional support that they may not have received otherwise. In addition, all of the participants noted some improvements in the practices of the beginning teachers that they consulted with. The school psychologists also seemed to benefit from engaging in consultation with beginning teachers. The section below describes subthemes related to the professional match in the consultative relationship.

“It’s a priority and…a value.” All participants reported being skilled in consultation, indicated a preference for the practice, and stated that they valued it. Some participants stated that they loved working with adults and being seen as a resource by them. Consultation with beginning teachers was not mandated by any of the participants’ administrative teams. Rather, these school psychologists pursued opportunities to consult. When discussing potential reasons for why school psychologists engage in certain practices more often than others, Frances asserted, “Anytime somebody doesn’t feel confident to do something, they will come up with whatever means necessary not to do.” Shannon associated perceptions about her consultative ability and confidence in consultation as a facilitator to engaging in consultation. She reported, “As my skills developed in consultation, then that increased seeking collaboration with others.” As time
was frequently cited as a barrier to consultation, Frances noted that her personal preference or motivation mitigated perceived lack of time to consult for consulting. She stated,

I think [consultation is] a priority, and I think it's a value. We are more likely to give time to the things that we value. If we value them, we make them more of a priority. I think being a mental health provider, we are more apt to do that.

Similarly, Julia noted that school psychologists’ personal beliefs about their role and their preferences influenced their role. Julia embraced expanding her role as a school psychologist beyond assessment and evaluation practices related to special education. She reflected, “I personally feel that we have a lot more to offer than that.”

“**It’s easier sometimes.**” Another factor that highlights the mutually beneficial nature of the consultative relationship with beginning teachers is that three participants stated that they preferred consulting with beginning teachers compared to experienced teachers. When comparing beginning teachers' characteristics to their more experienced counterparts, participants felt that new teachers were more willing to collaborate and implement new ideas and less resistant to engaging in problem-solving. Shannon explained,

They are flexible and open to trying new things. That’s where I think it’s easier sometimes, to work with new career – early career teachers than late career teachers because you know, we all get stuck in our ways and have ways that we do things and so I think that someone who's new in the field can come in and say “Help me I have no idea, what can we try, what can we do?” They are the most – whether it’s with behavior or reading, they’re the ones that will be the most
successful because they’ll suck it up and learn so much.

Similar to Shannon, Julia began consulting with beginning teachers at the onset of her career because she felt they were feeling overwhelmed and thus open to receiving support. Nicole contrasted her experiences with consulting with beginning and experienced teachers, describing her first experiences consultation with a seasoned teacher as “intimidating” and negative. In contrast, in consultation with new teachers, she felt “more understood,” as though there was a “mutual understanding” because they were willing to implement recommendations.

“The teacher was so appreciative.” Participants also held the impression that their beginning teacher consultees were satisfied with the consultation process. Nicole reflected that the beginning teacher she worked with was “very grateful” and “very thankful” and expressed gratitude for collaborating and learning from her. When contrasting her experiences with consulting with experienced teachers, Nicole noted, “That never happens.” Shannon felt similarly about beginning teacher’s positive perceptions of the impact of consultation on their professional growth. She stated, “That teacher was so appreciative of how much she learned and could implement with her own family, with her own kids, as well as feeling like it made her better as a teacher. It was huge.”

According to Shannon, consultation “really made a big difference” for this teacher, which in turn, made her feel accomplished. Ultimately, relationships were the most significant facilitator of participants’ ability to consult with beginning teachers. The consultative relationship was characterized by respect and trust and perceived as mutually beneficial by the school psychologists.
Summary of Findings

This chapter described the ways four expert school psychologists perceived beginning teachers and their concerns and detailed the ways in which participants engaged in consultation and/or other methods of support that assisted with these teachers with addressing their developmental problems. Lastly, the findings reported facilitators and barriers in the participants’ ability to engage in consultation with beginning teachers. In the first section, participants characterized beginning teachers as enthusiastic professionals who were open to learning but overwhelmed and held an unrealistic sense of optimism about the profession. Participants felt that beginning teachers were most concerned with supporting students’ social-emotional and behavioral needs. They thought beginning teachers were concerned with their performance and experienced difficulty with receiving support at their schools. Next, participants described how they supported beginning teacher’s areas of concerns related to classroom management, professional isolation, and addressing students' individual needs. Participants assumed three different roles that varied in their goals and purpose: consultant, systems-level consultant, mentor, and advocate. Consultation and problem solving were the primary method of support provided to the teachers. During the consultative process, participants provided teachers psychosocial and professional support so that they could eventually manage difficult problems independently. Lastly, three barriers and facilitators to consultation were reported. Participants understanding of the school system and support from administration were key facilitators of consultation. Lack of time was found to be the most significant barrier to consultation. The most significant facilitator to consultation was the relationship between the school psychologists and beginning teachers.
Chapter Five: Discussion

The purpose of this multiple case study was to explore how expert school psychologists perceived the characteristics and concerns of beginning teachers and how these perceptions related to consultative practice. This chapter begins with a summary of the findings and their relevance to the teacher development and school-based consultation literature. Next, the findings are interpreted through Bandura’s (1977) process of reciprocal determinism, which will illustrate aspects of the relationship between school psychologists and beginning teachers’ beliefs, behaviors, and environments, and the consultation process and relationship. This chapter also examines the similarities and contrasts between the current study’s findings and the existing school-based consultation literature. Following the conclusions in this chapter, implications for practice and training are provided. Lastly, the limitations of the study and recommendations for future research are discussed.

Summary of Findings

While this was a small study, my findings are consistent with the literature, in that the school psychologists’ perceptions of beginning teachers’ unique needs and characteristics are broadly in line with decades of research. The emergent themes in the data characterized beginning teachers as enthusiastic and innovative, inadequately prepared and unrealistically optimistic, and focused on professional competency and survival (Day & Gu, 2010; Desimone et al., 2013; Katz, 1972; Hoy & Weinstein, 2006; Moir, 1999; Nahal, 2010). The school psychologists recognized that early teachers often
experienced three levels of concerns with regards to teaching: concerns with students and addressing their individual needs (New Teacher Project, 2013); concerns with self and their performance (Babinski & Rogers; 1998; Kagan, 1992), and concerns with their school environment and lack of support (Algozzine et al., 2007; Fry, 2007; He & Cooper, 2007).

Within the context of support methods provided to new teachers, one major theme to emerge from the data was that the school psychologists assumed a variety of roles and functions (e.g., mentor, advocate, consultant) in order to be responsive to beginning teacher characteristics and needs. Consistent with the primary goals of consultation, the school psychologists collaborated with individual teachers to help them solve issues they experienced with students’ behavioral and social-emotional needs and become more effective in their role (Newman & Rosenfield, 2017). Findings related to the school psychologists' experiences of consultation with beginning teachers indicated that consultations functioned to provide these teachers with professional and psychosocial support, which can also be characterized as social-emotional and relational support.

Some of these findings are generally compatible with consultee-centered consultation and its emphasis on the relational process between teachers and school psychologists, and the significance of social-emotional support (Athanasiou et al., 2002; Brown & Schulte 1987; Newman et al., 2017). This study’s findings differed from research on school-based consultation frameworks, in that the interactions between school psychologists and beginning teachers were more akin to interprofessional mentoring relationships than traditional consultative relationships. For example, school psychologists often sought out beginning teachers to orient them to the school and offer
assistance and support. Some participants provided support through engaging in a problem-solving process, whereas others worked at the systems-level to support new teacher professional development and coordinate mentorship at their sites. Although improving student outcomes were important to the school psychologists, the findings suggest that they were also working to reduce feelings of teacher isolation, mitigate early experiences with burnout, and increase the likelihood of teacher retention.

When considering the barriers and facilitators to consultation with beginning teachers, the findings demonstrated that the professional match between school psychologists, beginning teachers, and their school environment was critical to consultation success. As demonstrated in other studies, the consultation competence and confidence of school psychologists and their understanding of the school system seemed to play an important role in the perceived success of consultation (Guiney et al., 2014; Newman et al., 2017). The school psychologists in the study overcame commonly reported barriers such as lack of time to pursue opportunities to collaborate with beginning teachers, who often seemed receptive to support through consultation (Castillo et al., 2010; Johnson et al., 2012; Newman et al., 2018). Consistent with Bandura’s process of reciprocal determinism (1977), the professional match between school psychologists and beginning teachers was a major perceived influence on consultative practice. Bandura’s framework will organize the interpretation of the findings and draw the conclusions that follow next in this section. Figure 4.1 below provides an organizing framework that illustrates the interaction between the factors that emerged through the findings.
Figure 4.1
Reciprocal Interactions (Bandura, 1978) Between Expert School Psychologists and Beginning Teachers in the Consultation Process

**School Psychologists**

**PERSONAL FACTORS**
- Knowledgeable in child development, behavior interventions. Strong interpersonal skills.
- Confidence in consultation.
- 10+ years experience.
- School-wide leader with understanding of school system.

