ABSTRACT

Kelly Anne Shelton Mudd, REIMAGINING TEACHER INDUCTION: A FRAMEWORK FOR AN ASSET-DRIVEN, EQUITY-BASED INDUCTION PROCESS THAT CULTIVATES KNOWLEDGE OF SELF, CONTEXT, AND PROFESSIONAL PRACTICE (Under the direction of Dr. Matthew Militello). Department of Educational Leadership, May 2023.

The induction process for new and beginning teachers has the potential to transform how teachers experience themselves and their school and ultimately the impact they have on students. Schools, like Clark Hill Academy, within rural, historically marginalized communities face challenges of recruiting and supporting new teachers. By using a collaborative approach to regular meetings, paired with structured and consistent protocols, new and beginning teachers were able to uncover beliefs and values in their teaching and learning and that of the community context. Specific to the participatory action research study, participants systematically examined Clark Hill Academy's ability to promote equitable practices among new and beginning teachers through the induction process. Using qualitative research and analysis methods, we asserted that people and places were critical components to humanizing a teacher induction process. The data supported two findings. First, that teacher induction process must acknowledge and honor the wisdom of people. Second, teacher induction must understand and harness the power of place within the school and community context. The findings led to the consideration of implications on policy, practice and research. In design, facilitation and participation, policy and practices for teacher induction should reflect the values of people and place. Future researcher should consider the connections between the findings of this study and specific culturally responsive practices within the classroom.

REIMAGINING TEACHER INDUCTION: A FRAMEWORK FOR AN ASSET-DRIVEN, EQUITY-BASED INDUCTION PROCESS THAT CULTIVATES KNOWLEDGE OF SELF, CONTEXT, AND PROFESSIONAL PRACTICE

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By
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DEDICATION

I lovingly dedicate this dissertation to my husband, Timothy Mudd. We had a wild idea that we would write our dissertations at the same time and we embarked on this crazy journey together. Through all the emotions that come with a study like this, Tim was always there to encourage, love, and laugh with me. Congratulations, Dr. Timothy Mudd. My greatest joy in life will be always be any wild and crazy journey with you.

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I want to share my gratitude to my co-practitioner research group. Thank you for your willingness to join this study and to participate with your whole self. I am proud of the work we did together. To my ECU colleagues, I am forever grateful to have experienced this time together and for the friendships that sustained us.

Finally, my deepest appreciation to my family and friends. To the people who understood that the entire Mudd family was on this dissertation journey and never missed an opportunity to support, encourage and love on us. Thank you to my Mom, Dad, Aunt Martha, Candice, Shawn and Whitney, and to the Ribustellos, Craddocks, and Strothers. Family is what we make it and together you all are my favorite family and those I love the very most. Thank you.

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Teacher induction programs need to be reimagined, and school leaders are poised to spearhead such change. The induction process has the potential to transform how new and beginning teachers experience themselves, their school community, and ultimately their students. To support a shift, we redesigned induction programs to focus on developing a teacher's deep understanding of their identity and that of the community in which they serve. Our intention was to support knowledge about self and the community that could manifest as culturally responsive teaching practices, which elevate and celebrate the unique assets of each lived experience within the classroom. In this study, I examined to what extent an equity-based, assets-driven teacher induction process cultivates knowledge of self, context, and professional practice.

Every community has a unique identity and a deep history that continues to be of influence. The influence extends beyond local commerce and real estate to how community members show up and engage with local schools. Whether its residents have been in place for generations or recently relocated, the place and its people have a deep commitment to the story of their home. Getting to know the stories, the history, and the identity of place can be powerful for educators. This can be especially true for educators serving in rural, historically marginalized communities. The unique assets, history, and identity of a rural community are often key levers to both student and teacher success and should be included in induction programs and policies.

As a rural school serving a historically marginalized community, Clark Hill Academy (CHA) faced the reoccurring challenge of recruiting, onboarding, and supporting new teachers. Yearly, the district partnered with hiring agencies to recruit non-traditional teachers from varying academic backgrounds and geographic locations. As a school that offers a dual-language, Spanish immersion program, we had a significant number of international staff from

Spanish speaking countries across the globe. As such, CHA faced the need to support a revolving door of new staff not familiar with our community, culture, or history. Each year, new and beginning teachers represent an average of 44% of the instructional staff. The induction process at both the school and district level did not give attention nor depth to the understanding of community narratives or building relationships among students and families of color.

Traditional new teacher induction programs expect new teachers to get better quickly and to do so with little attention to community and personal narratives, relational trust, or equity-based instructional practices. Support for new teachers often only focused on classroom management, academic instruction, and teacher expectations. This begged the question: *How can school leaders develop and implement an equity-based, assets-driven teacher induction process cultivates knowledge of self, context, and professional practice?*

Prior to undertaking this study, I worked with a small number of teachers at CHA. Using protocols that promoted academic discourse within in the classroom, we spent a year experimenting with evidence-based, equity-driven observation tools. The process was undertaken in a funded study at East Carolina University and the study had IRB approval for the grant participants to implement the tools. As a doctoral student, I was interested in engaging in participatory action research to expand the use of these tools and protocols to all new and beginning teachers at the school. In this section, I discuss the focus of practice and rationale, the assets and challenges related to the FoP, the significance this study has on practice, policy, and research, and how the FoP connects to equity. Then I discuss the methodological design of the participatory action research (PAR) study and research questions. Finally, I provide an overview of study considerations, including limitations, validity, and confidentiality and ethics.

Focus of Practice

Teachers have the most direct impact on classroom instruction and students. As such, school leaders must understand the importance of knowing how to support new and beginning teachers, through the induction process, in developing an understanding self, community, and of effective, equitable, high-yield culturally responsive practices. Schools often need new and beginning teachers to get better quickly and to sustain success in the time in which they serve within a specific school or school community. For these reasons, the FoP is clear: by developing an asset-driven, equity-based iduction program, we believe we can gain valuable insight on how to best deepen a new and beginning teacher's understanding of self, community, and professional practice.

Rationale

In the rationale for the PAR study, I discuss why this is an urgent and important issue for Clark Hill Academy, for the district, and for schools with similar assets and challenges. As a school within a rural district, teacher recruitment was challenging. We were often unable to compete with the teacher pay and monetary supplements offered in more urban districts. For some prospective applicants, our geographic location and isolation were deterring factors as well. For these reasons, we sought non-traditional hiring partners in organizations such as Teach For America and Participate Learning. Through such partnerships, we were able to secure non-traditional teachers, who often have backgrounds and degrees in subject areas other than education. More so than not, teachers hired through such agencies are not local to the community either. Furthermore, and specific to CHA, we staffed our Spanish immersion program with international, native speakers of Spanish. In turn, this resulted in an increased number of staff working on temporary J-1 visas. Similarly, programs such as Teacher for America also have

minimum commitment lengths. It is realistic to expect turnover of those positions on average of every two years.

As a rural community with hiring challenges, with expected and known turnover, we had to ensure that our staff are highly effective for the duration of their time with us, no matter their tenure. Our community, school, and students could not afford to have a classroom teacher who was not familiar with the teaching practices that support and recognize their unique assets, history, and identity. Focusing on the unique assets of both the new and beginning teachers and that of the school community should be a critical component of any induction program. By ensuring that the induction program was both asset-driven and equity based, the new and beginning teachers was in a positioned to develop a deeper understanding of themselves and the context in which they teach in such a way that informed their professional practice for the community, school, and students.

Assets and Challenges to FoP

Next, I analyze the micro, meso, and macro assets and challenges. At the micro level are the assets and challenges present within the school, classrooms, and staff at Clark Hill Academy. The meso level refers to assets and challenges present within Parker County Public Schools at the district level. The macro level assets and challenges refer to the policies and procedures present within partnering organizations and within North Carolina at the state and federal level.

Working with new and veteran staff at Clark Hill Academy, I held a Community Learning Exchange (CLE) to inquire into the FoP (Guajardo et al., 2016). As part of the CLE, we discussed assets, challenges, and belief systems evident in the ways we currently welcome and support new staff. Reflecting on the notes from the CLE, I completed a modified version of the fishbone originally designed by Bryk et al. (2015), focusing on the assets and challenges present

at multiple levels. In Figure 1, the fishbone, I summarize the assets and challenges discussed during the CLE, and below I address the assets and challenges of onboarding new staff at the micro, meso, and macro levels in more detail.

Micro Assets and Challenges

The micro level is the school and the specific teachers involved in the study. The focus of practice aims to develop and accelerate relational trust and increase the level of academic discourse within both Spanish immersion and traditional classrooms. The staff themselves and the way in which the adults build relational trust are assets to the school. However, lack of knowledge about one another and students and a lack of deeper connections to students and the community presented a challenge. The use of dedicated mentors and academic coaches are an asset to the school's induction process. However, the lack of mentorships for the international staff and new staff with additional years of services also presented a challenge.

Staff with whom I participated in the CLE expressed feeling loved, supported, and treated as a valued individual. Staff stated that these feelings stemmed from a family atmosphere within the school. Additionally, they stated the direct support provided by a dedicated mentor or academic coach contributed to their feeling supported with instructional practices. However, staff at the CLE did not identify ways in which they felt supported to build relationships with their students, families, or community, nor did they discuss ways in which they gain support to address culturally responsive practices within the classroom. In summary, CLE participants described a loving and supportive school environment in which they were welcomed. They described ways in which they quickly established relationships with other staff, but they did not have many examples of how this environment translated into relationships with their students or to their instructional practices within the classroom.

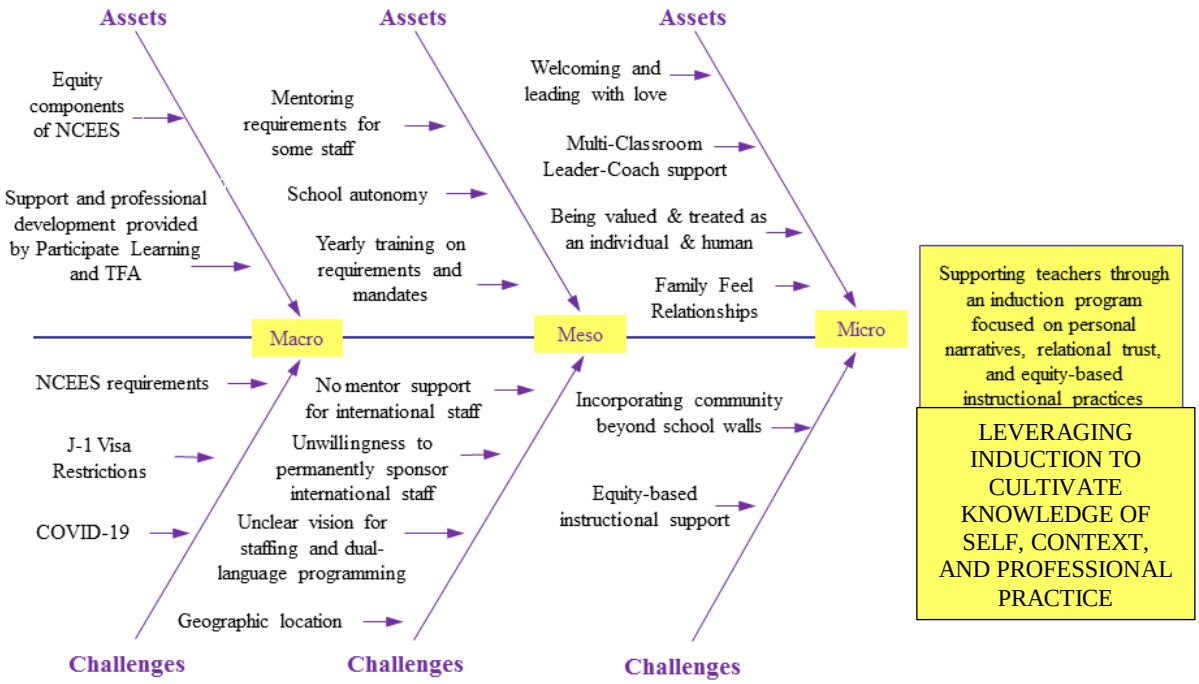

Figure 1. Fishbone diagram: Analysis of assets and challenges of FOP.

Meso Assets and Challenges

At the meso level, we were supportive of the policies and activities required of Parker County Public Schools district beginning teacher support program, but realized the district's program did not fully address the unique needs of the increased number of new, beginning and international teachers at Clark Hill Academy. As a rural district, the location and isolation of the community can serve as a deterrent for some applicants. Non-traditional and international hiring partnerships with organizations such as Teach for America and Participate Learning had been an asset to CHA. However, it was unclear the district's vision for staffing both the traditional and dual-language programs at CHA and across the district. It was also unclear the commitment to partnerships with such organizations and this led us to question the district's commitment to the development and support of staff from these and similar organizations.

This was evident in the distribution of district funds used for induction support. The district provided funding and training for school-based mentors for beginning teacher support, including those teachers within their first three years, those coming from non-educational backgrounds, and those affiliated within Teach for America. This was an asset to the district and school. However, not allocated were funds for international and new staff, teachers not classified as a beginning teacher, to receive dedicated mentor support or district support. This presented a challenge.

Parker County Public Schools' induction activities and policies provided generalized support concerning district requirements and teacher expectations for beginning teachers only, but it did not include international staff or new staff with increased experiences from outside the district. Furthermore, it was not specific in the development of personal identities, community context, or professional development of culturally responsive practices.

Macro Assets and Challenges

At the macro level, non-traditional hiring organizations such as Teach for America and Participate Learning provided additional mentoring and professional development to those teachers affiliated with each organization. This was an asset to the school and district as teachers within such programs receive additional levels of support. Like traditional induction programs, the support provided by such organizations most often addressed classroom management, instructional planning, and teacher expectations. Teach for America specifically did provide diversity and inclusion support, but a challenge continued to be the lack of any induction support to address knowledge of self, context, and culturally responsive professional practice.

The North Carolina Educator Effectiveness System (NCEES) is the mandated teacher evaluation system for all North Carolina teachers, including new and beginning staff. NCEES does acknowledge a need to address equity, as it asks administrators to evaluate how the teacher embraces diversity in the school community and in the world. The administrator evaluates the ways in which the teacher meets the needs of diverse learners and ways in which global perspectives are incorporated into the existing standards. The system does lack an intentional focus on personal identity or an in-depth evaluation of culturally responsive practices. NCEES is a lengthy evaluative system. The process to evaluate and provide feedback in time consuming and does not lend itself to productive coaching conversations.

Beginning, new, international, and non-traditional staff are evaluated on the NCEES system, in its entirety, four times a year. This includes three times by an administrator and once by a peer. This presented a challenge at Clark Hill Academy as 14% of the staff identified as a beginning teacher and 26% as international. In 40% of the classrooms, a majority of an administrator's time was spent evaluating a beginning or international teacher on a system that

does not address personal narratives, relational trust, and equitable instructional practices nor does it cultivate growth-producing feedback.

The international staff are sponsored with a J-1 work visa, allowing them to teach in the United States for five years. This was an asset as we are able to staff our dual language program with native Spanish speakers, but also presented a reoccurring challenge. With J-1 visas only allowing a five-year work approval, the school was faced with supporting an increased number of new staff and non-familiar staff on consistent basis. The J-1 visas guarantee that we would always have a need to onboard new staff at CHA. The district could choose to sponsor international staff under a different visa or without the assistance of Participate Learning, but at the time of this study, Parker County Public Schools had not pursued this option for any international staff.

Context and Significance

Next, I discuss the context for the PAR study and significance that the focus of practice could have for induction programs for new and beginning teachers, emphasizing context, policy, and research. Many induction programs focus on school-based expectations and instructional management practices. However, designing an asset-driven, equity-based induction program will support new and beginning teachers to develop a knowledge of self, context, and professional practice.

Context for PAR Study

Clark Hill Academy had a staff of 72 certified and classified staff. Fifty-six staff members served in an instructional capacity. Of the total staff, 19 were international staff working on a 5-year J-1 visa, six were affiliated with Teach for America as either active corps members or alumni, and two staff members were categorized as non-traditional teachers,

entering the field with an undergraduate degree in something other than education. New and beginning teachers represented an average of 44% of the instructional staff who required onboarding and support as they transition to the school community.

This participatory action research (PAR) study occurred at Clark Hill Academy. Clark Hill Academy (CHA) is the only K-8 global school in North Carolina. Clark Hill Academy is in the Parker County Public Schools district and served approximately 600 scholars in both traditional and Spanish immersion, dual-language programs. Those students participating in the dual language program represented 38% of the student body and represented 15 of the 33-homeroom classrooms. In order to prepare new and beginning teachers for the work within their classrooms in the context of the community, induction programs must be asset-driven and equity based.

Significance

The PAR study was significant to the context because it provided new and beginning teachers with the framework in which to cultivate knowledge of self, context, and professional practice. By focusing on an asset-driven and equity-based induction program, new and beginning teachers were able to develop an understanding of how they and the context of the community in which they teach can affect their professional practice. While, at the time of the study, the induction program focused on staff and instructional expectations, there was not a committed focus on cultivating a knowledge of self, context, or professional practice. For this study, new and beginning teachers engaged in an asset-driven, equity-based induction program.

Practice, Policy, and Research

In terms of practice, policy, and research, the PAR study was significant as to inform the teacher induction process for other new and beginning teachers at CHA and throughout the

district, and to share with other school leaders and districts, which have similar assets and challenges. Evidence from the PAR cycles may influence induction practices so that they are intentional in design and structured to be collaborative and context based. Furthermore, elements of this research may inform induction policy, so that exploring personal identities and community contexts are prioritized for all new and beginning teachers, including non-traditional teachers, instead of traditionally defined novice teachers. Finally, this study may lead to additional studies in which researchers consider the impact of this study's findings on instructional practices. I revisit these implications on practice, policy and research in the final chapter in a more robust manner.

Connection to Equity

The focus of practice directly related to issues of equity, as the biases educators bring with them into the classroom have a significant impact on how they relate to and teach students, specifically rural students of color. Teachers recruited from geographic areas outside of the rural context often had assumptions about student ability and behavior, based on a deficit perspective of rural communities. In this participatory research study, I focused on co-developing an induction program focused on leveraging the unique assets of individual and community so that new and beginning teachers could develop culturally responsive professional practices within both Spanish immersion and traditional classrooms. We wanted the assets and histories within the community to inform how teachers, from differing geographic areas, engaged with and valued the students, families, and school. Furthermore, we wanted the commitment to identity to honor and hold a place for the unique identities of the staff. Two theoretical frameworks were informing my equity focus of practice. First, I discuss the psychological framework, particularly referring to the work of McKenzie and Scheurich (2004) and Carr and Steele (2010). Second, I

analyze how the political framework influences the role of the school leader as a coach to new and beginning teachers.

Psychological Frame

Stereotypes, based on assumptions promoted through images and media, influenced both teachers and students. This was evident in how teachers planned instruction and in how students, specifically of students of color, responded to instruction. According to Carr and Steele (2010), People of Color can internalize the stereotypes, and the internalized stereotypes can affect their performance in the classroom, on testing, and even their athletic performance. A tendency defined as "being threatened because we have a given characteristic" (Carr & Steele, 2010, p. 73). If conscious of this stereotype threat, teachers have the opportunity to help students redesign the narrative around their ability and identity. It is imperative for new and beginning teachers to identify biases, and to understand how those biases influence instruction,

Equity traps, or assumptions, repeatedly show up in how teachers perceive their scholars and the community in which they live. McKenzie and Scheurich (2004) describe an equity trap as "ways of thinking or assumptions that prevent educators from believing that their students of color can be successful learners" (p. 602). The first equity trap is a deficit view, or view in which teachers perceive a student's identity or community as a deficit, rather than an asset. Teachers who teach within a community in which they are not familiar can particularly perpetuated this deficit view. Assumptions about rural communities of color can often create a thinking that prevents teachers from getting to know their students at a deeper level or leveraging their unique assets. McKenzie and Scheurich (2004) recommended reframing the view to a more positive orientation by using intentional strategies to get to know students, their families, and

communities. Having new teachers engage with the community and uncover the histories as told by its members was an integral part of the work within this PAR study.

Political Framework

Traditional new teacher induction programs, much like traditional school reform, expect that new teachers get better and do so quickly. The expectation is often in response to polices and legislation around accountability and school performance, curriculum, and staffing and teacher licensure. The policies, and a school's ability or inability to perform within its guidelines, greatly influences the stories in which community and teachers tell about its schools and the children with whom it serves. Often, these stories and beliefs have a negative connotation and impact classroom instruction.

In this participatory research study, we wanted to collectively identify and deconstruct these narratives about the community, school, and students. We wanted to do this specifically with new staff to address their biases and beliefs early in their career, in an effort to develop and accelerate relational trust and culturally responsive instructional practices. Engaging in the process required teachers and school leaders to understand what Gutiérrez (2013) refers to as the "political nature of teaching" (p. 8). A process to develop the knowledge, beyond pedagogy, that teachers need to become advocates for their students and their deep understanding of content, self, and community. Gutiérrez (2013) describes this knowledge as "conocimiento" and further defines political conocimiento as the "understanding how oppression in schooling operates not only at the individual level but also the systemic level" (p. 11). By engaging in the process, Gutiérrez (2013) suggests that teachers and school leaders can reinvent the system in which we operate (p. 11). In this study, we analyzed how co-developing an induction program, specifically

focused on understanding biases and challenging oppressive policies, affected the development of equity-centered practices in both school leaders and teachers.

Participatory Action Research Design

The purpose of this participatory action research study was to design and implement an asset-driven, equity-based induction program so that new and beginning teachers could cultivate knowledge of self, context, and professional practice. I implemented a series of improvements through a networked improvement community (NIC), an organized group that strived to understand problems and improve practice all while focused on a specific goal (Bryk et al., 2015). In this study, I called that NIC a co-practitioner researcher (CPR) group because we worked together to analyze what to improve upon, decided on protocols to use, and then reflected on the implementation. A CPR group is several individuals who can provide consistent feedback in the research study. The group of individuals, including myself, acted as a co-practitioner research (CPR) team. A CPR is defined as a collaborative team that offers guidance, co-analyzes evidence, co-plans, co-facilitates the CLEs, and provides leverage across the school. We used the community learning exchange axioms (Guajardo et al., 2016) during a PAR cycle of inquiry utilizing improvement science methodologies.

In this section, I reiterate the purpose of the study and detail the research questions. Then I articulate the theory of action behind the approach to the PAR study. I describe the focus of practice in more detail and describe a set of activities utilized to address the FoP.

Purpose, PAR Research Questions, and Theory of Action

The purpose of this in-depth participatory action research (PAR) study was to discover ways in which educators could co-develop and implement an asset-driven, equity-based teacher induction process to uncover beliefs and values about teaching and learning in the context of self

and school community. I engaged the CPR team in action research cycles to explore how we could collaboratively develop induction programming focused on deepening knowledge of self, context and practice.

The overarching research question was: *To what extent can an equity-based, assets-driven teacher induction process cultivates knowledge of self, context, and professional practice?* We considered following sub-questions throughout this study:

- How do principals and new and beginning teachers collaborate to effectively uncover beliefs and values about their teaching and learning?
- To what extent do principals and new and beginning teachers develop awareness and knowledge of the community context?
- To what extent does a school leader's participation in this induction process contribute to growth and development as an equity-centered school leader?

These research questions guided the participatory action research and informed a theory of action.

Evidence related to the focus of practice indicated a need to address the conditions for the on boarding of new teachers that, in turn affects student learning at Clark Hill Academy. The theory of action was: If we redesign induction to deepen new and beginning teacher's understanding of their own identity and that of the community in which they serve, then this knowledge will influence the design and integration of culturally responsive teaching practices that honor and celebrate the unique assets of each lived experience within the classroom.

Research Activities

The study utilized participatory action research (PAR) to allow all participants and the school community to examine systematically the process of promoting equitable practices among

the new and beginning teachers through the induction process. I collaborated with a team of staff at Clark Hill Academy to conduct PAR cycles of research, to collect and analyze data, and to inform and encourage social change and practice among the new and beginning teachers. The CPR group utilized the improvement science Plan, Do, Study, Act (PDSA) cycle described by Bryk et al. (2015). Figure 2 is a timeline of the three PAR cycles of inquiry and corresponding activities. The CPR group engaged in three PAR cycles beginning in fall 2021 to explore how we could deepen new and beginning teacher's understanding of their identity and that of the community in which they serve.

Confidentiality, Ethical Considerations, and Limitations

Throughout this research study, I worked with current educational practitioners in the field and it was essential to maintain confidentiality and the ethical considerations of the study throughout each PAR cycle. Therefore, I received CITI certification (see Appendix B) before starting this study. In addition, it was important to be clear about the limitations of the results of this study.

The participants in the study were site-based practitioners committed to co-creating an asset-driven, equity-based induction process to support new and beginning teachers. I met with participants individually to invite them to participate, explained how confidentiality would be maintain, and, if they were interested in participating, had them sign a consent form (see Appendix C). Maintaining confidentiality and securing collected data was a priority during the study. I provide a more detailed description of the steps taken to ensure ethical conduct and maintain confidentiality in Chapter 3.

I was the lead researcher for this study; however, I was also the principal of Clark Hill Academy, where the study occurred. The participants of this study were all employees of Clark

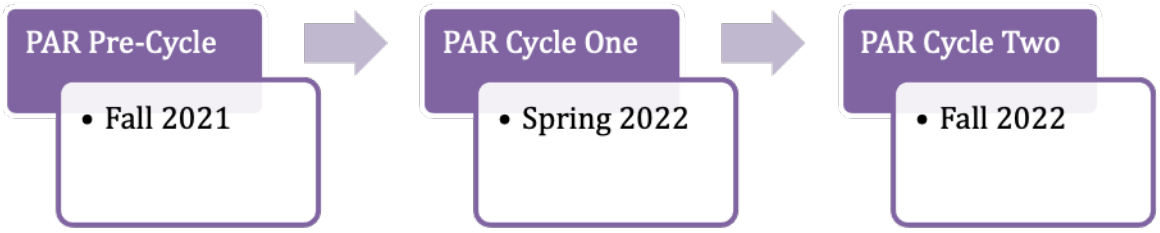

Figure 2. PAR cycle timeline.

Hill Academy. This required me to be acutely aware of the level of power and authority my position as a supervisor assumed. As such, I took intentional precautions to ensure that all participants had the information and opportunity to give informed consent without any coercion or sense of obligation. If they decided to terminate consent at any time, they were able to do so without reprisal.

Finally, the study took place within one school, in one district, with a small group of new and beginning teachers, mentors, and administration. If replicated in other schools or districts, outcomes are not dependable across contexts. In Chapter 3, I provide detailed information regarding confidentiality, ethical considerations, and limitations.

Summary

The induction process has the unique potential to affect how new and beginning teachers experience themselves, the school context and the students with whom they serve. Collaborative and context-based professional learning, with structured and intentional practices, can influence the ways in which new and beginning teachers experience the induction process. The PAR study provided an asset-driven, equity-based model of teacher induction, which supported a small group of new and beginning teachers cultivating an in-depth knowledge of themselves, the context of the community, and of professional practices.

The following chapters provide a detailed account of the PAR study. Chapter 2 provides a comprehensive review of the theoretical, normative, and empirical research surrounding the focus of practice. Chapter 3 details the research design and methodologies used, while Chapter 4 provides a discussion on the pre-cycle and the context of the PAR study, including a description of the school and participants. Chapters 5 and 6 discuss the two cycles of inquiry (PAR Cycle

One: Spring 2022 and PAR Cycle Two: Fall 2022). Chapter 7 provides a discussion of key claims and a framework for change that emerged from the study.

CHAPTER 2: LITERATURE REVIEW

Regardless of region or community, educational leaders have the task of recruiting, onboarding, and supporting new teachers through an induction process. Districts and district leadership or individual schools and school administration may facilitate teacher induction. As a rural school serving a historically marginalized community, this was an ongoing challenge for Clark Hill Academy. Moreover, as a school with a significant number of international staff and staff seeking non-traditional pathways to teacher licensure, the school was faced with the additional task of supporting new staff not familiar with our school, community, or culture. The purpose of the participatory action research (PAR) study was to co-develop and implement an asset-driven, equity-based teacher induction process for new and beginning teachers. In this study, we focused on how a co-practitioner research (CPR) group could cultivate relational trust and design professional learning so that new and beginning teachers had the ability to use equitable and culturally responsive practices in the classroom. This study focused on how to develop collaboratively an induction program that builds on current best practices to cultivate knowledge of self, context, and professional practice.

This participatory action research study aimed to approach the induction program as an asset-driven and equity-based process. As a result, this chapter focuses on three key areas: existing induction programs, professional learning structures, and culturally responsive practices (see Figure 3). The chapter begins with an understanding of current literature around teacher induction processes and best practices to support novice teachers as they enter the teaching profession. I specifically review the role that both the principal and a teacher mentor play within the induction process. Next, I examine professional learning structures in the following three ways: connecting adult learning theory to professional practice, how communities of learning

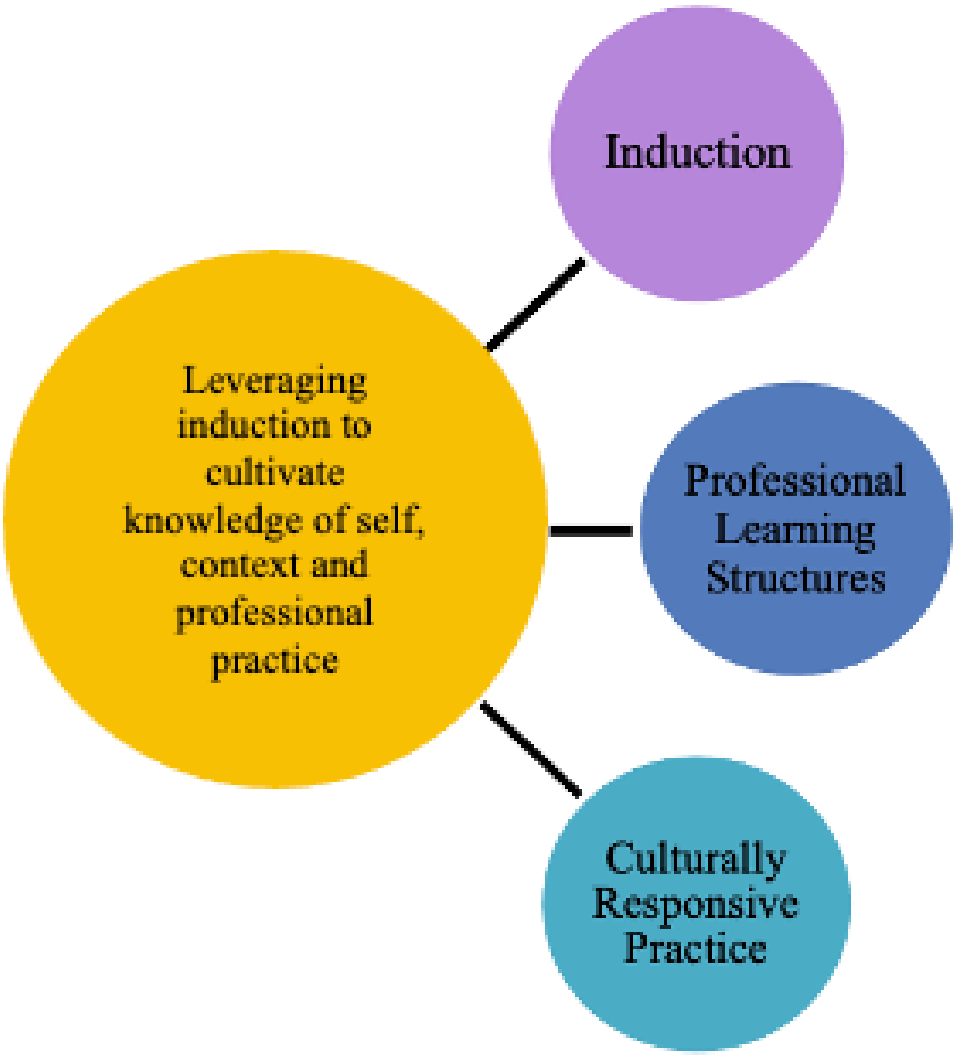

Figure 3. Literature bins impact on the FoP.

link to adult learning and sustained success, and the role of relational trust within professional learning structures. Finally, I examine culturally responsive practices as a way in which new and beginning teachers can build equity-centered teaching and learning within their classrooms.

This chapter and the review of the current literature aims to inform myself and the study on what is already known and established in this area of research and how this particular PAR study is warranted and valued in light of the current research and literature.

Induction Programs

As it is with other professions, when new staff enters a workplace, a certain amount of support may be required as the new employee becomes acclimated with the routines, procedures, structures, and expectations of the organization. In many sectors, induction is this period of onboarding and educating new staff. Induction is a professional development process, by which over time, an employer supports new staff to acclimate to and to meet the expectations of the organization. Unlike other professions, such as law and medicine, the expectation of schools is that new and beginning teachers enter the workforce with a responsibility and full professional understanding to make any needed improvements quickly (Killeavy, 2006). As such, teacher induction programs often focus on building upon previous learning so that teachers adjust to the new school quickly, with an expectation to have an immediate impact on student achievement.

Teacher induction programs differ from state to state, district to district, and can even vary across schools within the same local education agency (LEA). Induction programs may look different based on the expectations, goals, and context of the program and the stakeholders invested in the specific induction process. As such, the literature differs as it pertains to induction as well. Most frequently referenced are university-based induction programs and district programs. For example, university-based programs may partner with a school or district. Such

programs aim to collaborate as they prepare and support early educators. In this program setting, the university provides a pipeline of new teachers to the district while conducting research on the effectiveness of the program. Kelley (2004) cites the Partners in Education (PIE) program as an example of this induction model. In this specific study, the University of Colorado at Boulder collaborated with six Colorado school districts; the resulting research concluded that an induction process does have a long-term effect on teacher quality and retention.

Research from universities can guide states and district as they develop, design, and structure their induction processes and programs. For the purpose of this study, I was particularly interested in the induction of new and beginning teachers from non-traditional backgrounds that may not have an opportunity to partner with a university-based program within rural districts that may not geographically be able to connect to a higher education partner. I reviewed the literature based in university-based partnership, through a lens in which to consider the overlapping or transferable components of induction, beyond what is offered to those staff and districts able to partner with universities or colleges.

Although there is a variation among induction programs, if districts are reviewing comparable literature and research, like the studies mentioned above, it is possible that states and districts could have similar induction programs with overlapping critical components. As such, it is important to remember that Wong (2004) warns that no two induction programs should be identical. As mentioned previously, for some induction models, the local district provides the programming and may be able to partner with a university for additional support and staffing, and for others the individual school has autonomy over developing and facilitating the induction process or does not have the option to partner with institutions of higher education. This can differ widely across districts and states, but most induction programs share and utilize certain

components to provide support for the specific needs and expectation of the staff and stakeholders. A few components include an orientation period before school begins, networking opportunities, a structure to allow new teachers to observe effective teaching practices, and mentor support (Wong, 2004).

Most LEAs in North Carolina use a traditional district induction model guided by state board policy. This model provides support to teachers by assigning them a mentor, holding monthly district-wide meetings, and requiring monthly reflection logs. However, the district-wide program does not focus on specific procedures and expectations that are unique to the individual schools. This is noticeably absent from the literature, as there is limited research on school-based specific induction programs. This is particularly relevant to the purpose of this study, as my school is the only Kindergarten through eighth grade school within the district. Clark Hill Academy is the only school that offers dual-language programming and employs non-traditional, international teachers who staff our dual-language program. Although individual LEAs in North Carolina have the autonomy to create induction programs that meet the unique needs of the district, such programs often do not differentiation to the point of addressing the very specific needs of each school within their charge.

For the purposes of this study, I first look at what the literature says about common themes among traditional teacher induction programs. Beyond that, in this study, I wanted to explore how a school-based induction program, layered on top of the existing district programming, could support in prioritizing community and personal narratives, relational trust, and equity-based classroom practices, specifically for new and beginning teachers, including nontraditional staff who may not have the same previous learning or preparation.

The Purpose of Induction

Supporting new and beginning staff to become sustained, long-term effective teachers is at the core of induction programs. Billingsley et al. (2004) states that induction support should include long-term goals to facilitate teacher learning, growth and student achievement, to reduce the stress that new and beginning teaches often experience, and to improve retention rates among school staff. Killeavy (2006) shared that "The induction phase serves as a bridge between initial or preservice teacher education and continuing professional development or in-service education" (p. 169). Within the induction process, new and beginning teachers engage in learning that results in both personal and professional growth. This learning process and continued growth is not just required for new and beginning teachers, but for all teachers, as policies, priorities and school leadership can change from year to year.

All staff may need support to make the needed adjustments that come with policy or leadership changes. However, new and beginning teachers need more support compared to their veteran colleagues who may already have the resources and support systems to manage the change. In design, induction provides support to new teachers who do not know where or how to access the resources for support. Within the literature, common components of induction include an orientation period, establishing healthy routines and procedures, holding regular meetings, getting to know the school and community, and proving a mentor. In the following subsections, I review the research on each of these components.

Orientation

A common claim across the literature is that strong induction programs include an orientation period. A time before the school year starts to focus on the specific and unique needs and questions of new and beginning teachers. The orientation period could be used to review

policy, to support teachers in establishing their classroom space, and to provide them instructional and operational resources such as pacing guides, scope and sequence documents, and staff handbooks that can be referenced throughout the year (Mandel, 2006; Millinger, 2004; Wong, 2002, 2004). This orientation period can provide the time, space, and information needed for new and beginning teachers to have strong start to the school year. Mandel (2006) encourages induction programs to address six questions that every new teacher needs answered. Questions that are unique to the specific school or district setting and are likely not addressed in traditional teacher preparation programs.

While sharing certain information is necessary and it is important that new and beginning teachers understand the expectations of them, both instructionally and organizationally, it is equally as important for induction designers and facilitators to remember that new and beginning teachers can become overwhelmed and may not be able to focus on such information. Mandel (2006) asserts that "New teachers are not thinking about raising scores on the standardized test in May; they are more concerned about getting through fifth period tomorrow" (p. 66). New teachers often function in what Mandel (2006) describes as survival mode, in which he claims new and beginning teachers need support in the topics specific and most pressing to them, much of which veteran teachers have forgotten as being important and pressing. This should be taken into consideration during the orientation period and include a balance between required information sessions, time spent within the classroom, and time spent on topics that seem most critical as defined by the new and beginning teacher. Induction programs should revisit this information when needed most by the new and beginning teacher (Mandel, 2006). Veteran teachers are more prepared and effective in the face of change and stress, and because of experience may not view such situations throughout the year as overwhelming as their new and

beginning colleagues may. In contrast, new and beginning teachers cannot afford to allow their stress and lack of knowledge to affect their work. A strong starting orientation to the school year can help new and beginning teachers establish a confident mindset and healthy routines in which to face the challenges, changes, and expectations that may arise during the rest of the school year.

Healthy Routines and Procedures

Encouraging and supporting effective procedures and healthy routines can be strong induction strategy to address the feelings of being overwhelmed. New and beginning teachers often enter survival mode during their first year; only being able to focus on what they will face tomorrow (Mandel, 2006). As new and beginning teachers adjust to the reality and stress of teaching and leading in their new classroom, Millinger (2004) highlights the importance of focusing on daily procedures and healthy routines. Teachers need support in developing procedures and routines or they may not be able to overcome the stress that comes with being a new and beginning teacher (Killeavy, 2006). Established routines and procedures can provide an acceptable response and serve as a go-to resource for teachers when they perceive stress as increasingly overwhelming. Mandel (2006) shares that because new and beginning teachers are often only able to focus on short-term needs and surviving just to the next class period, they are prone to overwork themselves and to fall short on meeting more overarching expectations. Established procedures and routines can support new and beginning teachers to meet such expectations and deadlines in the midst of being overwhelmed and overworked. Relevant to this study is the importance of establishing and communicating clear routines and procedures with nontraditional staff, particularly international staff, who may have previous teaching experience but not within the same context as their new school.

Regular Meetings

Staring the school year with a solid orientation period that focuses on creating effective procedures and healthy routines is essential to a strong induction program; however, these components alone do not shield a new and beginning teacher from experiencing stress nor does it ensure that the teacher is growing within the profession. As previously stated, information provided to new and beginning teachers should be revisited when it is most needed and most relevant (Mandel, 2006). Regular meetings help teachers stay ahead of deadlines, needs, and can support new and beginning teachers from feeling isolated (Mandel, 2006; Millinger, 2004).