**ENVIRONMENTAL FACTORS**
- Consultation is structured and embedded in school system. SP role is full time.
- 1:120 to 1:1600 ratio of SP to students. Administration supports SP consulting with BTS.

**BEHAVIORS**

**Beginning Teachers**

**PERSONAL FACTORS**
- Enthusiastic, innovative, and open to learning.

**ENVIRONMENTAL FACTORS**
- Lack of sources or structures for professional support from site based mentors or colleagues.
- District supports difficult to access. Administrative role is evaluative. New teacher mobility is high.

**BEHAVIORS**
- May not seek support. Struggles with student behaviors, family communication.
- Willingly participates in consultation and problem solving.
- Willing to implement interventions when provided support.
Interpretation of Findings and Conclusions

Bandura’s process of reciprocal determinism (1977) has been used as a framework to examine factors that contribute the use of consultation in schools (Hazel et al., 2010; Brown & Schulte, 1987; Crothers et al., 2020). When this framework is applied to the current study’s findings, it suggests a bidirectional relationship between the beliefs, behaviors, and environments of school psychologists and beginning teachers. This interaction appears to influence the consultative relationship, and the process by which consultation is enacted. Brown and Schulte argue that all three factors mediate the success of consultation and must be considered by school psychologists. The following section consists of interpretations and conclusions based on the interaction between factors related to expert school psychologists' behaviors and beliefs, beginning teachers, and the school environment (as seen in Figure 4.1).

Beginning Teacher Enthusiasm: A Double Edged Sword for School Psychologists

Beginning teachers’ enthusiasm towards teaching and their desire to learn and innovate their practice were viewed positively by all the school psychologists in this study. For example, three participants felt that a beginning teacher was more likely to recognize supporting students’ social-emotional learning and mental health as part of their professional role due to their recent training. Participants appeared to be drawn to working with beginning teachers because they seemed receptive to consultation. One participant stated it was “easier” to work early career teachers because they tend to absorb new information and “learn so much.” This finding illustrates a reciprocal interaction in consultation (Bandura, 1977; Brown & Schulte, 1987; Downer et al., 2009). Because new teachers were perceived to be receptive to problem-solving, the school
psychologists may have been more inclined to address barriers these teachers experienced during the consultation process. Teacher receptivity to collaboration may also be why these school psychologists spent additional time with these teachers, providing hands-on assistance with students, observing, co-teaching, and checking in on them.

It is important to note that teacher characteristics and attitudes towards teaching fluctuated and were not static (Moir 1990; Boogren, 2012). For example, new teachers’ optimism wasn’t always considered in a positive light. Their optimism could be considered a liability as it seemed to lead to unrealistic expectations of their own ability to perform in the classroom. The school psychologists noted that teacher motivation and optimism dwindled when they were overwhelmed or struggling. Consequently, the expert school psychologists appeared to assume the role of a mentor or advocate at the systems-level to support to encourage teachers’ enthusiasm and optimism and help them persist and manage their concerns. One way they did this was by providing teachers with verbal encouragement. The use of encouragement illustrates the importance of interpersonal communication, as seen in Rosenfield’s (2003) study on consultee-centered consultation strategies. The attention given to soliciting beginning teacher perspectives on the problem facilitated collaboration as well, as observed in prior studies of consultee-centered consultation (Knotek, 2003; Webster et al., 2003). These interactions between the school psychologists and new teachers seemed to reinforce their willingness to engage in the consultation process.

The participants in this study often had different beliefs about novice teachers and more experienced teachers. For example, in contrast to their experiences with beginning teachers, three participants conveyed a generalization that experienced teachers appeared
more resistant to changing their beliefs or practices in the classroom. One participant conveyed that it felt more beneficial to consult with new teachers because they tended to demonstrate greater growth through the process. Meanwhile, others felt that personality was more important than experience. Given the number of factors that may influence interactions between a consultant and consultee, it is difficult to make conclusions about the association between teacher years of experience to their involvement in the consultation process. Some studies have found that teachers with more years of experience may be hesitant to participate in the consultation process as they may not perceive a consultant’s recommendations as valid or see the utility in consultation as a means for their own growth (Dunson et al., 1994; Stenger et al., 1992). Other studies have found no differences between years of teaching experience and participation in consultation (Brodin & Highlander, 1995).

The relationship between teachers’ years of experience and their receptivity to the consultation process may be less of a mitigating factor than teachers’ developmental characteristics and the ways in which school-based consultants are responsive to their perceived needs. This is an important consideration, as Katz (1972) points out that even when teachers with years of experience transition to new schools, teach new subject matter, or encounter students in a different grade level, they too may experience some of the same stressors and stages of development as beginning teachers. Like the beginning teachers described in this study, other teachers who are new to a school setting may demonstrate similar attitudes and find themselves overwhelmed, concerned about their competency and commitment to teaching, and appreciative of additional support and orientation to their role by an experienced school psychologist.
**Relationships and Psychosocial Support: Keeping Beginning Teachers Afloat and Engaged in the Consultation Process**

The findings in this study support the perspective that consultation has the potential to advance professional teacher learning and also provide teachers with much needed social-emotional and relational support (Athanasiou et al., 2002; Babinski & Rogers, 1998; Newman et al., 2017; Truscott et al., 2012). In the context of school-based consultation, social-emotional support functions to help a teacher whose beliefs or feelings (e.g., lack of objectivity or confidence) may be interfering with their ability to manage a problem (Caplan 1970). Consistent with the literature, social-emotional support was evident in the findings when school psychologists built relationships, listened, empathized, validated teacher emotions and perspectives, helped them view a problem objectively, and provided hands-on assistance with students (Athanasiou et al., 2002; Babinski & Rogers, 1998; Newman et al., 2017). The school psychologists’ behaviors underscore the central importance of interpersonal skills and communication in consultee-centered consultation (Newman & Ingraham, 2017).

The school psychologists in this study not only provided social-emotional support in the context of problem-solving, but they also provided psychosocial support throughout their interactions with new teachers. These interactions represented a coordinate consultative relationship in which the school psychologists matched their actions to the needs of the consultee (Ingraham, 2000). The provision of psychosocial support was responsive to new teachers' need for socialization and orientation to the school, support with preparation for the school year, and mitigating the effect of stressful events, such as initiating parent communication (Boogren, 2012). This finding expands
on the nature of the consultative relationship, as psychosocial support is commonly used in mentoring. Psychosocial support identifies and addresses teacher needs using a more holistic and developmental perspective over time (Garvey 2011; Stansbury & Zimmerman, 2000). In contrast to social-emotional support in consultation, psychosocial support addresses new teachers’ feelings, thoughts, and attitudes towards teaching and perceptions of the social environment of the school setting (Stansbury & Zimmerman).

The school psychologists viewed providing and receiving psychosocial support as beneficial to both consultants and consultees, illustrating another example of the reciprocal nature of consultation. Psychosocial support was incredibly impactful for new teachers who were not receiving support through mentorship. Both the participants and existing literature indicated that new teachers often do not understand the role of a school psychologist nor view them as an available resource (Beltman et al., 2016; Gilman & Gabriel, 2004). Perceptions of psychosocial support from colleagues can support new teachers’ professional and personal welfare, mitigate the effects of stressors and professional isolation, and help establish a positive professional identity (Babinski & Rogers, 1998; Conoley & Conoley 2010; Johnson et al., 2014; Stransbury and Zimmerman, 2000). Regardless of teachers’ developmental stage, perceptions of a consultant’s interpersonal skills and ability to provide social-emotional and relational support have been associated with teacher perceptions of the effectiveness of a consultant, satisfaction with consultation, and willingness to engage in consultation in the future (Athanasiou et al., 2002; Erchul, 1987; Horton & Brown, 1990; Hughes & DeForest, 1993; Newman et al., 2017).
By providing psychosocial support to beginning teachers, the school psychologists built trust and a foundation upon which they could engage teachers in consultation and sustain problem-solving. Consistent with consultee-centered-consultation, these findings support the use of the consultant-consultee relationship to drive change in teachers’ behaviors and attitudes (Newman & Rosenfield, 2017). These findings are essential to how consultation proceeds, as studies have shown that teacher perceptions of support through the consultative relationship were, to some degree, more valued by teachers than the impact of consultation on improving student outcomes (Athanasiou et al., 2002). The school psychologists were able to overcome commonly reported sources of teacher resistance to consultation, such as differing expectations for the consultation process, sense of being overwhelmed, lack of time, and feelings of burnout (Codding et al., 2014; Long et al., 2012). Given the nature of this study and size of the sample, conclusions about the association between psychosocial support and the outcomes of consultation are tentative. Further investigation into this area is necessary given the importance of psychosocial support to beginning teachers and social-emotional and relational support to teacher satisfaction in consultation.

Facilitating Beginning Teacher Professional Learning in Consultation: School Psychologists as Mentors

In the current study, the school psychologists engaged in consultation and collaborative problem solving when teachers had difficulty supporting students who demonstrate social-emotional, behavioral, or mental health concerns. The findings in this study attest to the promising value of consultation as a source of teacher professional learning and development (Babinski & Rogers, 1998; Newman et al., 2017; Truscott et
School-based consultation operates on the assumption that teachers and school psychologists enter the process with unique expertise in their respective fields, and engage in a coordinate, egalitarian, nonhierarchical relationship (Newman & Rosenfield, 2017). In this regard, a consultative relationship differs from coaching, supervision, or mentoring, in which a more seasoned professional assists a junior professional.

However, as illustrated in the data and the literature base, new teachers may lack the prior experience, professional knowledge, and skill sets that a consultant would presume their consultee to have during the collaborative problem-solving process (Berry, 2010; Coggshall et al., 2012; Kaufman & Moss, 2010; Melnick & Meister, 2008). Given this finding, school psychologists' efforts to respect the professional expertise and autonomy of beginning teachers may result in a mismatch in expectations and role clarity and missed opportunities to provide these teachers with explicit guidance and concrete support during the problem-solving process.

As consultation frameworks view teachers and school psychologists as bringing a shared and equal sense of expertise and knowledge to the process, the participants in this study viewed beginning teachers as emerging experts in the context of consultation. Drawing from prior experiences of consulting with new teachers and supervising school psychology interns, these expert school psychologists adapted their consultative approach. They focused on helping beginning teachers develop instructional expertise. As indicated in Berliner’s (1988) teacher development theory, the findings suggest that new teachers struggle to anticipate challenges or critically evaluate their performance. These attributes likely contribute to their sense of unrealistic optimism. As illustrated through these findings, if stage-based theories of professional development have implications for
practices such as supervision, mentorship, and coaching (Harvey & Struzziero, 2008; Harvey, Struzziero, & Desai, 2014; Killion, 2017), it can be argued that they can also be relevant to consultation.

**Applying a Developmental Lens to Caplan’s Consultee Sources of Difficulty**

Beginning teachers’ concerns and characteristics and the consultative approaches used by school psychologists in this study contribute to the existing literature’s discussion of consultee learning and development, and the four domains of difficulty that consultees commonly experience, when addressing a presenting a problem (Caplan, 1970; Ingraham, 2000). Using Caplan’s model (see Table 5.1), the findings and relevant literature indicate that new teachers may struggle with a lack of knowledge (e.g., teachers are developing an awareness of concepts around pedagogy and instruction); lack of skill (e.g., teachers are still learning to acquire and apply skills in instruction and behavior management); lack of confidence (e.g., teachers are not sure of their ability to handle challenges or implement an intervention); and lack of objectivity (e.g., teachers may be experiencing emotional exhaustion and personalizing problems related to students) (Berry, 2010; Berliner, 1988; Bogreen, 2016; Feiman-Nemser, 2003; Katz 1972; Kaufman & Moss 2010).

Participants addressed beginning teachers’ sources of difficulty in several ways through consultation. Some examples included structuring consultation, assisting teachers with understanding environmental influences on student behavior, providing recommendations on interventions. They helped teachers develop skills to incorporate new practices through modeling, co-teaching and planning, providing hands-on assistance with students, and role-playing. The school psychologists addressed teachers’ confidence by reflecting on their practice and observing positive changes in the
classroom. In addition, as reviewed in the previous section, the provision of psychosocial support also seemed to address teachers’ lack of confidence and objectivity. Many of these consultative approaches are more directive and commonly used in the coaching literature (Kilion, 2017). As skilled consultants, the participants seemed to oscillate between being directive and collaborative, so as to not undermine teachers’ perceived ownership of the problem (Gutkin, 1999; Newman et al., 2018; Tysinger 2009). The research base lacks clarity on the association between teacher preferences for consultation methods or approaches and their experience levels (Knotek & Hylander, 2014). The current study’s findings emphasize the importance of school-based consultants recognizing teachers’ learning preferences and their own level of skill and confidence with individual approaches.

The data indicated that the study’s participants demonstrated flexibility in their roles and often assumed a mentor’s role to foster teacher learning and encourage their motivation to persist through challenging issues. The perceived lack of quality mentorship in the school environment contributed to the experienced school psychologists’ advocacy and use of formal and informal mentoring roles. Most of the participants attributed new teacher retention to coaching and support. Some of the participants reflected that in comparison to mentors or the administration, they had more flexibility in their schedules to observe or meet with teachers. It is important to note that the school psychologists in this study recognized that their training and skillsets were different from teachers. They did not discuss supporting teachers with pedagogical knowledge. However, these findings provide some evidence that experienced school psychologists believe they have skills and knowledge (as per the NASP practice model,
that can provide beginning teachers complementary support that they may not receive from traditional mechanisms such as induction or site-based mentorship.

Table 5.1.  
*Mapping Beginning Teachers’ Developmental Needs and Methods of Support to Caplan’s Four Categories of Consultee Difficulty (1970)*

<table>
<thead>
<tr>
<th>Consultee Difficulty</th>
<th>Expanded Definition</th>
<th>Methods of Support Provided by School Psychologists</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lack of Knowledge</strong></td>
<td>Lack of knowledge about psychology, mental health, child development, differentiation of classroom instruction, and behavioral management techniques. Difficulty with understanding the cause of behaviors Developing awareness of new concepts and developing an understanding of how they relate to practice.</td>
<td>Help teachers think critically about the function of behaviors through use of observational data and reflective questioning. Explicitly discuss problem solving stages. Provide psychoeducation to fill knowledge gaps.</td>
</tr>
<tr>
<td><strong>Lack of Skill</strong></td>
<td>Learning to teach phase. Beginning teachers need support with acquiring skills and applying skills. Lack of skill in instruction and behavior management (e.g., differentiating learning, implementing an intervention.</td>
<td>Assist teachers with incorporating new ideas and practices. Provide instruction on specific strategies to use in the classroom and discuss anticipated challenges. Provide hands on support - give services to students to model skills. Use instructional techniques such as role-playing. At the class-wide level, co-plan or co-teach SEL lessons.</td>
</tr>
<tr>
<td><strong>Lack of Confidence</strong></td>
<td>Concerns over inadequacy and ability to teach, second guessing commitment to the profession, Experiences with judgement or evaluation, or reluctance to ask for help due to fear of judgement or evaluation</td>
<td>Observe the classroom, provide authentic praise about practice or encouragement. Encourage teachers to seek assistance. Provide social-emotional and relational support. Listen, empathize, support with processing difficult situations with students. Connect teachers to assistance when necessary. Model confidence/calm for teacher.</td>
</tr>
<tr>
<td><strong>Lack of Objectivity</strong></td>
<td>Emotional response to problem and context interferes with ability to understand the issue. Problems are personalized, or seen as a reflection of personal failure, or attributed to deficits within a child.</td>
<td>Support teacher with understanding multiple perspectives and the experience of students through observation and reflective questioning. Facilitate teachers’ ability to reflect on their practice and connect changes in student behavior to specific teacher actions.</td>
</tr>
</tbody>
</table>
Expanding the Role of School Psychologists to Supporting Beginning Teachers: Who Can do This, and Where?

The findings in this study revealed that participants demonstrated professional flexibility in how they enacted their roles as school-based consultants in order to meet beginning teachers’ needs. It is critical to examine school psychologists’ personal and professional characteristics, as studies suggest that the consultant plays a significant role in influencing the outcomes of consultation, despite commonly perceived barriers (e.g., school culture, lack of time, teacher resistance) (Gonzalez et al., 2004; Hurwitz et al., 2015; Newman et al., 2018). Knotek and Hylander (2014) ask the question, “Who can do this? What personal skills, temperament, professional roles, and training are associated with successful consultee-centered consultants?” (p. 171).