Regular meetings are essential in sustaining an induction program that extends past the orientation phase. Regular meetings should consider the unique needs of new and beginning teachers, otherwise such meetings risk being counterproductive and considered by the teacher a waste of time (Millinger, 2004). Similar to Mandel (2006) and Millinger (2004), Billingsley et al. (2004) further cosigns the need for induction support to be "flexible, focused within the context in which the new staff member is operating, and timely" (p. 345). Teacher education programs focus on pedagogy, instructional planning, and teacher expectations (Howe, 2006; Mandel, 2006). New and beginning teachers often need additional support with expectations beyond what they learn during such teacher preparation programs. Expectations and tasks such as grading, effective communication with families, and equitable practices (Millinger, 2004). Regular meetings that focus on the unique and timely needs of teachers are effective and worthwhile. Additionally, it is worth noting that Millinger (2004) shares with us that even if those meetings include valuable resources, if the meeting and resources do not align with and address the current needs of the new and beginning teacher, the teacher may perceive the meeting and resources as a waste of time (p. 67). The literature is clear that intentional, timely, and focused regular meetings

are a component that induction programs should include to support new and beginning teachers after the initial orientation phase. However, it is important to consider timely and focused meetings as they align to how nontraditional staff perceive the expectations and environment of their new school, a school that may look drastically different from in their previous teaching experience.

Getting to Know the School and Community

Across the literature, researchers speak to the possibility of new and beginning teachers feeling isolated. Practitioners should be mindful that the increased stress and feelings of isolation in which new and beginning teacher experience could have an impact on retention and the likelihood of new and beginning staff leaving (Millinger, 2004). To address such concerns, an integral part of an induction program is purposefully to help new and beginning staff get to know the school, their colleagues, and the community in which they serve. Illustrated further in a study on new teachers, in which the data revealed that teachers, who felt a connection with colleagues who were supportive, present, and listened, often decided to continue teaching at their new school (Billingsley et al., 2004). The research supports the placing attention on ensuring new and beginning teachers feel connected and supported.

Positive working conditions contribute positively to job satisfaction and help create a school culture in which staff feel comfortable and safe to connected to each other (Billingsley, 2004; Billingsley et al., 2004). Wong (2002) claims that “Teachers thrive when they feel connected to their schools and colleagues” (p. 52). Induction programs should include a variety of opportunities for new and beginning teachers to connect with their colleagues, the community, and the overall vision and mission of the school (Howe, 2006; Wong, 2002, 2004). Some literature speaks to specific activities in which induction programs can facilitate exposing new

and beginning teachers to their community. Specifically, Wong (2002) provides examples of such activities like community bus tours in which new and beginning teachers get to see where their scholars and families live. For the purpose of this study, we want to explore the potential for new and beginning teachers to move beyond just seeing where their students live as an exposition activity, but rather to have them understand how community identity shows up in the classroom and the equitable instructional practices available to address those unique identities. Connecting what is known about the outside community, both historically and currently, to equitable classroom practices is noticeably absent in the literature as it applies to the common components of induction programs.

Providing a Mentor

A consistent and common component of teacher induction programs is the use of mentors for new and beginning teachers. Researchers agree that a strong mentor program is a cornerstone to a successful induction process (Billingsley et al., 2004; Howe, 2006; Killeavy, 2006; Mandel, 2006; Millinger, 2004). A mentor is a colleague who is still engaged in the same work as the new and beginning teacher and personally understands the expectations and requirements of the position. Guidance and support from a compassionate and understanding colleague can further assist new and beginning teachers as they establish routines and procedures, attend monthly meetings, and get to know the community in which they serve. Mentors should serve as a model in the ways in which they address needs and requirements of the teaching profession (Mandel, 2006). Given relational trust between the mentor and mentee, mentors are in a position to provide support, to a new and beginning teacher, when they may not feel comfortable seeking such support from a supervisor, like a school principal. With the presence of relational trust, the use of mentors may be one of the most critical components of an induction program (Millinger,

2004; Wong, 2002, 2004). The use and impact of mentors for new and beginning teachers is present among researchers.

The literature is consistent in its claim that intentional induction programs are essential in supporting new and beginning teachers. (Billingsley et al., 2004; Conway, 2006; Howe, 2006; Killeavy, 2006; Mandel, 2006; Millinger, 2004). Consistently, the following induction components are considered essential and important: establishing a clearly defined orientation phase, reinforcing the use of well-established routines and procedures, holding regular meetings that address the unique and timely needs of new staff, providing opportunities to get to know the community, and providing new and beginning teachers with a mentor. It seems like the literature does dive deeply into the components of strong induction programs, but does not discuss the specific structures within regular meetings for mentors and new and beginning teachers to explore and understand themselves and the community. A review of existing literature showed that specific protocols and methods were not as often included. In the next section, I discuss further what the research says about how the role of a mentor and that of the principal, specifically within teacher induction, can contribute to a welcoming and supportive environment and to improve instructional practices within the classroom ultimately affecting student achievement (Howe, 2006; Killeavy, 2006). While each component of any induction program is important, for the purposes of this study we will focus on how human capital, such as principals and mentors, can influence the instructional practices among new and beginning teachers.

Role of a Mentor

As previously stated, it is clear across the literature that a strong mentor program is a key component to a successful induction process (Billingsley et al., 2004; Howe, 2006; Killeavy, 2006; Mandel, 2006; Millinger, 2004). A mentor is a seasoned colleague who understands the

requirements and pressures of the teaching profession and of the specific school-based expectations asked of them. This first-hand understanding allows mentors to support empathically new and beginning teacher. Support from a concerned and understanding colleague helps new and beginning teachers to manage successfully their first year (Mandel, 2006). Mentors model ways in which new and beginning staff can navigate the requirements of all teachers (Mandel, 2006). The mentors may be one of the most critical components of an induction program (Millinger, 2004; Wong, 2002, 2004). Throughout the literature, a strong mentor program is included as an essential element of the teacher induction process.

Successful induction programs provide clear expectations and intentionally defined roles for both the mentor and mentee. Clearly articulated roles allow the relationship between mentor and mentee to be mutually beneficial (Millinger, 2004). The roles of a mentor are twofold: provide encouragement and support to the mentee and offer practical advice as it relates to the requirements of the job, including instructional practices. The mentor's support should focus on ways to help new staff feel less isolated, a feeling that can be present for many throughout their time as a new and beginning teacher. In the next two subsections, I look at how the role of mentor can support in welcoming a new and beginning teacher and help new staff improve instructional practices within the classroom.

Welcoming New Staff

Wong (2004) reminds us that teachers thrive when they feel connected to their colleagues (p. 52). Induction programs should be mindful of the feeling of isolation that is often present among new and beginning staff, and should actively work to avoid that possibility by creating a welcoming and supportive environment. Staff who feel supported report higher levels of job satisfaction and are more likely to remain at a school for a longer period of time (Billingsley,

2004; Billingsley et al., 2004). Mentor support specifically can contribute to the establishment and maintenance of such an environment and to how satisfied a mentee may feel.

If they are to feel welcomed, whether they are beginning teachers or veteran teachers who have transitioned to a different job site, new staff need support to adjust to new expectations. This is true for both beginning teachers and for those staff with previous teaching experience. This is particularly relevant to the study as Clark Hill Academy employs an increasing number of international staff, who have teaching experience in their home countries but are new to the expectations of the American education system and to the specifics of our district, school, and community. Billingsley (2004) claims that this support is critical to success regardless of how prepared an educator may be. Support of another staff member, with knowledge of the specific routines, procedures, and expectations of a new place is a critical need for new staff to feel welcomed and equipped to be successful in their new environment.

Building Relationships

Buddies, or mentor assignments, is a common component of traditional induction programs (Arnold-Rodgers et al., 2008; Wong et al., 2005). While partnering new and beginning teachers with a veteran member of the school staff is an essential component to induction and to creating a welcoming environment, it should be noted that just assigning a mentor is not enough to be defined as support (Wong, 2002). There must be an element of shared relational trust and a mutual desire to invest time and actively engage in the relationship between both the mentor and mentee. In the absences of this shared interest, the mentor support is likely to be less effective. Providing the right mentor gives new and beginning teachers direct access to strong professional development (Arnold-Rodgers et al., 2008; Howe, 2006). To ensure that the mentor relationship is set up for success, new and beginning teachers should be partnered with a teacher who will

likely face similar experiences and expectations throughout the school year, whether that be by grade level, academic department, or shared students.

The relationship between mentee and mentor teachers is essential. Active mentor teachers focus on building relationships with their colleagues (Billingsley et al., 2004; Conway, 2006; Howe, 2006; Killeavy, 2006; Mandel, 2006; Millinger, 2004). The relationship that mentors create with their mentees is a critical component in meeting the psychological needs of a new and beginning teacher. This relationship creates a safe and welcoming environment in which the new and beginning teacher can feel comfortable to be vulnerable and to receive support. The environment and corresponding relationship and can prevent new and beginning teachers from feeling isolated and alone.

In a study involving more than 1,100 participants, focused on the working conditions and induction support for new teachers, a positive relationship between a new teacher and the correct active mentor was reported to have a strong impact on how new teachers adjust to their school and feel welcome in their new environment (Billingsley et al., 2004). A positive working environment and the right mentor increase a teacher's commitment to their new school (Arnold-Rodgers et al., 2008). The results of the study further supported that a positive and supportive relationship with a mentor can directly influence the ways in which new and beginning teachers feel connected to and committed to their school environment.

Improving Instruction

Effective teacher induction programs not only leverage the role of the mentor to create a welcoming environment, but also includes strong support to improve instructional practices (Arnold-Rodgers et al., 2008; Billingsley et al., 2004; Killeavy, 2006; Wong et al., 2005). Researchers identify the presence of a mentor and shared team planning, along with observations

of a veteran teacher, as ways in which the induction programs can support instructional improvement for new and beginning teachers.

Mentors provide more than emotional and logistical support to new and beginning teachers. They should also provide instructional and academic support. The intentional focus on improving instructional practices has the potential to have a positive impact on the mentee, the students with whom the mentee serves, and the mentor. Moir (2009) tells us that mentors have the ability to not only impact the professional learning of the mentee with whom they support but also to affect the student learning within the classrooms those new and beginning teachers lead. Moir (2009) claims that "By working together, principals and mentors can create environments where teacher learning is supported and students benefit" (p. 17). The act of providing mentor support creates the opportunity for both the mentee and mentor to experience professional growth (Killeavy, 2006; Millinger, 2004). The literature suggest that the mentor and mentee relationship creates the opportunity for the mentor's expertise and support to impact teachers and students.

The professional learning that can follow for newly qualified teachers (NQTs) and their mentors, who have the opportunity to study their professional experience in the context of a supportive relationship, generates an experiential knowledge base that can transform practice (Killeavy, 2006). The role of mentor has the unique potential to positively impact new and beginning staff, students, and the mentor themselves.

Educational systems across the globe recognize the role of a mentor as an effective and critical component to strong induction programs. Howe (2006) compares exemplary teaching practices from around the world claiming, "the most effective induction programs use expert mentors and intensive in-service training" (p. 294). As stated previously, the relationship

between mentor and mentee offers the unique opportunity for collaboration and shared learning between the novice and veteran educator. This shared experience can be in the form of collaborative discussions and team meetings, shared observations of one another, and providing two-way feedback between mentee and mentor. Millinger (2004) provides an example of having a mentor ask a mentee to observe their instruction with the intentional focus of keeping a count of how often students participate (p. 68). Observing each other provides data and feedback to engage in conversation and improve instruction for all stakeholders involved.

Facilitating Team Instruction

Incorporating consistent team planning to support new and beginning teachers in another way in which induction programs can improve instructional practices (Arnold-Rodgers et al., 2008; Killeavy, 2006; Millinger, 2004; Wong et al., 2005). In a later section in this chapter, I discuss what the literature says about effective adult learning theory. Research suggest that teaming is one strategy to support the professional learning among adults and entire systems (Drago-Severson, 2009). Team participation and planning can be an effective way in which new and beginning teachers grow in the instructional skills and knowledge needed to increase student achievement.

For team planning to be effective, new and beginning teachers should be provided protected and common planning time to focus strategically on ways in which they can improve instructional practices (Arnold-Rodgers et al., 2008; Killeavy, 2006). Teachers respond positively when asked about team lesson planning (Billingsley et al., 2004). In conjunction with the support from a mentor, team planning is important because it provides new and beginning teachers protected time and a safe environment in which to adjust to the expectations of the school, school leader, and to use provided core resources effectively. Planning together with

other educators allows new and beginning staff to experience lesson plan development through a number of professional interpretations. This includes learning how to prioritize activities and assessments to best meet the perimeters of the instructional block (Kelley, 2004). Kelley (2004) goes on to claim "By receiving the attention and guidance that is so important to novice teacher growth, these teachers improve in their instructional practices and are more likely to stay in the profession" (p. 447). Further cultivating the safe, welcoming environment and adding to the relationship between mentee and mentor, having dedicated time in which to plan with a colleague or mentor increases the opportunity for collaboration and reflection without fear of repercussions. The frequency of consistent, collaborative professional conversation benefits both the mentor and mentee (Killeavy, 2006). Collaborative and dedicated time in which new and beginning teachers receive support and instructional guidance is a way in which induction programs can improve instructional practices among novice teachers.

Peer Observations

In addition to the morale and collaborative support a mentor can provide new and beginning teachers, mentors can also provide the opportunity for mentees to view experienced and effective teaching practices. This opportunity to increase instructional knowledge through peer-to-peer observation can be essential to an induction program. Earlier in this section, I shared what the literature claims about the benefits of an orientation period to new and beginning teachers. As part of a strong induction program, an orientation period can help new and beginning teachers intentionally prepare for the start of the school year. When paired with the support of a mentor, an orientation period can provide specific insight about the beginning of the year tasks, routines, and procedures. However, an orientation period typically does not provide new and beginning teachers support beyond the first few weeks of school. As mentioned earlier

in this chapter, routine and timely meetings throughout the school year are essential in supporting new and beginning teachers; this includes providing opportunities for mentors and mentees to observe and learn from one another. Such opportunities, with an experienced mentor, within the school setting, helps ensure that new and beginning teachers are growing within the profession. As previously stated, new and beginning teachers are provided these opportunities beyond the initial orientation phase and should be offered when the support is most needed and most relevant (Mandel, 2006). The opportunity to receive ongoing feedback on instructional and classroom practices can be meaningful and beneficial for new and beginning teachers throughout the duration of the induction process.

Structures should be in place, within an induction program, for mentors and mentees to observe each other. Observing veteran teachers, in real time, can provide new and beginning teachers a chance to view effective instructional practices and management strategies, and then reflect and ask questions, within a space where they feel safe and with a trusted colleague. When partnered with the right mentor to observe, such peer-to-peer observations can allow a new and beginning teacher to see instructional practices implemented in a similar context and similar classroom as theirs. Howe (2006) claims that opportunities to observer a veteran or mentor teacher can provide a mentee with a structured environment in which to receive guidance and ultimately improve the quality of their instructional classroom practices. Guidance and knowledge acquired beyond what is often offered in traditional preparation programs. Howe (2006) states that “While some knowledge can best be acquired through preservice university preparation, much of what teachers need to know can only be learned through practice” (p. 292). The opportunity to both receive feedback and to view exemplar teaching practiced has the potential to improve instructional practices for new and beginning teachers.

A mentor provides morale and emotional support, guidance through the initial orientation phase, and instructional improvement support through regular and common team meetings and peer observation opportunities. The support, guidance, and direction that a mentor can provide to a new and beginning teacher is a critical component of an effective induction program. In many induction programs, the mentor role has the most direct interactions and impact on a new and beginning teacher, as compared to the role of the principals. In some LEAs, the mentor is assigned from the district level and the school-level administrator may not be directly involved in the mentoring and other components of the induction program. For the purpose of this study, I considered the role the principal plays in induction. At Clark Hill Academy, the principal makes the mentor assignments for new and beginning teachers. Furthermore, even in settings in which the principal may not have a direct role within an induction program, the principal does have a significant role in establishing the environment that will allow both mentor and mentee to feel welcomed and safe to succeed. The literature seemed to support the importance of the mentor relationship and valuing the knowledge and expertise that the mentor possesses; what was not evident in the literature were the ways in which the strengths of the new and beginning teacher might contribute to the induction process. In the next section, I review what the literature says about how a principal influences teacher induction through cultural and instructional support.

Role of the Principal

Whereas the mentor focuses on establishing a more intimate relationship with their mentee, the principal is responsible for creating an environment in which those professional relationships can flourish. The role of the principal is not void of having to establish relational trust and meaningful relationships, in fact the relationship between principal and teacher in a key lever in teacher satisfaction, wellbeing, and retention. Wong (2004) states, “Successful teachers,

especially in hard-to-staff schools, must have strong leaders. Good teachers do not choose to remain at schools where principals perform poorly" (p. 55). However, the role goes further to include supporting the growth and development of all teachers and improving academic outcomes for students. The principal acts as the instructional leader. Responsibilities of the principal as an instructional leader include, but are not limited to, providing instructional leadership, guiding professional development, and setting a vision and mission that influences the overall school environment and academic achievement.

The principal has a substantial and direct impact on the culture of the school and their staff's willingness to engage within that environment. To support both veteran and new and beginning staff, a principal must be clear on the vision, mission, and purpose of the school and the role that the school leader plays to support and sustain that environment. The principal plays a significant role in the induction process and in supporting new and beginning staff. Specifically, the principal's responsibilities contribute greatly to establishing an environment from which all staff can grow professionally, collaborate, and be successful. This includes creating and maintaining an environment that allows new and beginning staff to feel welcomed, safe, and encouraged to learn and grow within the profession. In this section, I discuss the role of the principal in the teacher induction process, focusing on supporting new and beginning teachers to learn and grow within the profession through professional development and collaborative opportunities.

Professional Development

As the instructional leader, the principal is responsible for providing staff with opportunities to develop their craft and professional knowledge. Additionally, the principal should align professional learning with the vision, mission and purpose of the school, and to the

unique and specific needs of their staff. This is true for the professional development of new and beginning and veteran staff. As such, the principal is responsible for aligning the professional development opportunities associated with the induction program with that of the overall professional learning vision and goals of the whole staff. Killeavy (2006) asserts that, "…it would seem that induction should be conceptualized within the continuum of initial preparation, induction, and continuing professional development" (p. 172). Later in this chapter, I further discuss what the literature says about best adult learning practice, but it is worth noting here that the principal has an opportunity to move beyond the focus on the individual growth of singular teachers to a model that leans into the capacity of the school, as a whole, through strong collaborative communities of learning. The environment the principal creates should foster safe and trusting relationships among staff and encourage all staff to grow in their profession together. This is a key component for a teacher induction program to ensure new and beginning staff feel part of a larger community of learners in which they are safe and supported to learn within their first year of teaching.

Collaborative Opportunities

The principal is responsible for not only ensuring that the professional development offered is aligned with the goals of the school's vision and mission, but is then responsible for designing facilitation that meets the needs of the adult learner. In the next section, I discuss what the research reveals about the facilitation of communities of learning such as teaming, professional learning communities (PLC) and communities of practice (CoP). Each strategy is a form of organized collaboration. Collaboration opportunities are important for all teachers and are key components for successful induction programs. Millinger (2004) supports that new and beginning teachers and veteran teachers can all benefit from opportunities to collaborate. Howe

(2006) goes a step further and suggests that the principal should highlight an environment in which new and beginning teachers, veteran teachers, and school administration are engaged in collaboration and learning together.

The most successful teacher induction programs include opportunities for experts and novices to learn together in a supportive environment promoting time for collaboration, reflection, and a gradual acculturation into the profession of teaching (Howe, 2006). The principal should be familiar with the benefits of the collaborative strategies that support adult learning and should in return prioritize and protect such time and learning.

The literature is clear that induction processes are required to support novice teachers as they navigate the requirements, routines, and procedures expected of teachers. Across the literature, researchers agree that facilitating an orientation period, establishing healthy routines, holding regular meetings, getting to know the school and community, and providing a mentor are common components of an induction program. Furthermore, the research is clear in claiming that the role of the principal and a strongly matched mentor are two essential elements to any induction program as well.

For this study, I looked more deeply at the role of principal as a co-participant, benefiting from the professional learning embedded within an induction process. I considered how together, with new and beginning teachers, the school leader could support uncovering beliefs and values about the community and ourselves. I did not collect data specific to the role of mentor because, for this study, we considered new and beginning teachers, some with whom did not receive a mentor assignment, and to see what a collective idea of induction could look like. In the next section, I review what the literature says about professional learning structures and how such elements can support the ways in which educators facilitate and support the learning process

throughout an induction program. Specifically, I review what we know about adult learning theory, communities of learning, and the role of relational trust within professional learning structures.

Professional Learning Structures

Two key aspects of a teacher induction program are the professional learning structures in which new and beginning teachers engage and the creation of a welcoming environment in which teacher feels safe to develop relational trust among all stakeholders. In some induction models, the local district drives the professional learning programming, and for others the individual school has autonomy over developing and facilitating professional learning for their new and beginning teachers. In this study, I examine the current literature through the lens of professional learning at the school level to support the induction process. I specifically examine professional learning structures in the following three ways: connecting adult learning theory to professional practice, how communities of learning link to adult learning and sustained success, and the role of relational trust within professional learning structures.

Induction programs develop this learning for new and beginning teachers by considering what we know about adult learning theory to facilitate traditional professional learning structures. Induction programs may rely upon the characteristics of learning communities, such as communities of practice (CoP) and professional learning communities (PLC), to increase teachers' curriculum knowledge and skillset to improve student outcomes. Within the traditional professional learning structures, building trust is limited to the teachers and staff within the PLC and not always extended to other stakeholders within the community, such as students, parents, and families. Furthermore, noticeably absent from traditional professional learning structures is a focus on developing equity-based competencies (Guskey, 2003). Traditional teacher induction

programs often have new and beginning teachers focus on classroom management, academic instruction, and overall teacher expectations; however, in this chapter I want to examine the literature to consider how we can move beyond just those traditional attributes to prioritize relational trust and equity-based practices.

Adult Learning Theory

Traditional professional learning has been widely considered one of the most important factors in improving the quality of education within schools across the United States (Desimone, 2011). Professional learning is as an experience designed to improve teachers' knowledge and instructional practice and to increase the learning outcomes of students. As such, Desimone (2011) describes these types of professional learning experiences as ranging from formal and structured daylong in-service seminars, to informal opportunities in which to collaborate with colleagues. Traditional professional learning activities focus on workshops, conferences, or specialized institutes and coursework. Desimone (2011) shares that in addition to these formats, recently professional learning activities have evolved including more discourse and community practices, treating teacher learning as a more interactive experience.

Professional learning opportunities are central to schools' ability to provide strong instructional practices and increase students' academic achievement. Professional learning and growth for teachers is a long-standing expectation of schools. Understanding how adults access and make meaning of such learning is required of leadership when designing professional learning experiences. Professional learning is often a required element of induction programs for beginning and new teachers. Learning experiences for beginning and new teachers often focus on improving classroom management and instructional strategies. There are many aspects to adult learning theory, but for the purposes of this study, I focus on what the literature says as it

pertains to the consideration of teachers' developmental capacity for learning and the constructivist approach to adult learning for new and beginning teachers.

Developmental Capacity

As educators design professional learning experiences for adults, such as those experiences offered within an induction program, the developmental capacity and readiness of the learner should intentionally inform the planning processes. Thinking of how, when, and to what extent an individual is developmentally able to process new information is not a new phenomenon, however, it is most often considered in the developmental psychology of children. Literature and research states that children learn and acquire new skills in distinct developmental phases. The research of Knowles (1980) and Drago-Severson (2009) support the claim of the necessity of understanding the developmental readiness and capacity of adults to support the ways in which adults learn. In this section, I examine what the literature reveals about the conditions in which adults are ready to engage in the learning process.

Just as we consider the known conditions for learning as we plan and execute lessons within child-centered classrooms, the literature suggests we must do the same for adults. Designing learning experiences for adults requires an intentional understanding of how such learners engage with and perceive their experiences and environment. Knowles (1980) defines andragogy as a model of assumptions and a set of conditions for learners, specifically of adult learners. He defines andragogy as the science of adult learners in contrast to pedagogy as the art and science of teaching children. The assumptions that Knowles presents is applicable to both andragogy and pedagogy. For the purpose of this study, I focus on the assumption in which practitioners consider the developmental readiness of the adult learner within an induction program.

There are well-established milestones and benchmarks as a child moves through the learning process. Indicators from which we know that children are ready for the next phase of learning. For example, well accepted is that children can only learn to run once they have first mastered the skill of walking; furthermore, those skills develop within distinct phases and in a specific order. Knowles (1980) describes this as a "readiness to learn" and states that peak readiness results in the most effective "teachable moments" (p. 51). Drago-Severson (2009) describes this phenomenon as developmental capacity (p. 6). Both researchers claim that a readiness to learn or developmental capacity is not exclusive to children, and that it must be an assumed application when considering how adults access learning. Knowles (1980) states that "Adults, too, have their phases of growth and resulting developmental tasks, readiness to learn, and teachable moments" (p. 51). Drago-Severson (2009) asserts, "In fact, adulthood can be a period of significant developmental if a person is provided with developmentally appropriate supports and challenges" (p. 24). Knowing those milestones and indicators of readiness among adult learners is a critical component of designing meaningful professional learning experiences.

The developmental progression and readiness of adult learners may not be at the forefront of traditional professional learning structures for new and beginning teachers. Often the focus of such learning opportunities is improving adult practices for increasing instructional outcomes for students. Drago-Severson (2012) describes this traditional capacity needed to improve student achievement as either organizational or instructional, the school's ability to improve student outcomes or the teacher's ability to provide strong instruction (p. 8). She cites and acknowledges the research that proves the direct link between adult learning and student achievement but goes on to argue the need for a more complex understanding of the practices that support adult development and learning (p. 6). Drago-Severson (2012) further asserts that to meet the

challenges of teaching and learning within the 21st century, an additional capacity is required and that developmental capacity is to support educators as they pursue their own learning and growth. Drago-Severson (2009) states that "Developmental capacity concerns the cognitive, affective, interpersonal, and intrapersonal capacities that enable us to manage better the demands of leadership, teaching, learning and life" (p. 7). A more robust understanding of the readiness and development capacity is essential in designing and considering adult learning opportunities.

The extent to which adults are developmentally ready to access learning is as important to the professional learning of adults as it is to the developmental psychology of children. Practitioners must consider this developmental readiness to create peak teachable moments throughout professional learning structures and professional learning experiences. The literature connects developmental readiness to the experiences learners have had and the ways in which those experiences affect how learners construct and make meaning of the learning. In the next section, I discuss what the literature reveals about constructivism as it is applies to adult learning and growth.

Constructivism

How humans engage with the world around them is influenced by personal experiences; past experiences influence how they make meaning of each new and additional experience. This is true for how adult learners engage with professional learning experiences, such as the new learning imbedded within an induction program. Drawing on past experiences, combined with the current learning experience, allows a learner to construct meaning and understanding as they navigate and explore new information. Discovery learning is when learners construct meaning and understanding of concepts by testing out hypotheses in their heads. Designing learning experiences that allow learners to question both what is known and unknown and to then to

construct meaning creates a learning environment that encourages exploration and motivation. Knowles (1980) argues that at the center of any learning process is the perceived experience of the learner; this is true if we consider the adult learner as the student within the learning process of an induction program. “The critical function of the teacher, therefore, is to create a rich environment from which students can extract learning and then to guide their interactions with it so as to optimize their learning from it” (Knowles, 1980, p. 56). Professional learning design should consider the opportunity for adult learners to construct meaning and understanding of new information.

Personal experiences affect the ways in which educators engage in and interpret professional learning and the learning environment, and it can be different for each individual. Drago-Severson (2012) describes this as developmental diversity and claims that it necessary in supporting the growth and learning of educators. “Caring for and attending to developmental diversity means being mindful of the qualitatively different ways in which we, as adults, make sense of our life experiences” (Drago-Severson, 2012, p. 8). The ways in which past experiences influences the adult learner is personal and as such, professional learning should consider the need and importance for individualization.

Ways in which adults make meaning of their experiences represent their ways of knowing. This influences all the ways in which someone filters, understands, constructs meaning, and uses new information (Drago-Severson, 2009). For educators, ways of knowing influence how they interpret the roles and responsibilities of themselves and others in the professional learning process. Understanding a lens through which educators approach development and growth is imperative in the success of a professional learning structure such as induction programs for new and beginning teachers.

In addition to constructing meaning to increasing skillsets and knowledge, it is imperative that professional learning structures take into consideration the effectiveness of the experience, related to the transfer of knowledge into instructional practices within in the classroom. It is not enough for a professional learning experience to support only the improvement of teachers' curriculum knowledge; it must influence student outcomes. "All school leaders, and especially school principals, must insist that professional development planning focus on two critical questions: How will this help our students? and What evidence will we trust to verify that it does?" (Guskey, 2003, p. 15). It is essential that professional learning experiences include improving teacher capacity and development while equally improving outcomes for the students with whom they teach.

Reviewing what the literature says about adult learning theory and how educators access and respond to professional learning opportunities, practitioners must consider both the developmental readiness and how early learning experiences for new and beginning teachers can impact how they make meaning of their learning, the students within their classrooms, and the community in which they serve. Furthermore, state and district leadership, principals, and new and beginning teachers must consider developmental diversity as an integral component to the adult learning process and to the development of relational trust.

Additionally, as school leaders and educators consider the ways in which adults access learning, practitioners must consider how to promote diversity within professional development opportunities, especially as the learning for teachers has become more community and discourse oriented through the facilitation of communities of practice and professional learning communities. In the next section, I review the literature on collaborative teams as a model of

professional learning: communities of practice (CoP) and professional learning communities (PLCs).

Communities of Learning

The research and literature repeatedly speak to the importance and power in having teachers work collaboratively and to the link collaboration provides between professional development, improved instructional practices, and increase academic outcomes for students (Bryk et al., 2015; Drago-Severson, 2009; Grubb & Tredway, 2010; Lambert, 2003; Wenger & Wenger-Trayner, 2015). The literature may differ in the way in which it prioritizes collaborative learning structures and required team components, but there is a common claim among researchers that a shared and collaborative professional learning experience is effective in improving teaching knowledge, skillset, and student outcomes. "When many more individuals, operating across diverse contexts, are drawn together in a shared learning enterprise, the capacity grows exponentially" (Bryk et al., 2015, p. 143). Lambert (2003) claims that it is vital that practitioners understand the relationship between learning together with colleagues and learning with students inside the classroom (p. 21). Across the literature, it is evident the impact and importance of collaborative professional and shared learning experiences. In this section, I review the literature on collaborative teams as a model of professional learning, communities of practice, and professional learning communities (PLCs).

Teaming

The form of collaboration that presents itself may differ from school to school, but collaboration is rooted in some version of a team. Lambert (2003) argues that, like meetings, teams are essential in school participation. The literature continues to highlight collaboration, community, and the use of teams as a key component to school improvement across domains.

Drago-Severson (2009) claims that the research shows that teams build a capacity for learning and improvement for individuals, schools, and larger systems. The focus on collaborative teams is important as educators consider the learning process among adults and entire systems of adults, including how new and beginning teachers engage with professional learning opportunities.

Drago-Severson (2009) developed a learning-oriented model for school leaders based on Kegan's constructive-developmental theory. The model incorporates four pillars: teaming, providing leadership roles, collegial inquiry, and mentoring. In this study, I focus on the pillar practice of teaming, and the research Drago-Severson and others present around the importance of teams to the learning and growth among educators.

Specific to this study is the consideration of how new and beginning teachers feel welcomed and included in a greater community. Just by the nature of bringing people together in a team, there is the opportunity for new and beginning teachers to feel included, to have a voice, and to build relationships. "Teaming creates the opportunities for group and individual reflection, reduces isolation, engenders innovation, builds capacity and establishes knowledge-based management systems" (Drago-Severson, 2009, p. 73). The team structure provides a context for teachers, whether new or veteran, to convene, to engage in conversation, to brainstorm, and to problem solve together.

Communities of Practice

A specific type of collaborative learning community or team, often used among educators to facilitate adult learning, is Communities of Practice (CoP). Wenger and Wenger-Trayner (2015) define Communities of Practice as "groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly" (p. 1). There are three

defining characteristics of a CoP: a domain of interest, the presence of a community, and shared practice (Wenger & Wenger-Trayner, 2015). These elements separate a CoP from other forms of teams and other communities of learning. The CoP is a community in which its members are all practitioners within in the same fields of study and have a shared commitment to and knowledge of their particular field of study or domain. They interact with one another to learn and grow within the shared profession and domain. Wenger and Wenger-Trayner (2015) points out that a CoPs differs from other such learning teams as the focus is on the learning of the participants. The members are at the center of a CoP.

Professional Learning Communities

Collaborative learning teams among educators are commonplace where educators have access to professional learning. We define such teams as professional learning communities (PLCs) organized by teacher type, grade level, or subject area taught. As part of their induction program, new and beginning teachers often participate in PLCs specifically designed for new staff. Such opportunities allow for individualized support unique to new and beginning teachers, such as classroom management, academic instruction, and overall teacher expectations.

The professional learning community is widely considered among education leaders as one of the most effective learning structures in improving instructional practices and student outcomes (Woodland, 2016, p. 50). One of the most common and reoccurring characteristics of such professional learning communities is the analysis of student data and the focus on continuous learning through collaboration. Hord (2009) describes the PLC as a learning community in which teachers thoughtfully review a variety of data sources to determine points of student success and that of specific student learning needs and then collectively commit to learn

additional instructional practices that are effective in addressing such student needs. Woodland (2016) asserts that:

> That is, in fact, their hallmark; by working together with other professionals with experience in the same subject and/or similar students, teachers use evidence about student performance as the center of structured dialogue to make decisions about how to change their teaching method and to then take actions in the classroom that lead to new heights of achievement for learners (p. 507).

The data analysis and subsequence response is collective, continuous, and focused on the instructional practices of the teacher to improve student success.

Professional learning communities often require the community of learners to agree upon a shared vision and purpose, collective leadership, and mutual respect among its members (Hord, 2009). Members of the PLC must commit not only to analyzing the data, but also to then engage in a process in which all members of the community grow in their practice as a response to the data. Hord (2009) argues that by engaging in a collective learning environment in which the shared purpose is learner centered requires a constructivist approach to both adult and student learning. Hord (2009) goes on to state that "The professional learning community models the self-initiating learner working in concert with peers. This is a constructivist approach" (p. 41). Constructivism is the process by which the learner makes meaning of information based on the learners' individual experiences. By engaging in the meaning making and learning process as a collaborative group, the PLC allows for significant outcomes for teachers and increased achievement for the students they teach (Hord, 2009, p. 42). To optimize learning opportunities and outcomes for both adults and students, the PLC must operate from a shared understanding of its learner-centered purpose.

Empirical data shows that the characteristics of professional learning communities are many and complex. Furthermore, the assumption cannot be that one list can be affirmed as the definitively most effective characteristics of professional development (Guskey, 2003, p. 16). Guskey (2003) conducted an analysis of 13 lists of the characteristics of effective professional development as published by the U.S. Department of Education. The goal of the analysis was to determine whether the list design was in comparable ways, to determine if specific characteristics appeared in all lists, and to verify how the characteristics corresponded to the revised "Standards of Staff Development" from the National Staff Development Council (Guskey, 2003, p. 5). Overall, the analysis revealed that there were not certain characteristics that showed up on all lists. However, the most commonly mentioned characteristic of effective professional development is the improvement of teachers' knowledge of content and pedagogy, but still, no one characteristic appears on all 13 lists (Guskey, 2003). Notably absent from a majority of list was the promotion of diversity, showing up on fewer than three lists. The evidence within in the study supported the common, but not unanimous, expectation that professional development be a key component of a professional learning community, in contrast it revealed little evidence of the need to address diversity within the learning community.

To create an environment in which a community of members have a common purpose and a shared commitment to the learning of everyone in that community requires a level of trust and respect to function effectively (Whitcomb et al., 2009). Whitcomb et al. (2009) assert that, "When in a safe and supportive environment, teachers are more likely to take risks and engage in challenging discussions that push them to deepen understanding and attempt new practices that will reach more learners" (p. 210). Hord (2009) shares six research-based dimensions of PLCs that provide a setting that encourages constructivism; among these imperative factors is creating

an environment supportive of relational conditions that promotes respect, trust, and caring (p. 42). Trust and respect among the members of a professional learning community are essential if teachers are to feel comfortable to challenge and maximize their learning.

Considering the current literature, it is evident that creating an environment of trust and mutual respect among teachers within the professional learning community is a significant factor to the community's success. Practitioners must consider the importance of relational trust in a professional learning structure. In the following section, I review what the present literature says about relational trust and the absences of equity in these discussions.

Relational Trust

School leaders must understand how new and beginning teachers access and make meaning of professional learning. This includes knowing how to apply adult learning theory to such professional learning structures as collaborative teams and professional learning communities. Considering the claim that Drago-Severson (2012) makes around developmental diversity and how learning is rooted in personal experiences, practitioners must consider the relationship between relational trust and both adult learning and professional learning structures. In this section, I review the literature on relational trust and explore how to prioritize equity-based practices.

In an earlier section, I discussed the importance of understanding what Drago-Severson (2012) described as developmental diversity. "Caring for and attending to developmental diversity means being mindful of the qualitatively different ways in which we, as adults, make sense of our life experiences" (Drago-Severson, 2012, p. 7). When creating professional learning opportunities, educational leaders must consider how each individual's past experiences will shape the way in which they engage with and learn from the current learning experience;

however, for learners to authentically engage in this way, the environment needs to be one in which they feel safe and trusted. Drago-Severson (2012) goes on to claim that this environment is considered a "good holding environment," and it is critical in meeting a learner where they are with meaning making and to further support them to grow beyond their current knowledge (p. 12). "In this context, all leaders meet learners where they are, provide challenges for growth and learning, and stay around while the learner is demonstrating a new way of thinking and acting" (Drago-Severson, 2012, p. 13). To create a good holding environment, in which learners can experience past ways of knowing and can then feel supported to grow beyond that point, trust must be present among all stakeholders.

Considering the current literature, trusting relationships are critical in creating supportive learning environments among all learners and is necessary for school improvement. Drago-Severson (2012), posits, "Trusting relationships lead to growth-enhancing cultures of learning and development for all, regardless of age" (p. 13). Trust can be considered a set of ways in which humans interact with one another. In an empirical study, Gray and Summers (2016) that the "research about school effectiveness demonstrated that teacher trust is the most powerful predictor of school effectiveness" (p. 115). Researchers agree that the presence of trust is crucial for professional development and school improvement.

Bryk and Schneider (2004) describe trust in the social exchange as the point in which a person decides whether to engage with another individual in such a way that requires some degree of risk. Specifically considering ways to advance and accelerate school improvement, Bryk and Schneider (2004) identify this particular social exchange as *relational trust* and consider it a key resource for school improvement. To understand how relational trust is a key

component to professional learning and school improvement, we must first understand how it differs from other forms of trust.

Bryk and Schneider (2004) describe two additional forms of trust as organic and contractual. Organic trust is trust given unconditionally in which individuals believe in the rightness of the structures, leadership, and community (Bryk & Schneider, 2004, p. 16). This type of trust requires a set of core beliefs among all community members. Considering the diverse nature of schools and school systems, its members are typically less likely to adhere to organic trust (Bryk & Schneider, 2004, p. 17). There are too many variables in public schooling to assume that all educators will trust the system and its leaders unconditionally. Bryk and Schneider (2004) describe contractual trust as being instrumental, connected to a particular product or outcome as defined by contract agreed upon by all individuals involved. Considering the variably of services, outcomes, and standards within public schooling, it is more difficult for contractual trust to function. “Education is not a single product, good, service to be procured” (Bryk & Schneider, 2004, p. 18). In a school setting, trust is not likely to be unconditional. As previously stated, trust is essential in adult and student development and school improvement, but this type of trust is dependent on shared agreements and outcomes.

Bryk and Schneider (2004) argue that relational trust better represents the unique social exchanges present within modern public schooling. They go on to argue that there are many purposes of schooling and the ways in which we address the diverse aspects of schooling are complex (p. 20). “Trust is a multidimensional and dynamic phenomenon” (Tschannen-Moran, 2014, p. 47). This multifaceted structure of dependency creates heightened vulnerability and a complex series of social exchanges which neither organic nor contractual trust alone can

represent (Bryk & Schneider, 2004, p. 20). The human aspect of school creates layers of trust in which all parties are dependent on the other: students, teachers, principals, families.