Through the lens of reciprocal determinism (Bandura, 1977), the findings suggest a link between the school psychologists’ utilization and pursuit of consultation with beginning teachers, their confidence in their consultative skills, their endorsement of consultation as one of their most preferred activities, and their perception of new teachers as receptive consultees. Consultation with new teachers appeared to be fulfilling for the school psychologists. They witnessed positive student outcomes, changes in teacher behaviors, increases in teacher retention, and felt that new teachers were appreciative of the support. These participants aligned their skillsets and interests to their roles in the schools. VanVoorhis and Levinson’s (2006) meta-analysis of school psychologists’ reported job satisfaction between 1982 to 1999 found a positive relationship between job satisfaction and role expansion. However, they did not find any causal links. It was also discovered that school psychologists were “most satisfied with their relationships with
coworkers…and the opportunity to be of service to others in a way that reflects positive moral values” (p.87), highlighting another reason why these participants may have worked to perpetuate consultation. The school psychologists’ perceived professional match with beginning teachers in the consultative relationship and their sense of satisfaction from engaging in consultation seemed to contribute to their desire to consult, success with expanding their role, and ability to overcome barriers such as lack of time (Doll et al., 2014; Newman et al., 2018).

The Role of the School Environment

The links between personal factors such as participants’ years of experience and expertise, and environmental factors such as their understanding of the school system and support from administration, also contributed to the expansion of consultative practice with new teachers. The data indicated that contextual factors related to the school setting, such as culture and climate, rate of teacher mobility, and role of the administration, influenced how participants engaged in consultation with beginning teachers. Participants’ years of experience at the same location, their leadership positions within school-based teams, and their understanding of the school system (including their administration's priorities) enhanced their ability to broaden their consultative practice with beginning teachers. This is consistent with the literature, which indicates that administrative support and school cultures that encourage collaboration and establish times for teams to meet result in more consultation (Capella et al., 2016; Hazel et al., 2014; Newman et al., 2018).

The number of hours participants spent at their sites can also be viewed as an environmental factor that contributed to engagement in consultation. Given that a sizable
portion of school psychologists’ allocated time is often devoted to special education
related activities and assessment (Castillo et al., 2012; Newman et al., 2018), school
psychologists who work in multiple buildings, or serve in positions that exceed the NASP
(2018) recommended ratio (1:400-1:600) of school psychologists to students, often have
less time to engage in prevention oriented activities or consultation. This finding is
consistent with Gonzalez et al.’s (2004) study, which found that the number of hours a
school psychologist works in a building may predict how often they engage in
consultation. Given the tension between school psychologists’ reported desire to engage
in consultation and the emphasis of roles on special education related activities (Castillo
et al., 2012), these findings encourage us to consider how more school-based
practitioners can achieve success and derive fulfillment through consultation. We must
examine closely how the conditions of the school environment, and the characteristics of
teachers and school psychologists contribute to rates of satisfaction and success in this
fundamental domain of professional practice.

**Recommendations for School Psychology Practice**

This study's findings provide important implications for how school psychologists
may collaborate, support, and engage in consultation with beginning teachers. The
findings indicate that expert school psychologists demonstrate an awareness of beginning
teachers' developmental characteristics and how these factors influence their involvement
in the consultation process in order to provide teachers with support that is responsive to
their needs. In drawing from new teacher mentorship and coaching literature (Boogren,
2012; Killion & Harrison, 2017), school psychologists who work with new teachers may
consider a developmental framework to examine how their concerns and characteristics
contribute to their sources of difficulty in consultation. Examining teachers' initial level of skills, knowledge, confidence, objectivity, and motivation, as suggested in consultee-centered models of consultation, may also be more appropriate when working with new teachers, who are often concerned about their professional identity and focused on survival (Babinski & Rogers, 1998). As observed in the data, school psychologists recognized the importance of psychosocial support for new staff. School psychologists can contribute to a welcoming community for new teachers by introducing themselves, checking in, or offering to orient teachers to the school. Supporting teachers as they navigate the transition shock into teaching can help combat stress and professional isolation (Johnson et al., 2014; Beltman, 2010), and potentially solicit teacher participation in future consultation sessions.

The findings also demonstrated that expert school psychologists used various techniques (e.g., modeling, role-playing, co-planning, co-teaching, debriefing difficult interactions with students) that catered to teacher learning preferences and the consultant's skills. Although consultation is considered an indirect service, as illustrated in the findings in this study and Athanasiou et al., (2002); direct support with students can also be conducive to teacher learning and satisfaction. This study's findings underscore that confidence and competence are associated with successful enactment of the consultation (McGuiney et al., 2014). Given that effective consultative practice takes years to develop, early-career school psychologists tend to underutilize consultation or report several barriers to successful consultation (Newman et al., 2018). It is critical to promote career school psychologists' consultation skills. This could be done through
district-level training, peer supervision through state or national networks, and consultation "booster" sessions offered through university programs.

Lastly, this study offers suggestive evidence for how school psychologists may negotiate how to increase their role in consultation with school and district level leaders. As illustrated in the data and Babinski and Rogers’ (1998) New Teacher Groups, consultation (at the individual or systems-level) may be framed as a multi-pronged approach to developing sustainable site-based induction programming to stakeholders such as school administration or district leaders. The findings also demonstrate the importance of clarifying roles and the expectations for consultation. However, it is important to advise that given the different training, knowledge, and skills of teachers and school psychologists, a school psychologist is not an adequate substitution for a teacher mentor (Sandoval, 2014). School psychologists should consider the level of instructional, emotional, and institutional support new teachers receive through the school (Lipton, 2001) to inform their consultative approach and ensure a consultative match. Additionally, school psychologists should be aware of their limitations and scope of practice, and if they are concerned about a beginning teacher's performance, connect them to other avenues for support.

**Recommendations for School Psychology Training**

The findings of this study have implications that could benefit graduate-level training in both school psychology and teacher education. For example, all participants felt that beginning teachers were not aware of the services that school psychologists could offer. They described new teachers as hesitant to seek support due to a lack of confidence and self-efficacy perceptions. This finding suggests that training programs
should offer more opportunities for interdisciplinary collaboration between school psychologists and new teachers to develop respect for, and understanding of, each other's roles and be more likely to collaborate during the early career stage. Robertson and Breidenstein (2007) found that students who participated in this form of interprofessional collaboration felt better equipped in their skills and ability to engage in consultation and collaboration.

Limitations of the Study

This study contained several limitations. Participant selection relied on access to a convenience sample specific to one region. All participants were White females from the same region. They held doctorate level degrees, worked in higher education, and supervised school psychologists in training. Participant demographic information (e.g., age, race, gender, and years of experience) represents national data (see NASP 2015 Membership Survey). Surveying a larger sample of school psychologists with more educational, racial, and demographic variability would illustrate a more comprehensive picture of school psychologists’ consultative practices. Given the diversity of the student populations across the cases and the diverse compositions of schools across the United States (US Department of Education, 2015), it was surprising that participants did not discuss multicultural issues, race, and culturally responsive practices as they related to their consultative practice. A limitation of this study is that the interview protocol did not contain specific questions about multicultural consultation.

Consistent with qualitative research methodologies, the findings do not seek to result in generalizability, but rather analytic generalizations, or lessons learned (Yin, 2014). This study’s conclusions are based on factors specific to the participants’
characteristics, their school settings, and their recollection of working with beginning teachers. The within-case analysis highlighted contextual variables in order to describe potential mediating factors of school-based consultation. However, it is impossible to capture the interactions between all factors that may influence the consultative process. This dilemma may be why such a line of inquiry in the school-based consultation research base is still emerging (Frank & Kratochwill, 2014; Sheridan et al., 2012). The interpretations made from each case are specific to the individuals who have experienced the phenomena.

Another limitation is this case study’s sole use of interview data to examine the phenomenon of interest, which required participants to recall past experiences and information and may have demonstrated response bias or inaccuracies (Yin, 2009). Reflective memos and transcribing sessions before conducting the next interview helped identify follow up questions to corroborate and elaborate on participant’s statements. Overall the constructivist paradigm of the study aligned with the methodology employed. This study did not interview beginning teachers or observe/record the consultative interactions between school psychologists and beginning teachers, which are areas worth examining in future research.

**Recommendations for Future Research**

Uncovering the complex interactions between the characteristics of consultants, consultees, clients, and the school setting during the consultation process is a difficult undertaking in consultation research (Frank & Kratochwill, 2014; Schute et al., 2014). This study provided a glimpse into the relational process in consultation and interpersonal factors related to beginning teachers' and school psychologists' characteristics. Given the
sample size of participants and lack of beginning teacher involvement, this study merits replication with a larger sample of diverse expert school psychologists to extend this study's generalizations.

Given the exclusion of beginning teachers in this study, it is worth investigating how these teachers may perceive consultation as beneficial to their growth or transition into teaching and what types of professional or psychosocial support they report receiving from consultation. Further investigation into the conditions that contribute to teachers feelings receptive to engaging in consultation, and school psychologists successfully achieve change through consultation, is still an opportune area for qualitative inquiry (Newman et al., 2017). The use of practicing school-based consultants in place of graduate students or individuals external to an organization is also encouraged in consultation research. Doing so could uncover realistic factors associated with consultation outcomes (Erchul & Sheridan, 2014; Gravois, 2012; Newman et al., 2017; Sheridan et al., 2004).

Lastly, the findings in this study neglected the relevance of multicultural factors (e.g., ethnicity, race, socioeconomic status) and their influence on the consultation process. This discovery is surprising given reports that new teachers often feel inadequately prepared to work with diverse student populations (Desimone et al., 2013). Given the increasing diversity in student populations and calls to address equity and social justice issues in education (Proctor & Romano, 2016), there is a critical need for school psychologists working with new teachers to reflect on how their culture and race impact their work with students. An examination into this issue and implications for consultative practice with new teachers warrants study.
Conclusion

This qualitative study aimed to explore the experiences of school psychologists who engaged in consultation and provided support to beginning teachers. Bandura’s (1978) process of reciprocal determinism illuminated how factors related to the school psychologists’ and beginning teachers' cognitions, behaviors, and school environment influenced the consultation process. The findings add to the literature by illustrating how expert school-psychologists assumed multiple professional roles and engaged in consultation in ways that were reflective of beginning teachers' developmental needs and characteristics. Relationships and perceptions of the professional match between school psychologists, beginning teachers, and the school environment were critical to consultation success. Recommendations for school psychology practice and training described how school psychologists might use teacher development to inform consultative practice and highlighted the need to develop early-career practitioners' consultation skills and promote interdisciplinary collaboration in training programs. The limitations inherent in this study informed recommendations for future research. Recommendations included replicating the study with a larger sample of school psychologists, which includes the perspectives and experiences of beginning teachers who consulted with school psychologists and examines the role of multicultural factors in consultation with beginning teachers. Through conducting this study as both a former beginning teacher and current school psychologist, I hope that findings and implications may be used to enhance the way consultation is enacted in the school settings, promote the expansion of school psychologists' roles in consultation, and amplify the methods through which supports for beginning teachers are enacted in the school settings.
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doi: 10.4324/9780203847909


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## Appendices

### Appendix A

### Relevant Research in Literature Review

<table>
<thead>
<tr>
<th>Reference</th>
<th>Topics</th>
<th>Methodology</th>
<th>Findings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athanasiou, Hazel, &amp; Geil, 2007</td>
<td></td>
<td>Qualitative</td>
<td>Modeling and demonstration in consultation supported teacher learning in consultation</td>
</tr>
<tr>
<td>Babinski &amp; Rogers, 1998</td>
<td>X</td>
<td>Qualitative</td>
<td>School psychologists’ use of a problem-solving model helped beginning teachers frame problems, generate solutions, and implement plans of action. New Teacher groups also aimed to combat social isolation.</td>
</tr>
<tr>
<td>Bahr et al., 2017</td>
<td>X</td>
<td>Survey</td>
<td>Problem solving consultation is the most preferred activity of school psychologists (n=175) and the one they spend the most amount of time in.</td>
</tr>
<tr>
<td>Castillo, Curtis, &amp; Gelley, 2012</td>
<td>X</td>
<td>Survey</td>
<td>School psychologists spend less time in consultation than other activities.</td>
</tr>
<tr>
<td>Beltman, Mansfield, &amp; Harris, 2016</td>
<td>X</td>
<td>Qualitative</td>
<td>School psychologists who support teachers with handling behavioral challenges in classroom influence teacher resilience.</td>
</tr>
<tr>
<td>Edzards, 1996</td>
<td>X</td>
<td>Qualitative</td>
<td>Preservice teachers received little information on the role of school psychologists.</td>
</tr>
<tr>
<td>Guiney, Harris, Zusho, &amp; Cancelli, 2014</td>
<td>X</td>
<td>Quantitative</td>
<td>School psychologists who have more years of experience and time spent in consultation have higher consultation self-efficacy beliefs. Consultation is a role school psychologists enjoy spending time in.</td>
</tr>
<tr>
<td>Joes, Youngs, &amp; Frank, 2013</td>
<td>X</td>
<td>Qualitative</td>
<td>Beginning special education teachers perceived school psychologist as sources of support.</td>
</tr>
<tr>
<td>Study Authors</td>
<td>Design</td>
<td>Type 1</td>
<td>Type 2</td>
</tr>
<tr>
<td>---------------</td>
<td>--------</td>
<td>--------</td>
<td>--------</td>
</tr>
<tr>
<td>Knotek, Babinski, &amp; Rogers, 2002</td>
<td>X</td>
<td>Qualitative</td>
<td>School psychologist who were external consultants helped teachers develop positive images of self as a teacher.</td>
</tr>
<tr>
<td>Lane, Pierson, Robertson, &amp; Little, 2004</td>
<td>X X</td>
<td>Quantitative</td>
<td>This study found that beginning teachers were less likely to refer students to pre-referral intervention teams than more experienced teachers.</td>
</tr>
<tr>
<td>Miller, 2003</td>
<td>X</td>
<td>Qualitative</td>
<td>Teachers perceived consultation with school psychologist as influencing resilience and commitment to the profession.</td>
</tr>
<tr>
<td>Mortenson et al., 2008</td>
<td>X</td>
<td>Survey Quantitative</td>
<td>Beginning teachers struggled with accurately determining the function of student behavior.</td>
</tr>
<tr>
<td>Newman et al., 2017</td>
<td>X</td>
<td>Survey Qualitative and Quantitative</td>
<td>Early career school psychologists reported that their duties in evaluation and assessment, administrative support, and teacher resistance were barriers to achieving change in consultation. Participants viewed building relationships was viewed as a facilitator of successful consultation.</td>
</tr>
<tr>
<td>Prywansky, 1996</td>
<td>X X</td>
<td>N/A</td>
<td>Author recommends that graduate training programs increase collaborative opportunities between school psychologists and beginning teachers. Suggests this is one way in which to mitigate new teacher attrition and feelings of isolation.</td>
</tr>
<tr>
<td>Robertson &amp; Breidenstein, 2007</td>
<td>X X</td>
<td>Survey Qualitative</td>
<td>School psychologists need to understand the reality of classroom teaching and offer suggestions that are practical to teachers.</td>
</tr>
<tr>
<td>Shermoff et al., 2016</td>
<td>X</td>
<td>Qualitative and Quantitative</td>
<td>Beginning teachers perceived benefit from classroom management coaching, understanding function of student behavior, and social support in the intervention.</td>
</tr>
<tr>
<td>Stenger, Tollefson, &amp; Fine, 1992</td>
<td>X</td>
<td>Survey Quantitative</td>
<td>Out of 186 respondents, teachers with less years of experience were found to participate in consultation with school psychologists more.</td>
</tr>
<tr>
<td>Webster et al., 2003</td>
<td>X X</td>
<td>Qualitative</td>
<td>Used discourse analysis to examine how consultant use of questions supported teacher reflection in consultee-centered consultation.</td>
</tr>
</tbody>
</table>
Appendix B

Expert School Psychologist Recruitment Nomination Email

Dear __________,

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

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

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

Expert School Psychologist’s Commitment
Potential participants will be asked to respond to a 5-10 minute screening survey to determine eligibility for participation in the study. Based on survey responses, four to six participants will be selected for this study. Click here to go to survey.

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

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

<table>
<thead>
<tr>
<th>Data Collection</th>
<th>Time</th>
<th>Calendar</th>
<th>Gift Card Amount Paid</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interview 1</td>
<td>1-1.5 hours</td>
<td>Three-week period in May-August 2019</td>
<td>$25</td>
</tr>
<tr>
<td>Interview 2</td>
<td>1-1.5 hours</td>
<td></td>
<td>$25</td>
</tr>
<tr>
<td>Interview 3</td>
<td>1-1.5 hours</td>
<td></td>
<td>$25</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>3-4.5 hours</td>
<td></td>
<td>$75</td>
</tr>
</tbody>
</table>

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

Best,
Sayani Das Chaudhuri, M.A.
Child Family School Psychology Program, The University of Denver
Appendix C

Expert School Psychologist Recruitment Email

Dear __________,

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

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

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

Expert School Psychologist’s Commitment
Potential participants will be asked to respond to a 5-10 minute screening survey to determine eligibility for participation in the study. Based on survey responses, four to six participants will be selected for this study. Click here to go to survey.