Relational trust views the vast and unique social exchanges of schooling as organized around a distinct set of roles and relationship dependent on respect, competence, regard for others, and integrity (Bryk & Schneider, 2004). Tschannen-Moran (2014) describe these facets of trust as benevolence, honesty, openness, reliability, and competence. The ways in which individual school members view trust through any of the aforementioned characteristics influences the way in which they engage with their role, their motivation to contribute to the community, and their belief in the collective community.

"The presence of high relational trust increases the likelihood of broad-based, high-quality implementation of new improvement efforts. In this regard, trustworthiness across the organization helps coordinate meaningful collective action" (Bryk & Schneider, 2004, p. 34). The understanding and existence of relational trust can create the good holding environment in which Drago-Severson (2012) describes. Relational trust can foster an environment that allows all stakeholders to better work collectively to educate diverse sets of students, solve challenging problems, and to exhibit higher levels of effort and achievement (Tschannen-Moran, 2014). Based on the review of relevant literature, we know that educators often engage in professional learning structures, such as Professional Learning Communities, to address such areas as reviewing student data to determine the best instructional practices required to meet student needs and increase student achievement. Bryk and Schneider (2004) tells us that relational trust does not directly affect student learning, but it does directly impact the organizational conditions that make it more conducive to professional learning within the professional community. Strong

relational trust can serve as a catalyst for school improvement through professional and collaborative learning.

Practitioners must consider if relational trust contributes to how new and beginning teachers make meaning of and feel supported in their growth, to the motivation of the learner, and to the commitment and belief in the professional community (Bryk & Schneider, 2004). "Trust can no longer be taken for granted in schools. It must be conscientiously cultivated and sustained…" (Tschannen-Moran, 2014, p. 13). Furthermore, leaders co-developing induction processes should know that a lack of racial and ethnic diversity within a school community could make maintaining trust easier (Bryk & Schneider, 2004). This notation lends itself to having educational leaders consider how to build relational trust among new and beginning teachers who may not identify racially or ethnically as the community in which they serve or as the student with whom they teach.

The professional learning embedded in induction programs often focuses on traditional, mainstream teaching methods. In the next section, I examine the literature on culturally responsive practices and how new and beginning teachers and school leaders shift the professional learning to prioritize culturally responsive practices within an asset-driven and equity-based induction program.

Culturally Responsive Practice

Based on the literature reviewed previously in this chapter, a common agreement is that induction programs should support continued learning and growth within in the profession among new and beginning teachers. This includes, but is not limited to, increasing both teacher effectiveness and student achievement (Billingsley et al., 2004). As such, researchers agree that induction programs may focus on supporting traditional and mainstream teaching methods and

anticipating common new and beginning teacher stressors such as pedagogy, instructional planning, and teacher expectations. Gay (2018) asserts that traditional and mainstream teaching methods develop from White Eurocentric, middle-class norms and values. Specific to this study, approximately 73% of the student population at Clark Hill Academy does not identify as Caucasian, White Eurocentric, or middle class. Furthermore, Clark Hill Academy is a school that employs approximately 17 international staff who do not have experience with nor identify with White Eurocentric norms or values either inside or outside of the classroom. For this study, I reviewed what the literature says about culturally responsive practices within similar communities as Clark Hill Academy, as opposed to traditional, mainstream methods, and how school leadership can support such practices.

I am interested in what the research says about supporting and developing new and beginning teachers to be culturally responsive in their teaching practices through the induction process. Gay (2018) states that "teaching is most effective when ecological factors, such as prior experiences, community settings, cultural backgrounds, and ethnic identities of teachers and students, are included in its implementation" (p. 28). Specifically, in a setting that includes nontraditional and international staff whom may not have the same identify or align with traditional white, middle-class norms and values. In this section, I first look at what the literature says about culturally responsive teaching practices. Beyond that, I explore how culturally responsive leadership can support in the development and implementation of an equity-based, assets-driven teacher induction process focused on relational trust and professional learning.

Teaching Practices

At its core, culturally responsive practice (CRP) believes that all students are capable of high achievement and the students' characteristics and experiences are assets to the learning

process. Researchers agree on a number of aspects that contribute to and result from culturally responsive practices, from the premise that all children are capable of learning at high levels, to recognizing and validating the lived expertise within students themselves (Delpit, 2006; Gay, 2018; Hammond, 2014; Ladson-Billings, 1994, 1995). These core beliefs contribute to culturally responsive teachers' ability to develop the critical thinking skills of their students and encourage them to take a critical view of current power structures (Delpit, 2006), social inequities (Ladson-Billings, 1994, 1995; Muhammad, 2018), and educational practices (Ladson-Billings, 1994, 1995; Paris, 2012). This represents a shift away from traditional, mainstream, White Eurocentric teaching practices.

Research within this field begins with Ladson-Billings. *The Dreamkeepers: Successful Teachers of African American Children* (Ladson-Billings, 1994) based on her ethnographic study of nine Californian teachers. Ladson-Billings developed the original framework for culturally relevant pedagogy based on data collected through teacher interviews, teacher observations, video recording lessons, and collective analysis. According to Ladson-Billings, culturally relevant pedagogy accomplishes three things: it yields academic success for all students, it helps students accept and affirm their cultural identity, and it develops criticality in students that challenge inequities. In addition, Ladson-Billings (1994) identifies three broad propositions of effective teachers.

First, culturally relevant teachers were part of their community and held unwavering positive beliefs about themselves, their students, and their students' ability to learn at high levels. Ladson-Billings (1994) states that culturally relevant teachers viewed their work as an art and a significant way to be a part of and give back to their community. Next, culturally relevant teachers placed great significance on building strong relationships between both the teacher and

students as well as among students. As stated earlier in this chapter, the presence of relational trust is considered by researchers as an essential element within adult leaning theory as well. Third and lastly, Ladson-Billings (1994) identifies that in their belief that all students can learn at high levels, culturally relevant teachers create scaffolds to help students engage in learning and use a variety of assessment to measure student progress and mastery, as opposed to just standardized testing.

As previously stated, numerous researchers built upon Ladson-Billings work, cosign the importance of culturally responsive practices, and further confirm that the core belief that all children are capable of learning at high levels (Gay, 2018; Hammond, 2014; Ladson-Billings, 1994, 1995). Hammond (2014) calls this approach "a serious and powerful tool for accelerating student learning" (p. 3) and Gay (2018) says it "is a means for unleashing the higher learning potentials of ethnically diverse students" (p. 21). The literature is clear that culturally responsive teachers approach their practice with the inherit belief that low-income students and students of color have the ability to learn and that their lived experiences add to the learning experience and must be leveraged and encouraged. This represents a shift from deficit thinking to an asset-driven academic mindset. In the next section, I discuss the leadership practices that support this shift in mindset and how school leaders can develop and support culturally responsive practices among their staff, including new and beginning teachers.

Leadership Practices

As discussed previously in this chapter, the principal plays a significant role in creating a culture and environment in which teachers can be successful and are a significant factor when considering the retention and longevity of staff. Wong (2004) reminds us that successful teachers, especially in hard-to-staff schools, do not choose to remain at schools where principals

perform poorly (p. 55). If teachers are to be successful in implementing culturally responsive teaching practices, then principals must act as culturally responsive school leaders (CRSL). Paris (2012) states that CRSLs understand that culture is as an asset, to be leverage, within the classroom. Again, the literature suggests a shift from deficit thinking to an asset-driven approach. In this section, I first define what it means it means to be a CRSL. Next, I review the research on what we know about how deficit thinking can influence students of color, further supporting the importance of culturally responsive practices among school leaders as they support new and beginning teachers.

The role of the principal permeates every aspect of the school. Earlier in this chapter, I defined the role of the principal as responsible for providing instructional leadership, guiding professional development, and setting a vision and mission that influences the overall school environment and academic achievement. Khalifa (2018) states that similar to how a principal might prioritize instructional leadership, school leaders much lead in establishing and maintaining culturally responsive schools. Khalifa (2018) asserted that teachers are not innately culturally responsive. Paired with what we know about traditional, mainstream teaching practices, school leaders should be aware of this and implement specific strategies if they are to create a culturally responsive school environment. Khalifa (2018) suggest the following strategies in response: hold collaborative walk-through observations, offer culturally responsive professional development, and use and review school data to inform cultural gaps in achievement and discipline. The culturally responsive school leader has to be aware of the current practices and beliefs that contribute to non-culturally responsive schools and work intentionally to respond to such ideologies.

As stated previously, adopting culturally responsive practices represents a shift in mindset from deficit thinking to an asset-driven approach. If teachers are not inherently culturally responsive and traditional practices are centered on White Eurocentric values, then CRSL have to understand the systems in place that may work against them. McKenzie and Scheurich (2004) describes these elements as equity traps. They identify four equity traps that negatively and disproportionally can affect students of color. Among the four is having a deficit view. The other three are racial erasure, avoidance and employment gaze, and paralogical beliefs. For the purpose of this study, I focused on deficit thinking, and how CRSLs must fight against the deficit mindset to create the shift needed to support a culturally responsive school, specifically as schools onboard new and beginning teachers.

Just as lived experiences can influence the transfer of knowledge for adult learners and is an asset within culturally responsive practices, environment and experiences can influence one's beliefs and biases, and this includes experiences that shape the way educators think about students. When assumptions prevent educators from believing that students of color can learn at the same level as white students, they are falling into what McKenzie and Scheurich (2004) define as an equity trap. A deficit view may represent itself in teachers attributing poor performance of their students of color to "cultural inadequacies, lack of motivation, poor behavior, or failed families and communities" (McKenzie & Scheurich, 2004, p. 608). Such thoughts and beliefs keep teachers from being able to implement fully culturally responsive practices. If school leaders know CRP is rooted in the belief that all students are capable of high achievement and their lived experiences are indeed assets, then they have to work intentionally against the deficit mindset that believes otherwise. One of the first steps to combat this is reflection on the origin of such biases and beliefs. CRSL can support staff through such

reflection to uncover the beliefs, biases, and assumptions that create barriers to culturally responsive practices. This is true as school leaders aim to create an asset-driven equity-based induction program with new and beginning teachers.

Despite the extensive research representing numerous researchers who have thoroughly documented the impact of culturally responsive teaching, CRP did not show up in the research as a core or common component of the induction process. Furthermore, the research suggests that such practices represent a change for schools in general. It is a challenge for teachers to begin implementing culturally responsive teaching practices in their classrooms (Neri et al., 2019). As a result, it may not be possible for mentors to support or implement such learning among their new and beginning teacher mentees. One reason for this difficulty is the confusion and lack of understanding many teachers have about culturally responsive teaching and its efficacy (Hammond, 2014; Neri et al., 2019). Practitioners co-developing an equity-based, assets-centered induction process should consider how CRP contributes to such a mindset and how it will be developed and supported among all teachers.

Conclusion

The purpose of the participatory action research (PAR) study was to co-develop and implement an asset-driven, equity-based teacher induction process for new and beginning teachers. This chapter focused on three key areas of literature: induction programming, professional learning structures, and culturally responsive practices. The chapter provided a foundational understanding of the key components of effective induction programming, paired with adult learning theory to link those elements to the embedded professional learning structures within induction programming. Finally, the literature provided an in-depth understanding of how both teachers and school leaders engage in culturally responsive practices.

The literature specifically called forward the importance of understanding the equity traps that exist, and how those traps affect mindsets of both veteran and new and beginning staff. I speculate that the work needed to initiate the shift from traditional, mainstream practice to culturally responses practices is a shift that needs to be support among all staff. In this participatory action research study, I applied these concepts of induction, professional learning structures, and culturally responsive practices to develop and implement an asset-driven, equity-based teacher induction process.

The following chapter provides more detail on how this emerging framework (see Figure 4) addressed the purpose of this research. I explain the methodologies used during this participatory action research study, identify the proposed study activities that took place, and identify the study participants.

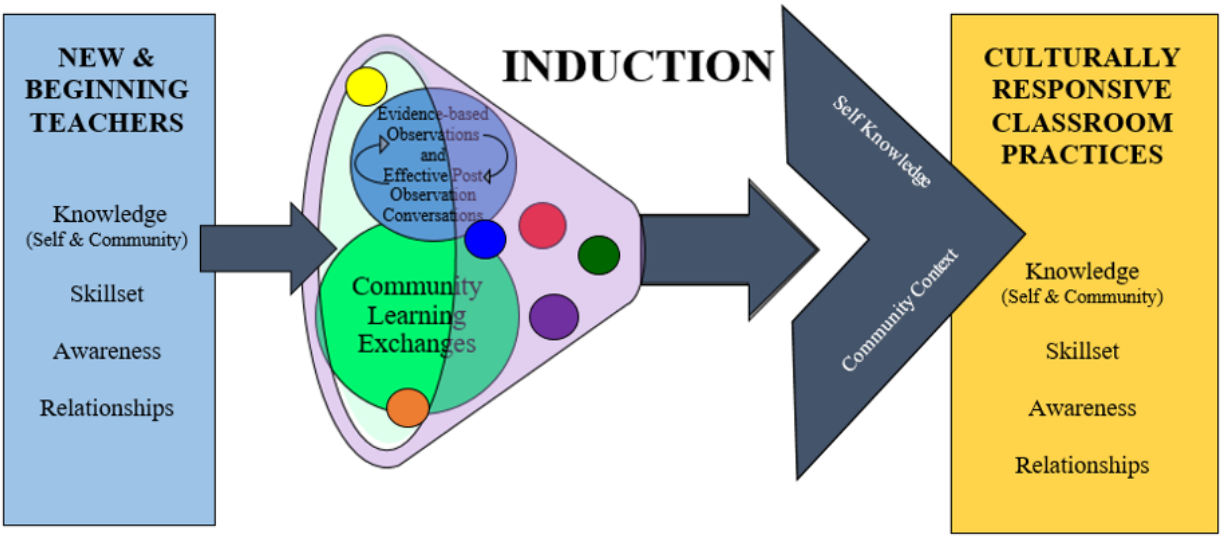

Figure 4. Emerging conceptual framework.

CHAPTER 3: RESEARCH DESIGN

The purpose of the participatory action research (PAR) study was to co-develop and implement an asset-driven, equity-based teacher induction process for new and beginning teachers. I invited five educators from Clark Hill Academy to participate in the study with me. In this study, we focused on cultivating self-awareness and community context in designing professional learning so that novice teachers have the ability to use equitable and culturally responsive practices in the classroom.

As a rural school serving a historically marginalized community, Clark Hill Academy faced the recurring challenge of recruiting, onboarding, and supporting new teachers. Furthermore, as a school with a significant number of international staff from Spanish-speaking countries, CHA had the challenge of supporting new staff not familiar with our community, culture, or history. The induction process at both the school and district level did not give attention nor depth to understanding community narratives or building relationships among students and families of color.

I define a new and beginning teacher as:

- a traditional beginning teacher entering the profession for the first time directly from a traditional teacher preparation program;
- a beginning teacher entering the profession without having completed a traditional teacher preparation program; or
- a teacher new to the building with prior experience teaching in a previous setting.

For the purpose of this study, a group of educators and I worked together to explore the induction protocols and activities specific to our new and beginning teachers, develop an initial

understanding of the induction programs assets, specifically define the assets and challenges related to the focus of practice, and decide how to address the focus of practice.

In this chapter, I review the methodological approach to the study, including an outline of the action research cycle and the research questions. Then I review the data collection and analysis. I close the chapter by discussing the potential limitations of the research study.

Qualitative Research Process

Qualitative research is an approach to research that seeks to explore and understand the meaning people attribute to a social problem. The qualitative research process involves questions and procedures, data collected in the participant's setting, data analysis centering around general themes, and the researcher making meaning from the data (Creswell & Creswell, 2018). This study was a participatory action research qualitative study. The field of education is inherently social and embedded in society. The participatory action research (PAR) design is best suited for the study and helped me answer my research questions. In the next section, I outline PAR, how it is rooted in improvement science, and share the methodologies used. I also outline the research questions, action research cycles, and context.

Participatory Action Research

The purpose of this study was to consider the following question: *To what extent can an equity-based, assets-driven teacher induction process cultivate knowledge of self, context, and professional practice?*

At the core of this question is how educators work collaboratively to achieve the induction process described to promote equitable classroom and school-wide practices. Thus, addressing this research question required participatory action research. This included collaboration with the researcher to examine a needed change within the school community.

I selected participatory action research for the study to allow all participants and the school community to examine systematically our practices of promoting equitable practices among our new and beginning teachers through the induction process. Herr and Anderson (2014) describe this as a process by which participants systematically and carefully examine and address a problem of practice within their context and community. I collaborated with a team in this way: acting as co-practitioners, to conduct PAR cycles of research, to collect and analyze data, and to inform and encourage social change and practice among our new and beginning teachers. This group of individuals, including myself, acted as a co-practitioner research (CPR) team. A CPR is defined as a collaborative team that offers guidance, co-analyzes evidence, co-plans, co-facilitates the CLEs, and provides leverage across the school.

Activist PAR

hunter et al. (2013) claim that activist participatory action research can promote and support needed social change and power shifts within an organization or community. Evidence collected within a PAR study is often qualitative, iterative, and generative. PAR methodology incites inquiry and is conducted with people in a community, but not to or on them (Cohen et al., 2018). Activist PAR requires collaborative research to address a needed change identified within a community by the community. For this PAR study, I worked with members of our school community to identify assets and challenges and then implement change with our new and beginning teachers. This took place throughout each of the PAR cycles using the improvement science process, CPR meetings, and community learning exchanges to gather and analyze data about the specific assets and challenges of the study.

Improvement Science

This study was rooted in both the PAR process and the improvement science cycle (Bryk et al., 2015). The improvement science process focuses on a four-step cycle of Plan, Do, Study, Act (PDSA) executed in collaboration with a network improvement community (NIC). For the purposes of this study, the CPR group served as the specific NIC. Figure 5 outlines the critical components of a PDSA cycle. In Chapter 1, I used a modified version of Bryk et al. (2015) fishbone figure to outline both the assets and challenges associated with the FoP for this study. Throughout each phase of the PDSA cycle, we considered the assets and challenges addressing the current induction process. For this PAR study, I used a co-practitioner research team to work collaboratively through multiple rounds of the PDSA cycle to examine assets, challenges and encourage social change and practice among our new and beginning teachers.

Community Learning Exchange

As a part of the PAR study, I used the community learning exchange (CLE) axioms and practices as a methodology to gather and analyze data throughout each of the improvement science cycles. The CLE methodology aligned with the principles and purpose of a PAR study. It allowed a structured and systematic way to involve the community and those closest to the problem. Guajardo et al. (2016) developed five axioms that guide each CLE:

1. Learning and leadership are dynamic social processes.
2. Conversations are critical and central pedagogical process.
3. The people closest to the issues are best situated to discover answers to local concerns.
4. Crossing boundaries enriches the development and educational process.
5. Hope and change are built on assets and dreams of locals and their communities.

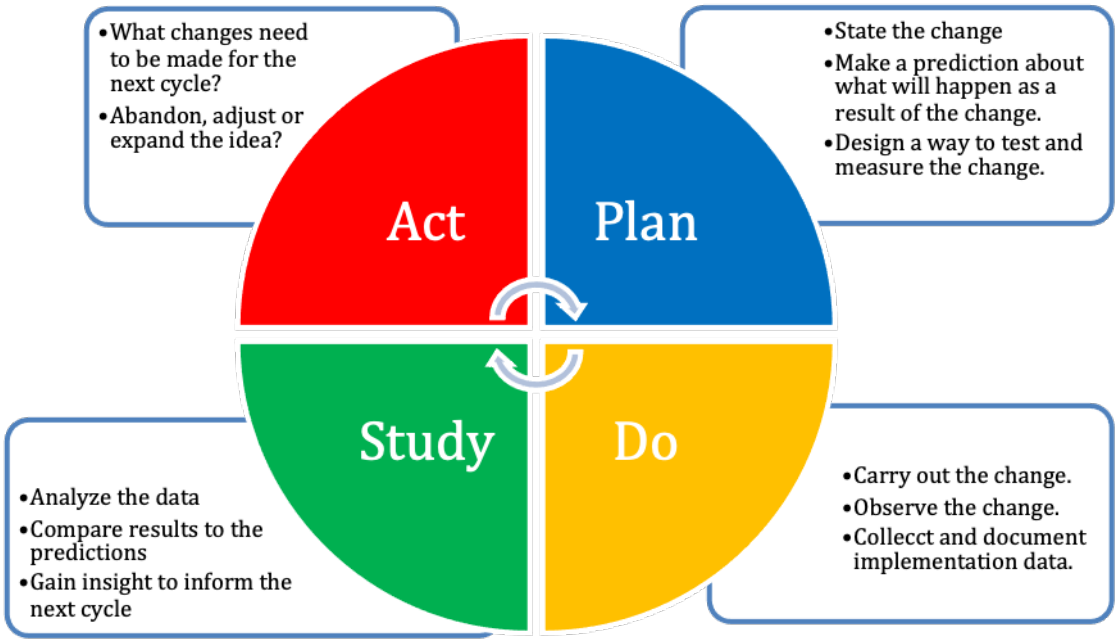

Figure 5. Plan Do Study Act (PDSA) cycle of inquiry.

Throughout this PAR study, together with the CPR group, we specially focused on axioms No. 3 and No. 5 as we discussed the barriers and assets and considered solutions as we worked to co-create an equity-based teacher induction process that cultivates knowledge of self, context, and professional practice.

Role of Praxis

Reflection is an element essential to any PAR study throughout the cycles of the improvement science process. The improvement science process requires that reflection take place before any action. During the study phase of the cycle, participants and researchers alike reflected on the data collected, considered its relationship to the original predictions, and reflected on how this new learning informed the next action step. The PDSA model requires this repetitive interactive cycle. Participants must reflect on the results of the previous PDSA phases, and reflect upon and consider any biases that may influence the study within any step of the PAR study (Bryk et al., 2015). Praxis is the combination of reflection and action, or the reflection leading to action (Freire, 1970, p. 86). Considering the intent of the study was to determine how to co-create an equity-based induction program, Freire's (1970) claims that praxis, this combination of reflection and action, must be present when seeking to engage in social change associated with oppression and the shift of power is even more relevant.

Throughout the study, I used elements of reflection. During meetings with the CPR group, members reflected on their individual experiences and reflected collaboratively on the data collecting throughout each PAR cycle and PDSA phase. CLEs acted as a structured environment in which those closest to work of the induction process provided feedback and reflection. During CPR meetings and CLEs, I collected artifacts in the form of meeting minutes and informal participant interviews. Finally, as a member of the CPR group myself, I used

reflective memos to reflect upon my leadership, specifically considering how it needed to evolve and change during each PAR cycle. The reflective memos served as a tool I could use during the study phase of the PDSA cycle to include my leadership actions in subsequent phases and cycles of the study.

Research Questions

The primary question driving this PAR study was: *To what extent can an equity-based, assets-driven teacher induction process cultivate knowledge of self, context, and professional practice?* (see Table 2). To gather and analyze data to respond to the research question, I conducted PAR activities aligned with the research questions and used varied artifacts to gather data from multiple sources. The qualitative processes used to respond to the sub-research questions and inform the study's findings. The sub-research questions included:

- How do principals and new and beginning teachers collaborate to effectively uncover beliefs and values about their teaching and learning?
- To what extent do principals and new and beginning teachers develop awareness and knowledge of the community context?
- To what extent does a school leader’s participation in this induction process contribute to growth and development as an equity-centered school leader?

Action Research Cycles

In this study, I conducted PAR activities that aligned with the research questions. The activities happened over three cycles of inquiry. Table 1 provides an overview and timeline of the activities throughout each PAR cycle. We used the inquiry in action research cycle and included what we know about improvement science within the process. The goals of each phase

Table 1

PAR Improvement Cycles

Research Cycle	Time Period	Activities
PAR Pre-Cycle and Context	August 2021-November 2021	CPR meetings Interviews Reflective Memos
PAR Cycle One	November 2021-April 2022	CPR meetings Reflective Memos
PAR Cycle Two	April 2022-October 2022	CPR meetings CLEs Reflective Memos Member checks

Table 2

Research Questions and Data Sources

To what extent can an equity-based, assets-driven teacher induction process cultivate knowledge of self, context, and professional practice?

Research Question (sub-question)	Data Source (Metrics)	Triangulated With…
How do principals and new and beginning teachers collaborate to effectively uncover beliefs and values about their own teaching and learning?	Interviews CPR artifacts Reflective memos	Member checks
To what extent do principals and new and beginning teachers develop awareness and knowledge of the community context?	CLE artifacts CPR artifacts Reflective memos	Member checks
To what extent does a school leader's participation in this induction process contribute to growth and development as an equity-centered school leader?	Reflective memos Interviews	Member checks

of the process were to engage the CPR participants and team in a cycle of inquiry and improvement to enact a theory of action, data, reflection, and revision for the next phase based on the cycles' key learnings (Bryk et al., 2015). The inquiry in action cycle assumes that the collaborative group collects and analyzes data throughout each cycle to plan and implement the activities in the next cycle, study the next cycle of data, and act again. Thus, the process was cyclical and repetitive, with the resulting data informing the next phase within the inquiry in action cycle.

The study timeline was August to November 2021 (PAR Pre-Cycle and Context), November 2021 to April 2022 (PAR Cycle One), and April 2022 to October 2022 (PAR Cycle Three). During the pre-cycle, we focused on establishing relationships within the CPR group and learning more about the specific context in which our school relates to the research question and focus of practice (FoP).

Context

Founded in 2014, Clark Hill Academy (CHA) is the only K-8 global school in North Carolina. Clark Hill Academy is a Parker County Public Schools school, and admission is open to all children in Parker County. Scholars' admission is on a first-come basis. At the time of this study, Clark Hill served approximately 600 scholars in grades K-8. Over 70% of the scholars that attend the school were from low-income households. CHA served a student body that was 59% African American, 28% white, 10% Hispanic, and 3% who identify as more than one ethnicity.

When founded, Clark Hill began to offer a dual language, Spanish immersion program track. Families could choose between traditional academic programming and Spanish immersion. As of the 2020-2021 school year, Spanish immersion programming offerings were present in kindergarten through seventh grade. Those students participating in the dual-language program

represented 38% of the student body and represented 14 of our 33-homeroom classrooms. International staff with whom Spanish is their first and primary language led those homeroom classrooms.

New and beginning teachers comprised approximately 40% of the staff population at Clark Hill Academy. As a school with an increased number of new and beginning staff unfamiliar with the community narrative, Clark Hill has to support and transition such staff outside of just the traditional expectations of onboarding and induction. New and beginning teachers also included some visiting international staff who are often not included in the traditional induction process, nor are there funds to provide the same type of support. This included not providing funding for dedicated mentorships for international staff.

In the next section, I discuss the participants who represented the CPR group and describe the data collection and data analysis process used throughout this PAR study.

Participants, Data Collection, and Analysis

In the PAR study, I utilized a co-practitioner research group (CPR) to gather and analyze data and to co-develop actions steps using the inquiry process. Participates were selected using purposeful sampling, with the understanding that they could leave the study at any time. I used multiple forms of collecting qualitative data. I collected data "by actually talking directly to people and seeing them behave and act within their context" (Creswell & Creswell, 2018, p. 181). I analyzed these various pieces of data to inform our inquiry of the FoP and answer the research questions. I analyzed these evidence sources to inform the induction process for new and beginning teachers and further support how we facilitate equitable, culturally responsive practice within their classrooms.

Participants

The participants included new and beginning teachers from non-traditional education preparation backgrounds and international backgrounds, a mentor teacher, and administration. The participants were committed to improving the induction process for new and beginning teachers at Clark Hill Academy. Participants were involved in CPR team meetings and in community learning exchanges. In this section, I discuss the selection of participants and share details concerning the CPR group and its members.

Sampling

I selected participants using purposeful sampling, involving a process of identifying and selecting individuals who were especially knowledgeable about or experienced with the phenomenon of interest (Creswell & Plano Clark, 2010). Because this study was focusing on co-developing an induction process with new and beginning teachers, the participants included experienced mentors, administration, and new and beginning teachers selected from Clark Hill Academy. Participants either had experience supporting the current induction process or were a new and beginning teacher who brought a wide range of assets to the research study.

Co-Practitioner Research Group

The CPR group consisted of the school's staff that had a stake in and experience with supporting new and beginning teachers at Clark Hill Academy. This included an exemplar mentor teacher and administration. I included new and beginning teachers who were engaged in the existing induction process. In this PAR study, I was the lead researcher working with the co-participant researchers (CPRs).

The CPR team consisted of educators I supervised at Clark Hill Academy. All educators received information about the purpose of the study and signed consent forms with the

understanding that they could leave the study at any time without reprisal. The commitment was to meet as a professional learning community and work together to support new and beginning teachers as they uncovered beliefs and values about teaching and learning in the context of their new school community and to increase the use of equitable, culturally responsive practices to address the inequities within their classroom. I felt that the CPR group was able to identify the problems addressing the induction process at Clark Hill Academy. Done by gathering and analyzing data, co-developing actions steps using the inquiry process, and setting a course of action that would better meet the needs of the new and beginning teachers at our school (Bryk et al., 2015; hunter et al., 2013).

Other Participants

Other participants, outside of the CPR group, were those individuals who attended and participated in the community learning exchanges. This included community members with insight into the specific stories and context of our school community and additional Clark Hill Academy staff who participated in a larger school reflection of the impact this study had on professional practice.

As such, I took intentional precautions to provide all participants with the information and the opportunity to give informed consent without any coercion or sense of obligation. Other participants received information about the purpose of the study, and if they decided to terminate consent at any time, they were able to do so without reprisal.

Data Collection

In this PAR study, qualitative data was the primary data collection method used for analysis and making decisions throughout the action in the research cycle. According to Creswell and Creswell (2018), qualitative research strengthens as multiple indicators of data are collected.

Sources of data included qualitative observations, qualitative interviews, documents, and meeting minutes. Indicators in this specific study included interviews, CLE artifacts, CPR artifacts, notes, and reflective memos. The research questions with their associated data sources and triangulation methods are in Table 2.

Interviews

The interviews served as a pre-assessment. I used a pre-determined list of interview questions (see Appendix E) for consistency. The questions were open-ended questions designed to evoke explanations and to gain insight into the development of each CPR team member before the study (Creswell & Creswell, 2018). I transcribed the interviews for later coding.

CLE Artifacts

I hosted two community learning exchanges throughout the duration of the study. The first CLE took place in September of 2022. The purpose of the first CLE was to have the CPR team facilitate a conversation and reflection with the larger school staff to reflect on their identity development and understanding of the influence within the community context. The second CLE took place in October of 2022. The purpose of the second CLE to have the CPR team engage in thoughtful conversation with community members to gather insight into the specific stories and context of our school community. The CLEs were rooted in the data collected; artifacts included notes, works of art, and paper with written reflections and ideas that capture the thinking of participants. I collected data using a structured and consistent CLE protocol (see Appendix F). As part of the study phase of the PDSA process, the CRP team reviewed such artifacts from each CLE to inform the next phase of the PAR and PDSA cycle.

Reflective Memos

In this PAR study, I used reflective memos to document my reflections on my experiences with the CPR team, individual conversations, and CLEs. Memos were reflective journal notes written during the research process that lent themselves to emerging themes (Creswell & Creswell, 2018). I used reflective memos to reflect upon my leadership and support of the induction process. The memos triangulated other qualitative data sets to support the evidence for the study.

Data Analysis

The process I used for data analysis started with specific data and ended with larger generalizations. I collected data from various sources throughout the research process. While collecting the data, I constantly utilized codes to create categories and determine data patterns. The patterns emerged from similarities, differences, sequences, indications, or examples. From these patterns and review of the codes, emergent themes led to more prominent themes and concepts. By the end of the data analysis process, I had assertions and findings based on the data collection and analysis. Lastly, I triangulated the data through member checks and reflective memos to ensure the validity of my themes (Saldaña, 2016).

The data analysis process was one with continual revisions as I continued to glean more from the additional research conducted and using the Plan-Do-Study-Act model. These codes were stored in a codebook shown in Appendix G. In upcoming chapters, the formation of the codes that lead to categories and then themes described in subsequent chapters. It is important to understand that I completed over five revisions of my codebook to ensure it was accurate. I did this through inductive and deductive coding methods. The codes derived from the artifacts collected, including the interview transcriptions, CLE activity artifacts, classroom observation-

walkthrough forms, and reflective memos. Ultimately, a thorough inspection of the codes led to answers to my research questions.

Study Considerations: Limitations, Validity, and Confidentiality and Ethics

It was essential to consider and remain conscious of the possible limitations, validity, and confidentiality and ethics of the study through each PAR cycle. In this section, I outline the potential limitations of this specific study, followed by a discussion of both internal and external validity. Finally, I discuss the measures taken to ensure and maintain confidentiality and ethics throughout the study.

Limitations

A primary limitation is my position as a supervisor within the PAR study. I entered this study as an insider working in collaboration with other insiders (Herr & Anderson, 2014). According to Herr and Anderson (2014), the ideal positionality would be insider-outsider or collaboration. Furthermore, my position as a supervisor assumed some level of power and authority. As such, I took intentional precautions to ensure that all participants had the information and opportunity to give informed consent without any coercion or sense of obligation. If they decided to terminate consent at any time, they could do so without reprisal.

As both a research participant and the lead researcher in this PAR study, I considered the ideas and biases I brought to the study. I intentionally collaborated with the CPR team throughout each PAR cycle to seek multiple perspectives as we discussed and reflected upon each inquiry cycle. Specifically, CPR members planned, implemented, and reviewed the CPR and CLE artifacts and resulting data as a team.

I received permission to conduct the study as approved by my superintendent (see Appendix D). I completed the Institutional Review Board Collaborative Institutional Training

Initiative (IRB CITI) certification in January 2021 to comply with the ethical requirements governing human research (see Appendix B). Even with these safeguards in place before the inception of the study, termination of the study could occur at any time, for any reason.

Validity

In research, including PAR studies such as this study, data collection and analysis can be a point of concern. As such, maintaining validity and standards of methodological rigor is imperative. Specifically, indicators of trustworthiness involve establishing credibility, dependability, and confirmability (Lincoln & Guba, 1985). Furthermore, when expanding the tenets of this study beyond its specific context consider caution. In the following sections, I discuss the internal and external validity components of this particular PAR study.

Internal Validity

As previously stated, data collection and analysis can be of concern when conducting any research. To maintain methodological expectations, I used member checks and the collaborative CPR group setting to ensure data collection and analysis validity. Member checks in qualitative research is when the researcher allows participants the opportunity to clarify their comments for further understanding (Creswell & Creswell, 2018). Throughout each PAR cycle, I engaged in ongoing dialogue with CPR group members to gain their insight on the data collected and the information shared. The use of member checks helped ensure the truth-value of the data collected (Creswell & Creswell, 2018). Such activities allowed for dialogue regarding interpreting the data and making meaning together (Creswell & Creswell, 2018).

I used qualitative research methods as a part of the study that hold a standard of validity: "a built-in test of validity that is much more demanding and stringent than conventional alternatives: Is it comprehensible to, and does it work for, a specific group of people?" (Hale,

2008, 2017). In this study, we considered how our actions, based on data analysis, address the focus of practice and sequential sub-research questions. Based on the study's resulting data, we considered if our actions throughout the PAR study contributed to creating an equity-based, assets-drive teacher induction process that cultivates knowledge of self, context, and professional learning. We used the community learning exchanges as both a methodology and a process to ensure this usefulness.

The study took place over two school years, from August 2021 through the spring semester of 2023. The CPR group worked together throughout this time to develop a deep understanding of our research, participants, and resulting data. This prolonged time together as a CPR group provided us the opportunity to gather qualitative data for three inquiry cycles. Extended time allowed us the opportunity to have more accurate or valid findings (Creswell & Creswell, 2018).

Trustworthiness of research is important to evaluating its worth (Lincoln & Guba, 1985). Trustworthiness is establishing credibility, transferability, dependability, and confirmability. Credibility is the confidence in the truth of the findings, transferability shows that the findings apply to other contexts, dependability demonstrates that the findings are consistent and could be repeated, and confirmability is the extent of neutrality to which the findings of a study are formed by the participants and not researcher bias, motivation, or interest (Creswell & Creswell, 2018). This methodology aims to collect and analyze data to generate findings and answer the focus of practice and sequential research questions. I conducted this PAR study in a way that was ethical and honored the CPR participants and our school community.

External Validity

This PAR study was established within the scope of East Carolina University's (ECU) Study I^4 and my cooperating school district. The study may be generalized to the scope of work within ECU, Study I^4, and within my school district, but caution should be taken when applying the study results to other organizations, schools, or districts; there is external validity for the process to other schools, but not to the specific outcomes. This was only one study, within one school, in one district, with a small group of new and beginning teachers, mentors, and administration. The process guiding the study may be replicated in other schools or districts, but outcomes are not dependable across contexts. The value of qualitative research is dependent on the particular description and themes developed in the context of a specific site (Creswell & Creswell, 2018).

Confidentiality and Ethical Considerations

The participants in the study were site-based practitioners committed to co-creating an asset-driven, equity-based induction process to support new and beginning teachers. I selected the participants based on familiarity with their work, existing working relationships, and their association with traditional and non-traditional pathways in which we procure new and beginning teachers at Clark Hill Academy. I met with each potential participant individually, in a confidential meeting, to ask if they were interested in participating in my research. Each CPR member signed a consent form before participating in the study (see Appendix C). I informed each CPR member that, should they so choose, they were able leave the study at any time without penalty. The focus of the study was how educators can collaboratively create an asset-driven and equity-based process that cultivates knowledge of self, context, and professional practice. The students and site populations in the study may be vulnerable and special

considerations were respected. Data was presented in a non-judgmental way and used transparently with the CPR group and the school district. All appropriate consent for the study was in place before initiating the study.

Participants were required to sign consent forms approved by East Carolina University's Institutional Review Board (ECU IRB). Participants knew that participation was voluntary.

Data security and the confidentiality of the participants was a priority for the study. The following measures were in place to ensure confidentiality throughout (Creswell & Creswell, 2018):

1. Important and personal papers and data files stored in a locked file cabinet.
2. All electronic forms for data collection kept in password-protected file.
3. Data and copies of reports shared with the CPR group for purposes of transparency, improvement, and reflection.

Conclusion

In this chapter, I reviewed the methodological approach to the PAR study, including an outline of the inquiry in action research cycle and the research questions. This chapter includes a review of the data collection and data analysis process, along with the limitations of the research. I specifically used participatory action research informed by activist methodology for activist research (Hale, 2008; Herr & Anderson, 2014; hunter et al., 2013) and community learning exchange methodology and protocols (Guajardo et al., 2016). I reviewed the expectation and importance of the role of praxis and described ways in which reflection will be required both collectively and individually throughout each PAR cycle, and how the role of praxis informs the PDSA cycle and is an integral component of the study phase of the improvement science process. The contents of this chapter provide research design and methodology to answer the

overarching research question guiding the study: *How can educators develop and implement an equity-based, assets-drive teacher induction process that cultivates knowledge of self, context, and professional practice?*

In the next chapter, I discuss in detail the PAR pre-cycle and context.

CHAPTER 4: PARTICIPATORY ACTION RESEARCH PRECYCLE

The focus of this participatory action research (PAR) study was on establishing an asset-driven, equity-based process for creating and facilitating induction programs for new and beginning teachers that focus on cultivating knowledge of self, context, and professional practice. Using a co-practitioner research (CPR) group and CLE protocols, I aimed to increase the opportunities new and beginning teachers have to lift up the assets in which both they, as individuals, and they community context brings to the classroom setting to inform their professional practices through a lens of culturally responsive teaching. In this chapter, I describe the context of both the place and people involved in this PAR study. This includes describing the process through which the CPR group was established and gathered data. Then, I explore the categories related to both process and content that emerged because of the data analyses as well as how these categories connected to the research questions and emerging framework. Finally, I explain how the findings from this cycle informed the plan for the next cycle of inquiry.

Context of the Study

Participatory Action Research (PAR) is a research approach that values the active participation and collaboration of individuals in the research process. The context in which the study takes place is critical to the success of PAR studies. Understanding the context of the community at the center of the study is crucial in designing and implementing PAR studies that are sensitive and responsive to the needs of the community. This context can shape the nature of the research questions and the methods used to gather data. In addition, the context can play a role in shaping the outcomes of PAR studies. For example, the political and economic context of a community may affect the resources available for addressing issues identified in the research. Understanding these contextual factors can help researchers to develop more realistic and

achievable goals for their studies, and to design interventions that are responsive to the needs of the community. In this section, I explore the context of the place and the people involved in this study.