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

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

<table>
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<tr>
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<th>Time</th>
<th>Calendar</th>
<th>Gift Card Amount Paid</th>
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<td></td>
<td>$25</td>
</tr>
<tr>
<td>Interview 2</td>
<td>1-1.5 hours</td>
<td></td>
<td>$25</td>
</tr>
<tr>
<td>Interview 3</td>
<td>1-1.5 hours</td>
<td>Three-week period in May-August 2019</td>
<td>$25</td>
</tr>
<tr>
<td>Total</td>
<td>3-4.5 hours</td>
<td></td>
<td>$75</td>
</tr>
</tbody>
</table>

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

Best,
Sayani Das Chaudhuri, Ph.D. Candidate
Child Family School Psychology Program, The University of Denver
Appendix D

Screening Survey for Participant Selection

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

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

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

1. Name:

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

*Beginning teacher is defined by the U.S. Department of Education as a general education or special education teacher with less than three years of experience.

3. How many years have you been a practicing as a school psychologist?
   a. Less than 5 years  b. 5-10 years  c. 10+ years

4. Do you currently hold a valid school psychology license?
   a. Yes  b. No

5. In your role as a school psychologist, how many beginning teachers have you interacted (e.g., supported, consulted, or collaborated) with over the past three years?
   a. 0-3  b. 4-7  c. 7+

6. To what extent do you feel confident in your ability to engage in consultation with beginning teachers?
   a. Confident  b. Somewhat confident  c. Not confident

7. To what extent do you feel confident in your ability to collaborate and establish a working relationship with teacher consultees?
   a. Confident  b. Somewhat confident  c. Not confident

8. To what extent do you feel confident in your ability to change teacher practice and improve student outcomes through consultation?
   a. Confident  b. Somewhat confident  c. Not confident

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9. To the best of your knowledge, how often have you engaged in consultation with teachers over the past three years?
   a. Frequently (on a daily basis)  b. Moderately (once or twice a week)  c.) Infrequently (Three times a month or less) d. Never

10. To the best of your knowledge, how many hours do you spend on average in consultation?
   a. Less than 2 hours a week  b. 2-6 hours a week  c. Over 6 hours a week

11. Please rate your perceptions of your knowledge across the NASP domains of practice.
(0 = not very knowledgeable 1= somewhat knowledgeable; 2= knowledgeable; 3= highly knowledgeable)
   a. Data-Based Decision Making __2__  
   b. Consultation and Collaboration __3__ 
   c. Interventions and Instructional Support to Develop Academic Skills __2__
   d. Interventions and Mental Health Services to Develop Social and Life Skills __2__
   e. School-Wide Practices to Promote Learning __2__
   f. Preventative and Responsive Services __2__
   g. Family-School Collaboration Service __2__
   h. Diversity in Development and Learning __2__
   i. Research and Program Evaluation __2__
   j. Legal, Ethical, and Professional Practice __2__

12. If you are interested in participating in this study and would like a follow up e-mail and/or phone call to discuss the procedures of the study, please provide your name, email address, and phone number. ____________________________________________

<table>
<thead>
<tr>
<th>Screening Question</th>
<th>Inclusion Criteria</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>2</td>
<td>Has consulted with and/or supported beginning teachers</td>
<td>This criterion is integral to binding the case and investigating the phenomena in the study (Yin, 2014).</td>
</tr>
<tr>
<td>3</td>
<td>Has over 5 years of experience in the field.</td>
<td>Harvey and Struzziero suggest it takes 5-10 years to develop expertise as a school psychologist (2008). McGuiney et al., (2014) also found that consultation self-efficacy is influenced by a school psychologist’s years of professional experience.</td>
</tr>
<tr>
<td>4</td>
<td>Holds a school psychology license</td>
<td>According to NASP (2010c), in order to supervise beginning school psychologists, must hold a valid school psychology license. School psychologists who hold a valid license are continuing to engage in professional development, likely staying abreast of current research and practices. This criteria is preferred.</td>
</tr>
<tr>
<td>5, 9, 10</td>
<td>Engages in consultation</td>
<td>Expertise in consultation is influenced by the number of experiences with consultation, or the amount of time spent in consultation (Guiney et al., 2014).</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th></th>
<th>Perceives self to be confident in ability to consult with beginning teachers.</th>
<th>Newell developed a consultation confidence questionnaire to support the development of a competency-based assessment of school-based consultants’ implementation of consultation and used the term confidence to examine self reports of competency.</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Perceives self to be confident in ability to consult with beginning teachers.</td>
<td>McGuiney et al., (2014) indicated that school psychologists who feel confident, or efficacious in their consultation skills are likely to exert more effort and time on consultation (Bandura, 1977; Gonzalez Nelson, Gutkin, &amp; Shwery; McGuiney et al., 2014).</td>
</tr>
<tr>
<td>7</td>
<td>Perceives self to be confident in ability to build relationships and collaborate with teachers.</td>
<td>Collaboration and interpersonal skills are requisites skills to successful consultation (Newman et al., 2018)</td>
</tr>
<tr>
<td>8</td>
<td>Perceives self to be confident in ability to change teacher practice and improve student outcomes through consultation</td>
<td>Efficacious school-based consultants perceive consultation to have an impact (McGuiney et al., 2014; Newman, Ingraham, &amp; Shriberg, 2014)</td>
</tr>
<tr>
<td>9</td>
<td>Perceives self as demonstrating competency across the domains of school psychology practice.</td>
<td>According to NASP criterion of the qualifications to be a school psychology supervisor (2010c), expert school psychologists must demonstrate competency across all of the NASP domains of practice.</td>
</tr>
<tr>
<td>11</td>
<td>Perceives self as highly knowledgeable across the domains of school psychology practice.</td>
<td>According to NASP criterion of the qualifications to be a school psychology supervisor (2010c), expert school psychologists must demonstrate competency across all of the NASP domains of practice. While</td>
</tr>
<tr>
<td>12</td>
<td>Willing to participate in study</td>
<td>Necessary for recruitment and obtaining consent (Creswell, 2013)</td>
</tr>
</tbody>
</table>

**Participant selection process**

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

Participant Demographic Information Survey

Dear __________,

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

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

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

1. Did you graduate from a NASP approved program or have an N.C.S.P.?  
   a. If you responded no, please explain: ________________________________.

2. Have you ever supervised school psychology practicum and/or intern students? Yes/No  
   a. If you answered yes, how many? ______


4. What is your current setting? (select all that apply)  
   a. School setting  
      i. If school setting, how many days a week are you at your placement? _____  
      ii. Which district do you work in? ___________________________  
      iii. Please describe your setting (e.g., elementary, middle-school, high-school, etc.) ___________________________
   b. University/College ___________________
   c. Clinical setting ________________
   d. Other ______________________

5. Have you ever supported a beginning teacher in the following areas? (select all that apply)  
   a. Classroom management  
   b. Student behaviors  
   c. Academic interventions and/or assessment  
   d. Special education referral process  
   e. Supporting students in Special Education  
   f. Stress and or burnout  
   g. Professional isolation  
   h. Communicating with families  
   i. Other [fill in the blank]
Appendix F

University of Denver
Consent Form for Participation in Research

Study Title: School Psychologists as Sources of Support for Beginning Teachers: A Multiple Case Study
IRBNet #: 1413302-1
Principal Investigator: Sayani Das Chaudhuri, MA, Dr. Cynthia Hazel, PhD, University of Denver
Study Site: ______________________________

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

Procedures
If you participate in this research study, you will be invited to participate in:
   (a) Three interviews about your experiences working with beginning teachers.
   (b) An optional opportunity to provide feedback on a draft of the findings in the study.

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

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

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

Risks or Discomforts
Although participant names or their site will not be used in the final report, there may be a potential risk or discomfort around the speculation of a participant’s identity. Audio recordings from interviews will be kept indefinitely, and verbatim quotes from audio recordings may be used in presentations or publications.

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

Benefits
Possible benefits of participation include contributing to school psychologists’ understanding of beginning teachers and supporting school psychologists with regards to expanding their roles in school settings and promoting beginning teacher success in the classroom and the profession. In addition,

being selected to participate in this study may be a benefit in itself, as it is a recognition of a school psychologist’s effectiveness.
Incentives to Participate
The structure of monetary compensation for participation in this research study is below.

<table>
<thead>
<tr>
<th>Data Collection</th>
<th>Time</th>
<th>Calendar</th>
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</tr>
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<tbody>
<tr>
<td>Interview 1</td>
<td>1-1.5 hours</td>
<td>Three-week period in</td>
<td>$25</td>
</tr>
<tr>
<td></td>
<td></td>
<td>May-August 2019</td>
<td></td>
</tr>
<tr>
<td>Interview 2</td>
<td>1-1.5 hours</td>
<td></td>
<td>$25</td>
</tr>
<tr>
<td>Interview 3</td>
<td>1-1.5 hours</td>
<td></td>
<td>$25</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>3-4.5 hours</td>
<td></td>
<td><strong>$75</strong></td>
</tr>
</tbody>
</table>

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

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

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

If you have any questions or concerns about your research participation or rights as a participant, you may contact the DU Human Research Protections Program by emailing IRBAdmin@du.edu or calling (303) 871-2121 to speak to someone other than the researchers.

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

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

Consent to audio recording for purposes of this research
This study involves audio recording. If you do not agree to be recorded, you cannot take part in the study.

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

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

Participant Signature _______________________ Date ______________________

Print Name ________________________________

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

_____ YES _____ NO
Appendix G

Interview Protocol for School Psychologists

<table>
<thead>
<tr>
<th>Before Interview Checklist</th>
<th>After Interview Checklist</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Ensure space is free from distractions</td>
<td>• Check recording</td>
</tr>
<tr>
<td>• Have copies of consent forms</td>
<td>• Upload recording to laptop</td>
</tr>
<tr>
<td>• Interview protocols</td>
<td>• Record if participant is willing to assist with member checking and read transcription</td>
</tr>
<tr>
<td>• Test run recording</td>
<td>• Update Data Collection Matrix</td>
</tr>
<tr>
<td>• Ensure back up recording device</td>
<td>• Notebook for memos and reflection</td>
</tr>
<tr>
<td>• Notebook for memos and reflection</td>
<td></td>
</tr>
</tbody>
</table>

[Greet interviewee, inquire as to how their day is going, etc.] Thank you so much for willing to participate in this interview. I have been studying the needs of new teachers for some time and am interested in understanding the experiences of school psychologists when it comes to collaborating and consulting with this group of teachers.

[Discuss use of tape recorder and audiotape] Consent: Paper / Electronic

Do you have any questions before we begin?

Background and current roles and responsibilities
I’d like to start by getting a sense of what your role at your current site is.

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

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

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

3. Teacher self-efficacy has been described as a teacher’s belief that he or she can positively influence student learning and behavior, while handling issues that arise in their classroom (Tschannen-Moran Woolfolk Hoy, 2001). Research suggests that beginning
teachers experience low levels of self-efficacy, which has been associated with motivation to support struggling students or taking responsibility for problems in the classroom (Hoy & Woolfolk, 1993). Based on your experiences with beginning teachers, how would you describe their levels of self-efficacy?

4. Based on what you’ve experienced or witnessed, how would you describe a successful or effective beginning teacher? (What are some of their strengths in terms of characteristics, and strengths in terms of their skills sets, such as their practices, training, approach with students etc.)

**Perceptions of beginning teacher concerns**

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

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

[Potential Follow-up Questions]

a. What kinds of issues with classroom management do beginning teachers face? *(Probe around perceptions of beginning teacher knowledge and skill, preparation to handle behavioral challenges, use of proactive or reactive strategies)*

b. Have you perceived beginning teachers as struggling with supporting students with disabilities? Can you provide a specific example?

c. Do you perceive beginning teachers as struggling with coping with stress, or experiencing early burn out?
   i. *How can you tell when that is happening?*
   ii. *What are some issues that contribute to their stress?*

d. Do you perceive beginning teachers as struggling with feeling isolated?
   i. *Define isolation as lack of social, emotional, and professional support*
   ii. *Thinking about the beginning teachers that you’ve encountered, do you perceive them as typically initiating requests for support or help?*

**Supports for beginning teachers – school and district level**

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

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

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

[Discuss use of tape recorder and audiotape]

Do you have any questions before we begin?

School psychologists working with beginning teachers

Now I’d like to hear about your experiences in working with these teachers, such as how you’ve supported them with addressing their concerns, or you’ve engaged them in consultation or collaboration. First I’d like to get an understanding of specific contexts in which you have interacted with beginning teachers. Here is our NASP Practice Model as a reference for the activity. Take a look at these notecards which list professional activities by school psychologists, grouped by the NASP domains of practice. [show note cards].

a. I’d like you to place these cards in a continuum, starting with activities that you have frequently engaged in with beginning teachers, to activities you have rarely or never engaged in with beginning teachers.

b. [Show blank cards]. Are there any additional activities that you would like to include?

c. [start with activities most frequently engaged in and move down] Please describe any specific instances in which you have engaged in this activity with a beginning teacher.

Professional Practices of School Psychologists

(these will be written on notecards)

Assessment

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

Consultation and Collaboration

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

Student Level Services

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

Schoolwide Practices to Promote Learning

- Professional Development
- Positive Behavior Intervention Supports (PBIS)
- Other activities: [blank cards]
7. Thinking back to some of the concerns that you’ve experienced beginning teachers as struggling with, please describe a successful consultation experience, or instance in which you’ve supported a beginning teacher (with either behavior, classroom management, dealing with stress, etc.)
   a. Tell me about the teacher (description of the teacher, grade level, classroom)
   b. What was his or her concern? What did you think about that concern?
   c. What kinds of actions did you take to support the teacher? (for example, how did you help the teacher reflect on their practice, how did you frame the behavior, did you connect him or her with another resource, etc.)
   d. What kinds of suggestions or recommendations did you give to the teacher? (e.g., use of evidence-based classroom management?)
   e. How did the teacher receive the support? Did you follow up?

8. Tell me about how you’ve approached initiating or establishing relationships with beginning teachers at your building (probe around how consultation is set up or contracted, awareness of beginning teachers’ expectations for consultation)

9. Tell me about what it’s like to consult and collaborate with beginning teachers.
   a. How would you describe beginning teachers as consultees? (in terms of their approach to problem solving, understanding the function of a behavior, implementing an intervention, levels of confidence, etc.)
   b. In your experience, how has consultation with beginning teachers differed from consultation with more experienced teachers? (for example, do you perceive beginning teachers as being more flexible, open to changing attitudes/beliefs/behaviors, willing to try new things; are there differences in the ways that beginning teachers operationally define problems in the during the initial stage of consultation than experienced teachers)
   c. Being an experienced school psychologist who has worked with beginning teachers, I imagine there is an inherent power dynamic involving due to your
years of experience, and expertise. When consulting with beginning teachers, would you describe your approach with them as more collaborative, or directive? Do you find that approach to be different when consulting with more experienced teachers?

**Barriers and facilitators**

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

11. What do you think are some factors that have been barriers in your ability to work with beginning teachers?
   a. Please describe how you have been able to overcome these.
   b. Or: do you have any suggestions as to how these could be overcome?

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

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

**Third Interview Protocol for School Psychologists**

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

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

[Discuss use of tape recorder and audiotape]

Do you have any questions before we begin?

**Member checking**

12. [Provide a brief summary of topics from last interview, clarify any responses from previous interview] Based on reading the transcripts, is there anything else you’d like me to know or understand?
Reflections
13. Given what you have said about your perceptions of beginning teachers and their concerns, and the specific ways in which you have worked with beginning teachers and supported them, how do you (a) interpret your role as school psychologists who supports and consults with beginning teachers? and (b) interpret the role of school psychologists in supporting and consulting with beginning teachers? (or, to what extent do you believe that school psychologists should work with and support beginning teachers?)

14. In thinking about everything you’ve discussed around the topic of how school psychologists support new teachers, are there any points/stories that you think are the most important to include in this study?