Context (Place)

Situated in the heart of historic downtown Downing, North Carolina, Clark Hill Academy (CHA) is the county seat of Parker County. As of the 2020 census, Downing has a population of 10,715. This represents a 7% decline in population since the previous census. Downing, the namesake of Down River sits directly on the southwest bank of the river.

The Down River is significant to both the Downing and the neighboring community of Maddox, North Carolina, both in their founding and their flooding. Maddox is less than one mile from Downing and sits on the opposite bank of the Down River. Downing and Maddox are the two communities in which a majority of the CHA students calls home. Maddox is the oldest town incorporated by African Americans and pays homage to the small, discarded piece of swampy land where freed slaves in Parker County learned of their emancipation in 1885. Maddox is still predominantly African-American. It has seen its 100-year floodplain fill with water twice since 1999. Both the Town of Downing and Maddox experienced catastrophic flooding because of Hurricane Floyd in 1999 and again with Hurricane Matthew in 2016. Residents of Downing and Maddox describe characteristics of the towns as either before or after the floods.

Founded in 2014, Clark Hill Academy (CHA) is the only K-8 global school in North Carolina. Clark Hill Academy is a Parker County Public Schools' school, and admission is open to all children in Parker County. At the time of this study, CHA served approximately 600 scholars in grade K-8. Over 70% of the scholars attending were from low-income households.

CHA served a student body that was 59% African American, 28% white, 10% Hispanics, and 3% who identify as more than one ethnicity.

Clark Hill offered both a traditional academy program and a dual language, Spanish immersion program track. Families can choose between traditional academic programing and Spanish immersion. When founded in 2014, kindergarten and first grades offered Spanish immersion programming. The dual language program grew by one grade level each subsequent year and, as of the 2021-2022 school year, grades kindergarten through eighth grade offer the program. Those students participating in the dual language program represented 38% of the student body and represented 14 of the 33-homeroom classrooms.

Clark Hill Academy had a staff of 72 certified and classified staff. Fifty-six staff members serve in an instructional capacity. The staff identified as 44% White, 31% African America, and 25% Hispanic. Of the total staff, 18 were international staff with whom were associated with Participate Learning and were working on a three to five-year J-1 visa within the Spanish immersion programming. Five staff affiliated with Teach for America as either active corps members or alumni. Additionally, three staff members categorized as non-traditional teachers, entering the field with an undergraduate degree in something other than education. Beginning teachers, within the first one to three years of teacher, represented 15% of the CHA staff.

Context (People)

As a school with an increased number of new and beginning staff unfamiliar with the community narrative, CHA faced the need of supporting and transitioning such staff outside of the traditional expectations of onboarding and induction. New and beginning teachers included those visiting international staff, Teach for America participants, and staff without a traditional

undergraduate degree in education. As such, one of the first tasks of the PAR Pre-Cycle was to establish a CPR group with representatives from a cross-section of these demographics.

The CPR group consisted of one exemplar mentor teacher, one Teach for America math teacher, and one visiting international math teacher. In this PAR study, I was the lead researcher working with the co-participant researchers (CPRs).

Teacher 1, Denise, was the sixth through eighth-grade Multi-Classroom Leader (MCL) for math and science. She served as both a coach and district-sponsored mentor to new and beginning math and science teachers at Clark Hill Academy. Denise had served in the MCL role for four years, and previously taught middle grades science in Parker County Public Schools. She was a native of North Carolina, although not from Downing. She was a member of the Project I4 second cohort and had a stake in supporting equitable, culturally, and linguistically responsive practices within the classroom.

Teacher 2, Byron, was a first-year Teach for America corps member assigned to sixth grade math. Byron was originally from Tennessee, was former military, and had lived abroad during his time in the Navy. He did not have previous teaching experience and did not complete a traditional teacher preparation program associated with higher education institutions. Directly prior to joining the staff at CHA, he was working on an education farm in western, upstate New York. Through his K-12 educational experience in rural Tennessee and his time spent in a rural farming community, Byron was interested in how his position, as a teacher, can support rural students who may not realize the power and opportunity within the community around them.

Teacher 3, Ivalym, was a fifth-grade math teacher within the Spanish immersion programming. Ivalym joined the Clark Hill Academy staff in September 2019. She is a native of Guatemala. In Guatemala, Ivalym taught English as a foreign language. She was in her third year

of a five-year commitment with Participate Learning as visiting international staff. She was in her first year teaching fifth grade math. Prior to the 2021-2022 school year, Ivalym served as a co-teacher within the Spanish immersion program in both first and second grades. Often, teachers associated with Participate Learning join a school staff as a co-teacher, serving alongside of an already established international teacher in Kindergarten, first, or second grade. The program expected that co-teachers move into a lead role within their third year.

I served on the CPR group as the lead researcher. I was in my fourth year as the principal at CHA. Prior to joining the staff at CHA, I served three years as a traditional elementary school principal, two years as middle school assistant principal, and seven years teaching special education to middle school-aged students with moderate cognitive disabilities. I served in these roles in three rural counties within eastern, rural North Carolina. I am a native of western Virginia. I placed in eastern North Carolina as a Teach for America corps member in 2006. I was a non-traditional educator. I have an undergraduate degree in Journalism from the University of Maryland. I have masters in School Administration from North Carolina State University.

Identifying and understanding the context in which this PAR study took place and with whom were the first tasks within the PAR Pre-Cycle. This included establishing a CPR group that best represented the work in which this PAR study focused: establishing an asset-driven, equity-based process for creating and facilitating induction programs for new and beginning teachers that focus on cultivating knowledge of self, context, and professional practice. In the next section of this chapter, I describe both the process of establishing categories and the content that emerged because of the data analyses as well as how these categories are connected to PAR study.

PAR Pre-Cycle Process

The PAR pre-cycle took place over the course of one academic semester in the fall of 2021. Prior to the start of the PAR Pre-cycle, I submitted this research study to the East Carolina University's IRB office for approval. I received notification of IRB approval in October of 2021. Upon approval, the activities undertaken during this time included CPR meetings, interviews, and writing reflective memos. Throughout this section, I provide a detailed account of the activities as well as the data collection and analysis that took place in the PAR Pre-cycle. These details provide an account of what took place to establish the CPR group, set the groundwork to build relational trust, and gain insight into the initial understanding of the members within the CPR group. Activities included CPR meetings, interviews and reflective memos.

PAR Activities

At the start of the PAR pre-cycle, I established the CPR team with representatives from all groups of staff represented in this research study: principal, new and beginning teachers, and a mentor coach. This group collectively met to begin to establish relational trust and to begin cultivating and sharing the context of their identities. This happened over the course of two CPR meetings. These meetings, by design, used personal narratives and the journey line protocol for CPR group members to reflect first upon times in which they have felt welcomed and safe in specific spaces and to reflect on ways in which CHA currently created a welcoming and safe environment. Additionally, I conducted one round of interviews in which the CPR members reflected on ways in which they believe culturally responsive teaching is currently evident in their practice. During the course of the semester, I wrote reflective memos and had conversations with my ECU coach. In this section, I describe the PAR activities we engaged in throughout the

Pre-PAR Cycle. These activities include CPR meetings, interviews, reflective memos, evidence, and coding.

CPR Meetings

The CPR team met as a group twice during the PAR Pre-cycle. In these meetings, we established relationships and trust with each other while exploring our personal narratives, the current ways in which we welcome others to our school space, and our initial understandings of equity and culturally responsive teaching within the classroom. In each CPR meeting, we began by using the personal narrative protocol to share with one another and begin building relational trust. We used elements of the CLE pedagogy, such as journey lines and learning walks, to further explore and represent our current school environment as it pertains to welcoming new persons into our space. The CPR team used the meetings, during the PAR Pre-cycle, to establish norms and to have an opportunity to share within those norms.

During the CPR team meetings, I utilized the CLE pedagogies, including opening personal narratives, journey lines, and learning walks to enhance the learning of the group and to promote relational trust. For example, in our first CPR meeting's opening circle, we read the poem *Perhaps the World Ends Here*, by Joy Harjo and each CPR group member shared what enduring memories we had throughout our lives sitting at either a realist or metaphoric table, and what about that space was important and significant to us. In that same meeting, we utilized journey lines to share our stories of significant moments, in our educational and professional careers, in which we felt welcomed, safe and influenced. Prior to the second CPR meeting, group members took a learning walk through our school space and identified one image that captured how we currently welcome individuals into our school space. Group members shared the image and the reflection that came along with narrowing down their thoughts into one image. These

specific protocols contributed to our growing relational trust as a CPR group and to our understanding of the current realities within our school.

Interviews

I conducted one round of one-on-one interviews with CPR group members during the PAR Pre-cycle. In these one-on-one interviews, I asked a set of open-ended questions that required group members to reflect upon their current understanding of equity and culturally responsive teaching within their classroom (see Appendix E). In each interview, I asked group members the same questions and their responses were dictated. I used these interviews within the PAR Pre-cycle to establish a baseline of the groups' understanding of equity and culturally responsive teaching and learning.

Reflective Memos

I completed reflective memos throughout the PAR Pre-Cycle. I reflected on the activities we completed during the pre-cycle and my overall learning. Reflective memos provided a safe place to express my thoughts and ideas throughout the research study and helped me triangulate the different data sources, verify the evidence collected, and offer perspectives on working with CPR participants (Creswell & Creswell, 2018). Reflective memos provided a record of my learning, growth, and development as a school leader.

Data Collection and Analysis: Coding and Developing a Codebook

I analyzed several forms of data to examine what happened throughout the PAR Pre-cycle. First, I wrote reflective memos throughout the duration of the PAR Pre-cycle. The memos were a way in which I recorded my thoughts after each CPR meeting and one-on-one interviews. These memos served as both a memory aid as well as a place in which I could note next steps or additional needs after each CPR meeting and interview. The reflective memos served as place in

which I was able to review my ongoing meaning making, as I experienced the PAR Pre-cycle as co-practitioner as well. Next, I had several artifacts from the CPR group meetings used as evidence, including the individual journey lines and learning walk images (see Figure 6 for journey line example). I collected data from the journey line and learning walk artifacts from each CPR meeting. In addition, I interviewed each CPR group member and transcribed their responses as a source of data. After collecting this data, I inductively coded the data; using open coding that was in line with what Saldaña (2016) describes as exploratory coding. This coding is primarily descriptive in nature.

Examining my reflective memos, the CPR meeting artifacts, and the interview responses, I began to create a codebook. I started the codebook by only listing the codes as words or phrases that were directly used the artifacts previously listed. I made a note as to which source the code was retrieved (see Appendix G). Using this method of coding, I then examined the codes to see if some codes were similar, to the point in which they could be considered similar in category. I placed emerging codes and initial categories in an Excel spreadsheet that I used for a codebook. As I completed the coding, categories did emerge related to the PAR Pre-cycle process and the CPR members' understanding of their experience of feeling welcomed, equity, and culturally responsive teaching. In the next section, I detail the emerging categories and present portions of the coding table included in the relevant sub-sections.

Emergent Categories

Throughout each PAR cycle, the CPR group aimed to address the following research question: *To what extent can an equity-based, assets-driven teacher induction process cultivate knowledge of self, context, and professional practice?* Over the course of each PAR cycle, both the CPR group and I examined the artifacts produce by each cycle's activities to determine

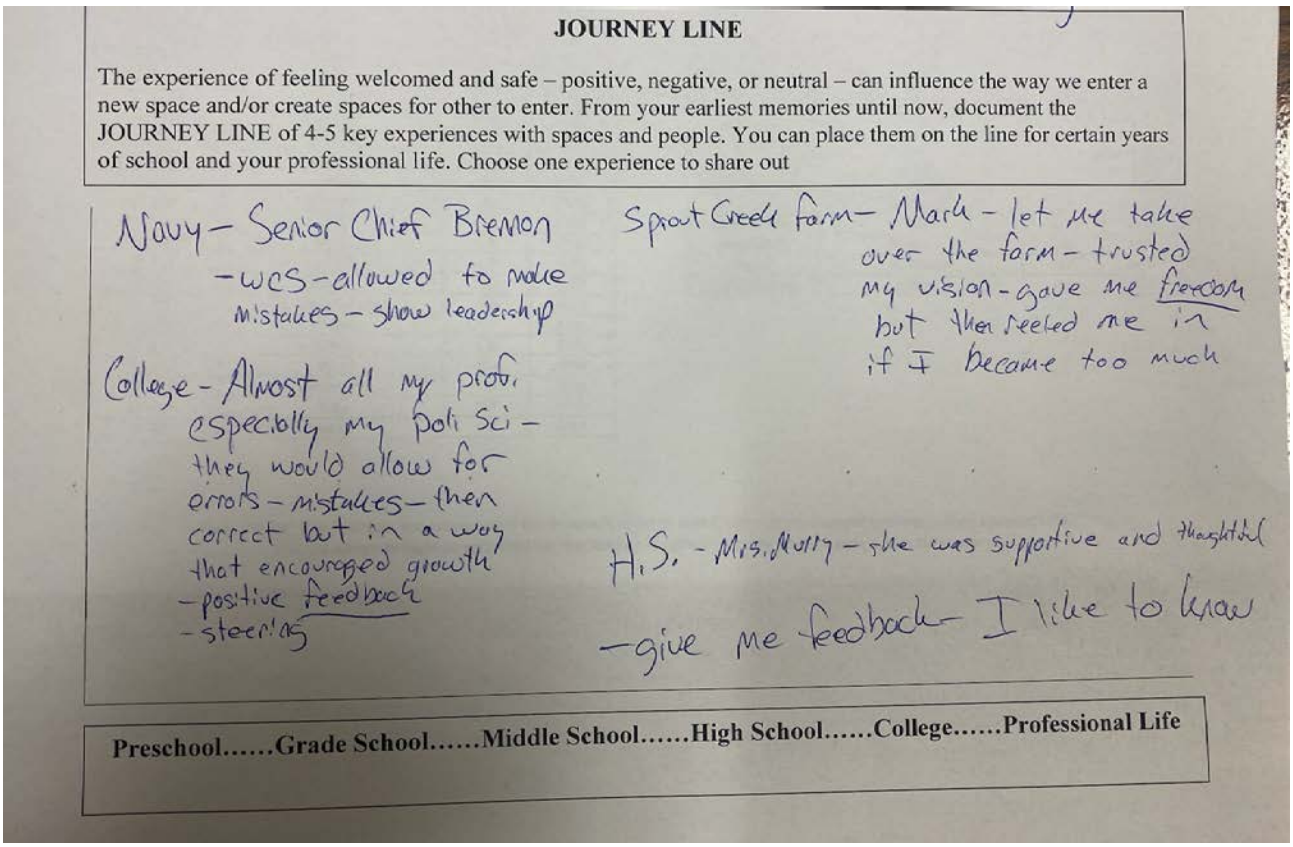

Figure 6. CPR group member journey line.

emergent categories as it applies to the focus of practice. In the PAR Pre-cycle, activities included CPR group meetings, individual interviews, and reflective memos. The initial examination of the artifacts from these activities demonstrated that the participants valued, understood, and could articulate how relational trust has shaped their professional journey thus far. Furthermore, and in contrast, it emerged that CPR participants had a much more surface level understanding of culturally responsive practices and how equity showed up in their classroom spaces. Table 3 illustrates the categories as they emerged during CPR meetings, interviews, and within my reflective memos.

Relational Trust

The evidence indicated that the members of the CPR team valued relational trust and considered it a key lever of what makes a space welcoming and safe. This was evident in three key areas: their relationship with and between a person of authority, the relationship is supportive in nature, and that authority views them as individuals while equally seeing the person of authority as individual as well. These responses were most evident during our CPR group meetings in which we spent significant time considering spaces in which we felt safe, welcomed, and influenced throughout our educational and professional experience. One group member shared, “my senior [military] officer made me feel safe to make mistakes; he knew me and knew what I was capable of and took the time to give me feedback on those mistakes.” Other group members echoed the importance of having an interactive relationship with a person of authority with whom they got to know and gave supportive feedback. Another group member specifically shared that a teacher within her university experience, in Guatemala, took time to sit down with her and encouraged her love for movies as way to grow her confidence in front of a classroom of students or peers. The existing induction program did value relationships and

Table 3

PAR Pre-Cycle Emerging Categories

Category	Frequency	Responses
Relational Trust	11	Relationship with authority Supportive in nature Seen as an individuals
Surface	12	Connection to and images of real world Materials Uncertainty

feedback with mentors for beginning teachers, but staff who had previous teaching experience did not have assigned mentors. Furthermore, the current induction program did not explicitly contain structures in which new and beginning teachers and their principals develop and foster meaningful relationships nor were there system or structures in place for new and beginning teachers, mentors, or school leaders to share their identity with one another.

Relationships with Authority

Throughout conversations, both in the CPR group meetings and during individual interviews, it was evident that CPR group members greatly valued the relationships they had with a person of authority. This included both their teachers when they themselves were students and with persons in supervisory roles such as a Naval captain, principal, and professor. One CPR member talked about her fifth-grade teacher; a teacher who no one wanted because she was considered mean, but in reality she got to know her students, their likes and dislikes, their strengths and then pushed them to succeed, stating, “She didn’t give up on us.” Others CPR group members specifically stated, in our journey line discussion, about a relationship they had with high school teachers. Each of those members who discussed a high school teacher talked about high expectations held by the teacher and that they received individual attention. I noted in my reflective memo the willingness of the group to share and wondered how I, as the principal, have established a relationship with these individuals so that our first CPR group meeting felt comfortable. I mused over what specific actions I had taken to foster and develop such relationships and was able to identify specifically that it was not the result of any of the current induction programming requirements. The current induction program does not explicitly contain structures in which new and beginning teachers and their principals or supervisors develop and foster meaningful relationships. While there is some focus on building relationships within the

current induction programing for some beginning teachers, there is a lack of structured relationship building for new teachers and specifically for school leadership.

Supportive in Nature

Throughout the CPR meetings and one-on-one interviews, discussion indicated that having a relationship that was supportive in nature was important to the CPR group members. As such, this emerged as another category during the PAR Pre-cycle. This category emerged primarily during the first CPR meeting on November 10, 2021 in which we specifically focused on our journey lines and experience in welcoming and safe spaces. However, at our second CPR meeting on December 13, 2021, one CPR member talked about how our staff and student body at CHA support and love one another as evidence to a current example of how we as teachers are creating and contributing to welcoming and safes school environment. “It’s the connections we have and the way we support each other.” In addition, I noted that through all of the PAR Pre-cycle activities the notion of support through the example feedback given by a person of authority was evident. This was especially true as CPR members discussed times in which they faced challenges, either as a student or as a professional, and felt support to attempt something new or to take a risk. As a result, this emerged as a category during this cycle of the PAR process.

Seen as Individuals

The concept of individuality was evident throughout the PAR Pre-cycle activities. At times, this idea of individual identity directly evident, while at other times it was implied. One example of a time in which it was directly evident was during our first CPR group meeting. One CPR group member talked at length about a Naval officer with whom he felt welcomed and safe. He stated that, unlike his other commanding officers who often shared very little of their

experiences, this particular officer allowed his subordinates to get to know him; “he was a real person to us, not just another officer.” Although the majority of our first individual interviews yielded evidence that supported a surface understanding of culturally responsive practices and how equity presents in the classroom setting, the interviews did provide further evidence of how CPR group members valued individuality for their students as well as themselves. When asked what comes to mind when you hear culturally responsive practices, one CPR group member stated, “Identity. I think it’s about having an awareness about my scholars to build that relationship.” While the current induction program did provide individualized mentor support for beginning teachers, it not focused on developing the beginning teachers’ identity or exploring the identity of their students. Furthermore, there was no structured individualized support for new teachers to the school with previous experience and no programming in which their identity was explored either.

Summary

Overwhelmingly, the artifacts within the PAR Pre-cycle indicated that the members of the CPR team valued relational trust, specifically the relationship with and between a person of authority, that the relationship is supportive in nature, and both being seen as an individual and seeing persons of authority as individuals. This was not only evident in the tangible artifacts they produced, such as their journey lines and individual interview responses, this was also evident in reflective memos as I considered the environment and the ways in which the CPR members interacted with one another and with myself as their school leader. The existing induction program did have structures that encourage individual relationships and support using mentors for beginning teachers, but not for new staff who have previous teaching experience nor was there a focus on exploring the identity or individuality of those within the induction program.

Additionally, the current induction program did not hold space for the school leaders to be explicitly involved in the induction process nor did it provide a structure for principals to build relationships or to share of themselves. As such, the ways in which induction programming fosters relational trust among new and beginning teachers, mentors, and principals should be explored further.

Surface

Evidence during the PAR Pre-Cycle indicates that the members of the CPR team had a very surface level understanding of culturally responsive practices (CRP). This was evident in three key areas: the weightiness they give to images and real-world examples when discussing CRP, the connection CPR team members make between CRP and material within the classroom, and an overall uncertainty or depth of knowledge as it pertains to CRP. These responses were most evident during the individual interviews in which specific questions gauge the current knowledge, understanding, and implementation of CRP within their teaching and current classrooms. One group member shared, “I am not sure but I think is how you teach, what things you usually do in class to help in the teaching.” Even when other group members did not directly state their uncertainty, it was evident in their responses that there was not a strong understanding of CRP. When asked what comes to mind when one hears culturally relevant practices, another CPR member simply stated, “Practices that are reflective and tangible to the students.” The CPR member did not initially offer any additional explanation, but when probed further the group member referenced real-world applications and looking for materials that represent diverse images of mathematicians and scientists. It was evident that the veteran, exemplar mentor did have more of an awareness of culturally responsive practices as compared to the new and beginning teachers. The mentor’s response to the same question was equally brief, but indicated

more of an awareness. This CPR member stated, "…identity, relationships, awareness." The CPR members' understanding of the importance of identity in CRP indicated at least a novice awareness of the pedagogy. As stated previously, the existing induction program did utilize mentors, who may be more likely to have some experience or exposure to culturally responsive practices; however, the current induction program did not require mentors to incorporate CRP into their interactions or discussions with new and beginning teachers. Furthermore, the current induction program scope and sequence did not include any learning around CRP for new and beginning teachers.

Connections to and Images of the Real World

Throughout conversations in the CPR group meetings and during individual interviews, it was evident that CPR group members relied on connection to the real world both in how they reflected on their experiences and in how they considered closely related culturally responsive practices; specifically making connections to and presenting images of the real world to students as implementing CRP. This was evident in when they considered what they would expect to see in a classroom lead by a teacher intentionally implementing CRP and when they consider in what ways they might already be implementing CRP themselves. One CPR member mentioned both making connections from the curriculum to the students' actual lives outside of school and displaying posters that reflected the race of the students within the classroom. Even after additional questions, the same group member continued to present examples of incorporating images into the classroom; the CPR member's responses did not go into the depth of how such images could enhance the curriculum beyond just the images themselves. "Showing examples of leaders, innovators, and others that are reflective of my students." Others CPR group members

briefly stated, in the individual interviews, the importance of real-world examples and the classroom environment reflecting as much.

I noted in my reflective memo that, while there was a willingness to share and participate in both the CPR group meeting and in the individual interviews, responses were somewhat surface in nature and left opportunity for more in-depth discussion and reflection. This was true for how they talked about their journey lines and later in their responses to CRP specific interview questions. Only after the individual interviews did I realize that these surface level responses, in connection to the real world, were evident in our first CPR meeting. In my reflective memo on November 10, 2021, I noted the willingness of the group members to share and considered the relationships I had fostered. However, with additional PAR Pre-cycle activities and upon further reflection, I considered that our group discussions could be more in-depth and conceptual, beyond our direct experiences. The current induction program did not explicitly contain structures in which new and beginning teachers, their mentors, or their principals were encouraged to engage deeply with one another. The current programming only required new and beginning teachers to recount immediate experiences in the classroom with a mentor, but not to go beyond the surface level of what is experienced in the real world. Furthermore, there was an absence of explicit teaching or exposure to CRP within the current induction program. The lack of such a focus gave beginning and new teachers no opportunity to develop a comprehensive understanding of culturally responsive practices.

Materials

Similar to how the group gravitated towards connections to and images of the real world, it was also evident that CPR group members considered the use of specific materials when discussing CRP, but did not expound upon how diverse materials could specifically support

culturally responsive practices within the classroom or their practice. During individual interviews, it was evident that CPR group members believed that how they selected and used specific teaching materials was implementing CRP. Both the new and beginning teachers commented on how they consider using materials that both create an environment in which students feel safe and meet the individual needs of each student. However, neither of the new or beginning teachers were able to expand on how the selection of such materials is a specific CRP strategy. Consistent with their responses specifically about CRP, discussion remained brief. The new teacher CPR member stated, "I have shown clips of scientists and mathematicians that are of many different races." Comparatively, the veteran, mentor CPR member did have a more in-depth understanding of how materials could contribute to implementing CRP. She stated, "Instructional materials that reflect the racial backgrounds of all student and higher order questions for all racial backgrounds." I did note in my reflection that this CPR member did not move beyond this response to give examples or share more, though I considered they may be somewhat guarded with their responses. Overall, evidence indicated that the members of the CPR team understand that materials can be a strategy of CRP, but were either not able to or chose not to expand upon this assertion.

Uncertainty

Evident throughout the PAR Pre-cycle was a general uncertainty of CPR members. This was true in terms of the understanding of the purpose of the CPR group, how to participate within the group, and their initial understanding of CRP. This uncertainty contributed to discussions and conversations that lacked depth. This was directly evident when CPR members would openly say that they were not sure if they completed the journey line correctly or transparently admitted that they did not know what CRP would look like in a classroom. This

was indirectly evident when observing how CPR members participated in the PAR Pre-cycle activities. I noted that in our first CPR meeting, group members hesitated to share and looked to others to speak first. When discussing our journey line one CPR member stated, "…that is a story for another day though." In my reflection, I considered interactions and statements like these were due to an uncertainty of how to interact and function as a group, as well as being in the beginning stages of developing trust. As previously stated, the veteran, mentor teacher did have more certainty and confidence around her interactions, discussion points and responses as compared to the new and beginning teachers within the group. In reflection, I considered that a level of uncertainty is common and to be expected of a new and beginning teacher. I further considered how induction programming acknowledges and supports this level of uncertainty. With mentors, the current induction program did acknowledge that new and beginning teachers need support to navigate uncertain elements of the teaching position. This was most often evident in how mentor programs addressed structural unknowns such as submitting lesson plans, classroom management needs, and grading practices. Absent from current induction programs was how to move new and beginning teachers beyond compliance in their uncertainty to exploring how to develop a deeper understanding of themselves and pedagogy like CRP.

Summary

Overwhelmingly, the artifacts within the PAR Pre-cycle indicated that the members of the CPR team have a surface level understanding of culturally responsive practices (CRP) and within their participation thus far. This was evident in three key areas: the weightiness they give to images and real-world examples when discussing CRP, the connection CPR team members make between CRP and material within the classroom, and an overall uncertainty or depth of knowledge as it pertains to CRP. This was not only evident in the tangible artifacts they

produced, such as their journey lines and individual interview responses, this was also evident in my reflective memos as I considered the environment and the ways in which the CPR members interacted together as a group. The existing induction program did have structures that encourage new and beginning teachers to engage with their mentor to recount immediate, real life experiences within the classroom and to navigate the expected uncertain elements of a new teaching position. Even so, current induction programs did not include a specific scope and sequence to develop a deep understanding of culturally responsive practices or supports to implement such strategies. As such, the ways in which induction programming supports new and beginning teachers to develop deeper personal reflection and a more in-depth understanding of CRP should be explored further.

Reflection and Planning

The PAR Pre-cycle was my first opportunity to conduct research in this way as a school leader and it was evident that the study would be a learning process for me. Through reflection, I realized that my codes and categories would shift as I collected more data and conducted additional analysis. I was learning that throughout this process data would constantly evolve and inform the next cycle. In this section, I discuss my initial reflection on how this first PAR cycle began to influence my leadership and will discuss the plans for the next cycle because of the data analysis within the PAR Pre-cycle.

Reflections on Leadership

Throughout each of the PAR Pre-cycle activities, there was opportunity for learning and growth within my leadership. I was able to reflect upon my facilitation of CPR group meetings, ways in which I was showing up as a leader of equity and as a co-practitioner researcher, and the role leadership plays in pursuit of the study's FoP. In each of these areas, I was able to reflect on

my leadership actions and mindset and could assess areas of growth moving forward through the subsequent PAR cycles.

As the facilitator of the CPR group, I realized a need to be acutely aware of the continuous need to foster relational trust, identifying when the environment was safe and when the environment contributed to hesitation among the group. Looking back, after the first CPR meeting, I noted that the group had a willingness to share and engage in the process together. I reflected about how each CPR member openly shared during both the first personal narrative and journey line. I attributed this to the efforts I had made previously to establish relational trust with these individuals. While I still believed this to be true, my reflection after the first round of individual interviews challenged me to take a second look at not just what group members said, but to also think about what went unsaid and how they engaged with each other in the environment. Through this process, I realized that as a leader I could not be satisfied with what appears to be adequate relational trust. I consistently reflected on the level of trust and ways to foster deeper relational trust. To be aware of the entire environment and how individuals interact within those spaces at any given time.

Additionally, I considered, as a leader of equity and as the lead practitioner-researcher, to what extent it was my responsibility to challenge CPR members beyond their initial responses and to deepen the discussion within the group. This was particularly evident as I reflected on my coding of CPR meetings, individual interviews, and my reflective memos. I noticed an emerging trend in which discussions, responses, and interactions seemed surface level and did not lend deeper explanations of the topics discussed, whether that was as we shared our journey lines or individual responses to CRP specific interview questions. In reflection, I realized there was an opportunity for more, a missed opportunity as a leader of equity. I was overly concerned with

influencing or coercing the group as the lead practitioner-researcher, therefore I inadvertently avoided pushing the group to think more deeply about their experiences and to engage as group in a way that felt more purposeful.

Finally, this led me to reconsider the FoP and more specifically the sub question directly linked to my leadership. As I consider subsequent PAR Cycles, I realized a need to always keep front and center the following question: to what extent does a school leader's participation in this induction process contribute to growth and development as an equity-centered school leader? If we were to create an assets-driven, equity-based teacher induction process that cultivates knowledge of self, context, and professional practice, then the school leader must constantly reflect and assess as to how their actions are actively contributing to or taking away from this improvement process. In reflection, there were times throughout the PAR Pre-cycle in which I was caught-up in the logistics and components of the activities without grounding myself in the question of how my participation contributed to the creation of a new induction process. As stated previously, there were and continued to be opportunities throughout the study to challenge the ways in which the CPR group, myself included, consider how we can use the induction process to further our understanding of ourselves, the context in which we work, and our professional practice.

Planning for PAR Cycle One

The PAR Pre-Cycled was a great learning experience for me. As I mentioned in my leadership reflection section, I had to learn to balance leadership and research. Furthermore, I had to consider ways in which to gather data beyond the surface level and to create the space to dig deeper. After completing this PAR Pre-cycle, I realized that it was possible my categories and codes were too large and that I needed to continue to refine my coding as I collected more

data around my research questions. Based on my learning from the PAR Pre-Cycle I outlined my steps for PAR Cycle One: utilize the CLE axioms and protocols to engage in conversation with CPR members, be specific in the activities I used to push for deep dialogue among team members, and continue to immerse myself in the inductive open coding process, as Saldaña (2016) describes. I then analyzed and interpreted the data to narrow the scope of codes and look for emerging patterns within those codes

Conclusion

In this chapter, I reviewed activities from the PAR Pre-Cycle and identified two emerging themes that became evident during this particular cycle. This chapter included a reflection of the evidence collected to support the stated emerging themes. As I reflected on the PAR Pre-Cycle and prepared for PAR Cycle One, it was imperative that I revisit the role of praxis and how it informed the PDSA cycle as an integral component of this research study. The CPR team considered each aspect of the PDSA cycle throughout each PAR cycle. The team was required to analyze the data, compare results to the predictions, and gain insight to inform the next cycle. As we studied the PAR Pre-cycle, we were able to reflect upon our initial CPR meetings, the first round of individual interviews, and my reflective memos. From this evidence, we were able to identify codes and emerging categories to consider moving forward. Specifically, through the analysis of codes, I was able to identify the specific emerging categories of relational trust and surface. From these emerging categories, I was able to reflect upon the evidence to support these categories. This reflection informed the next cycle. As such, the CPR group meetings were significant in ensuring we were designing activities that supported our FoP, addressed our sub questions, and yielded data that continued to inform the next cycle. In the next chapter, I discuss in detail PAR Cycle One, its activities, and the data analysis.

CHAPTER 5: PARTICIPATORY ACTION RESEARCH CYCLE ONE

The continued focus of this participatory action research (PAR) study was on establishing an asset-driven, equity-based induction program for new and beginning teachers. To accomplish this, I worked with a set of educators on strategies to cultivate knowledge of self, context, and professional practice. Moving into PAR Cycle One, I continued to utilize the co-practitioner research (CPR) group and the Community Learning Exchange (CLE) protocols and axioms to create opportunities for new and beginning teachers that would bring forth the assets of the CPR members as well as the community context. In this chapter, I describe the PAR Cycle One process which includes how the CPR group engaged and evolved in its collective learning. Secondly, I present an analysis of the emerging themes identified in PAR Cycle One. Finally, I explore my leadership and how it informs the plan for PAR Cycle Two.

PAR Cycle One Process

The design of PAR Cycle One was built upon the learning and reflection from the PAR Pre-Cycle. The intent was to connect the personal identity work we focused on during the PAR Pre-Cycle to the perceptions of the community's identity throughout PAR Cycle One. We continued as a CPR group and further explored our personal identities together, as well as beginning to consider the identity of our community. Table 4 provides an overview of the activities that took place in PAR Cycle One. Throughout this section, I first provide additional details of those activities in which I engaged with teacher participants, including CPR meetings, the facilitation of specific protocols to hold intentional space for dialogue, and explorations of our identities and community context. Second, I discuss the evidence that emerged from the activities and the processes I used for the analysis.

Table 4

Activities in PAR Cycle One

	WEEK 1 (24-28 JAN)	WEEK 2 (31-4 FEB)	WEEK 3 (7-11 FEB)	WEEK 4 (14-18 FEB)	WEEK 5 (21-25 FEB)	WEEK 6 (28-4 MAR)	WEEK 7 (7-11 MAR)	WEEK 8 (14-18 MAR)	WEEK 9 (21-25 MAR)	WEEK 10 (28-1 APR)	WEEK 11 (4-8 APR)
Meetings with CPR (*n*=4)		●		●				●			●
Reflective Memo (*n*=4)		●		●				●		●	

PAR Cycle One Activities

Throughout this section, I provide a detailed account of the activities as well as the data collection and analysis that took place in the PAR Cycle One. These details provide an account of what I did as we continued to explore our identities, the identity and the context of the community, and as we began to explore our understanding of the community and ourselves. These activities allowed me to gain insight into the perception of our community context and the group's initial reaction and understanding of their influence within in that community.

In PAR Cycle One, I used a variety of activities to gather data as we continued to explore our identities and the context of our school and classroom community. Activities incorporated into consistent CPR meetings through the facilitation of intentional protocols. Protocols were rooted in the CLE axioms and activities included personal narratives, identity mapping, and community mapping. Tangible artifacts collected specific to each of the activities, as well as CPR meeting notes and reflective memos. In this section, I describe the PAR activities in which we engaged throughout PAR Cycle One. These activities include CPR meetings, reflective memos, and evidence and coding.

CPR Team Meetings

PAR Cycle One took place between January 2022 and April 2022. The CPR group initially remained consistent and included myself as the Principal and lead researcher, one experienced exemplar mentor, Denise, one beginning teacher, Byron, and one new international teacher, Ivalym. In January 2022, Byron made the decision to leave the CPR group and the study. He stated that, along with the other responsibilities and stressors of being a beginning teacher, he found the additional CPR group participation overwhelming. I consider Byron's departure in subsequent sections as I reflect on how the experiences and findings of this research

study might affect induction programs and processes at the micro and macro levels of school and school systems. Denise, Ivalym, and myself functioned as the CPR group throughout PAR Cycle One.

At the start of PAR Cycle One, the adjusted CPR group met to continue sharing the context of their identities and then transitioned into exploring the identity and the context of the community in which we work and served. This happened over the course of four CPR meetings. We designed these meetings using personal narratives and CLE protocols for CPR group members to reflect upon their identity, their perception of the community identity, to engage with students' perception of the community, and to unpack their initial understanding of themselves and the school and classroom context.

In these meetings, we continued to work to build relational trust, while continuing to engage in personal narratives focused on our identity and on our perceptions of the community context. Additionally, during our CPR team meetings, we established an initial understanding of what it means to engage in culturally responsive teaching within the classroom. In each CPR meeting, we began by using the personal narrative protocol to independently reflect on a personal aspect or experience and then collectively share with one another. We used additional protocols, such as community mapping, to explore our personal perceptions of our school community and the perceptions of our students.

The first CPR team meeting of PAR Cycle One was on Wednesday, February 2, 2022. The CPR team discussed the scope and sequence of PAR Cycle One. The purpose of this meeting was to bridge the personal identity work in which we focused during the PAR Pre-Cycle and the work ahead of us in PAR Cycle One. We continued to explore our personal identities as we had in earlier CPR team meetings. As such, we utilized an identity mapping protocol (see

Appendix H). CPR members responded to a series of prompts about themselves in a variety of settings. Group members reflected as to whether any one of the prompts was more challenging or if any of their responses surprised them. Among the CPR team, there were similarities in their reflection as they compared the ways in which they identify at home, at school, with family and friends, and with colleagues.

In the latter half of the meeting, we began our introduction to Culturally Responsive Teaching (CRT). The team watched an interview with Zaretta Hammond, the author of *Culturally Responsive Teaching and The Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students*. The team then engaged in a "Notice and Wonder" protocol in which they were able to reflect on what they noticed about Hammond's explanation of CRT and what wonderings or questions they had after viewing the video (see Appendix I). Distinct in the notes from the first CPR meeting was a general interest in learning more about CRT and the presence of a general curiosity about learning more.

The second CPR team meeting of PAR Cycle One was on Thursday February 17, 2022. During the second CPR meeting, we focused on establishing our initial perceptions of the community in which we work and teach. We utilized a community mapping protocol (see Appendix J). CPR members had to draw Downing, the community in which our school is located. Afterwards, each team member shared with the group the image in which they had created and elaborated on why they had included certain words, shapes, points of interest or other aspects of how they drew Downing. Each CPR team member produced distinctively different interpretations of the community map; however, similarities included places in which we spend money and where we connect with friends. Team members engaged in a discussion of the importance and influence of the places they chose to include in their community map. At the

conclusion of the second CPR meeting, members agreed to complete the community mapping protocol with three students prior to our third meeting.

The third CPR team meeting of PAR Cycle One was on Wednesday, March 16, 2022. In our third CPR meeting's opening circle, we listened to a reading of the poem *There Is Not a Small Voice*, by Sonia Sanchez and each CPR group member thought of a young person whose voice we carry with us. CPR members were given additional prompts to consider a student's story that comes to mind whenever encouragement is needed—a student who serves as a reminder of why we do this work.

In that same meeting, we shared the results of the community mapping activity we had independently completed with three students each. The *There Is Not a Small Voice* personal narrative protocol created a space in which we were student-centered and thinking about the impact student voices have had on us, this allowed us to move into the community mapping activity with a focus on and willingness to hear our students' current perspective on the community (see Appendix M).

Team members shared the student responses and their visual products to the mapping protocol, shared the conversations they had with the students, and then discussed comparisons between our team maps and the maps the students created. Each student's visual product was distinctively different. However, there were some similarities related to school, places to shop and eat, as well as family and friends. The CPR team discussed our experience and learning as we facilitated this protocol with students. We discussed that some students seemed somewhat apprehensive and did not initially feel comfortable or confident with an open-ended prompt. However, we noted that following the experience, students noticeably began to speak up more often than observed previously.

The fourth and final CPR team meeting of PAR Cycle One was on Thursday, April 7, 2022. To reflect upon our experience throughout this cycle, we utilized a "Sightings" protocol (see Appendix M). Prior to meeting, CPR members responded to a series of prompts to reflect upon this PAR cycle. CPR members did so independently so that they could designate a time in which they could focus and take whatever amount of time was sufficient for them to fully reflect and respond. During the CPR meeting itself, the team discussed our individual reflections and sightings. Among the CPR team, there was a strong curiosity and desire to expand some our learning to other staff members during the upcoming school year. The team discussed ways in which similar learning experiences could affect not only any new and beginning teachers who would be joining our staff, but how it might influence our veteran staff as well. The team would explore these options in PAR Cycle Two.

The CPR team meetings throughout PAR Cycle One served as a space in which CPR members could engage in learning experiences and discussion using specific protocols and prompts to further our understanding of our personal identities and the community context. Specific to this research study, the purpose was not just the understanding of identity and community, but about how the CPR members engage in the experiences and the impact that similar learning experiences could have on new and beginning teachers and induction programming.

Throughout PAR Cycle One the CPR team engaged in a number of protocols. The protocols aligned with the CLE axioms and served as a tool to support our reflection on identity, community, and influence. Additionally, the protocols provided structures to capture our learning and to focus our reflection and subsequent discussions of the data collection throughout PAR Cycle One. The chart in Table 5 provides an overview of the protocols used

Table 5

Protocols Used in PAR Cycle One

Name	Description
Identity Mapping	A tool in which participants respond to a series of prompts aimed at helping them consider the factors that shape who they are as individuals and to deepen their understanding of themselves within varying context.
There Is No Small Voice	A CLE personal narrative protocol in which participants view poet "Sonia Sanchez: Reading Poetry" and respond to a series of prompts aimed at having the participant consider a young person whose story they carry with them and has been influential.
Community Mapping	A tool in which participants consider the assets and influences within a community by creating a visual representation of a given geographical area.
Notice and Wonder	A tuning protocol aimed at providing structured in which participants reflect upon and provide feedback specific to a set of data or experience.
Sightings	A culminating protocol aimed at providing structured in which participants reflect upon and provide feedback specific to a set of data or experience.

throughout this cycle of research. The protocols served as an intentional way in which to frame our work and helped to create space for meaningful conversations. Later in this chapter, I discuss the ways in which the use of protocols has influenced my leadership.

Reflective Memos

I wrote memos throughout PAR Cycle One to reflect on observations and conversations with teachers. Reflective memos provided me a safe place to express my thoughts and ideas on the activities and helped me triangulate the different data sources, verify the evidence collected, and offer perspectives on the process of working with participants and other teachers (Creswell & Creswell, 2018). The evidence from memos informed the process as I engaged with teachers during other interactions and activities during PAR Cycle One. Furthermore, reflective memos provided a record of how the PAR process supported my growth and development as a school leader. Thus, the artifacts from CPR meeting activities such as identity and community mapping, meeting notes, and reflective memos together formed a codeable data set and revealed emerging themes. In discussing the evidence, I present the themes that emerged from the activities in PAR Cycle One (Saldaña, 2016).

Evidence and Coding

I analyzed several forms of data to examine what happened throughout PAR Cycle One, including artifacts and notes from CPR meetings and reflective memos. First, I took notes during each CPR team meeting and completed a summary of the meeting's discussion, tone, and observations immediately following the meetings. These meeting notes and summaries were a way in which I recorded what I observed and did not observed in each meeting; what discussion points were and were not present. The notes allowed me to record direct quotes from CPR members as they engaged in reflection and learning during CPR meetings. Next, I continued to

collect several artifacts from the CPR group meetings that were used as evidence. This included written products produced as part of the personal narratives, including cards in which CPR members responded to the *There is No Small Voice* protocol and a six-word poem they completed to reflect on their mindset halfway through PAR Cycle One. Additionally, artifacts collected specific to the community mapping protocol. CPR member's maps served as evidence as well as the nine student community maps (see Figure 7 and Figure 8 for community map examples).

I continued the practice of completing reflective memos throughout PAR Cycle One. The memos continued to serve as a memory aid, a place in which to note next steps and a space to reflect upon my meaning making as co-practitioner myself. After collecting this data, I inductively coded the data; using open coding that was in line with what Saldaña (2016) describes as exploratory coding. This coding is primarily descriptive in nature. Using this method of coding, I then examine the codes to see if some codes were similar to the point in which they could be considered similar in theme. In the next section, I detail the emergent themes that became evident in the PAR Cycle One data.

Emergent Themes

Throughout the PAR Pre-Cycle and PAR Cycle One, as the CPR team engaged in opportunities to learn about themselves and our school community, emergent themes began to evolve in the form of the team realizing who they are and their hunger to implement new practices. As the team uncovered aspects of themselves, data developed around the influences within CPR members' personal and professional journeys. Additionally, data emerged in reference to the perceptions CPR members had of themselves as teachers. A second theme emerged around their desire and hunger to share the new practices they were experiencing within

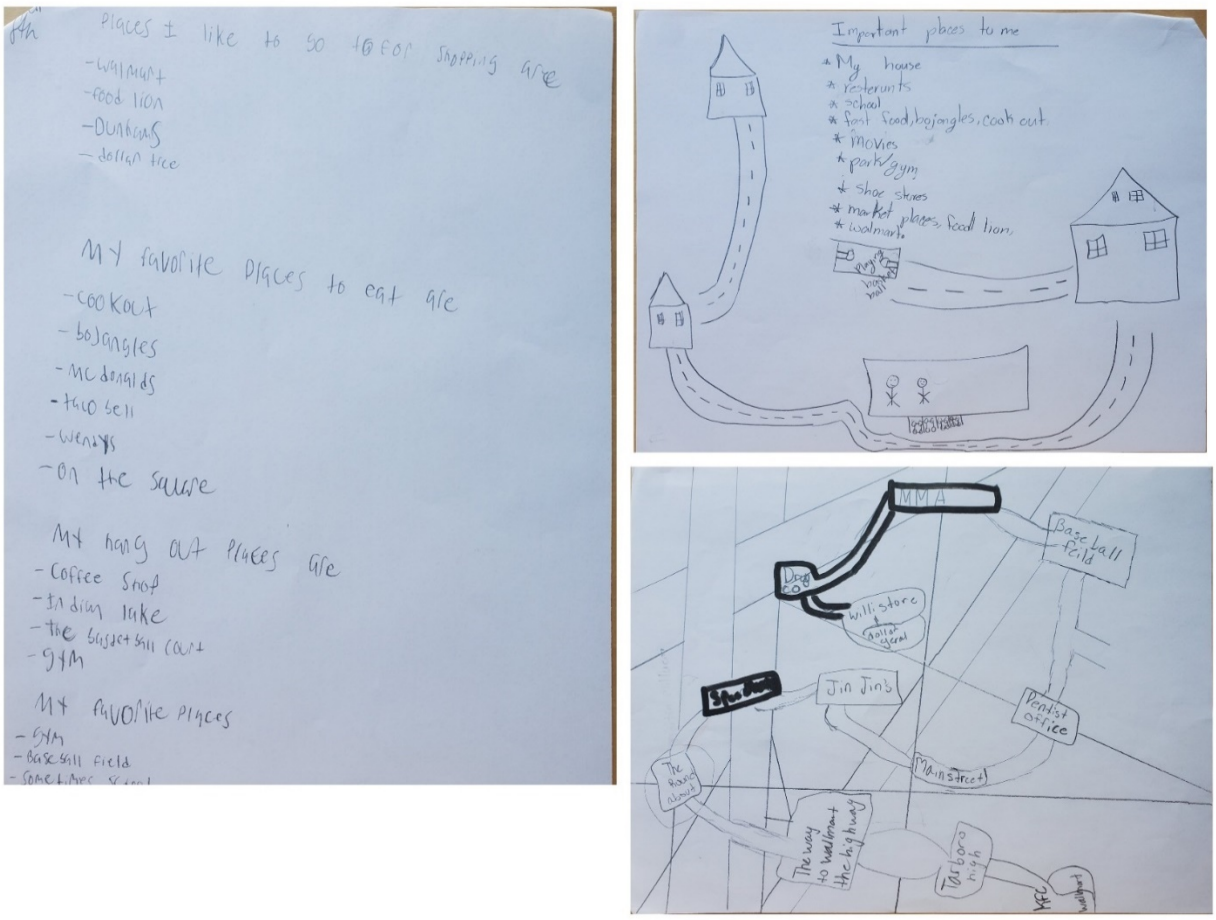

Figure 7. Student examples of community mapping.

Figure 8. CPR team member examples of community mapping.

the CPR group meetings, specifically in their want to share the new and different practices with their students and colleagues. The challenge of this CPR team is to consider how leverage such areas of focus to support adult learning for new and beginning teachers to facilitate an asset-driven, equity-based induction program. In the next section, I discuss the two emergent themes and the corresponding data. I present these themes visually in Figure 9.

Who Am I?

Throughout the PAR Pre-Cycle and PAR Cycle One, as CPR team members explored themselves and the community, the idea of discovering who they are emerged as a theme. CPR members most often talked about their identity development through anecdotal stories. There were two major categories that the evidence supported: the influences of others, specifically the impact of influential people along their personal and professional journey, and how they serve as an influencer to others, specifically the ways in which they influence their students. These two areas show that the ways in which we are influenced by others and how we influence others has a direct impact on our personal identity. I share how these categories evolved from the data collected in the Pre-Cycle and PAR Cycle One.

Throughout this section, I discuss the concept of the influencer. In the context of this study, I define an influencer as a person whose actions, whether direct or indirect, has an impact on the knowledge, skills, or disposition of another. Furthermore, this person has a memorable impact on the professional growth of another. The data revealed that the participants in the study often described an influencer to be a person of authority or with whom they assumed held supervisory power along the trajectory of their educational experience.

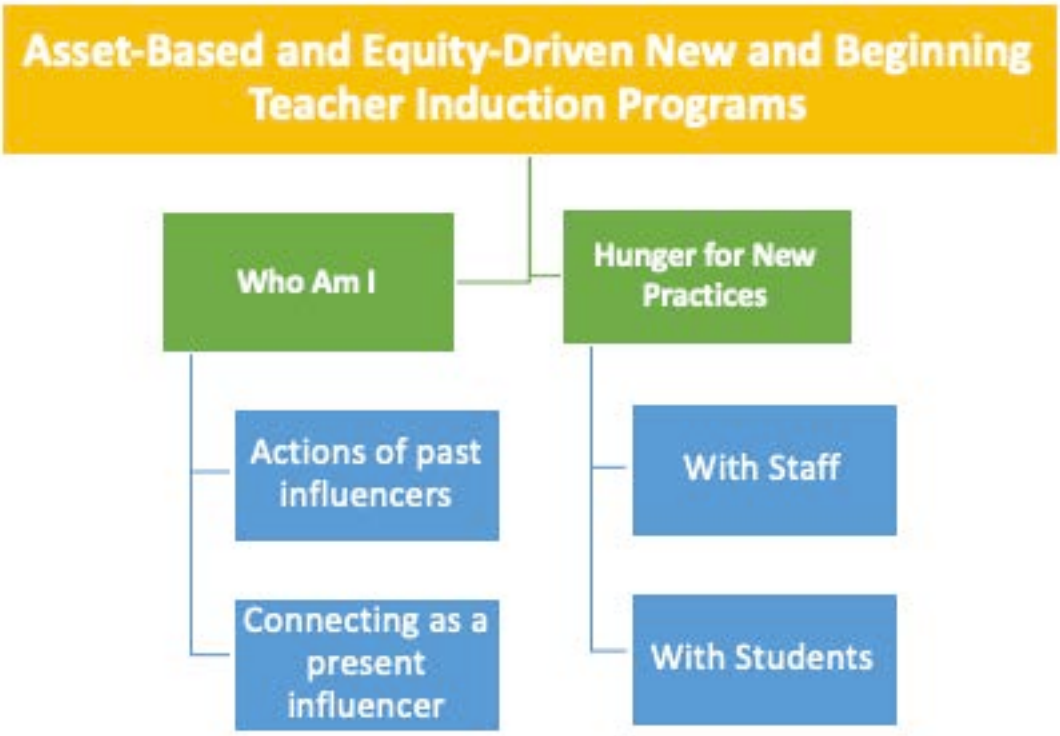

Figure 9. Emergent themes.

Actions of Past Influencers

As we continued to explore and connect with our personal and community identities in PAR Cycle One, it became evident that, through the use of storytelling, CPR group members began to open up more. During the PAR Pre-Cycle, the CPR team focused heavily on our identities, embarking on reflective practices that challenged us to think about how our identities were shaped and influenced. As described in Chapter 4, when the CPR team first began their work together, many of the discussions were initially vague, surface-level responses that did not get to the depth of reflection that could be possible. However, responses were more in-depth in PAR Cycle One.

During protocols such as the Journey Line, all CPR members were consistent in putting significance on their teachers or past supervisors and the influence of such individuals in their development. Each CPR member shared stories, in some form, of how these influential and important figures had a belief about the CPR member's ability that might not have been otherwise present for the CPR member at that time in their journey. Each participant named specific people and shared examples of high expectations and receiving supportive yet honest feedback that helped shaped who they became and are becoming as an educator. The analyzed data from this cycle demonstrates this within the responses and reflections of the CPR members. One example of such a reflection, consistent with other CPR members' stories, is the experience Ivalym shared about her college professor. Ivalym shared that she identifies as being extremely shy. She shared with the team that she was concerned how being shy would impact her being an effective teacher. She reflected on a time in which her practicum professor held an expectation for her and would not let her just say that she was shy; this person influenced her to come out of her shell in such a way that was scaffold so that she was eventually able to hold that expectation

for herself. This was evident as Ivalym shared how her professor would speak to and encourage her, saying, “He would tell me that he knew I could do it and didn’t give me a chance to be shy.” Ivalym shared a specific story about when her professor made her present in class and made her step into a lead position within group studys. “My college teacher made me a leader in spite of being shy.” Denise shared similar stories about her connection with teachers as opposed to her peers. Byron told a story about a senior officer in the Navy, and I, as the co-practitioner school leader, shared about my fifth-grade teacher.

Using storytelling, our conversations continued around the influencers within our past and present lives. As CPR members shared about a teacher or supervisor, they were consistent in sharing how such people held them to high expectations, allowed for mistakes and gave genuine feedback. Denise spoke about past supervisors in saying, “I can remember some of my bosses who were special to me. I was allowed to make mistakes and then they correct me in ways to grow.” Byron said of his experiences with a certain Naval officer, “We were expected to do things at a precise level, but when I got it wrong, he would give positive feedback and steering me in the right direction.” Intertwined within all their stories were examples of how someone important within their lives provided support and direction that has remained memorable and influential. These were examples of when important people, such as a teacher or supervisor, held a deep belief in CPR member, then allowed for mistakes and corrected them with honest feedback. It was evident throughout their stories that such experiences were influential in shaping what CPR members found valuable in the actions of their influencers.

As CPR members reflected on their identities and the trajectory of their personal and professional development, embedded in their stories was how they talked about how the influence of others led to them meeting expectations and learning to value high expectations and

feedback. What was noticed during this phase of the research study was how CPR members talked about wanting to meet expectations as a result of the personal and professional learning that came through the influence of others. When CPR members talked about their identity journey, they talked more about the actions and support of their influencers as opposed to an intrinsic belief in themselves. As they explored their own experiences, it became evident that the following actions of the influencers were important to them: being held to and accountable to high expectations, being allowed to make mistakes, and given authentic and honest feedback in reaction to successes and mistakes.

As a co-practitioner and the school leader in this research study, I found that my reflection triangulated this concept of how influencers can lead to a learning about oneself and valuing such aspects as high expectations, mistakes, and feedback. I shared with the CPR group how my fifth-grade teacher had a reputation for being mean and how devastated I was to find out I would be in her class. However, my fifth-grade teacher ended up being my favorite teacher—a teacher who was brutally honest with feedback, but in a way that inspired me to want to do better, to get it right, and to grow. At first, I wanted to do that for her and eventually I wanted to do it for myself.

As CPR members shared what were important aspects of their personal learning with the team, it was important to explore how they related to their teaching and their work with students. As we think about the study's FoP and designing an induction program that cultivates individual self-knowledge, it is important for the CPR team to consider the role of mentor actions in adult learning and developing. In subsequent PAR cycles, the team should consider the story new and beginning teachers want to tell about their own influence and how an induction program can foster such learning. In the next sub-section, I discuss how CPR members shifted from the

actions of past influential people to the role they serve and the connections they make as a present influencer to their students and within their classrooms.

Connecting as a Present Influencer

As we moved through PAR Cycle One, the CPR team continued the work of reflecting on their identity development while beginning to explore the context of our school community. CPR team members began to share how they were thinking about student voices within their classrooms. Initially CPR team members were not connecting those important actions of their influencers to the work within their classrooms. As we moved our work into the classrooms, CPR team members started connecting with the actions they shared about their past influencers as well as some new learning.

As a CPR group, we engaged in a reflective protocol remembering the voices of our students and in a community mapping protocol. The mapping protocol allowed us to explore the ways in which we perceive the community around our school. We then facilitated the same protocol with current students as well. We were able to use the protocol to think about how we perceived our community and how our students see the community and were then able to compare the two. This protocol and others used during the later portion of PAR Cycle One challenged the CPR team and students to truly think about how they identify within the context of the school and classroom community. Specific to our personal identity development were the stories that CPR members used to describe their interactions with students, and how these conversations revealed the role and influence their actions have with current students. Reflecting on the student community mapping protocol, Denise said, “In the beginning they kept asking me why and how to do this, but then as they shared it was like they felt seen and important.” Ivalym and I agreed that we had similar experiences with the students we engaged with as well. The

trajectory of the protocol began with apprehension and questioning, then moved into confidence, and increased conversation. The impact and influence of the CPR members' actions were evident throughout individual and personal stories about student relationships and more broadly, as they engaged student-centered and community-centered protocols and storytelling throughout PAR Cycle One.

Throughout the experiences within PAR Cycle One, CPR members made connections between how the actions of past influencers affected them and how their current actions influence others. Without directly using the terms influencer or influential, Denise reflected on the influence actions can have in a student's life:

> My experience with [student] keeps me going; watching her grow and her wanting to stay with me and to please me, it has made me realize that kids just want something or someone, it's just that we [teachers] have to figure out what that something is and go with it and stick with it.

As she shared this story, Denise is showing that she is developing an awareness of how her actions can influence the relationships with her students, as well as the setting and holding of high expectations for them. Denise's story about those memorable student voices paralleled the stories and traits in which she and other CPR members valued in the actions of previous important and influential people in their lives. Values such as building relationships, holding high expectations, and allowing for mistakes and feedback.

As CPR members recounted experiences involving students, their stories began to reveal what has been valued in their learning throughout the PAR process. Additionally, their stories showed how their earning showed up their work and when it did not. CPR members were not sharing direct statements such as, "My actions are influential because…", but rather they were

telling in depth stories about times in which their actions had an impact on someone else. Ivalym described a similar experience with an aloof student with whom she connected with during daily games of soccer during recess. Ivalym shared that "Eventually [student] became a leader among his peers inside and outside the classroom; he thanked me at the end of the year." Woven throughout her story about this particular student, Ivalym described the time she took to seek out this student at recess each day and the relationship and trust she established with him one day at a time. Additionally, she shared how she was able to talk with the student's classmates to support their understanding on this individual student. "I talked with the other students and encouraged them to give [student's name] a chance; to see the leadership and good in him." Through her storytelling, Ivalym conveyed the importance and influence a teacher-student relationship can have; not only for the individual student experience, but for the larger classroom community of peers. Like Denise, Ivalym's story about her students' voices mirrored that of her story about her college professor. CPR members revealed dispositions and actions that they deeply valued, but those things might not show up in their work without intentional practices.

In these anecdotal reflections, it was evident that new and beginning teachers, along with veteran mentors, were acting in ways that were influential. The value of relationships resonated throughout their stories of student voices in distinctly similar ways as their stories of the actions of mentors and influencers within their past. It was observed that CPR members were excited to talk about their students and their interactions with them, more so than when we engaged in protocols about themselves. Their stories about students detailed and included an in-depth insight into the children. Where they only allowed for surface-level responses about themselves, they were more likely to open up in more detail about their work and the actual actions they took with students. The telling of stories and protocols facilitated within the CPR meetings created space in

which teachers could talk about what was important to them and to engage in a learning experience to consider how that impacts their classroom community.

At this point in the research study, CPR members were talking about the importance of relationships. We needed to keep doing this work and to think further about how highlight the aspects they valued personally in their teaching. The CPR team would consider the impact our relationships with students have and the influence of our actions on students, whether as a new teacher, beginning teacher, or otherwise. Furthermore, specific to the FoP of this research study, we must consider how to bring forward the importance and influence of our actions within induction programming for new and beginning teachers.

This trend continued as CPR members facilitated community protocols throughout PAR Cycle One. When the CPR team came back together after completing the community mapping protocol with students, each CPR member talked about the students' desire to meet the expectations of the CPR member, much like they had shared stories of wanting to meet the expectations of those important and influential people in their pasts. Students wanted to know what the CPR member expected out of the activity and wanted to make sure they were completing it correctly in the eyes of their teacher. Ivalym expressed how her fifth grade Science students were hesitating to get started and kept looking to her for confirmation that they were on the right track. Ivalym said, "The kept asking me if what they were doing was okay and good. I told them yes, but didn't want to change their minds." Ivalym went on to share that she was worried if she said too much, she would overly influence the product of the student. She did not want her interpretation of the prompt to alter what the students produced.

I noted in my meeting notes, that although Ivalym persistently identified as shy and had not previously ever described herself as having influence, yet she was sharing with us how much

her students were dependent on her approval and encouragement. Although never described herself in the same vein as she described her college professor, it was evident through her storytelling that her actions had influence over her students. Inversely, her influence paired with her identifying as shy, could be manifesting in her students exhibiting shy characteristics in their not expressing themselves, even when prompted to do so without reassurance. Ivalym had not considered the influence of her actions and had not yet made the connection between her shyness and how that might have caused her to allow her students to be shy in their independence and creativity. Ivalym's story reminded the CPR team to consider the unconscious ways in which a teacher has a positive and growth producing influence over their students. Furthermore, the team would need to consider the ways our identity may unintentionally and unconsciously show up in our actions, and how those actions project onto students in ways that are not promoting high expectations, growth producing feedback, or productive struggle.

The discussion and reflection around the community mapping protocol lent itself to consider the ways in which our unconscious biases and beliefs, about our identity and that of others, shows up in our professional practice. Denise shared a somewhat similar experience with the community mapping protocol with sixth, seventh, and eighth grade students. In her reflection, Denise shared a story about how her students kept seeking her out after the activity asking how they could help more; Students who had not been seeking her out prior to the community mapping activity. As she shared the story about the week that followed this activity, Denise's body language included her smiling and sitting forward. "Student K kept finding me. Like during transitions and were asking, what else can I do to help you. I don't think he's asked me that before, at least not so often." Denise's story and reflection of her interactions with students elevated the influence she has over them. She never directly said, "My actions influence

students. I identify as an influential, powerful figure in their lives," but indirectly her storytelling about students said just that. When CPR members opened up about their work with students, it produced just as much data about their identities as it did the students. As the CPR team told the stories of their students, there was a shift and change in how they talked about identity and influence, but it was still in distinct conversations with specific protocols. There is room for growth as new and beginning teachers, a veteran mentor teacher, and a school leader understand the leverage their actions have within the school and classroom environment. The CPR team needs to explore the ways in which we can connect what we know about the actions of past influencers on our learning with how our actions as new, beginning, or veteran teachers have influence within our classrooms and schools. Later in this chapter, I discuss how these reflections and PAR Cycle One has had an impact on my leadership and how it can influence strategic leadership within induction programming for new and beginning teachers.

Throughout the PAR Pre-Cycle and PAR Cycle One, an emergent theme began to evolve around how the actions of past influencers has an impact on the personal identity development of a new and beginning teacher, a veteran mentor, and school leader. Specifically, the influence the actions of others have had on them in the past and the influence their current actions have on others. Based on this emergent theme, it became evident that as new and beginning teachers discover who they are and consider their current actions within the classroom; it brings about new connections with one another and with students. This new connection was an area that needed further exploration as the CPR team considered how an asset-driven and equity-based induction process can have influence over the context of their school and classroom.

Hunger for New Practices

Throughout the PAR Pre-Cycle and PAR Cycle One, as CPR team members explored themselves and the community, a desire and hunger for sharing and implementing these new practices began to emerge as a theme. CPR members reflected on their professional experiences, both prior to and within the CPR group, and began to discuss ways to share these new experiences with others. There was a willingness to take risks and a desire to facilitate these opportunities and experiences with others, specifically with their colleagues and students. Based on this emergent theme, there is an opportunity to leverage the hunger and desire of a new and beginning teacher, as well as a veteran mentor and school leader. Within this theme, two categories developed in the data: the willingness to implement new practices with other staff members and colleagues and the willingness and desire to do the same with students. In this section, I share how these areas evolved throughout PAR Cycle One.

Sharing with Colleagues

As the CPR team met throughout PAR Cycle One, the team showed a willingness to participate in the protocols, discussions, and reflections and to share with one another. By fully participating, it was evident that trust and safety was established among the group members. Throughout each opportunity to learn from one another, the team members would not only consider their professional growth, but also would express an interest and desire to share this experience with their colleagues. In reflecting on her experience at the conclusion of PAR Cycle One, Ivalym shared that participating in the CPR group had contributed to her professional confidence and a desire to have her colleagues experience the same. “All of the topics we discussed were really helpful to make me feel more comfortable. I think others would like it

too." The activities throughout PAR Cycle One created a space for professional connections and growth which they in return wanted to share with their colleagues.

This willingness to grow within their professional practice through new ways of learning was evident in the PAR Pre-Cycle and throughout PAR Cycle One. The value and impact of such new ways of professional development, by using the CLE axioms, was increasingly evident as CPR members began to consider ways to implement similar strategies with their colleagues. CPR members were discussing ways in which to build the axioms and protocols into our opening staff meetings and questioning how soon the team could expand their learning to others. Denise was thinking about starting the new school year with similar protocols for all staff, new or returning. She was specifically talking about the insight she gained from the community mapping protocol and reflection, Denise said, "I wonder how this would work with the whole staff? I believe it could be impactful for staff, beginning, new and returning staff as we start the new year." Through their willingness to continue as a CPR group and to share with others, group members acknowledged not only the process itself, but exhibited an understanding of the professional growth and learning that came from the experience.

As the CPR team transitioned into PAR Cycle Two, it was important that the team considered the ways in which new and beginning teacher develop, the experiences that contribute to such professional growth, and ways to emulate that learning with others within the school community. Additionally, the team considered ways in which to elevate the leadership capacity of such new and beginning teacher to lead some of that work among their colleagues. Ivalym, who self-identified as being shy, alluded to not only wanting this experience for other new international staff, but contemplated facilitating as well. "There will be a lot of new Participate [international] staff next year and I wonder what it would be like to do some of the CPR

meetings with them? I've liked it and would like doing it with others." The CPR team considered if traditional induction programing creates the space and safety for new and beginning teachers to see the value in exploring their identity to an extent that inspires them to share such experiences with other new, beginning, and veteran colleagues. In the next sub-section, I discuss how CPR members' experience within PAR Cycle One further evolved into a willingness to share and implement new practices with their students.

Listening to and Learning from Students

As we moved through PAR Cycle One, the CPR team's curiosity grew, they began to show an interest in wanting to facilitate some of the same protocols and learning they had experienced with others. This was directly evident in their willingness to add student voices into our protocols. CPR members were willing and ready to share the community mapping protocol with a subset of students and were excited to share their experience with the CPR team. This was evident in the CPR notes from CPR Meeting Three. The meeting notes reflected that team members were smiling and were eager to share their students' maps, as there was little wait time to see who would share first. The notes reflect how quickly CPR members engaged in sharing stories about the experience with their students. Specific to their desire to expand further, CPR members talked about wanting to facilitate this protocol with all their students. Ivalym not only shared her willingness to share this experience with her students, but she included her identity as she considered ways to include her native Spanish language. Ivalym said, "I wonder how I could do this activity with all my students in the future and how to incorporate more Spanish vocabulary in describing the places." CPR members were eager and ready to recreate these experiences with larger groups of students, utilizing new practices, despite being a new, beginning, or veteran teacher.

Beyond their willingness to share similar experiences with their students and to try out new practices, CPR members began to reflect on the learning and insight they gained from using these protocols with their students. Additionally, they began to connect the experiences with students to their identity. Through their willingness and hunger to try new practices with students, CPR members were able to reflect further on their identity and its impact on the classroom community. As Denise reflected on the community mapping activity and the subsequent interactions she had with the same students, she began to make connections between those teachers who had influenced her and herself as a teacher. “I'm starting to think about how those interactions with my own teachers might have an influence on the ways I interact with my students.” Denise went on to say that she wants to be sure she’s making those interactions intentional and that the new practices she had experienced throughout PAR Cycle One could be ways in which to do that.

As the CPR team transitioned into PAR Cycle Two, it was important that the team considered the ways in which the experiences new and beginning teacher have to implement new practices within the classroom community contribute to their professional growth. Additionally, the team considered ways in which such interactions and experiences with new practices impact their identity and their understanding of such. Although Ivalym was not yet confident on how to recreate such opportunities on her own, she demonstrated an awareness that her participation in the CPR group was different and was producing different outcomes among her students. “I want to consider ways to get to that same place [relationships with one another] with all my students. Not sure what that looks like though." The CPR team would consider if traditional induction programing creates the avenues for new and beginning teachers to learn how to use identity and community building protocols within their class or the understanding in the value of doing so.

Summary

Throughout the PAR Pre-Cycle and PAR Cycle One, emergent themes began to evolve around discovering who we are as educators and how such experiences can result in a hunger to share new practices with others. As CPR members explored who they are, data specifically pointed to how the actions of others served as an influence and the impact and influence of the actions of the new, beginning, and veteran teachers themselves. Furthermore, the ways in which exposure to the CLE axioms can challenge our knowledge, skills, and dispositions in such a way that manifests into a hunger to want to try new and different professional practices as a new, beginning, or veteran teacher. The challenge of this CPR team was to consider how such areas of focus could be leveraged to support adult learning for new and beginning teachers within an induction program.

Noticeably absent in PAR Cycle One, was the direct mention of building trust and establishing relationships with new supervisory positions; however, as the undercurrent of the CPR meetings and the stories told indicated, it was clear that trust was strong and present in these relationships between CPR team members, those important people from their pasts, and with their students. As CPR members recalled past teachers, professors and supervisors their body language included smiles and the use of language that supported fond memories. Phrases included those such as, “bosses special to me,” and “didn’t have many friends, but my teachers were there for me.” Similarly, although not directly mentioned, the willingness to question and take risks requires a level of comfort and feeling of safety to do so. In subsequent PAR cycles, the CPR team would explore the influence of relationships and the influence on creating equitable educational experiences for students in classrooms led by new and beginning teachers.

Furthermore, the CPR team should dig deeper into the connections between the actions of past influencers and the influence their actions have as current teachers.

As a school leader who is interested in developing an asset-based, equity-driven induction program, in the next phases of this research study I built upon these emergent themes. As a school leader, I considered ways in which we can leverage who we are and our professional hunger to increase the awareness new and beginning teachers have of their influence and to leverage their willingness to take risks. Considering induction programming, school leaders like myself should consider how we could increase this conscious awareness more quickly in a way that has equitable influences and outcomes. If we know that the actions of new and beginning teachers are influential and that they are willing to try new professional practices, then induction programs have the opportunity to ensure that their actions have an equitable impact on all students with whom they have contact. In the next section, I explore further my reflections as a school leader and the impact PAR Cycle One has had on my leadership.

Leadership Reflection and Action Steps for PAR Cycle Two

Moving throughout the cycles of this research study, I continued to see how the co-practitioner model allowed for learning and growth within my understanding of the induction process and within my leadership. During PAR Cycle One, I was able to reflect on ways that my leadership has created and facilitated spaces in which trust is being developed and that this trust is present so that new and beginning teachers and mentors are willing and comfortable to share about their identity and explore the identity and context of the school community. Furthermore, I considered how equity-based leadership could lead to similar experiences for students, as teachers within the CPR group explore their leadership and ability to create and facilitate similar

spaces and activities for students. I was able to think about my leadership actions and mindset thus far and identify areas of growth in pursuit of my FoP.

Reflections on Leadership

As I reflected on PAR Cycle One, I became acutely aware of the power of the protocols, specifically those protocols that align with the CLE axioms. I found myself thinking about and seeking intentional ways to make learning a dynamic social process, to ensure conversations with people closest to the issue of induction are central to the processes of each PAR cycle. By being willing and vulnerable as a co-practitioner to cross boundaries and built on assets of new and beginning teachers, mentors, and the school community. As a leader with these intentions, I learned that they would not happen by chance; structures, such as protocols, must be in place to frame what can become very rich, organic, and meaningful conversations and progress as we consider the pursuit of creating an asset-driven, equity-based induction process.

I identified myself as a people person, in both my personal and professional context. I found it easy to strike up conversations and to build relationships inside and outside of the school building. In the past, I assumed and expected that relationship building and conversations among staff happened organically. I presumed that teachers would talk to one another and would naturally make connections among themselves, but what I have learned throughout PAR Cycle One is that this does not happen on its own. By using protocols during CPR meetings, I realized that by having these intentional protocols, where we hold and create very specific spaces for teachers to talk about themselves and share parts of themselves, creates deeper relationships. Such CLE protocols created a trustful dynamic among the group, and allowed for and sustained focused dialogue throughout each CPR team meeting.

I used to think that prompts that force us to communicate would come across as artificial and would be in contrast to creating meaningful relationships. However, I learned that when we move past stock icebreakers and into more meaningful and intentional protocols, it is then that we create an authentic space for deep and meaningful relationships, conversations, and progress. This was most evident in my relationship with Denise, the exemplar mentor. I worked with Denise for four years. As a multi-classroom leader, Denise worked with teachers in a direct coaching model, and as such, we had bi-weekly meetings to discuss her work. Denise is someone with whom I had a strong relational trust and knew well. However, through the participation together in the specific CLE protocols that have created opportunities for us to share with one another through a significantly different lens, at the conclusion of this PAR cycle, I felt as if I knew Denise on a much deeper and personal level. I have a more robust understanding of her identity and the ways in which it influences her work. In reflection, I know that this more in-depth professional relationship was only possible with such protocols. This example alone had me considering how such structures within an induction program can create these types of relationships for new and beginning teachers and how such experiences can contribute to the adult learning process.

If I were to be an equity-centered school leader, I needed to plan purposefully with strong, intentional protocols. At the end of the PAR Pre-Cycle, I noted to always keep front and center the following question: to what extent does a school leader's participation in this induction process contribute to growth and development as an equity-centered school leader. This question was at the forefront of my reflection throughout the cycle and led to the being the most significant learning for me during PAR Cycle One.

As a CPR group, we had created an induction space in which relational trust is present and that allowed us to fully engage in specific protocols to further our understanding of ourselves and the context of the community in which we work. As I reflected on my leadership, I acknowledged that moving forward I need to continue to be intentional with not only using protocols, but also considering how we link the protocols and activities to specific learning and professional growth within an induction program. In the next subsection, I expand on this and additional steps that needed to take place in PAR Cycle Two.

Planning for PAR Cycle Two

The learning and reflection from PAR Cycle One was influential as I planned for the next cycle. Specifically, considering how to build upon the work to becoming more aware of the community context in which we served. The CPR team wanted to consider how to leverage our understanding of ourselves and that of the community into adult learning practices that result in changes in skills, knowledge, and disposition. In planning for PAR Cycle Two, we proposed the following activities: Two Community Learning Exchanges and on-going CPR meetings. I continued to write reflective memos through PAR Cycle Two. In the next cycle, I considered protocols and data collection options that allowed us to extract data in which could be coded to further narrow the scope of codes and solidify emerging themes into firm findings. CPR meeting and CLEs continued to support our pursuit in considering ways in which new and beginning teacher deepen their understanding of themselves, the community in which they serve, and how each influences the other.

Conclusion

In this chapter, I reviewed activities with PAR Cycle One and identified two emerging themes that became evident through this particular cycle. This chapter included a reflection of

the evidence collected to support the stated emerging themes. As I reflected on PAR Cycle One and prepared for PAR Cycle Two, it was imperative that I revisit the role of praxis and how it informed the PDSA cycle as an integral component of this research study. The CPR team needed to consider each aspect of the PDSA cycle throughout each PAR cycle. The team was required to analyze the data, compare results to the predictions, and gain insight to inform the next cycle. As we studied PAR Cycle One, we were able to reflect upon CPR meetings and the ways in which storytelling and curiosity influenced our learning throughout this cycle. From this evidence and that of the PAR Pre-Cycle, we were able to identify codes and emerging themes to consider moving forward. Specifically, through the analysis of codes, I was able to identify the specific themes of who we are and our hunger for new practices. From these emergent themes, I was able to reflect upon the evidence to support these themes and how they contributed to adult learning throughout the induction process. This reflection informed the next cycle. As such, the CPR group meetings were significant in ensuring we were designing activities that supported our FoP, addressed our sub-questions, and yielded data that continued to inform the next cycle. In the next chapter, I discuss in detail PAR Cycle Two, its activities, and the data analysis.

CHAPTER 6: PAR CYCLE TWO AND FINDINGS

An effective teacher induction process has the potential to affect how new and beginning teachers experience themselves, the school context, and the students they teach. The purpose of this participatory action research (PAR) study was to co-develop and implement an asset-driven, equity-based teacher induction process for new and beginning teachers. In this study, I facilitated a group of school educators focused on cultivating self-awareness and community context. Together we designed and implemented professional learning focused on developing teachers' deep understanding of their identities and that of the community they serve. As such, the PAR study set out to answer the overarching question: *To what extent can an equity-based, assets-driven teacher induction process cultivate knowledge of self, context, and professional practice?* The sub-questions included:

- How do principals and new and beginning teachers collaborate to effectively uncover beliefs and values about their own teaching and learning?
- To what extent do principals and new and beginning teachers develop awareness and knowledge of the community context?
- To what extent does a school leader's participation in this induction process contribute to growth and development as an equity-centered school leader?

In this chapter, I present the findings of the research study. During the analysis of data from the Pre-cycle, two categories emerged: relationships matter and surface level connections to practice. CPR members understood how relationships shaped their professional journeys, but in contrast, CPR participants had a surface level understanding of the connection between such relationships and professional practice. Next, in PAR Cycle One, I expanded the research on the two categories and identified two emergent themes: who am I and hunger for new practices.

Through the process of data collection, analysis, and reflection over 18 months, a set of categories and themes emerged (see Table 6). Ultimately, I determined a set of finding. In this chapter, I begin with a description of the final research cycle, PAR Cycle Two, and present findings through the cumulative analysis of data.

PAR Cycle Two Process

As the final cycle of research, PAR Cycle Two considered the emergent categories in the PAR Pre-Cycle and the emergent themes in PAR Cycle One to explore further and solidify how new and beginning teachers engage in an asset-driven, equity-based induction process. The PAR Cycle Two took place over 12 weeks during the Fall 2022 semester from August through October. Table 7 provides an overview of the CPR activities in PAR Cycle Two. In addition to the CPR activities, I completed biweekly-reflective memos and conducted member checks throughout PAR Cycle Two. In PAR Cycle Two, the CPR team invited a group of teachers and parents to engage in the learning process. By facilitating two Community Learning Exchanges (CLE), the CPR team could gain and compare additional data focused on the influences on our identities and that of the community. Next, I provide further details of those activities I engaged in throughout the cycle.

PAR Activities

I provide a detailed account of the activities as well as the data collection and analysis that took place in PAR Cycle Two. In addition, these details offer an understanding of what I did as we continued to explore our identities, the identity and context of the community, and invited additional stakeholders to share their perspectives. These activities allowed us to gain additional insight into the power of influences on individual identities and communities and to consider other teachers and parents' perspectives.