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

Alignment of Interview Questions with Research Questions

<table>
<thead>
<tr>
<th>Research Questions</th>
<th>Interview Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
</tr>
<tr>
<td>RQ 1: How do (expert) school psychologists describe their perceptions of beginning teachers, and their needs?</td>
<td></td>
</tr>
<tr>
<td>RQ 2: How do (expert) school psychologists support the needs of beginning teachers in the following areas: classroom management; burnout avoidance; students with disabilities and/or mental health concerns?</td>
<td></td>
</tr>
<tr>
<td>RQ 3: How do (expert) school psychologists describe their experiences of consultation and collaboration with beginning teachers?</td>
<td></td>
</tr>
<tr>
<td>RQ 4: What are (expert) school psychologists’ perceptions of the barriers and facilitators in their ability to effectively consult and/or support beginning teachers?</td>
<td></td>
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</tbody>
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Appendix H

Example of Preliminary Analysis of Within-case Findings used in Member-checks

<table>
<thead>
<tr>
<th>Participant 001 Within Case</th>
<th>Codes</th>
<th>Categories</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>RQ 1: How do (expert) school psychologists describe their perceptions of beginning teachers, and their needs?</strong></td>
<td>Beginning teacher character never say no</td>
<td>Attitude towards teaching/profession</td>
</tr>
<tr>
<td>So young teachers never say no. They’re so worried they’re gonna fail or disappointed, they never say no. Okay. Whether or not they can do it or what they do when that door closes is a whole other different conversation. So, I think they take on too much which really impacts their ability to set some healthy boundaries. Which really impacts their ability to develop a management system. (Interview 1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>RQ 2: How do (expert) school psychologists support the needs of beginning teachers in the following areas: classroom management; burnout avoidance; students with disabilities and/or mental health concerns?</strong></td>
<td>Consultation on topic: behavior management</td>
<td>Support with students with behavioral challenges</td>
</tr>
<tr>
<td>I think of a teacher that every time the kid would blow up, she was like, &quot;Go to Ms. 001’s room,&quot; down the kid would come. So you handle it, you address it and you find a way to make amends and then that teacher starts to find value and then you can start having conversations around, &quot;Hey, when your kids are coming down, this is something I'm doing with them. Have you ever tried it in your classroom? Would it be helpful if I came down and maybe gave you the opportunity to participate in this?&quot; I'm thinking of a specific teacher that was like, &quot;Yeah, I'll try it,&quot; and it worked out wonderful. (Interview 2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>RQ 3: How do (expert) school psychologists describe their experiences of consultation and collaboration with beginning teachers?</strong></td>
<td>Validating feelings</td>
<td>Consultation approaches with beginning teachers</td>
</tr>
<tr>
<td>So once we had a couple of really bad days, which at times involved teacher tears to check it and being able just to end the day with, &quot;Tomorrow's another day, we don't have to fix it today and I don't think we're going to fix it today. Tomorrow's another day,&quot; and letting each other process and kind of digest what those experiences were like. I perceived set us both up with kind of a clean opportunity of, &quot;Let's try again.&quot;</td>
<td>Reflecting processing together</td>
<td></td>
</tr>
<tr>
<td>Which meant a lot of partnering in the classroom, doing a lot of observations and prompting the teacher of, &quot;Hey, let's do that,&quot; or creating visuals in the classroom to where they could point to things and remind themselves or remind the kid of some expectations, which then can go into more of a verbal type support grade. You can start with your visual aids. I had a lot of pushback. I don't have time for this. I had a lot of pushback of nothing is working. (Interview 2)</td>
<td>Partnering inside the classroom</td>
<td>Consultation process with beginning teachers</td>
</tr>
<tr>
<td>Creating resources</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>RQ 4: What are (expert) school psychologists’ perceptions of the barriers and facilitators in their ability to effectively consult and/or support beginning teachers?</strong></td>
<td>Member of school leadership team</td>
<td>Systems facilitators</td>
</tr>
<tr>
<td>Being on the school leadership team as part of that committee you design how are we going to respond to these district designated days? At which point you're like, Oh, there's days, okay, what are our options? So being able to access that level of leadership in a school gave me more knowledge about what systems are accessible. Also, because I have led a number of PDs in this district for both teachers as well as specialist service providers. I understand that system. I also understand the system of being able to embed that into a school. (Interview 1)</td>
<td>School culture</td>
<td>Consultant specific facilitators</td>
</tr>
</tbody>
</table>
Appendix I

Example of Code Refinement and Theme Development

<table>
<thead>
<tr>
<th>1st Phase Analysis</th>
<th>2nd Phase Analysis</th>
<th>3rd Phase Analysis</th>
<th>Research Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Cycle Open Code</td>
<td>1st Cycle Category</td>
<td>2nd Cycle Code</td>
<td>2nd Cycle Category</td>
</tr>
<tr>
<td>Desire to learn and absorb information – “like a sponge”</td>
<td>BT attitudes towards teaching</td>
<td>BTs are flexible and open</td>
<td>Characteristics of Beginning Teachers</td>
</tr>
<tr>
<td>Managing students with significant behavioral concerns</td>
<td>Classroom context challenges experienced</td>
<td>Addressing the individual needs of students</td>
<td>Concerns of Beginning Teachers</td>
</tr>
<tr>
<td>Fear, insecurity around communicating with families</td>
<td>Intrapersonal and school context challenges experienced</td>
<td>Family school communication</td>
<td>Concerns of Beginning Teachers</td>
</tr>
<tr>
<td>“Onboard beginning teachers to school system”</td>
<td>Supporting BT with school polices</td>
<td>SP provides PD</td>
<td>Systems-level Consultant</td>
</tr>
<tr>
<td>Beginning of the year introductions</td>
<td>Supporting Socialization</td>
<td>SP initiates intro and rapport</td>
<td>Mentor</td>
</tr>
<tr>
<td>Taught de-escalation strategies</td>
<td>Consultation approach with beginning teachers</td>
<td>SP role-plays Individualized Support: Professional</td>
<td>Supporting Intervention Implementation</td>
</tr>
<tr>
<td>Focus on giving strategies and not theory</td>
<td>Consultation approach with beginning teachers</td>
<td>SP supports problem solving Individualized Support: Professional</td>
<td>“Solution focused” consultation</td>
</tr>
<tr>
<td>Admin needs to be “planful” or strategic</td>
<td>School system and administration</td>
<td>Admin support for consultation Facilitator to Consultation</td>
<td>Systems Understanding and Leadership</td>
</tr>
</tbody>
</table>

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Appendix J

Visualization of Data

Within case studies

Participant Demographic Information
- SP years of experience
- SP at school full time

School Culture and Climate
- Student population mental health needs
- Teacher mobility at school

SP Roles and Responsibilities
- (Including codes: Assessment, Crisis, Family School Collaboration, Supervision, etc.)

Experiences with Beginning Teachers
- Beginning Teacher Concerns
- Beginning Teacher Characteristics

Experiences with Consultation
- Consultation training
- Early career consultation experiences
- Later career consultation experiences
Notes: Codes are texts with white backgrounds. Illustrations may be missing codes due to the amount of space.
Beginning Teacher Characteristics

Enthusiastic and Innovative
- Eager and passionate
- Flexible and open
- Innovative

Inadequately Prepared and Unrealistically Optimistic
- Expectations vs. reality
- Lack of preparation and training
- Initial self-efficacy perceptions

Staying Afloat
- School's expectations of teachers
- Overwhelmed

Defining BTs
- Burnout

BT Lack time
- BT Lack time to reflect
Support Roles

Consultant

- SP consults on student
- SP consults on class-wide problem
- SP consults on crisis
- Consultation Process
- SP supports BT socialization
- SP initiates intro and rapport
- BT lack of awareness of SP role
- SP supports other beginning Sped teachers

Mentor

- SP supports BT socialization
- SP initiates intro and rapport
- BT lack of awareness of SP role
- SP supports other beginning Sped teachers

Advocate

- Recommends SPs support BTs
- Perceptions of Self as a Source of Support for BTs
- Lack of BT Support an Equity Issue
- BTs need support w/instruction
- BTs need support w/behavior
- Teacher mobility at schools
- SP Roles & Responsibilities: Systems-Consultant
- SP mentors
- SP initiates consultation

Systems-level Consultant

- SP understands school
- SP provides PD

Consultation is voluntary
- SP is non-evaluative
- Consultation is structured
- SP schedules consultation

Teacher mobility at schools

Perceptions of Self as a Source of Support for BTs
- Lack of BT Support an Equity Issue
- BTs need support w/instruction
- BTs need support w/behavior
- Teacher mobility at schools

SP Roles & Responsibilities: Consultant

- SP consults on student
- SP consults on class-wide problem
- SP consults on crisis
- Consultation Process
- SP supports BT socialization
- SP initiates intro and rapport
- BT lack of awareness of SP role
- SP supports other beginning Sped teachers