Table 6

Key Activities in PAR Cycles of Inquiry

Activity	PAR Pre-Cycle (Fall 2021) (Aug – Dec 2021)	PAR Cycle One (Spring 2022) (Jan – Apr 2022)	PAR Cycle Two (Fall 2022) (Aug – Oct 2022)
Interview Rounds (n=1)	*		
CPR Meetings (n=x)	* *	* * * *	* * * *
Community Learning Exchange (n=2)			* *
Reflective Memo (n=x)	* *	* * * *	* * * *
Member Checks (n=1)			*

Table 7

Activities PAR Cycle Two

	WEEK 1 (8-12 AUG)	WEEK 2 (15-19 AUG)	WEEK 3 (22-26 AUG)	WEEK 4 (29-2 AUG)	WEEK 5 (5-9 SEP)	WEEK 6 (12-16 SEP)	WEEK 7 (19-23 SEP)	WEEK 8 (26-30 SEP)	WEEK 9 (3-7 OCT)	WEEK 10 (10-14 OCT)	WEEK 11 (17-21 OCT)	WEEK 12 (24-28 OCT)
Meetings with CPR (*n*=4)	●		●					●			●	
Community Learning Exchange (*n*=2)						●			●			
Reflective Memo (*n*=6)		●		●		●		●		●		●

In PAR Cycle Two, I used a variety of activities to gather data as we continued to explore the emergent themes. CPR meetings incorporated such activities through the continued facilitation of intentional protocols. During both CLEs, we facilitated the same protocols with teachers and parents. As in previous PAR cycles, activities included a personal narrative focused on our educational journeys and a community mapping protocol. Stakeholders involved in both CLEs produced tangible artifacts in response to each protocol prompt. In addition, I collected artifacts, CPR meeting notes, and reflective memos as data. Next, I describe the PAR activities we engaged in throughout PAR Cycle Two. These activities include CPR meetings, CLEs, reflective memos, evidence, and coding.

CPR Team Meetings

Throughout four CPR meetings, the team met to reflect further on the influences on their identities and to consider how teachers and parents perceived the influence on their educational journey and the influences within their community. As previously established the meetings included the consistent use of personal narratives and mapping protocols to guide discussion and data analysis.

We had the first CPR team meeting was on Wednesday, August 10, 2022 and discussed the trajectory of PAR Cycle Two activities. We revisited the activities and corresponding data collected during the first meeting during PAR Cycle One. We reviewed the research questions and considered additional data and activities needed. Next, the CPR team began to draft a plan for two CLEs: one with additional teachers and a second with parents. The team discussed using a similar personal narrative and community mapping protocol at the CLEs as we used in previous PAR cycles.

The second CPR team meeting was on Wednesday, August 24, 2022. During the second

CPR meeting, we focused on digging deeper into the actions and dispositions of influential individuals in our educational journeys. We revisited our data from the PAR Pre-Cycle and considered if our participation in the research study had us thinking about those influencers differently now. We each responded to questions about the influences we first mapped on our Journey Lines in the PAR Pre-Cycle.

The third CPR team meeting of PAR Cycle Two was on Monday, September 26, 2022. In our third CPR meeting, we reviewed the modified journey lines and the community maps artifacts from our first CLE with a small group of teachers at our school. CPR members discussed the similarities and differences between the staff maps as compared to our CPR member maps and those of the students from PAR Cycle One. The CPR team discussed our experience and learning as we facilitated this protocol with teachers. We discussed that every teacher map included our school as an influential place within our community, while most student maps did not have the school. This team considered why this difference occurred.

The fourth and final CPR team meeting of PAR Cycle Two was on October 19, 2022. The purpose of this meeting was to review the modified Journey Lines and Community Maps from the second CLE with parents. CPR members discussed the similarities and differences among the parent, staff, student, and CPR member maps. The team noted the presence of CHA on the maps created by adults and the absence of CHA on student maps. During this reflection, CPR members noticed maps in which some parents and students highlighted individual neighborhoods and listed them by their unofficial names.

During the fourth CPR meeting, members reflected on participating in this research study. They considered its influence on them as new and beginning teachers, as a mentor, and as school leaders. Finally, the team discussed ways similar learning experiences would likely

influence new and beginning teachers, the school staff, and students and parents. Finally, the team discussed how our collective learning in this PAR study could influence where and how we engage with the community moving forward.

The CPR team meetings throughout PAR Cycle Two served as a space where CPR members could engage in learning experiences and discussion using specific protocols. As in previous PAR cycles, the protocols served as a tool to support our discussion, data analysis, and reflection aligned to CLE axioms. Additionally, the protocols allowed for consistency in collecting and reviewing data across stakeholder groups and settings. Finally, the protocols served as an intentional way to frame our work, guide meaningful conversations, and draw conclusions from data.

Community Learning Exchanges

During PAR Cycle Two, the CPR team and I hosted two Community Learning Exchanges (CLE). We engaged a subsection of additional teachers and a group of parents to explore the impact of influences on identity development and the influences within our community. As with our CPR meetings, we use personal narratives and community mapping protocols to guide discussion in each CLE. Using the same protocols with additional teachers and parents was intentional as the CPR team wanted to compare like data as we considered the wisdom of people and the power of place and the impact on new and beginning teachers, mentors, school leaders, and the overall teacher induction process.

The first CLE was on Tuesday, September 13, 2022. We invited teachers who serve on our school's School Improvement Team to participate in the CLE. Thirteen staff attended: veteran teachers, international staff, mentors, and school administration. The CLE aimed to address two questions *Who are the assets within your educational journey that influence you to*

want to be your best self as an educator and *Where are the assets within the community that influence our school and what would it look like if those assets influenced all stakeholders within our school?* We facilitated two protocols to guide discussion around each question. The first protocol was a modified Journey Line in which CLE participants reflected on their educational journey's formal and informal influences. We challenged participants to share a story about one of the influences they listed on their modified line. Next, we asked CPR members to map the influences in the town where our school is located. As in previous PAR cycles, this prompt was intentionally open-ended to solicit individual reflections without introducing assumptions or additional bias. The CLE group openly shared each of their maps, and we discussed similarities and differences in our maps.

The second CLE was on Monday, October 3, 2022. We invited parents who serve on our school's Parent Teacher Organization to participate in the CLE. We invited nine parents; three parents attended. The CLE aimed to address two questions: *Who are the assets within your educational journey that influenced you* and *Where are the assets within the community that influence our school, and what would it look like if those assets influenced all stakeholders within our school?* We facilitated the same two protocols with the parent groups as we did the teacher CLE. We challenged participants to identify the formal and informal influences in their educational past and asked them to map the influences in the town where our school is located. The CLE group openly shared their stories and their community mapping artifacts. The groups discussed their ideas and hope for the school experience at Clark Hill Academy.

Reflective Memos

As during the previous PAR Cycles, I completed reflective memos throughout PAR Cycle Two. I wrote reflective memos bi-monthly, starting in August through the end of October.

I reflected on the activities we completed during PAR Cycle Two and the overall learning and impact on my leadership. Reflective memos provided a safe place to express my thoughts and ideas throughout the research study and helped me triangulate the different data sources, verify the evidence collected, and offer perspectives on working with CLE participants and the CPR group (Creswell & Creswell, 2018). In addition, reflective memos provided a record of my learning, growth, and development as a school leader.

Evidence and Coding

I collected the data from the PAR Cycle Two activities and started by using the codes developed in the previous PAR cycles to begin open, inductive coding as I had in the past. In the PAR Pre-Cycle and PAR Cycle One, the initial coding was inductive open coding, as Saldaña (2016) describes. During the first two cycles, I immersed myself in the data, and analyzed and interpreted the data to identify codes and emerging patterns within those codes. However, during PAR Cycle Two, the coding process shifted from inductive, open coding to a more deductive method. During this final cycle, the coding included renaming and modifying top-level codes into second-level coding as the data solidified the emerging categories and themes into firm findings (Saldaña, 2016). I entered the total work of this inductive and deductive coding process into the codebook and then analyzed the book for frequencies (see Appendix G).

The data from PAR Cycle Two further confirmed the lasting impact of an influencer that had emerged within the two themes from PAR Cycle One; however, the frequency of new codes, specific to the perception of place, led to new categories specifically focused on the influences and assets within the school and community context (see Figure 10). As I analyzed the data from all PAR Cycles, people and place have an impact on new and beginning teachers. Furthermore, the specificity that came with second-level coding revealed that the effect of influencers went far

beyond the initial surface-level understanding uncovered in the Pre-Cycle. As I examined the complete data set, it was clear that the impact was a direct result of an influential individual's specific actions and dispositions. By engaging in the Plan, Do, Study Act improvement science model, in conjunction with a CPR team, I could examine multiple sets of evolving data in pursuit of the study's research questions (Bryk et al., 2015).

The data supported two findings: Wisdom of People and Power or Place. Figure 10 illustrates the two findings and the corresponding categories. These findings resulted from specific activities and data collection and analysis throughout three PAR Cycles over 18 months as the CPR team set out to uncover how an asset-driven, equity-based induction process could support new and beginning teachers.

Findings

After three cycles of inquiry that focused on answering the primary research question: *To what extent can an equity-based, assets-driven teacher induction process cultivates knowledge of self, context, and professional practice,* the data supports two findings. First, there is evidence that an effective teacher induction process must acknowledge and honor the wisdom of people. That is, induction must include explicit opportunities for new and beginning teachers to explore their identity, discover the assets they already possess and share their learning. Second, and just as important, the teacher induction process must be contextualized by understanding and harnessing the power of place within the school and community context. Table 8 shows the findings, corresponding categories and frequency of the codes for each finding. The specific naming of these two categories, Wisdom of People and Power of Place, was intentional and evolved throughout the study. The knowledge and the literature around CLE work influenced the naming of these two findings. This evidence emerged through the voices of my participants and

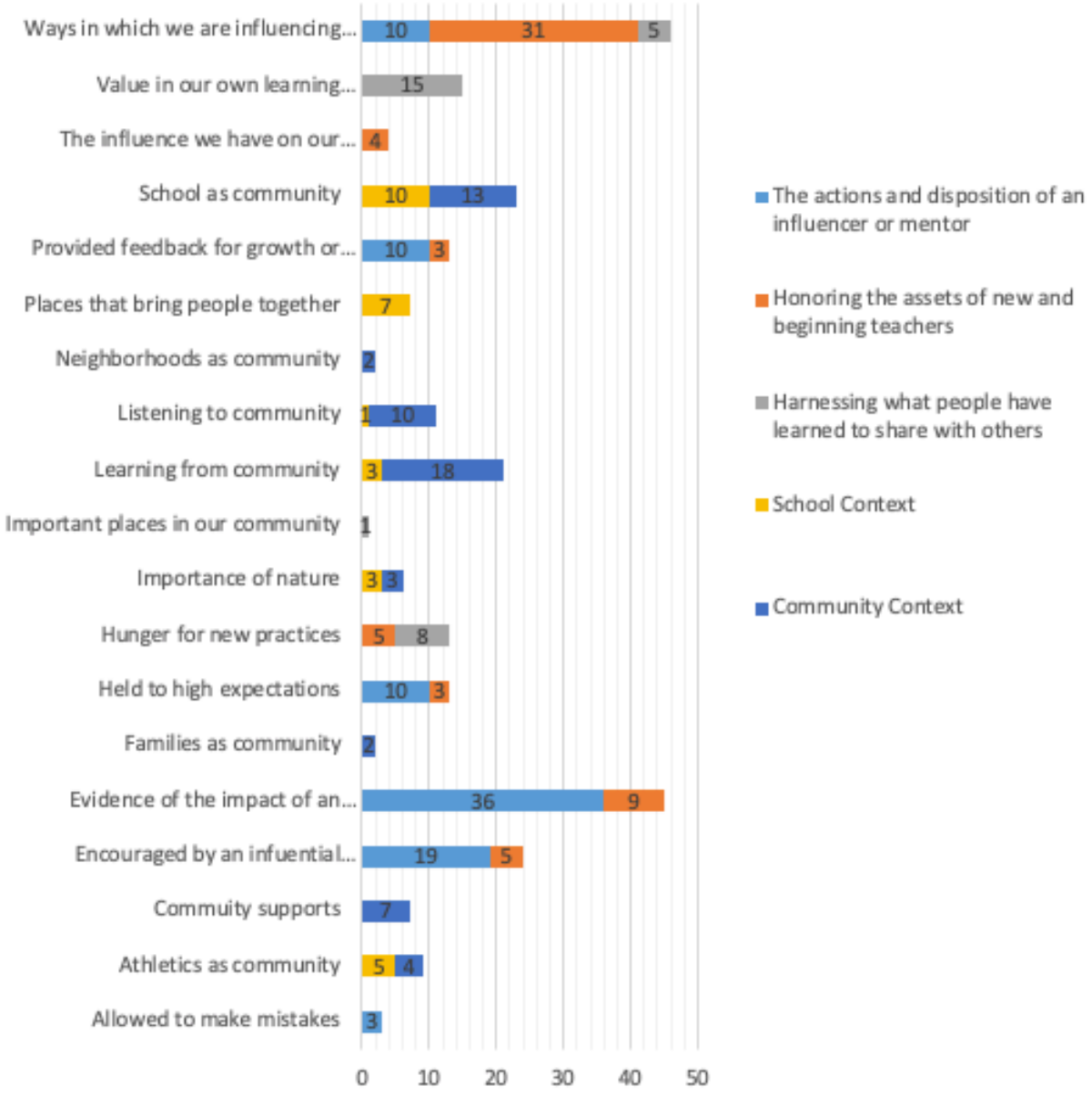

Figure 10. Frequency of codes with categories.

Figure 11. Findings.

ultimately by leaning into Ockham's Razor principle that the best solution may be the simplest and closest to me. Simply put people and place matter. Next, I discuss the findings supported by data from the three PAR Cycles.

Wisdom of People

The data from the three research cycles establishes that an asset-driven, equity-based induction process for new and beginning teachers does not happen haphazardly; such a process requires intentionality and a change in normative practices. A teacher induction process must acknowledge and honor the wisdom of people, specifically the people within the induction process itself. For this to occur, there must be conditions set for new and beginning teachers to explore the influences on their identity development, uncover the assets that already exist within them, and harness and share their learning throughout the process. The data indicates (see Table 8) that there are two primary ways to create the conditions and spaces necessary to acknowledge and honor the wisdom of people within a teacher induction process: The actions and disposition of an influencer (*n*=88) and Honoring the assets of new and beginning teachers (*n*=61). While it did not appear as frequently in the data, CPR group members consistently showed evidence of wanting to do more with their learning. An emerging secondary condition to support this finding: Harnessing what people have learned to share with others (*n*=29). Next, I provide evidence and participant examples of how the two primary areas in the data support the need for an asset-driven, equity-based induction process to acknowledge and honor the wisdom of people.

Actions and Disposition of an Influencer

For new and beginning teachers to understand and tap into their assets, they must first explore the influences that shaped the development of their identity and individual strengths. Throughout this research study, participants consistently shared stories of influential individuals

Table 8

All PAR Cycles: Findings, Categories, Definitions, and Frequency

Findings	Categories	Definition of Category	Frequency
Wisdom of People	Actions and Dispositions of an Influencer	The impact of an influential individual on new and beginning teachers. An individual, who holds high expectations, allows for mistakes and provides feedback while maintaining a belief in others to reach a potential they have not yet realized.	88
	Honoring the Assets of New & Beginning Teachers	The impact of new and beginning teachers engaging in structured experiences of uncovering how they have already influenced others, realizing the potential in their assets, and knowing they are valued within the teacher induction process and school community.	61
	Harnessing What People Have Learned to Share with Others	The hunger new and beginning teachers have for new practices and their influence on others within the school community when they are empowered to share what they have learned.	29
Power of Place	School Context	The perception of community assets and influences from within the school; from inside the school, looking out into the community	32
	Community Context	The perception of community assets and influences outside the school; from outside the school, looking into the community.	42

within their educational journey. I define these individuals as influencers. Specific to this study, I define an influencer as someone who acted in ways that helped others to reach high expectations, allowed for mistakes, and provided feedback for growth. Furthermore, an influencer had a disposition in which they believed and encouraged others to meet a potential they did not yet realize. The impact of an influencer on new and beginning teachers' identity and their perception of their assets was present throughout each PAR cycle.

The data indicate that the actions and disposition of influencers primarily support the need for the teacher induction process to acknowledge and honor the wisdom of people. This is evident through the frequency of associated codes with the impact of an influencer appearing 41% (*n*=88) of the time throughout this data set. Table 9 represents the data within the codebook and the frequency of the codes that evolved in this category. The category was determined by analyzing the codes that emerged from the voices of CRP members and CLE participants, as well as artifacts collected through each PAR cycle of this study.

Furthermore, the supporting attributes of an influences show up in the codes in the following descending order: Encouraged by an influential person or mentor (*n*=19), Held to high expectations (*n*=10), and Provided feedback for growth and support (*n*=10). This data comes together to support the intentional use of protocols and structures to uncover the importance of the actions and dispositions of influencers as we consider the wisdom of people within an asset-driven, equity-based induction process.

CPR members reflected on their educational journey lines in the PAR Pre-Cycle. As CPR members shared stories of individual teachers, mentors, and bosses who had an impact and influence over them they shared examples of how those individuals believed in them and would not allow them to fall short. Figure 12 is an example of an artifact that CPR members produced

Table 9

Codebook Excerpt: Actions and Dispositions of an Influencer

Category	Codes	Frequency
Actions and Dispositions of an Influencer	Allowed to make mistakes	3
	Encouraged by an influential person or mentor	19
	Evidence of the impact of an influencers	36
	Held to high expectations	10
	Provide feedback for growth and support	10
	Ways in which we are influencing others	10

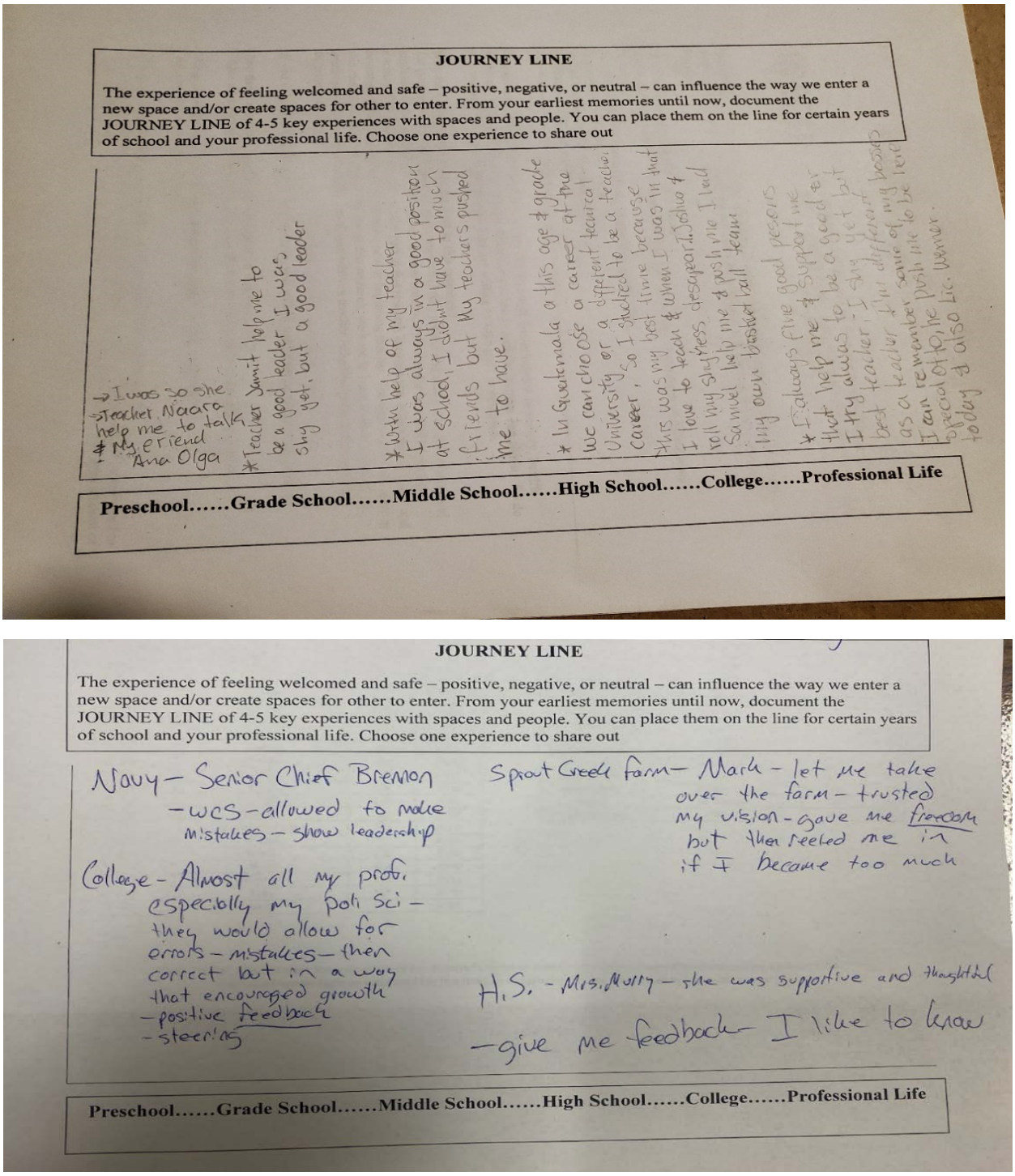

Figure 12. CPR member journey line of influence.

and reflects their thinking as they engaged in the journey line protocol. The reflection of impact and influence was evident in CPR member Ivalym's journey line discussion as she shared how her shyness almost kept her from pursuing teaching had it not been for one specific professor. Ivalym shared examples of how her professor would speak to and encourage her by challenging her to respond in class and assigning her lead roles within group studys and presentation including, "He would tell me that he knew I could do it and didn't give me a chance to be shy." In addition, CPR members shared stories of making mistakes, but instead of receiving a reprimand, those same influential individuals provided honest feedback so that the CPR member could improve. In sharing her journey line, Denise spoke about past supervisors saying, "I can remember some of my bosses who were special to me. I was allowed to make mistakes, and then they correct me in ways to grow." The journey lines of CPR members were dotted with influencers that had a lasting ad memorable impact on their trajectory as a teacher.

As each PAR cycle progressed, CPR members began to connect their ways of being to the attributes of their influencers. CPR members in this research study believe that there is value in exploring the actions and dispositions of their past influencers as they consider how they want to teach and influence others. For example, as Denise reflected on the purpose of the planned identity activities and protocols, she shared that throughout the study, she began to see the connection between her influencers and her current identity and disposition. "The discussions we had about our educational journey have influenced me the most this semester [PAR Cycle One]. It sparked a lot of forgotten memories that have impacted my career as a teacher." Similarly, Ivalym referenced the influencer, the professor, with whom she highlighted in her PAR Pre-Cycle journey line throughout the study:

> There was and still is a great influence when I think about those people like him [professor] in my journey. I do not forget their example and their words of encouragement; what they taught me is still very important since I want to impact others the way they impacted me.

The analysis of codes in this category support that the actions and disposition of an influencer have a lasting impact that can inform how new and beginning teachers begin to act with their new roles; however, it is only with intentional protocols that this reflection and realization can occur. Therefore, if a teacher induction program is to be rooted in equity and assets, it must include the space and structured design to engage in this reflective practice.

The actions and dispositions of an influencer were evident across the data as we considered the development of a new and beginning teacher. The codebook shows how other teachers within the school community and parents within the greater community viewed the influence of teachers on their journeys. The findings indicate that it is essential for new and beginning teachers to understand the lasting power that the role of the teacher, as an influencer, has. To understand people's wisdom within a teacher induction process, it must include the reflection of others and new and beginning teachers. Figure 13 is an example of the artifact in which other teachers, participating in a teacher-focused CLE, produced and reflects their thinking as they engaged in a modified journey line protocol. The modified journey line has CLE participants consider the formal and informal influences on their educational journey. A teacher participant who attended the teacher CLE engaged in a modified journey line protocol and shared that the experience was informative to her. "Thinking about my teachers makes me really think how different experiences shape how you approach teaching…things you haven't thought about in a long time." Furthermore, the same core attributes of an influencer showed up among CLE

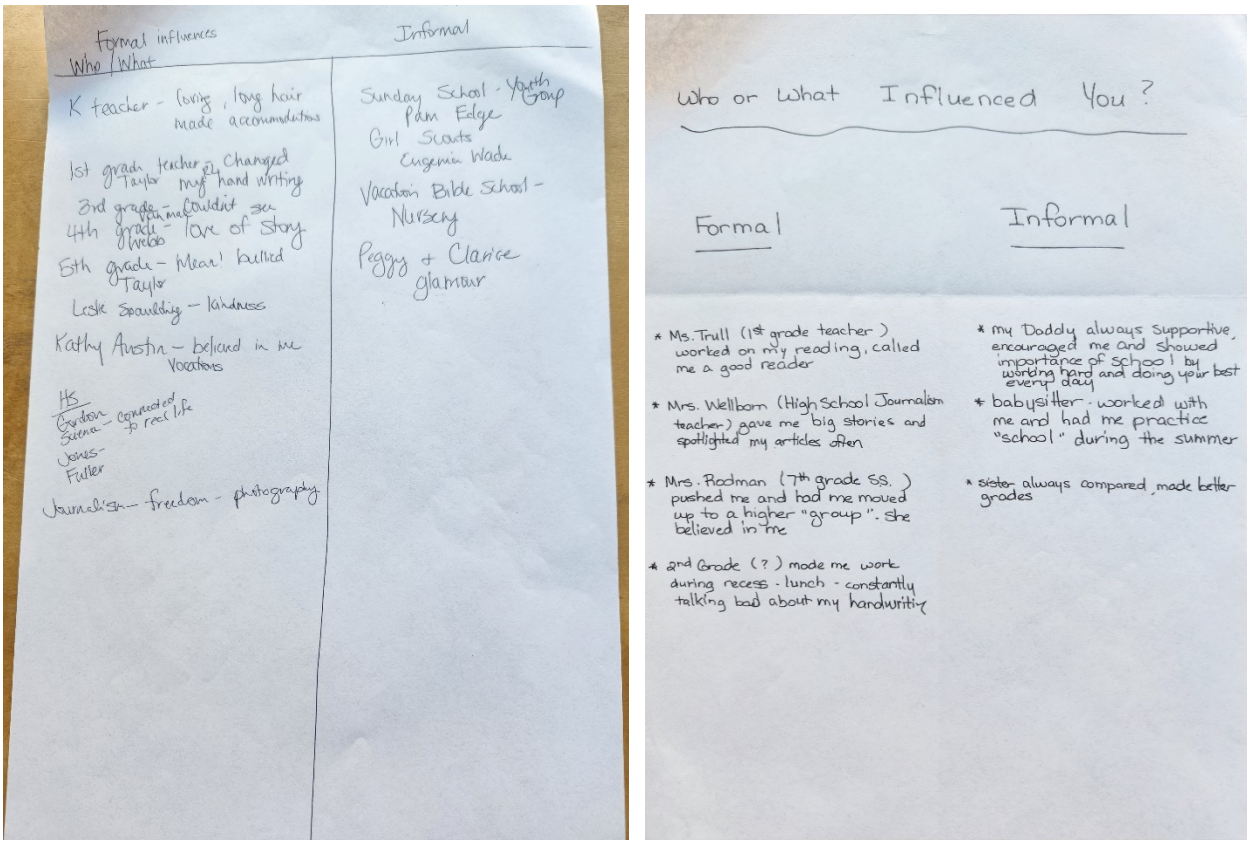

Figure 13. Teacher modified journey line of influence.

participants. Repeated evidence emerged as other teachers and parents shared stories of influencers holding high expectations, allowing for mistakes, being encouraging, and providing feedback for growth. For example, a teacher participant shared, "The teachers that stick with me made me feel important and encouraged me to do my best. If I didn't do well on an assignment, those teachers were right there to encourage me to do better next time." Figure 14 is an example of the artifact that parents, participating in a parent and community focused CLE, produced and reflects their thinking as they engaged in the modified journey line protocol. A parent participant shared, "I remember the teachers who encouraged high-level debate and discussion." Throughout each CLE, similar stories of influencers were shared. The actions and dispositions of an influencer, specifically a teacher, play a role in our identity development. Exploring such influencers within our lives and within the school and community context should be a priority of any induction process for new and beginning teachers.

New and beginning teachers need to engage in structured protocols to understand how their influencers affected their development; additionally, they need to be aware of how the impact of influencers shows up within the school and greater community. This should be a necessary initial component of a teacher induction process to support new and beginning teachers as they uncover the power of their assets and strengths. However, other areas of practice needed attention. Data not collected in this study that should be considered in future teacher inductions studies is the need to understand how students within the school context view influencers within their development. Later in this chapter, I discuss how students describe influence within their community, but the student perspective and voice around the impact of an influencer were missing from the study. Next, I discuss how an asset-driven, equity-based

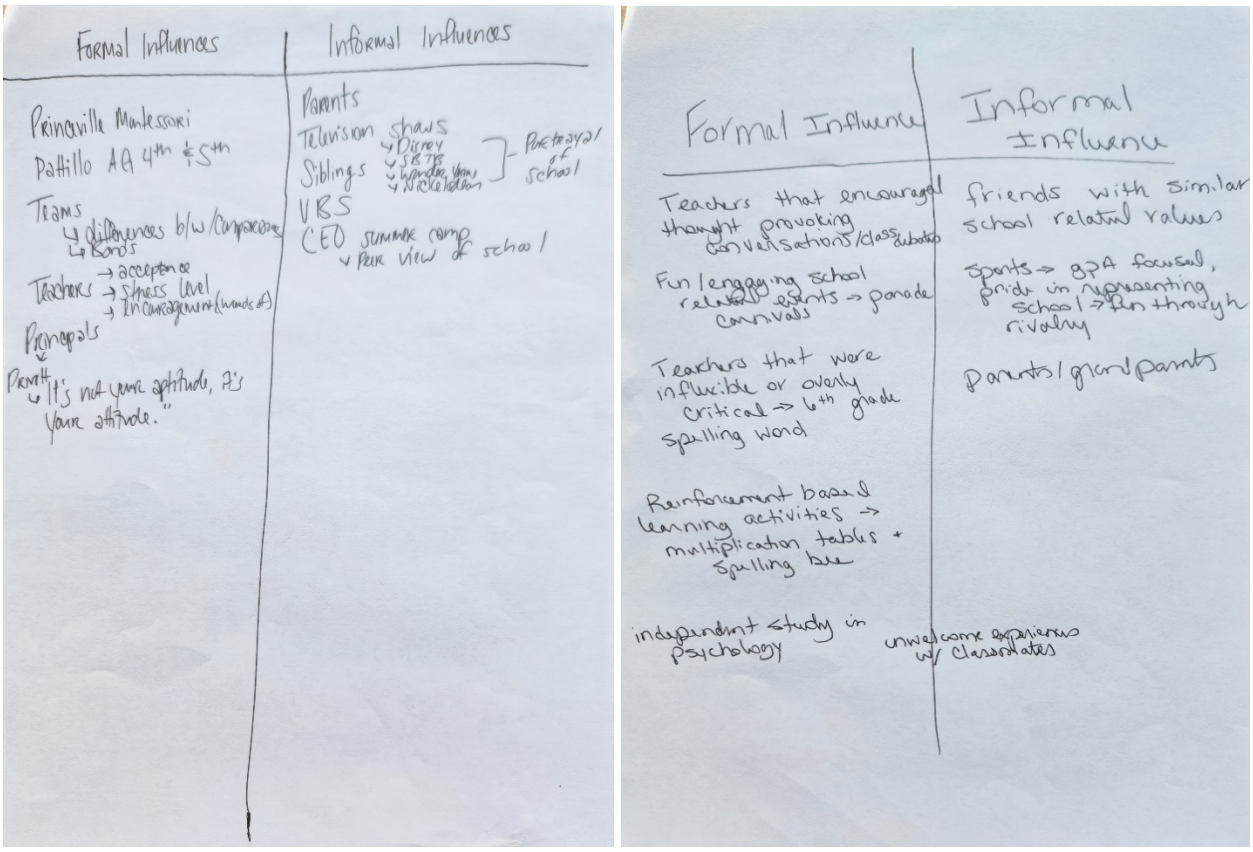

Figure 14. Parent modified journey line of influence.

induction process honors the assets of the new and beginning teachers within the process. This is only possible if they have engaged in understanding themselves.

Honoring the Assets of New and Beginning Teachers

As CPR members explored stories of the impact of past influencers within their lives, they began to start making connections to how they were or wanted to influence others as new and beginning teachers. Throughout this research study, I observed the evolution of how new and beginning teachers discovered the power and assets within themselves. This started as telling stories of those past influencers and then shifted into telling stories of students who have already had an impact and then identifying direct ways in which they did or wanted to influence their school community. An asset-driven and equity-based induction process must honor the assets of new and beginning teachers. The program must create structured ways for new and beginning teachers to uncover their assets and empower their influence as new and beginning teachers.

For a teacher induction process to honor the wisdom of people, the data indicates that the process must include honoring the assets of new and beginning teachers. This is evident through the frequency of associated codes with how we influence others, appearing 51% (*n*=31) of the time throughout this data set of codes associated with this category. Additionally, the codes throughout this data set further support the importance of influencers in our past and current ways of being. Table 10 represents the data within the codebook and the frequency of the codes that evolved in this category. The data indicate that even as new and beginning teachers uncovered their assets, evidence of the impact of an influencer continued to show up in the codebook (*n*=9). This data comes together to support the intentional use of protocols and structures to uncover and honor the assets of new and beginning teachers as we consider the wisdom of people within an asset-driven, equity-based induction process.

Throughout this research study, CPR members were guided through a series of protocols to provide structures to explore their identity and its impact as new and beginning teachers. The progression of these protocols was intentional to peel back the layers of ways in which we develop our identity. As shared in the section mentioned above, this first began with reflecting on those influential persons within our past and understanding the attributes that made those individuals influencers on our identity. This part of the research proved to be an integral aspect of the equity-based, asset-drive induction process. We then intentionally peeled back another layer and used protocols specifically to uncover the assets and attributes within ourselves that are and have the potential to influence others. Using the framework for storytelling, CPR members share stories about a student who has stuck with them; through these stories, they identified their assets and influence over others. For example, Denise described a student who was challenging for others but wanted to please Denise and often preferred to be with her.

> She [the student] got in lots of fights, but she latched on to me and was always looking for a way to stay at school; she always wanted to know, "did I do this right?" So I would talk and walk with her.

This phase of storytelling took place during PAR Cycle One. CPR members did not identify their assets and influence during this cycle. However, this process made it evident that aspects of their current identity and way of being new and beginning teachers were assets to the existing community. Ivalym shared her experience with a student with whom she related. A student who appeared shy and did not initially interact with her as his teacher or with his peers. She used his interest in soccer to create trust ad help him open up to her and his peers. "We played soccer one day at a time. Step by step, I encouraged him to engage. Eventually, he became a leader and at the end of the year thanked me."

Table 10

Codebook Excerpt: Honoring the Assets of New and Beginning Teachers

Category	Codes	Frequency
Honoring the assets of new and beginning teachers	Encouraged by an influential person or mentor	5
	Evidence of the impact of an influencers	9
	Held to high expectations	3
	Hunger for new practices	5
	Important place in our community	1
	Provided feedback for growth & support	3
	The influence we have on our community	4
	Ways in which we are influencing others	31

CPR members did not consistently identify their influence over others, nor did they directly state specific assets; however, their influence was evident in their storytelling and their assets and strength began to emerge within the CPR activities. For example, Denise's story showed evidence of creating relational trust and providing feedback for growth. Equally evident in Ivalym's storytelling was her taking time to get to know her student's interests and encouraging them. These assets were always present among CPR members; however, it was through creating structured space and intentionally asking that uncovered and highlighted those strengths. Such a structure should exist within the teacher induction process so that new and beginning teachers are empowered in their abilities and their assets honored. When we consider the wisdom of people within an asset-driven, equity-based induction process, we should include the people close to the process, the new and beginning teachers themselves, their mentors, and school leaders.

This continued to be evident as the CPR team was reflected on the direct ways in which they influenced others and began to talk about ways in which they wanted to interact with others. This was true as team members were pushed to reflect more deeply on those previously shared student experiences and as they reflected on the CPR experience. For example, Denise reflected on a community mapping protocol she used with students after having experienced it herself during a CPR meeting. Through this reflection, she began considering how her assets might influence her students. "Maybe they noticed I wanted to really hear their thoughts. I did see them wanting to help and talk more. Maybe I made them more comfortable to share their feelings." Ivalym's reflection evolved throughout the study from the first CPR meeting, in which she shared the influence of a professor who would not allow her to be shy, to one of the last CPR meetings in which she stated how she knows she can influence her students and colleagues. "I

hope that I can have an influence on their [students] eagerness to learn, like do the hard things, as well as being able to support each other." She went on to share that she stated that she was having conversations with other international teachers about our town and was not shying away from pushing them to get to know our students and their version of the community more. "I say to them [other international staff], you don't know Downing… our students live here. Knowing their place helps you have a connection with them." The structure and intentionality of the PAR Cycle experiences allowed CPR members to understand their identity and impact on their current community. The wisdom of the people within a teacher induction process is valuable as we create asset-driven and equity-based experiences.

For a teacher induction process to honor the wisdom of people, it must include honoring the assets of new and beginning teachers. To do so, new and beginning teachers must engage in structured ways to discover and identify their assets and the power within those assets. Given the right conditions, the teachers engaged in structured experiences of uncovering how they have already influenced others, realized the potential in their assets, and knew they were valued within the induction process and school community.

The evidence in this PAR study suggests that an effective teacher induction process must acknowledge and honor the wisdom of people, specifically the beginning teachers themselves. To do so, there must be conditions set for new and beginning teachers to explore the influences on their identity development, uncover the assets that already exist within them, and harness and share their learning throughout the process. The data establishes that an asset-driven, equity-based induction process requires intentionality and a change in normative practices to uncover and acknowledge the importance of the wisdom of people as we develop as new and beginning

teachers. Next, I discuss how the power of place is of equal importance as we aim to create the conditions for those new normative practices and design new protocols for action.

Power of Place

The data from the three research cycles establishes that an asset-driven, equity-based induction process requires an intentional shift in practices. A teacher induction process must acknowledge and honor the power of place, specifically the influence of place within the school and community context. To do so, new and beginning teachers must first explore their perspective of the school and larger community, and then engage with additional stakeholders, including other staff, students, parents, and families. If an induction process is to be asset-driven and equity-based then new and beginning teachers must intentionally engage with those closest to the school and community context and consider various community perspectives. The data indicate two primary areas that acknowledge and honor the power of place within a teacher induction process: School context (*n*=32) and Community context (*n*=42). Throughout this section, I discuss how the two primary focus areas in the data support the need for an asset-driven, equity-based induction process to acknowledge and honor the power of people. Displayed in Table 11 are the code frequencies.

School Context

To understand the community, students, and families, new and beginning teachers must understand the community's perspective through the lens of the school context. Specific to this study, I defined school context as how stakeholders closest to the school environment, specifically teachers and students, perceived the community in which the school is located. Perceptions included how stakeholders defined the community and identified community assets

Table 11

Codebook Excerpt: School Context

Category	Codes	Frequency
School Context	Athletics as community	8
	Importance of nature	2
	Learning from community	3
	Listening to community	1
	Locations of influential people	3
	Places that bring people together	5
	School as community	10

and influences. School context is the perception of community assets and influence from within the school, looking out into the community. Having CPR members acknowledge how understanding the school context as a powerful place was an integral step in creating an asset-driven and equity-based induction process.

The data indicates that understanding the power of the school context within a community supports the need for teacher induction processes to acknowledge and honor the power of place. This is evident through the frequency of associated codes throughout the codebook with the school as community appearing 31% (*n*=10) of the time throughout this data set. Furthermore, other powerful places within the school context show up in the following descending order: Athletics as the community (*n*=8) and Places that bring people together (*n*=5). Table 11 represents the data within the codebook and the frequency of the codes that evolved to support this category. This data comes together to support the intentional use of protocols and structures to uncover the power of the school context within a community as we consider the power of place within an asset-driven, equity-based induction process.

As we began to focus on our understanding of the community, the concept of the school as a powerful place within the community consistently emerged. Specifically, the school consistently appeared as an asset or influence among CPR members and other teachers who participated in a CLE. In PAR Cycle One, CPR members reflected on their understanding of the community in which the school is located through the facilitation of a community mapping protocol. As CPR members mapped the assets and influences throughout the community, they consistently included schools and athletics as significant assets and influences. This included Clark Hill Academy showing up on 100% of CPR maps and other schools, such as a feeder high school and community college listed on 67% of CPR maps. CPR member Denise shared insight

into her community map and described why she placed the school on her map. Denise spoke about the atmosphere that makes school important within the community: “It is the people. Our staff, scholars, parents is a key element of what makes our school space feel welcoming.” Ivalym shared that the culture and support within the school had led her to include CHA on her map. She specifically spoke about how multiple groups of people support a diversity of cultures within the school as an asset: "CHA of course is on my map. The knowledge that the community, parents, and the school administration accept and support other cultures. I feel protected and supported here.” Furthermore, the CPR team discussed how the school was a common element on all maps regardless of being a new and beginning teacher, an exemplar mentor, or a school administrator. Through the experience with the community mapping protocol, CPR members acknowledged the school as a powerful place and influence within the community.

In PAR Cycle Two, the CPR team shared the community mapping activity during a CLE with other staff members who teach at CHA. The data collected and analyzed from this CLE further supports that those within the school context, whether a new, beginning, or veteran staff, perceive the school as an asset and influence within the community. When reflecting upon the CLE and reviewing the mapping artifacts collected, 100% of teachers again included the school where they work as a community influence. As teachers shared their maps, they repeatedly mentioned CHA, which was often the first influence they described. One teacher in attendance said, "Everyone listed CHA and I think at least one other school." The data from the CLE further confirmed that stakeholders within the school context perceive the school itself as influencing the community. As such, a teacher induction process must consider intentional ways for new and beginning teacher to explore their perceptions of how the school is a powerful place within the community and the impact this perception may have on them.

CPR members engaged in a community mapping protocol with parents and students. The school showed up in 67% of the parent maps, representing only one parent not listing the school as an asset on her map. However, the parent talked about the importance of school always being implied. As one parent sat and listened to two other parents share their maps and describe the school as an asset, she could not keep from interrupting to ensure the others knew she valued the school. "I didn't list CHA. Oh, it's implied that it's an asset. Obviously, we go there all the time." Specific to the parent CLE, participants often spoke about the specific programming at the school that they considered assets. "CHA**,** of course. The immersion [dual-language programming] for our kids is really awesome. I hope it keeps influencing families to come to CHA." The school was a community influence in 63% of the students' maps. However, only one student focused on the school as an influence within the discussion and explanation of their map. In their analysis of comparing all community mapping artifacts, CPR members noted that in contrast to school staff, students did not highlight the school as a significant community influence. CPR discussed what this difference in perception might mean regarding how students and teachers interact and understand one another. Denise reflected, "I think this [comparing community mapping artifacts] allows us to challenge our assumptions about what kids are bringing to the classroom." For this research study, students are included within the school context; however, later in this chapter, I discuss additional perspectives from the community context. I share the importance of an asset-driven, equity-based induction process to understand the similarities and differences in how all stakeholders define the power of place.

In addition to the school as a community being an essential aspect for stakeholders, the idea of athletics being a community was a consistent theme. Places in which athletic events occurred, whether school-sponsored or not, were evident in 100% of CPR member maps, CLE

participant maps, and 50% of student maps. Such places included but were not limited to the high school stadium and gym, a local outdoor sports complex, a town baseball stadium, and neighborhood gymnasiums. Ten unique places in which athletic events take place were evident in the student maps. Figure 15 is an example of the artifact in which other teachers, participating in a teacher-focused CLE, produced as they engaged in the community mapping protocol. The data indicates that the school context considers and values athletics as an influence within the community. A CLE participant made this observation as other teachers shared their community maps. "I noticed many of us listed something to do with sports. The high school, the outdoor sports complex, and some of the gyms the kids go to." Similar to their reflection concerning the difference between student and staff maps, the CPR team began to reflect on how this data could be interpreted and beneficial to a teacher induction process. As new and beginning teachers uncover the assets within the community, a CPR member reflected that the process should also include considering what is not present in the data:

> Something about football showed up a lot. Many students and staff put something about a sport or a sports place, but what does that mean for students and staff that do other leisure activities other than sports.

The protocols throughout each PAR Cycle allowed CPR members to reflect on the assets within the community, such as the influence of athletics. The intentionality and structure allowed CPR members to reflect deeper on the data analysis and consider how the school context impacts what we think we know about the community and students. Exploring the power of place within a teacher induction process is valuable as we create asset-driven and equity-based experiences.

By engaging in the intentional work to understand their perceptions of the community within the school context, CPR members could then explore the larger community context and

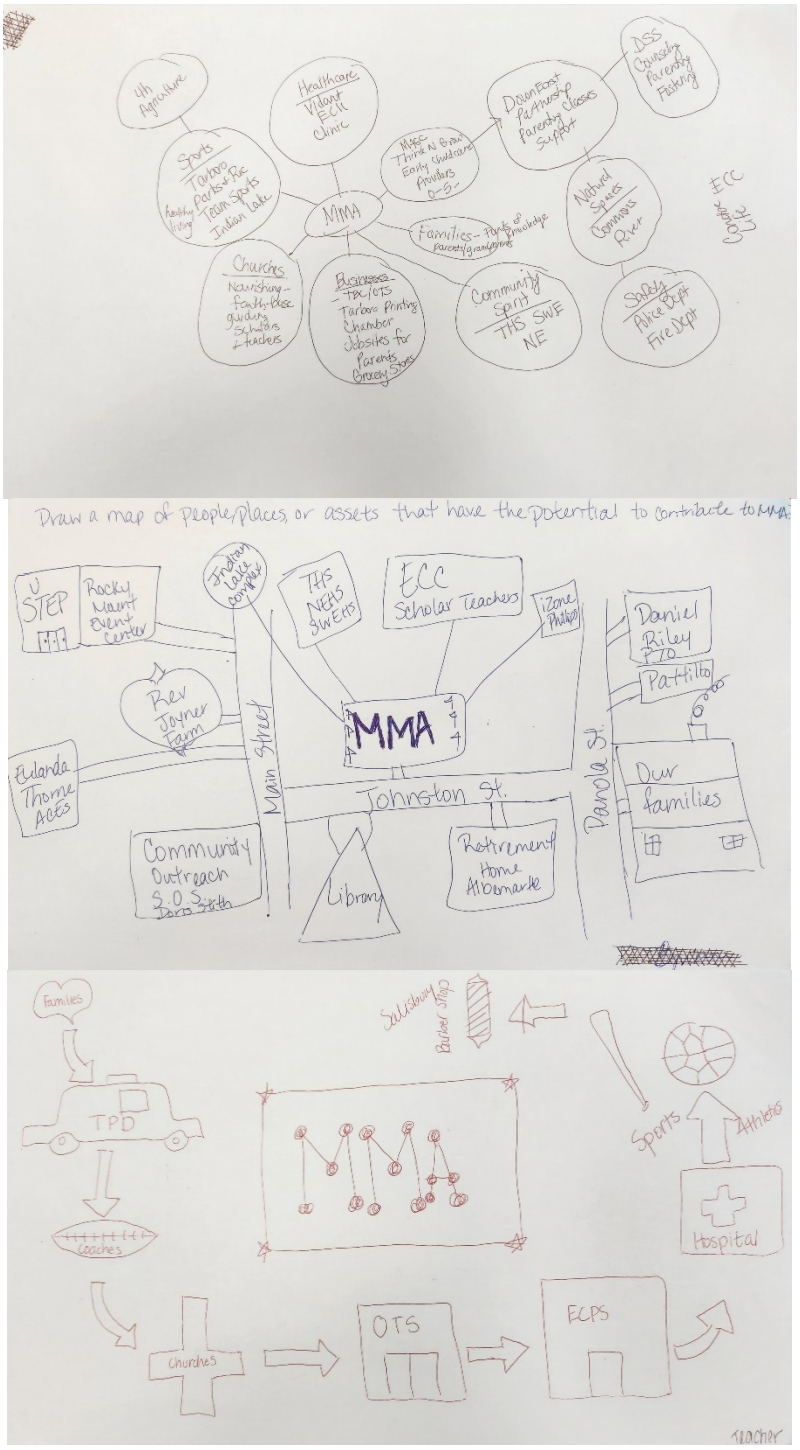

Figure 15. Teacher community mapping assets and influences.

identify similarities and differences between the two. By identifying the similarities and differences and what is and is not present in the data and codes, new and beginning teachers can start considering how individual community experiences and culture might affect teaching and learning. Through analysis of the voices of CPR and CLE participants paired with artifacts, trends among the data emerged to support the importance of the school context within a teacher induction process. Next, I discuss how parents, and the community context, perceive the assets and influence within our community and the impact on a teacher induction process.

Community Context

Specific to this study, I defined community context as how students and parents perceived the community in which the school is located. As previously stated, perceptions included how stakeholders defined the community and how they identified community assets and influences. Community context is the perception of community assets and influences outside the school. From outside the school, looking into the community. Students are included in both the school and community context, as they are situated from both vantage points. Having CPR members acknowledge the larger community and understand the power of the place was an integral step in creating an asset-driven and equity-based induction process.

The data indicate that understanding the power of the community context supports the need for teacher induction processes to acknowledge and honor the power of place. This is evident through the frequency of associated codes with learning from the community appearing 36% (*n*= 15) of the time throughout this data set and listening to the community 21% (*n*=9) of the time. These data come together to support the importance of understanding and honoring the power of place within an asset-driven, equity-based induction process. Table 12 shows the frequencies of codes within the Community Context category.

As the CPR team explored their understanding of the community, their learning trajectory was intentional throughout each PAR cycle. The team began by examining the community's perceptions through the lens of the school context. The first phase was how a school stakeholder identifies the assets and influences within the community. Next, the CPR team began exploring how the community, specifically parents and students, specified assets and influences. This exploration was intentional and structured by using protocols to uncover the similarities and differences between the school and community context and then reflect on how it could influence a teacher induction process for new and beginning teachers.

In PAR Cycle Two, the CPR team shared the community mapping activity during a CLE with parents. The data collected and analyzed from this CLE further supports the power of place within a teacher induction process. When reflecting upon the parent CLE and reviewing the mapping artifacts collected throughout all the PAR cycle activities, the data and resulting codes indicated that CPR members began to lift the importance of learning from and listening to the community. Figure 16 is an example of the artifact of the community mapping activity completed with parents. This particular parent clearly labeled the unique neighborhoods within the community. These neighborhoods are not necessarily incorporated or officially named by a government entity, however, through the process we learned that these geographical areas of town are known locally by these distinctive names. To be able to listen and learn from our community in this way, it required CPR members intentionally create structures to engage parents and students. By leaning into the CLE axioms, CPR members could create spaces to engage in dynamic, social conversation with those closest to the issues to consider how the community's assets could make changes (Guajardo et al., 2016). As CPR members considered the parent CLE and reflected on the data collected, they repeatedly mentioned how beneficial the

Table 12

Codebook Excerpt: Community Context

Category	Codes	Frequency
Community Context	Athletics as community	1
	Community supports	7
	Families as community	2
	Importance of nature	2
	Learning from community	15
	Listening to community	9
	Neighborhoods as community	2
	Public place that people gather	1
	School as community	3

Figure 16. Parent community mapping assets and influences.

process was as it allowed a different insight into the power of place. Ivalym said, “It's been very important to see the maps and perspectives and to know how families and people feel at home and in their community.” The process of asking parents and students to identify the assets within their community allowed CPR members to reflect upon and challenge their perceptions of the community. Learning from and listening to the community context opened up additional ways in which the power of place can influence an induction process. Denise described this thought: "The CPR activities push us not to assume what we think we know and what we think kids know or what parents do and don't value.” Figure 17 is an example of the artifact of the community mapping activity completed with students and highlights the unique approach in which each distinctive group of stakeholders took as they approached this protocol. A teacher induction process must consider intentional ways for new and beginning teachers to explore the community's perceptions of itself to further their understanding of the power of place and its effect on teaching and learning.

Throughout the PAR activities within this research study, CPR members engaged in specific protocols to further their understanding of themselves and the place where they teach. The purpose was to uncover ways to support an asset-driven and equity-based induction process. One way the CPR team directly sought to discover the assets within the community was to ask the community, specifically the students and parents. Through this intentional process, we learned that by learning from and listening to our community stakeholders, we could develop a deeper understanding of the power of place. The data links the CLE axioms and the impact such work can have on new and beginning teachers as they learn from and listen to those closest to the issues. Ivalym summed it up best when she said, "Maybe the kids really know [our town], and they really know what's important.”

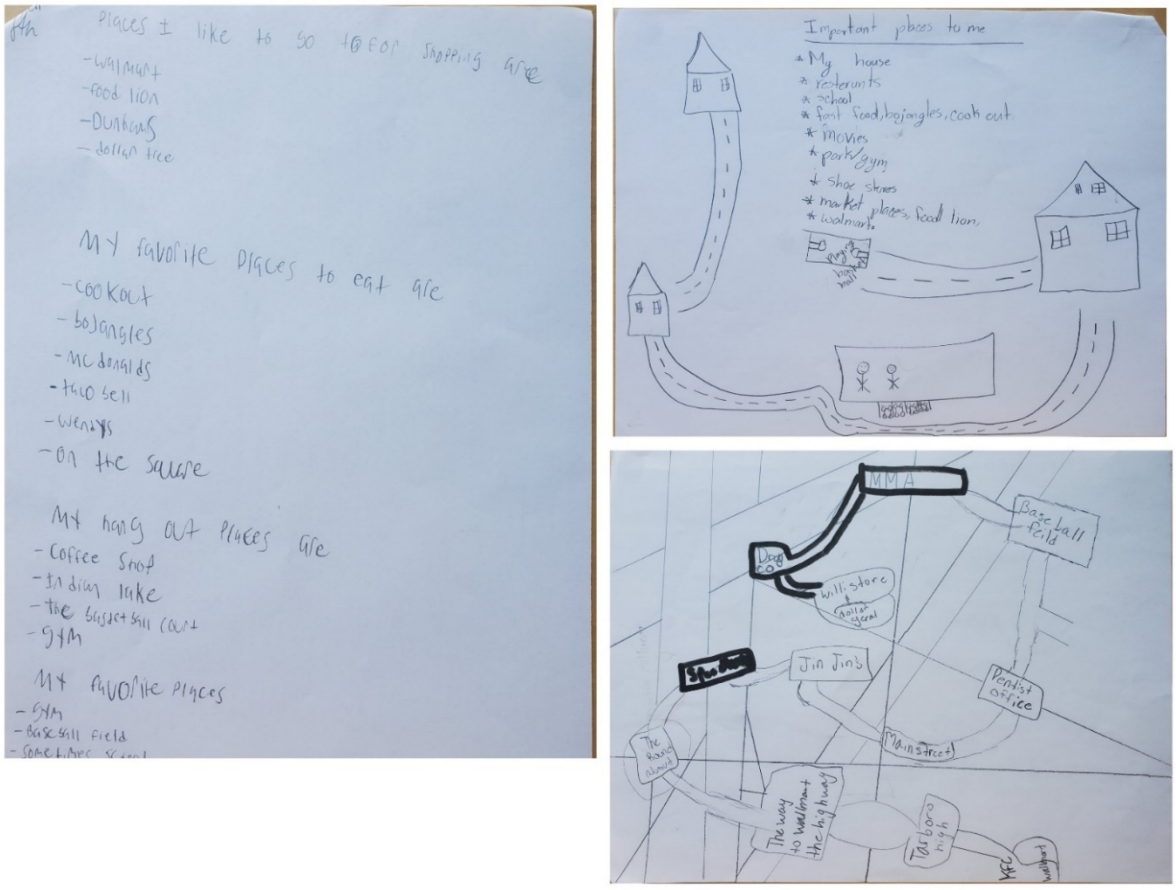

Figure 17. Student community mapping assets and influences.

By intentionally seeking to understand the assets the community values, the CPR team could further understand the importance of the power of place within a teacher induction process. By seeking input from students and parents, CPR members not only identified the physical spaces of value within our community but understood the importance and impact of learning from and listening to what our community has to say about the power of place. The data indicated that the community context is essential for new and beginning teachers to understand the power of place and the contributions to an asset-driven, equity-based induction process.

An effective teacher induction process must acknowledge and honor the power of place within a community, specifically the school and community contexts. To do so, there must be conditions set for new and beginning teachers to explore their perceptions of the community, that of their colleagues, and the opinions of students and parents. The data established that an asset-driven, equity-based induction process requires this intentionality to discover a place's power.

Conclusion

In this chapter, I discussed the PAR Cycle Two process, data collection, analysis, and study findings. Throughout the research study, the CPR team set out to answer the central question as to what extent an equity-based, assets-driven teacher induction process can cultivate knowledge of self, context, and professional practice. As each cycle of inquiry built on the last, after PAR Cycle Two, we developed two critical findings with significant impact on how educators co-develop an asset-driven, equity-based induction process. First, a teacher induction process must acknowledge and honor the wisdom of people, and second, the process must understand and harness the power of place. By design, the PAR study allowed for a collaborative approach using a CPR team and CLEs. This purposeful collaboration, paired with structured and

consistent protocols, proved to be a powerful practice in uncovering the findings about those closest to the issue of teacher induction.

I reflected on how these findings' impact on my leadership development. The research study asserts that an asset-driven, equity-based teacher induction process exists at the cross-section of people and place. In the next chapter, I discuss the implications of the findings, the potential for creating the conditions for new normative practices for designing an asset-driven, equity-based induction process for new and beginning teachers, and the impact on my leadership development.

CHAPTER 7: DISCUSSION AND IMPLICATION

Every community has a unique identity that includes layers of past and present influences within varying contexts. Details found in the stories of the people and places who make up a given community. Whether they have been present for generations or recently relocated, the stories have influence over and are influenced by the community's assets, history, and identity. Unearthing and honoring the wisdom of people, coupled with harnessing the power of distinctive community contexts, can be critical learning for educators. Educators entering a school community for the first time, either as a novice, beginning teacher or a veteran teacher new to the space need to know the community stories. Discovering and understanding the wisdom of people and leveraging the power of place should be critical components to humanizing a teacher induction process.

The purpose of the participatory action research (PAR) study was to examine how educators could co-develop and implement an asset-driven, equity-based teacher induction process to uncover beliefs and values about teaching and learning in the context of self and community. Together with the Co-Practitioner Researcher (CPR) team, which consisted of myself, Denise, a veteran exemplar mentor, and Ivalym, a non-traditional and international new teacher, we worked not only to better one another's practice but to conduct an empirical study to better understand the guiding research questions. We intended to create an induction process that honored and explored the assets of new and beginning teachers and the community as a normative teacher induction practice. I rooted the design of the PAR study in this theory of action: *If we redesign induction to deepen new and beginning teachers' understanding of their own identity and that of the community they serve, then this knowledge influences teaching practices that honor and celebrate the unique assets of each lived experience within the*

classroom. As shared in Chapter 1, getting to know the stories, the history, and the identity of one another, the community, and us can be powerful for educators. This can be especially true for educators serving in rural, historically marginalized communities like the one in which Denise, Ivalym, and I serve. The unique assets, history, and identity of a rural community, partnered with the stories of self, are often key levers to both student and teacher success and should be included in induction programs and policies.

After an initial analysis of the assets and challenges, represented in the fishbone data shared in Chapter 1, the PAR study was a good fit for Clark Hill Academy (CHA). The data indicated that CHA consistently faced the challenge of recruiting and supporting new teachers and had historically collaborated with hiring agencies to recruit non-traditional teachers. Furthermore, as a school that offered a dual-language, Spanish immersion program, there was an increased number of international staff. I shared in Chapter 3 the unique context of the overall staffing challenges and specific impact of staffing an immersion program. As such, the need for intentionally designed induction programming for international and non-traditional staff proved challenging. At the time of the study, there were no intentional school or district-level structures for new and beginning teachers to explore and understand themselves, the community, or the impact of such on their teaching practices. A review of existing literature showed that such structures were rare among recommended teacher induction processes, practices, or policies.

This study was important, within not only the specific context of CHA but for other educators, school districts, and researchers who support new and beginning teachers and want to redesign teacher induction to include people and place. This 18-month research study consisted of three PAR cycles. In Table 13, I provide an overview of the vital

Table 13

Participatory Action Research Cycles

Research Cycle	Time Period	Activities
Pre-PAR Cycle	August-December 2021	CPR Team Meetings Interviews Reflective Memos
PAR Cycle One	January-May 2022	CPR Team Meetings Reflective Memos
PAR Cycle Two	August – October 2022	CPR Team Meeting Reflective Memos CLEs Member Checks

PAR activities, which aimed to develop a CPR team and their understanding of themselves and the community. We used community learning exchange (CLE) protocols throughout the study to achieve that goal. These protocols were rooted in the CLE axioms and were purposeful in building relational trust and supporting dialogue within the CPR group. As described in Chapter 3, these activities were intentionally designed to gain insight and collect data directly aligned to the study's guiding research questions. The protocols allowed for systematic and structured ways the team collected and analyzed data.

In this chapter, I summarize how the findings address each sub-research question, making connections to the existing literature. I then discuss how the main research question led to creating a teacher induction framework that could set the conditions for new normative practices and could design new protocols for action. Finally, I share the implications for practice, policy, and research and end the chapter with a reflection on my leadership development.

Connecting the Literature and Research Questions to the Findings

In this study, we focused on cultivating self-awareness and community context in designing professional learning that deepened teachers' understanding of their identity and that of the community they serve. As such, this PAR study set out to answer the following question: *To what extent can an equity-based, assets-driven teacher induction process cultivate knowledge of self, context, and professional practice?* Specific data collection strategies were established for a set of sub-questions:

- How do principals and new and beginning teachers collaborate to effectively uncover beliefs and values about their teaching and learning?

- To what extent do principals and new and beginning teachers develop awareness and knowledge of the community context?
- To what extent does a school leader's participation in this induction process contribute to growth and development as an equity-centered school leader?

The data analysis produced evidence of two findings: an induction process must acknowledge and honor the wisdom of people, and the process must understand and harness the power of place. The research study asserts that for a teacher induction process to become asset-driven and equity-based, we needed to build on the past and the traditional elements of an induction process. Therefore, throughout this section, I explicitly highlight how the opportunity exists for teacher induction to move beyond the recommendations of the literature. Specifically, how teacher induction can create spaces in which new and beginning teachers honor the wisdom of people and harness the power of place. This space was created when new and beginning teachers can connect with the stories of themselves and others and listen to the stories of the community.

According to previous research, at its core, an induction program should include supporting long-term goals to facilitate teacher learning, growth, and student achievement, reduce stress, and improve retention among new teachers (Billingsley et al., 2004; Howe, 2006; Killeavy, 2006; Mandel, 2006; Millinger, 2004). Within the literature, standard induction components include orientation, establishing classroom routines and procedures, holding regular meetings, getting to know the school community, and providing a mentor. In comparison, while the literature supports the importance of these elements, the findings of this research study claim that those aspects alone are not enough; in addition, we must set the conditions for a deeper understanding of the wisdom of people and the power of place. To do so, we must build upon

the need for regular meetings and mentors to include structured protocols to deepen our reflection and understanding of the community, the collective impact, and ourselves.

As I analyzed the data, reflected upon the findings, and considered the research questions, I revisited the literature from Chapter 2 as a foil to re-analyze the findings. I identified how the evidence of the study either supported or differed from the existing literature. As such, the data and findings, combined with what is and is not present within the literature, aligned with and answered the research questions guiding this study. Specifically, I discuss these topics: uncovering beliefs and values about how we developed awareness and knowledge of the community context, and development as equity-centered school leader. Thus, I discuss how I analyzed the data, findings, and literature to answer the guiding questions of the research study.

Uncovering Beliefs and Values about Ourselves

As the CPR team considered the sub-question of how principals and new and beginning teachers collaborate effectively to uncover beliefs and values about their teaching and learning, we discovered the power of acknowledging and honoring the wisdom of people as an essential element of an induction process. Teacher induction must include explicit opportunities for new and beginning teachers to explore their identity development and share their stories with others. Furthermore, the process must include structures for new and beginning teachers to discover the assets they already possess and are encouraged to share their learning and wisdom with others.

The literature suggests that people and the human element do have an impact on teacher induction programs. This suggestion is most evident in their agreement that a strong mentor program is a cornerstone to a successful induction process (Billingsley et al., 2004; Howe, 2006; Killeavy, 2006; Mandel, 2006; Millinger, 2004). While the study did not focus specifically on the role of mentors, the current literature speaks to the need for the wisdom of experienced

mentors to encourage and support new staff. Noticeably absent from the literature were specific structures for uncovering and valuing the experiences in which the new and beginning teacher brings to the school setting. The findings of the study suggest that the specific ways in which we explore and elevate the identity of all stakeholders, from new and beginning teachers, to mentors and school leaders, needs to be an integral element to any teacher induction process and the corresponding literature.

The findings of the research study assert that a teacher induction process must go beyond just that of the mentor and acknowledge and honor the wisdom of all the people within the induction process itself. This includes honoring the identity and influence of new and beginning teachers, mentors, and school leaders. For this to occur, there must be conditions set for new and beginning teachers to explore the influences on their identity development, uncover the assets that already exist within them, and harness and share their learning throughout the process. Therefore, in this study, I examined what it means to go beyond the one-on-one supportive relationship to create a collective space in which the new and beginning teacher's wisdom is equally as crucial within an induction process as that of mentors and school leaders.

The findings of the PAR study assert that the wisdom of people is rooted in the actions and dispositions of past influencers and in honoring the assets of new and beginning teachers. Specific to the role of an influencer is how they hold others to high expectations, allow for mistakes, and provide feedback for growth. This goes a step further than the expectations of a mentor within a traditional teacher induction process. Mandel (2006) describes the purpose of a mentor as providing support from a concerned and understanding colleague that helps novice teachers navigate the requirements needed to manage their first year successfully. The findings of this study place the power of people in the actions and dispositions of influences that goes

beyond the concerned support and understanding of one individual to include the entirety of those within the teacher induction process and their influencers past and present. I learned that the power of induction was in the dynamics of all the people within a teacher induction process. New and beginning teachers must have the opportunity and structure to reflect upon and identify where and when these aspects influenced their development and how those influences might have affected their current role as a teacher. It is not just about having access to someone who embodies these characteristics, such as a traditional mentor, but understanding the impact such relationships, including our roles, have on our identities and professional development.

In addition to uncovering the wisdom of past people, the research claims that new and beginning teachers need to understand and own their wisdom and impact. An induction process must operate from an asset-driven mindset by honoring the assets of the teachers within the process. This is in contrast to the design of traditional teacher induction processes that focus on bridging the gaps of knowledge and skills between preservice education and in-service experiences (Killeavy, 2006). In addition to identifying and filling those gaps in instructional knowledge, principals, mentors, and new and beginning teachers must collaborate effectively to uncover beliefs and values about their teaching and learning. An induction process must support new and beginning teachers to uncover how they already influence others and understand that their assets and wisdom are valued within the school community. This is possible when a teacher induction process considers what it means to immerse new and beginning teacher to be actively included in a new and different school environment instead of a one-on-one supportive relationship. Uncovering and harnessing the wisdom of people within an induction process must be a collective experience.

Developing Awareness and Knowledge of the Community Context

As the CPR team sought to answer the sub-question of to what extent principals and new and beginning teachers develop awareness and knowledge of the community context, we found that harnessing the power of place is an essential element of an induction process. The teacher induction process must be contextualized by understanding and harnessing the power of place within the school and community context. The process must include opportunities for new and beginning teachers to explore their perspective of the school and larger community and then engage with additional community stakeholders, including other staff, students, parents, and families. New and beginning teachers must intentionally engage with and listen to the stories of those closest to the school and community context.

An induction programs should include opportunities for teachers to connect with their colleagues and community. However, retention of new staff occurs through feeling connected to the school (Millinger, 2004). In addition, new teachers need to have exposure to the outside community through activities such as community bus tours (Wong, 2002). Noticeably absent from the literature were specific structures to listen to and learn from the community and to seek out and sit with the stakeholders closest to the issues of the school and community context. The findings of this study go beyond just the school itself or having a visual of the surrounding community. A teacher induction process and the corresponding literature should include structured opportunities to deeply understand the assets and influence within a community from the perspectives of multiple stakeholders.

The findings of this study claim that by intentionally seeking input from new and beginning teachers, veteran teachers, students and parents, an induction process can identify the physical spaces of value within our community and understand the impact of learning from and

listening to what our community has to say about the power of place. The data indicated that the community context is essential for new and beginning teachers to understand the power of place and the contributions to an asset-driven, equity-based induction process.

Development as an Equity-Centered School Leader

As I reflected on the sub-question directly related to my leadership, to what extent does a school leader's participation in this induction process contribute to growth and development as an equity-centered school leader, I realized that the findings were only possible through the intentional decisions I made, as the school leader, around how we met and what we did during those meetings. Specifically, how I considered and committed to honoring people and place as an equitable practice within the teacher induction process. Later in this chapter, I discuss in depth the impact the study had on my leadership. However, in this section, I want to highlight how the findings of this study require school leaders to go beyond the recommendations of the current literature.

The literature shows the importance of regular meetings to support new and beginning teachers to feel supported and less isolated while addressing their unique and timely needs (Mandel, 2006; Millinger, 2004). This study agrees that regular meetings are imperative to a teacher induction process. However, such meetings' focus must include intentional ways for new and beginning teachers to explore their identity and that of the community context. Evidently, these findings were only possible through the facilitation of structured protocols rooted in the CLE axioms. Millinger (2004) shares that meetings need to align with and address the timely needs of a new teacher so the meeting will be perceived as a good use of time. This is often perceived as ensuring that such meetings include support around time bound routine practices and procedures; however, this study argues that including specific CLE protocols is an

intentional and powerful way to align regular meetings with the needs of new and beginning teachers to understand themselves better, their impact, and the context of the community in which they teach. As they design and facilitate regular meetings, school leaders should consider the study's findings.

The literature supports that regular meetings should be collaborative and makes the link between collaboration and professional development, improved instructional practice, and increased academic outcomes for students (Bryk et al., 2015; Drago-Severson, 2009; Grubb & Tredway, 2010; Lambert, 2003; Wenger & Wenger-Trayner, 2015). As a PAR study, this research was collaborative and is evident in the definition of the primary research tool, the co-practitioner research group. However, the CRP team in the study intentionally structured practices around the CLE axioms to honor the people and place closest to the induction process (Guajardo et al., 2016). The findings of this study are a direct result of the CLE approach to collaborative meetings, and induction programming should consider such. Later in this chapter, I discuss the impact of the CLE axioms, such as the power of the protocol and moving past the parade of homes, to uncover deeper reflection and understanding of influence and assets within the induction process.

For educators to co-develop an asset-driven, equity-based induction process, they must build upon the components of traditional teacher induction programming and move past the traditional purpose of induction. The findings of this research assert that, while there are valuable aspects of traditional teacher induction programming, the process must become more focused on uncovering beliefs and values about our teaching and learning and developing an awareness of knowledge of the community context. Furthermore, the findings suggest that the traditional collaborative, regular meeting must embody the CLE axioms and include the facilitation of

intentional protocols. Such protocols provided a structured way to explore personal and community assets. The findings of this study assert that to do so, we must value the wisdom of people and the power of place. In the next section, I offer a framework for change in the ways in which educators conduct the teacher induction process.

Framework for Change

The literature around induction does consider what it takes to bridge the initial education of a new or beginning teacher with the knowledge, skills, and dispositions of a highly effective teacher (Killeavy, 2006). At its core, the purpose of a traditional induction process is to support novice teachers to become sustained, long-term effective teachers. Billingsley et al. (2004) states that induction should facilitate professional learning, student growth and achievement, reduce the stress often experienced by beginning teachers, and improve retention rates. This study agrees that these elements are essential but believes there is an opportunity for a new framework that build upon the traditional expectations that get teachers started and acclimated to their new profession.

I propose that there is the potential for new induction practices that ultimately affect instructional strategies and student achievement in equitable ways as new and beginning teachers strive to understand themselves, students, the school, and the community (see Figure 18). At the intersection of people and place is the space for new normative practices and the opportunity to design new protocols for change within an induction process. A new framework that includes ways in which new and beginning teachers connect with, tell and listen to the stories of themselves, others, and the community. The traditional model becomes the foundation upon which new normative practices and action protocols are built.

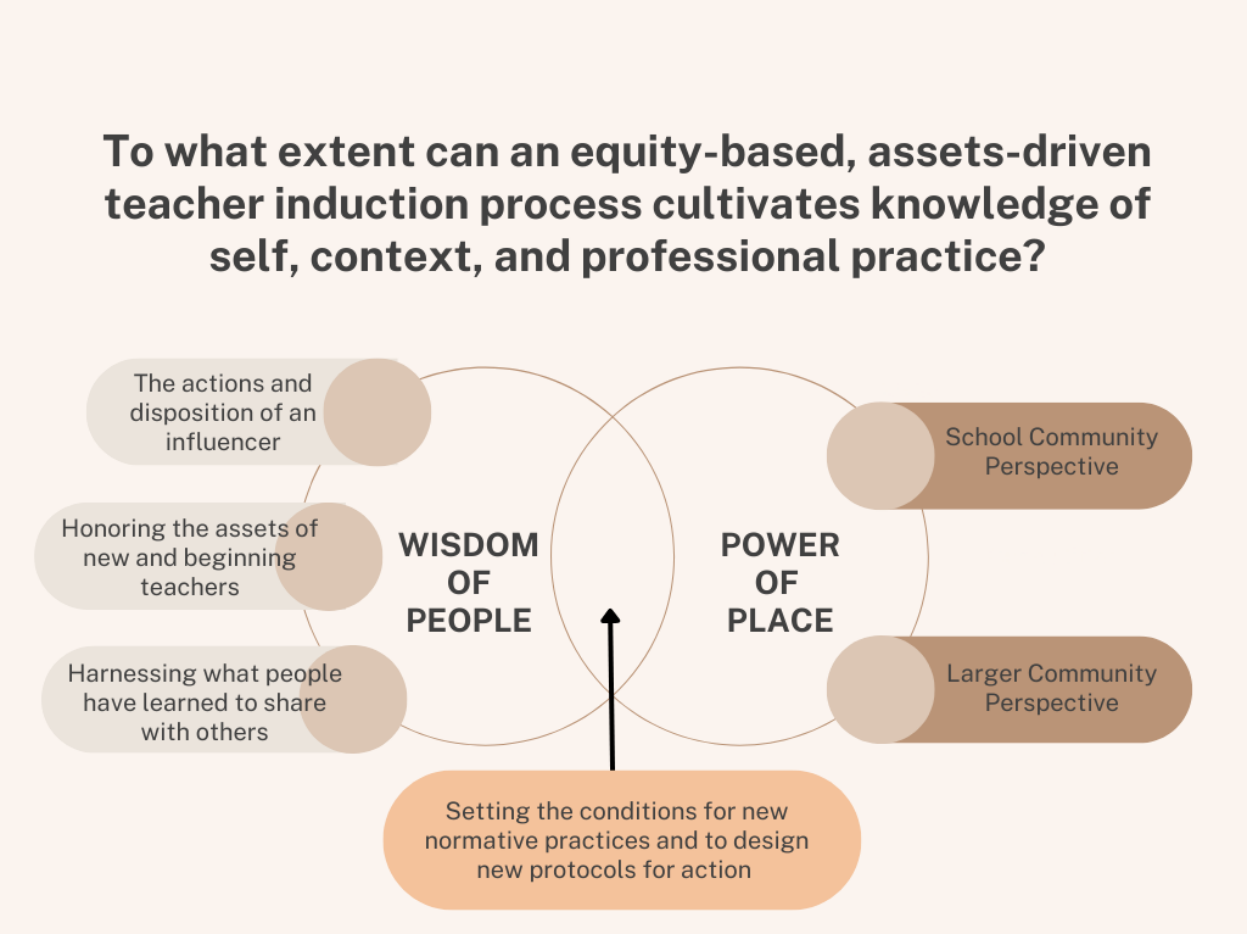

Figure 18. Framework for change.

To build upon the traditional teacher induction process, school and district leaders must first consider that all teachers new to the space need an induction process. As shown in Figure 18, the teacher induction process must harness the wisdom of people and that must include all stakeholders and not be limited to only novice teachers. Such professional learning should include more than just novice teachers. All teachers new to a school environment, whether a traditional novice teacher with no experience or a veteran teacher with experience elsewhere, should have the opportunity to deepen their understanding of their identity and that of their new community. The finding of this study shows that this is done when we are intentional with how we meet and facilitate professional learning and who is offered an invite to such meetings.

Once school and district leaders consider including all new and beginning teachers, they must consider how they design and facilitate professional learning within the induction process. First, to build upon the traditional expectation of regular meetings, school and district leaders need to design new professional learning within those meetings that create the conditions for new and beginning teachers to feel safe to be vulnerable as they learn, and to know that their strengths, assets, and influence are valued within the induction process. To do this, leaders must use protocols aligned with the CLE axioms to allow new and beginning teachers to explore their identity, harness their strengths, and be given a voice throughout the process. Next, and equally as necessary, school and district leaders must include opportunities for new and beginning teachers to engage with additional community stakeholders, including other staff, students, parents, and families, to explore the perspectives of the school and community context. Finally, new and beginning teachers must intentionally engage with and listen to the stories of those closest to the school and community context. School and district leaders must embrace these new normative practices as essential and required of the teacher induction process.

This shift is building upon what we know about professional learning models. Specifically, constructivism and personal experiences affect how educators engage with personal learning environments (Drago-Severson, 2012). A new framework for induction must include structured protocols to create the personal experiences needed for new and beginning teachers to make meaning of their learning. An induction process needs to include structures aimed at supporting relational trust, promoting authentic dialogue, and providing access to the stories of those closest to the assets, needs, and issues of new and beginning teachers. Furthermore, the change in the framework must include a shared participatory approach by mentors, school leaders, and other staff involved in the induction process. The learning must be collaborative in which all stakeholders uncover new beliefs and ideas instead of a top-down professional development or one-way direction of disseminating information.

I started the study with a general understanding of current teacher induction processes and held an anticipated prediction of what changes the study might suggest to the current framework. The presence of a mentor and the need for professional learning specific to the school would remain valid, as it is in the current model. However, the study's results elevated the importance and power of people and place beyond initial assumptions. Engaging in protocols and experiences rooted in the CLE axioms allows new and beginning teachers to uncover how aspects of their identity and community context show up in their ways of being and why they hold specific values as necessary. It creates the conditions for the new and beginning teacher to have a voice and to be valued in the induction process.

The framework itself creates the conditions for additional research to consider that goes beyond the duration of this study. Research to consider how new normative practices could support new and beginning teachers to make intentional connections between identity and

community to specific and equitable practices within the classroom. Just as this framework sets the conditions for a new normative teacher induction practice, it can be the starting point in which further research is conducted on the greater impact such strategies might have on professional practices and students' learning.

Standing on their own, the findings might have the ability to shift current induction practice, but the real potential for systematic change is when we consider the findings in tandem with one another. The findings of this study suggest not the complete undoing of the traditional framework of induction, but that there is an opportunity to build upon the traditional framework of induction from a model that first focuses on improving instructional strategies and student achievement to a model that is deeply rooted in the wisdom of people and the power of place. The technical needs of teacher induction are still relevant and important, but the additional focus on the heartbeat of the people and place within induction is required. It is at the intersection of these two findings, we find the potential for new normative practices and protocols for action.

Implications

The PAR study emphasized how school leaders, mentors, and new and beginning teachers can co-create an induction process focused on knowledge of self and community context. In this section, I detail the practice, policy, and research implications of the study's findings for an asset-driven, equity-based induction process.

Implications for Practice

For teachers and school leadership to set the conditions for new normative induction practices, the process must have specific, collaborative protocols in place to uncover the wisdom of people within the induction process and the power of place in which induction occurs. When both elements are present within an induction process, the space is created for new opportunities

in practice and design of how new and beginning teachers gain the knowledge, skills, and dispositions needed to become sustained, equitable, long-term effective teachers. To do so, school and district leaders must first consider what is valued and focused upon within the induction process, and then how we act upon and prioritize those elements of induction. The potential implications for practice are centered on ensuring that people and place are prioritized within a teacher induction framework, by using collaborative, context-based practices.

School and district leaders must make it standard practice to identify what they value within teacher induction and commit to ensuring those values are reflected in the induction practices. The framework for change asserts that teacher induction should value and focus on the identity, assets, and influence of new and beginning teachers and the understanding of the school and community context. As such, when a teacher induction process values the wisdom of its people and the power of its place, the process ultimately affects instructional strategies and student achievement in equitable ways as new and beginning teachers understand better themselves, students, the school, and the community.

If a teacher induction process values people and place, then it must consider how those values are prioritized and show up in induction activities. Based on the findings of this research study, we see the purposeful and intentional use of protocols through a CLE experience to facilitate uncovering the personal stories of the new and beginning teachers while equally listening to and learning from the community. The elements needed to facilitate and harness the learning power within a CLE are within the definitions of the axioms and purpose (Guajardo et al., 2016). The traditional practice of regular meetings would shift to include the intentional use of CLE protocols. In addition, it would include leadership as a co-participant in this learning

environment. The induction process should harness and incorporate these practices for beginning and new teachers.

Shifting what we value and how we prioritize and act on those values within teacher induction sets a new norm that all stakeholders are valued and have a voice. This change in practice no longer allows for a top-down approach to professional learning in which only specific veteran or mentor staff hold all the power and expertise. In this framework for change, all stakeholders' identities, assets, and influence, including the new and beginning teacher and the community, are valued and prioritized and are reflected in collaborative and context-based practices. These changes in practices promote collaborative learning. If school and district leaders embrace this framework and make this shift in practice, they must navigate the district policies. To normalize, disseminate, and sustain new practice, school and district leaders have a responsibility to ensure policies speak to and prioritize the same values and actions. Such practices are only as strong as the polies that govern them and the leaders that support and implement them.

Implications for Policy

Induction policies at the school (micro) and district (meso) levels require more emphasis on the people and place in which induction occurs as opposed to the skills and results of new and beginning teachers. School and district policy around teacher induction needs to emphasize exploring identity and community context. It should include all new and beginning teachers in the school context, including non-traditional teachers, instead of just traditionally defined novice teachers.

We know that to create the conditions for new normative practices and protocols for adult learning, the teacher induction process must be well-versed in the CLE axioms and include

intentional protocols to support self-reflection and community understanding. This process must be collaborative, context-based, and include the school leader and mentors, along with new and beginning teachers, as co-participates within this work. School and district policy must reflect the inclusion and require the participation of all stakeholders within the induction process. Furthermore, the policy at school (micro) and district (meso) levels must define professional learning as including protocols that value and prioritize the wisdom of people and the power of place. Policies that specifically outline and require school leaders to engage in professional learning centered in the CLE axioms so that they may be able to gain the knowledge and skillsets needed to facilitate CLEs within their school-based induction processes would be an excellent start. If schools and districts are to embrace this framework for change, they must commit to policy changes that prioritize inclusion of all stakeholders within an induction process and not just limit access to traditionally defined beginning teachers. Furthermore, policy must reflect the professional learning that is required of school and district leaders to lead the change in new normative practices for teacher induction.

As shared previously, the context of this study is specific to recruiting and onboarding staff within an environment where traditional educators are increasingly less available. There needs to be an acknowledgment of the need for non-traditional hiring organizations such as Teach for America and Participate Learning. In such a case, we must include non-traditional hires within the policy that guides who gets induction support. Within current school (micro) and district (meso) policy, non-traditional teachers, who are new to the school and district, but have teaching experience elsewhere, need to be provided mentors, intentional induction programming, workshops for onboarding or continued support. This includes international staff who are new to the school, district, and country but do have teaching experience in their home country. A policy

change would include intentionally including new and beginning teachers, as defined by this study, by requiring that such staff be included in teacher induction activities specific to the school and community context in which they are now teaching, as well as including language within the policy that equally values the influence their identity brings to the context.

Additionally, this includes a shift in perspective at the state (macro) level as they support and allow for the use of non-traditional hiring organizations. As such, state policy should require such agencies to adopt similar values if they are to be approved hiring agencies by the state. Non-traditional hiring organizations should harness the wisdom of people and the power of place.

At all levels, policy concerned with recruiting, supporting, and retaining teachers must consider ways to do so successfully across diverse contexts. To accomplish these expectations, policies at the state, within collaborating organizations, at the district level, and within individual schools must include programming designed around the CLE axioms specific to their community's context and all new and beginning teachers. Organizations, state agencies, districts, and schools might consider engaging in the CLE process as a means to begin designing such policies for induction so that they learn from the stories of those closest to the support they provide. Induction policy across contexts must value identity and community context and include all new and beginning teachers in the school context, including non-traditional teachers.

Implications for Research

In this PAR study, I analyzed to what extent an asset-driven and equity-based teacher induction process cultivates knowledge of self, context, and professional practice. Because of this study, I uncovered the value of the PAR process and the need for specific CLE tools in such

bodies of work. I identified how the study might prompt additional research and where there are still gaps.

Based on my findings and the implications on practice and policy, the PAR process is a practical improvement science process (Bryk et al., 2015). The PAR process called for a CPR team to work collaboratively through multiple rounds of the plan, do, study, act (PDSA) cycle to examine assets and challenges and encourage change within induction practice for new and beginning teachers. As such, the CPR team uncovered truths about their identity development and applied such learning to their work, along with listening to and learning from the community in ways that had not been asked of them before. The PAR process of research allowed for this learning and is a method of research that should be replicated.

This study shows that using CLE protocols allowed CPR members and CLE participants to deepen their understanding of themselves and each other. I suggest future researchers continue utilizing these protocols as they engage in their PDSA cycles. This is especially true when the research directly affects and involves diverse stakeholders. This study claims that there is value in new and beginning teachers, mentors, and school leaders collectively learning about one another and uncovering what we value in our learning and development using structured protocols and Community Learning Exchanges.

As we consider how this research study can affect induction programming moving forward, there is additional research to consider that goes beyond the duration of the study. The next step would be to consider how to start making intentional connections between our learning and specific practices within the classroom. For example, there is an opportunity for research to consider how new and beginning teachers can further understand the link between such attributes as holding high expectations, allowing for mistakes, providing feedback, and

culturally responsive teaching practice. Furthermore, additional research can consider how we take what we know about parent and community values to hold space to understand better what is important and then determine how those values can serve the school and its teachers. We know that in this unique research study, the CPR team found learning more about the community influential, leading them to operate through an inquiry lens that included a more comprehensive range of stakeholders. However, the study did not precisely measure that influence or impact. Additional researchers can consider how to make that direct link between community values and what we value in our experience to support new and beginning teachers to meet the diverse needs of each school community, classroom, and student.

Finally, this research has led me to consider a new set of research questions that other researchers may explore. Questions that are rooted in the findings of this research study but consider more specifically the role of the school leader within the framework. Other researchers might consider the ways in which to design professional learning focused on readiness, so that school leaders are ready to engage with one another and with the external community in the ways in which this study suggest. This is how might a principal professional learning program develop the knowledge of the CLE axioms, the skills needed to facilitate new normative practices, and the disposition to lead an asset-driven, equity-based teacher induction process? The study and the framework for change asserts the need for the teacher induction process to embrace the wisdom of people and power of place as new normative practices, but how we prepare school leaders to do so is yet to be determined.

This study was small and specific to the context of my school and the policies and procedures of a small rural school district. The framework for change serves as a starting place for further examination of this work around the teacher induction process and the impact of

valuing people and honoring place. Additional research is needed to consider if this study's findings are relevant in differing and multiple contexts. Before we can assert that the findings of this study are globally applicable, additional studies like this one need to take place. Larger scale quantitative studies may provide evidence to the impact in which such new normative practices have over time on new and beginning teachers, as well as the impact on their students across various contexts and settings. In the next section, I discuss and expand upon such limitations as this when considering this research study.

Limitations

This was a small PAR study involving one new international teacher, one exemplar mentor, and one school leader in a dual-language kindergarten through eighth-grade school in rural North Carolina. As I shared in Chapter 1, there are limitation to be considered when conducting any PAR study. My position as a supervisor assumed some level of power and authority. As such, I took intentional precautions to ensure that all participants had the information and opportunity to give informed consent without any coercion or sense of obligation. The study did start with a third participant, a non-traditional beginning teacher, however, that teacher opted not to continue with the CPR group after the PAR Pre-Cycle. The findings of this study are not generalizable due to the limited number of participants, location, and unique context. All school contexts are different, as are their induction processes and needs to recruit and support new and beginning teachers. In addition, the rural setting of the school provides unique circumstances that are different from those in suburban or urban settings, as a result, the findings of this study may not apply to those settings. Finally, the study began in the 2021-22 school year as we resumed full-time and in-person learning after the COVID pandemic

and school closures. The impact of the COVID pandemic was universal, and the results of this study should be considered within the context of the pandemic.

Leadership Development

As I moved throughout the cycles of this research study, I continued to see how the co-practitioner model allowed for learning and growth within my understanding of the induction process and my leadership. For example, during PAR Cycle One, I was able to reflect on ways that my leadership has created and facilitated spaces in which relational trust was being established so that new and beginning teachers and mentors were willing and comfortable to share their identities and explore the identity and context of the school community. After PAR Cycle 2, I realized that the PAR process created space in which new and beginning teachers felt safe to explore their identity and question what this learning means in terms of their practice and that of others.

Furthermore, I have reflected on how equity-based leadership can lead to similar experiences for other staff, students, and parents. This was true as teachers within the CPR group explored their leadership and were able to create and facilitate similar spaces and activities for students, staff, and parents. I have been able to reflect on my leadership actions and mindset thus far and can assert areas of growth and development in the pursuit of my FoP. Two specific elements of this study shaped my leadership development and practices. These two elements are the Power of the Protocol and Past the Parade of Homes.

Power of the Protocol

As I reflected on this research study, I became acutely aware of using protocols that align with the CLE axioms. I found myself thinking about and seeking intentional ways to make learning a dynamic social process, to ensure conversations with people closest to the issue of

induction were central to processes of each PAR cycle by being willing and vulnerable as a co-practitioner to cross boundaries and building on assets of new and beginning teachers, mentors, and the school community. As a leader with these intentions, I learned that this would not happen by chance; structures, such as protocols focused on rich, organic, and meaningful conversations, must be in place as we consider the pursuit of creating an asset-driven, equity-based induction process in a way that was productive and safe for all in attendance, including me.

In reflection, this more in-depth professional relationship with my mentor teacher and this select group of parents has only been possible using such protocols. These examples have me considering how such structures within an induction program can create this type of relationship for new and beginning teachers and how such experiences can contribute to the adult learning process for new and beginning teachers. Furthermore, *how do such experiential learning opportunities contribute to culturally responsive practices compared to traditional induction professional learning?*

To be an equity-centered school leader, I need to plan purposefully with solid and intentional protocols. Throughout the study, I continued to reflect on always needing to keep front and center the following question: to what extent does a school leader's participation in this induction process contribute to growth and development as an equity-centered school leader? This question was at the forefront of my reflection and has been my most significant learning during each PAR cycle.

As a CPR group, we created an induction space in which relational trust was present. In creating this trust, I intentionally learned about what Bryk and Schneider (2004) describes as contractual trust. I knew I could not assume that just because CPR members agreed to

participate in the study, they would trust the process unconditionally. I was aware of the protocols we used and the outcomes of the protocol experience that contributed to building or breaking down trust. I identify myself as a people person, both personally and professionally. It is easy for me to initiate conversation and build relationships inside and outside the school building. In the past, I assumed and expected that relationship building and conversations among staff happened organically. I presumed that teachers would talk to one another and naturally make connections among themselves, but I have learned throughout the PAR research study that this does not happen on its own. As I internalized what I learned in the literature review of such work as Bryk and Schneider (2004) and Tschannen-Moran (2014), I acknowledged that building relational trust had to be intentional and something to be closely and constantly monitored. By using protocols during CPR meetings and CLEs, I realized that having these intentional protocols, where we hold and create particular spaces for individuals to talk about themselves and share parts of themselves, creates more profound relationships. I used to think that prompts, specifically icebreakers that force us to get to know one another, would come across as artificial and would be in contrast to creating meaningful relationships. However, I now know that when we move past stock icebreakers and into more meaningful and intentional protocols, such as personal narratives, it is then that we create an authentic space for deep and meaningful relationships, conversations, and progress.

This is most evident in my relationship with CPR member Denise. I have worked with Denise for five years. As a multi-classroom leader, Denise works with teachers in a direct coaching model, and as such, we have had a bi-weekly meeting to discuss her work. She is someone with whom I had a solid relational trust and knew well; however, our participation in the specific CLE protocols has created opportunities for us to share through a significantly

different lens. When I reviewed my reflective memos from the Pre-PAR Cycle, I realized how often I commented on something new I had learned about Denise in those memos. When I stepped back and looked at those initial CPR activities, such as the journey lines and personal identity mapping, I slowly began to get to know Denise on a much deeper and personal level. As a result, I have a more robust understanding of her identity, dispositions, and ways of being. This has only been possible by using personal narratives and CLE-aligned protocols in a co-practitioner model in which we were both vulnerable.

I have a similar reflection when considering my interaction with the parents who attend the parent CLE. The parents who attended are a group of parents I describe as having a positive relationship with and knowledge of. I talked with this particular group of parents in both formal and informal settings; I know and ask about their spouses and other children. I am aware of their professions and generally feel comfortable around each. However, I gained a different depth of understanding and knowledge using protocols focusing on the CLE axioms. By engaging in a personal narrative together, I learned about the influence of their educational journey and the values they find important within our community. This is in contrast to a more traditional icebreaker in which I may have asked a prompt that only elicited surface responses and did not model vulnerability or safety. I was not sure this level of understanding and connection would have been possible without conducting a CLE and using structured protocols to guide our time together. Without these structures, I did not know to ask. Furthermore, I was nervous walking into the CLE, but beginning our time together with a personal narrative quickly established that this would be a safe place for the parent participants and me. Using personal narratives allowed us to start from the same place and hold space for one another equally to share.

The use of personal narratives and consideration of the CLE axioms has opened my eyes to how, in the absence of such activities, relationships can only exist at the surface level and how quickly we accept this impersonal reality as a good relationship. The personal narrative moves beyond the traditional icebreaker. It holds space to learn more about our identities and influences in more meaningful ways beyond just one word or connection to describe ourselves. Furthermore, the personal narrative creates the space for equitable practices. When we are in a space where we have given all stakeholders the same opportunity to respond to a meaningful reflection, we are more likely to experience the stories of a wide range of staff, students, and parents instead of only gravitating to like affinity groups. When the conditions are set for everyone to engage in this way, these experiences are more likely than in the past when less structured and less purposeful icebreakers would only reveal a small fact about another or would contribute to grouping and classifying groups of people like staff, students, and parents. The personal narratives opened my eyes and ears to hear everyone's stories, not just which type of ice cream or summer vacation destination they prefer. This realization aligns with the foundation of the CLE in which we use local knowledge and engage in conversations and dialogue based on the assets and hopes of those closest to the community's needs (Guajardo et al., 2016).

Throughout this study, my opinion of protocols has come full circle. Prior to this study, I saw protocols as restrictive tools that stifled my independence to engage with others comfortably and organically. However, in reflection, I know that when the protocol design invokes stories of experience, requires deep listening, and insights reflection it creates a new space to understand one another more authentically and dynamically. More so than with a traditional icebreaker or causal conversation. As a leader, I understand the importance of

designing and holding a structured space for all stakeholders to share, listen, reflect, and be inspired to take action. Freire (1970) asserts that if there is a commitment to revolutionary transformation, then leaders bear a responsibility for coordination and to direct reflection and action towards the structures that need transforming. As an equity-center leader, I have a responsibility to plan structures that actively engaged those closest to the context and I cannot leave it up to chance for change to happen organically. I have to lean into the power of protocols through continued planning, design, reflection, and action.

Beyond the Bus Tour

Even before my involvement with this research study, I had started questioning the purpose behind some of the activities we engaged in with our community. One practice, in particular, was the community bus tour my district hosted every August. Beginning teachers would board a bus and drive through the communities and neighborhoods where their future students lived. I wondered was this the equivalent of viewing our school community like a museum display or a parade of homes at which to gaze, as opposed to a powerful place that holds significant influence. Additionally, I wondered how this practice lifted our community's assets, especially those unseen. Even so, some literature speaks to this as a way to expose new and beginning teachers to their community. Specifically, Wong (2002) provides examples like the community bus tours in which new and beginning teachers get to see where scholars and families live. My question about this practice is one of the factors that prompted me to pursue this research study and directly influenced one of the sub-questions considered within the study. I wanted to explore the potential for new and beginning teachers to move beyond just seeing where their students live as a visual activity and to have them understand how community identity exists within our students and families and the impact on teaching and learning.

Reflecting on my learning throughout each PAR cycle, I believe that practices such as the bus tour directly contrast what we know about the power embedded in the CLE axioms. Such activities do not create the space to interact with the people closest to the problem or engage in conversations critical to change. There is no opportunity to learn from the assets and dreams of the community. A bus tour only provides a visual representation of the physical spaces in which our school is situated and leaves room for judgment and assumption. As a school leader, I want to hold space for openness, dignity, and truth telling. Through this process, I determined such activities do not align with my values as an equity-centered leader. As such, I have a responsibility to design new activities and protocols, and the results of this research study provided me with the setting to do so.

By engaging in CLEs and using intentional protocols, such as the community mapping protocol, I learned the importance of seeking the perspective of students and families. Through this process, I realized that, even though I felt confident that I could identify the assets and influence within our community, my perception did not always align with that of the students and parents. This was explicitly noticeable as students and parents more often lifted the individual neighborhoods, unofficial neighborhoods, and the unique aspect of each. This perspective was overwhelmingly absent from my community map and that of CPR members and other teachers. Even if the bus tour was more equitable, if the route only relied on visiting the assets identified by school or district staff, the study proves that we would miss a large portion of what our students and families consider influential.

Our students' homes, neighborhoods, and points of interest are not just stops on a parade route in which to view from behind a bus window. They are not museum displays or exposition exhibits. Instead, the places of importance within the community context are powerful,

meaningful, and alive with stories. Guajardo et al. (2016) described community as a state of mind and an expression of where and how people work together for the common good. As an equity-centered leader, I am responsible for fostering this mindset. The community deserves the opportunity to tell its story. I have to create and hold space to leverage these community stories of hopes and dreams to influence change and model the same for my staff regardless of tenure. Therefore, it is imperative to stop the bus, to step off the bus, and to learn from the people outside the bus windows.

Post Script

The process of being a co-practitioner and engaging in this work as a researcher has impacted my professional outlook and future aspirations in ways that I could not have predicted. As I shared above, this work deeply affected the ways in which I show up as a leader and the practices I consider in my role as a school principal. However, it has me grappling with what will come next for me as an educator and leader. For maybe the first time in my professional journey, I do not have clear vision for what I want next, nor do I have a clear-cut plan to make it happen. Additionally, the role of principal, as currently defined and operated, is no longer sparking the same joy as it once did. As I start to think about my current role and roles I might have pursued prior to this study, I cannot help but now think how many traditional leadership positions move us further away from the people nearest to the issues and closer to the politics and policy that bind us. The work of truly getting to know others and our community, with protocols and structures that invoke and value the rich stories of others, is the work that feeds my soul. I anticipated that the study had the potential to significantly change the way I viewed teacher induction, but I did not anticipate that it would radically change the way in which I view this profession and my identity within it. I cannot say what my next professional title will be;

however, I can say with confidence it will constantly pull me toward people, places, and the authentic stories that shape us all. After this research experience, I cannot imagine it not.

Conclusion

Being an equity-centered leader aimed at creating an asset-driven, equity-based induction process, I knew that I wanted to focus on those staff who needed to have the context of the community in which they were teaching. For this study, I defined that group as new and beginning teachers who were new to our school community. I set out with a theory of action that: if we redesign induction to deepen new and beginning teachers' understanding of their identity and that of the community in which they serve, then this knowledge will influence teaching practices that honor and celebrate the unique assets of each lived experience within the classroom. The study aimed to explore this theory using the PAR process and a CPR team. This research was collaborative and participatory and improved how new and beginning teachers understand themselves and the community. The findings show that when we harness the wisdom of people and the power of place, we can set the conditions for new normative induction practices and design new protocols for action.

This PAR study influenced my professional and personal work by challenging me to reflect on what I thought I knew about my identity development as an educator, how I develop and sustain relationships and my perspective of the school community. I learned that my assumptions about protocols were stifling my abilities to support my professional learning and that of my staff. Embracing the CLE protocols allowed me to support the development of new and beginning teachers in much more impactful ways than I had experienced previously. Additionally, the same protocols allowed for a strengthening and

deepening of relationships with staff and families. This work changed me as a leader. I now have the tools to initiate this change with others. I knew that the study would challenge new and beginning teachers to take an introspective look into their identity and suspend their assumptions about the community, but I underestimated the impact it would have on my understanding of myself as a leader, teacher, wife, and friend. I knew the study would have an impact on my professional sphere, but it has equally affected my personal life as well.

Because of this research study, we built a strong foundation for setting the conditions to implement new normative induction practices and to design protocols for change in professional learning. What we achieved as a CPR team was a collaborative effort, and my role as co-practitioner was influential in helping the team uncover the wisdom in themselves and others and the power in the place in which we have the honor of teaching. Inspired by Ivalym when she said, "Maybe the kids really know [our town], and they really know what is important," I walk away from this study reminded that I always have the resources available to find out what is truly important. I have to make the time to ask and take the time to listen to those closest to the answers I am seeking. Simply put, people and place matter.

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APPENDIX A: IRB APPROVAL

EAST CAROLINA UNIVERSITY
University & Medical Center Institutional Review Board
4N-64 Brody Medical Sciences Building· Mail Stop 682
600 Moye Boulevard · Greenville, NC 27834
Office 252-744-2914 · Fax 252-744-2284 ·
rede.ecu.edu/umcirb/

Notification of Exempt Certification

From: Social/Behavioral IRB
To: Kelly Mudd
CC: Matthew Militello
Date: 10/1/2021
Re: UMCIRB 21-001656
WHEN WORLDS COLLIDE

I am pleased to inform you that your research submission has been certified as exempt on 10/1/2021. This study is eligible for Exempt Certification under category # 1 & 2ab.

It is your responsibility to ensure that this research is conducted in the manner reported in your application and/or protocol, as well as being consistent with the ethical principles of the Belmont Report and your profession.

This research study does not require any additional interaction with the UMCIRB unless there are proposed changes to this study. Any change, prior to implementing that change, must be submitted to the UMCIRB for review and approval. The UMCIRB will determine if the change impacts the eligibility of the research for exempt status. If more substantive review is required, you will be notified within five business days.

Document	Description
CALL Survey Protocol(0.01)	Surveys and Questionnaires
Data Collection Protocol(0.01)	Data Collection Sheet
Email introduction script (0.01)	Recruitment Documents/Scripts
Interview Protocol(0.01)	Interview/Focus Group Scripts/Questions
Observation Collection Protocols(0.01)	Additional Items
Participant Consent Form(0.01)	Consent Forms
Research Proposal IRB(0.01)	Study Protocol or Grant Application

For research studies where a waiver or alteration of HIPAA Authorization has been approved, the IRB states that each of the waiver criteria in 45 CFR 164.512(i)(1)(i)(A) and (2)(i) through (v) have been met. Additionally, the elements of PHI to be collected as described in items 1 and 2 of the Application for Waiver of Authorization have been determined to be the minimal necessary for the specified research.

The Chairperson (or designee) does not have a potential for conflict of interest on this study.

APPENDIX B: CITI TRAINING

Completion Date 29-Dec-2020
Expiration Date 29-Dec-2023
Record ID 40132841

This is to certify that:

Kelly Mudd

Has completed the following CITI Program course:

Not valid for renewal of certification through CME.

Human Research
(Curriculum Group)
Group 2.Social / Behavioral Research Investigators and Key Personnel
(Course Learner Group)
1 - Basic Course
(Stage)

Under requirements set by:

East Carolina University

Collaborative Institutional Training Initiative

Verify at www.citiprogram.org/verify/?w2dd4a338-2eba-4099-a465-7b300d6d0168-40132841

COLLABORATIVE INSTITUTIONAL TRAINING INITIATIVE (CITI PROGRAM)

COMPLETION REPORT - PART 1 OF 2
COURSEWORK REQUIREMENTS*

* NOTE: Scores on this Requirements Report reflect quiz completions at the time all requirements for the course were met. See list below for details. See separate Transcript Report for more recent quiz scores, including those on optional (supplemental) course elements.

- **Name:** Kelly Mudd (ID: 9726849)
- **Institution Affiliation:** East Carolina University (ID: 316)
- **Institution Email:** muddk19@students.ecu.edu
- **Institution Unit:** Education
- **Phone:** 2522139100

- **Curriculum Group:** Human Research
- **Course Learner Group:** Group 2.Social / Behavioral Research Investigators and Key Personnel
- **Stage:** Stage 1 - Basic Course

- **Record ID:** 40132841
- **Completion Date:** 29-Dec-2020
- **Expiration Date:** 29-Dec-2023
- **Minimum Passing:** 70
- **Reported Score*:** 89

REQUIRED AND ELECTIVE MODULES ONLY	DATE COMPLETED	SCORE
Belmont Report and Its Principles (ID: 1127)	29-Dec-2020	3/3 (100%)
History and Ethical Principles - SBE (ID: 490)	29-Dec-2020	4/5 (80%)
Defining Research with Human Subjects - SBE (ID: 491)	29-Dec-2020	4/5 (80%)
The Federal Regulations - SBE (ID: 502)	29-Dec-2020	5/5 (100%)
Assessing Risk - SBE (ID: 503)	29-Dec-2020	4/5 (80%)
Informed Consent - SBE (ID: 504)	29-Dec-2020	5/5 (100%)
Privacy and Confidentiality - SBE (ID: 505)	29-Dec-2020	4/5 (80%)
Research with Prisoners - SBE (ID: 506)	29-Dec-2020	4/5 (80%)
Research with Children - SBE (ID: 507)	29-Dec-2020	4/5 (80%)
Research in Public Elementary and Secondary Schools - SBE (ID: 508)	29-Dec-2020	5/5 (100%)
International Research - SBE (ID: 509)	29-Dec-2020	5/5 (100%)
Internet-Based Research - SBE (ID: 510)	29-Dec-2020	4/5 (80%)
Vulnerable Subjects - Research Involving Workers/Employees (ID: 483)	29-Dec-2020	4/4 (100%)

For this Report to be valid, the learner identified above must have had a valid affiliation with the CITI Program subscribing institution identified above or have been a paid Independent Learner.

Verify at: www.citiprogram.org/verify/?ka10bbb6b-ea08-4d84-9edb-d28be0d6a6e7-40132841

Collaborative Institutional Training Initiative (CITI Program)
Email: support@citiprogram.org
Phone: 888-529-5929
Web: https://www.citiprogram.org

COLLABORATIVE INSTITUTIONAL TRAINING INITIATIVE (CITI PROGRAM)

COMPLETION REPORT - PART 2 OF 2
COURSEWORK TRANSCRIPT**

** NOTE: Scores on this Transcript Report reflect the most current quiz completions, including quizzes on optional (supplemental) elements of the course. See list below for details. See separate Requirements Report for the reported scores at the time all requirements for the course were met.

- **Name:** Kelly Mudd (ID: 9726849)
- **Institution Affiliation:** East Carolina University (ID: 316)
- **Institution Email:** muddk19@students.ecu.edu
- **Institution Unit:** Education
- **Phone:** 2522139100

- **Curriculum Group:** Human Research
- **Course Learner Group:** Group 2.Social / Behavioral Research Investigators and Key Personnel
- **Stage:** Stage 1 - Basic Course

- **Record ID:** 40132841
- **Report Date:** 29-Dec-2020
- **Current Score**:** 89

REQUIRED, ELECTIVE, AND SUPPLEMENTAL MODULES	MOST RECENT	SCORE
Defining Research with Human Subjects - SBE (ID: 491)	29-Dec-2020	4/5 (80%)
The Federal Regulations - SBE (ID: 502)	29-Dec-2020	5/5 (100%)
Belmont Report and Its Principles (ID: 1127)	29-Dec-2020	3/3 (100%)
Assessing Risk - SBE (ID: 503)	29-Dec-2020	4/5 (80%)
Informed Consent - SBE (ID: 504)	29-Dec-2020	5/5 (100%)
Privacy and Confidentiality - SBE (ID: 505)	29-Dec-2020	4/5 (80%)
Research with Prisoners - SBE (ID: 506)	29-Dec-2020	4/5 (80%)
Research with Children - SBE (ID: 507)	29-Dec-2020	4/5 (80%)
Research in Public Elementary and Secondary Schools - SBE (ID: 508)	29-Dec-2020	5/5 (100%)
International Research - SBE (ID: 509)	29-Dec-2020	5/5 (100%)
Internet-Based Research - SBE (ID: 510)	29-Dec-2020	4/5 (80%)
History and Ethical Principles - SBE (ID: 490)	29-Dec-2020	4/5 (80%)
Vulnerable Subjects - Research Involving Workers/Employees (ID: 483)	29-Dec-2020	4/4 (100%)

For this Report to be valid, the learner identified above must have had a valid affiliation with the CITI Program subscribing institution identified above or have been a paid Independent Learner.

Verify at: www.citiprogram.org/verify/?ka10bbb6b-ea08-4d84-9edb-d28be0d6a6e7-40132841

Collaborative Institutional Training Initiative (CITI Program)
Email: support@citiprogram.org
Phone: 888-529-5929
Web: https://www.citiprogram.org

APPENDIX C: CONSENT FORM: ADULTS

Informed Consent to Participate in Research

Information to consider before taking part in research that has no more than minimal risk.

Title of Research Study: *How can educators develop and implement an equity-based, assets-drive teacher induction process that cultivates knowledge of self, context, and professional practice?*

Principal Investigator: Kelly Anne Mudd
Institution, Department or Division: East Carolina University, Department of Educational Leadership
Address: 1216 West Haven Blvd., Rocky Mount, NC 27803
Telephone #: +66-091-742-1428
Study Coordinator: Dr. Matthew Militello
Telephone #: 252-328-6131

Researchers at East Carolina University (ECU) study issues related to society, health problems, environmental problems, behavior problems and the human condition. To do this, we need the help of volunteers who are willing to take part in research.

Why am I being invited to take part in this research?

The purpose of the participatory action research (PAR) study is to co-develop and implement an equity-based, asset-driven teacher induction process for new and beginning teachers. You are being invited to take part in this research because you either support new and beginning teachers at MMA or you are a new or beginning teacher. The decision to take part in this research is yours to make. By doing this research, we hope to learn to how a school can create and implement an equity-based, asset-driven teacher induction process for new and beginning teachers.

If you volunteer to take part in this research, you will be one of about twenty-five to do so.

Are there reasons I should not take part in this research?

There are no known reasons for why you should not participate in this research study.

What other choices do I have if I do not take part in this research?

You can choose not to participate

Where is the research going to take place and how long will it last?

The research will be conducted at Martin Millennium Academy, Tarboro, NC. You will need to meet at *MMA, in the PLC room, approximately ten* times during the study. The total amount of time you will be asked to volunteer for this study is approximately ten-hours over the next eighteen months.

What will I be asked to do?

If you agree to participate in this study, you may be asked to participate in interviews, observations and/or post-observation conversations, and the CALL Survey during the course of the research study. The interviews, observations or post-observation conversations may be

recorded in addition to handwritten notes by the research team members. All of the interview questions will focus on your experience to improve the induction process for new and beginning teachers MMA.

Please know that all results of the CALL Survey are anonymous. The researcher does not have access to individual results.

What might I experience if I take part in the research?
We don't know of any risks (the chance of harm) associated with this research. Any risks that may occur with this research are no more than what you would experience in everyday life. We don't know if you will benefit from taking part in this study. There may not be any personal benefit to you, but the information gained by doing this research may help others in the future.

Will I be paid for taking part in this research?
We will not be able to pay you for the time you volunteer while being in this study

Will it cost me to take part in this research?
It will not cost you any money to be part of the research.

Who will know that I took part in this research and learn personal information about me?
ECU and the people and organizations listed below may know that you took part in this research and may see information about you that is normally kept private. With your permission, these people may use your private information to do this research:
Any agency of the federal, state, or local government that regulates human research. This includes the Department of Health and Human Services (DHHS), the North Carolina Department of Health, and the Office for Human Research Protections.
The University & Medical Center Institutional Review Board (UMCIRB) and its staff have responsibility for overseeing your welfare during this research and may need to see research records that identify you.

How will you keep the information you collect about me secure? How long will you keep it?
The information in the study will be kept confidential to the full extent allowed by law. Confidentiality will be maintained throughout the data collection and data analysis process. Consent forms and data from surveys, interviews, and focus groups will be maintained in a secure, locked location and will be stored for a minimum of three years after completion of the study. No reference will be made in oral or written reports that could link you to the study.

What if I decide I don't want to continue in this research?
You can stop at any time after it has already started. There will be no consequences if you stop and you will not be criticized. You will not lose any benefits that you normally receive.

Who should I contact if I have questions?
The people conducting this study will be able to answer any questions concerning this research, now or in the future. You may contact the Principal Investigator at phone number 252-213-9100 (weekdays, 8:00 am – 4:00 pm) or email muddk19@students.ecu.edu

If you have questions about your rights as someone taking part in research, you may call the University & Medical Center Institutional Review Board (UMCIRB) at phone number 252-744-2914 (days, 8:00 am-5:00 pm). If you would like to report a complaint or concern about this research study, you may call the Director for Human Research Protections, at 252-744-2914.

I have decided I want to take part in this research. What should I do now?
The person obtaining informed consent will ask you to read the following and if you agree, you should sign this form:

- I have read (or had read to me) all of the above information.
- I have had an opportunity to ask questions about things in this research I did not understand and have received satisfactory answers.
- I know that I can stop taking part in this study at any time.
- By signing this informed consent form, I am not giving up any of my rights.
- I have been given a copy of this consent document, and it is mine to keep.

_____

Participant's Name (PRINT) **Signature** **Date**

Person Obtaining Informed Consent: I have conducted the initial informed consent process. I have orally reviewed the contents of the consent document with the person who has signed above and answered all of the person's questions about the research.

_____

Person Obtaining Consent (PRINT) **Signature** **Date**

APPENDIX D: DISTRICT PERMISSION

EDGECOMBE COUNTY PUBLIC
SCHOOLS
Keys to Success: Home, School & Community

July 13, 2021

Dear Kelly Anne Mudd:

Edgecombe County Public Schools recognizes the benefits of participating in relevant, well-designed research studies proposed by qualified individuals. Approval for conducting such studies is based primarily on the extent to which substantial benefits can be shown for Edgecombe County Public and its mission of educating students. The purpose of this letter is to notify you of the **approval** to use conduct your dissertation with participants in our school district on the inquiry: *How can educators develop and implement an equity-based, assets-drive teacher induction process focused on relational trust, and professional learning?* We also give permission to utilize the following spaces at Edgecombe County Public Schools to collect data and conduct interviews for his dissertation project: professional learning communities, site and classroom visits all at Martin Millennium Academy.

The project meets all of our district guidelines, procedures, and safeguards for conducting research on our campus. Moreover, there is ample space for you to conduct your study and your project will not interfere with any functions of Edgecombe County Public Schools. Finally, the following conditions must be met, as agreed upon by the researchers, participants and Edgecombe County Public Schools:

- Participant data only includes information captured from the state data collection strategies.
- Participation is voluntary.
- Participants can choose to leave the study without penalty at any time.
- Any issues with participation in the study are reported to the school administration and district administration (Asst. Superintendent for Human Resources, Ms. Charlene Pittman) in a timely manner.
- An executive summary of your findings is shared with the school administration and district administration (Attn: Assistant Superintendent for Human Resources, Ms. Charlene Pittman) once the study is complete.

In addition to these conditions, the study must follow all of the East Carolina University IRB guidelines.

We are excited to support this important work.

Respectfully,

Dr. Valerie Bridges
Superintendent, Edgecombe County Public Schools

ADMINISTRATIVE OFFICE
PO BOX 7128 - 2311 N. MAIN STREET - TARBORO NC 27886 - TELEPHONE 252-641-2600 - FACSIMILE 252-641-5714
WEB SITE: http: / / www.ecps.us

APPENDIX E: INTERVIEW PROTOCOL

How can educators develop and implement an equity-based, assets-drive teacher induction process that cultivates knowledge of self, context, and professional practice?

Interview Protocol

Introduction

Thank you for taking time from your busy schedules to meet with me today. I appreciate your willingness to participate in this focus group interview and will limit the time to one hour.

My name is Kelly Anne Mudd. I will serve as the moderator for the interview with the assistance from a note taker. In this study, we are aiming to consider how an asset-driven, equity-based induction program can support a new and beginning teacher's understanding of their self, the context of the community in which they serve and how it might inform their professional practice. Interviews will allow the co-practitioner research team to gather qualitative data throughout the PAR process.

Disclosures:

- Your participation in the study is voluntary. It is your decision whether or not to participate and you may elect to stop participating in the interview at any time.
- The interview will be digitally recorded in order to capture a comprehensive record of our conversation. All information collected will be kept confidential. Any information collected during the session that may identify any participant will only be disclosed with your prior permission. A coding system will be used in the management and analysis of the focus group data with no names or school identifiers associated with any of the recorded discussion.
- The interview will be conducted using a semi-structured and informal format. I will ask several questions about the individual knowledge and skills gained and the organization practices used. It is our hope that everyone will contribute to the conversation.
- The interview will last approximately one hour.

Interview Questions

STATE THE FOLLOWING:

"This is Kelly Anne Mudd, interviewing at Martin Millennium Academy on *(Date)* for the evaluation of to what extent asset-driven, equity-based induction process is cultivating knowledge of self, context and professional practice"

Questions:

- When you hear "culturally relevant practices" what comes to mind?
- In what ways do you think culturally relevant practices contribute to equity?
- What would you expect to see if instruction was racially equitable?
- What do you do to ensure your classroom instruction is equitable? And/or what have you tried?

APPENDIX F: CLE ARTIFACTS PROTOCOL

Protocol for Community Learning Exchange (CLE) Artifacts

Each semester for the duration of the participatory action research study, the researcher will host a Community Learning Exchange on a topic related to the research questions in the participatory action research (PAR) study. At the CLE, the researcher will collect and analyze artifacts that respond to the specific questions listed below. The researcher will collect qualitative data based on the activities in which the participants engage at the CLE. The data will be in the form of posters and notes that participants write and drawings that participants make in response to prompts related to the research questions.

Participants will include the Co-Practitioner Researchers who sign consent forms and other members of the school or district community. All information will be collected, analyzed, and reported in aggregate form without attributing responses to any individual. All responses will be anonymous and no names will be attached to individual written or visual responses.

Date of CLE

Number of Participants

Purpose of CLE

Questions for Data Collection

APPENDIX G: CODE BOOK

Code	Frequency	Category	Finding
Allowed to make mistakes	3	The actions and disposition of an influencer or mentor	Wisdom of People
Athletics as community		School Context	Power of Place
Athletics as community	9	Community Context	Power of Place
Commuity supports	7	Community Context	Power of Place
Encouraged by an infuential person or mentor		Honoring the assets of new and beginning teachers	Wisdom of People
Encouraged by an infuential person or mentor	24	The actions and disposition of an influencer or mentor	Wisdom of People
Evidence of the impact of an influencer		Honoring the assets of new and beginning teachers	Wisdom of People
Evidence of the impact of an influencer	45	The actions and disposition of an influencer or mentor	Wisdom of People
Families as community	2	Community Context	Power of Place
Held to high expectations		Honoring the assets of new and beginning teachers	Wisdom of People
Held to high expectations	13	The actions and disposition of an influencer or mentor	Wisdom of People
Hunger for new practices		Harnessing what people have learned to share with others	Wisdom of People
Hunger for new practices	13	Honoring the assets of new and beginning teachers	Wisdom of People
Importance of nature		School Context	Power of Place
Importance of nature	6	Community Context	Power of Place
Important places in our community	1	Honoring the assets of new and beginning teachers	Wisdom of People
Learning from community		School Context	Power of Place
Learning from community	18	Community Context	Power of Place
Listening to community		School Context	Power of Place
Listening to community	10	Community Context	Power of Place
Locations of important and influential people		School Context	Power of Place
Neighborhoods as community	2	Community Context	Power of Place
Places that bring people together	7	School Context	Power of Place
Provided feedback for growth or support		Honoring the assets of new and beginning teachers	Wisdom of People
Provided feedback for growth or support	13	The actions and disposition of an influencer or mentor	Wisdom of People
School as community		School Context	Power of Place
School as community	13	Community Context	Power of Place
The influence we have on our community	4	Honoring the assets of new and beginning teachers	Wisdom of People
Value in our own learning experiences	15	Harnessing what people have learned to share with others	Wisdom of People
Ways in which we are influencing others		Harnessing what people have learned to share with others	Wisdom of People
Ways in which we are influencing others		Honoring the assets of new and beginning teachers	Wisdom of People
Ways in which we are influencing others	46	The actions and disposition of an influencer or mentor	Wisdom of People

APPENDIX H: IDENTITY MAPPING PROTOCOL

Identity Mapping Protocol

Introduction

We will respond to a series of prompts aimed at helping us consider the factors that shape who we are as individuals and to deepen our understanding of ourselves within varying context in this tool.

Identity Prompts

Words to describe my identity

- **At home:**
- **In my job:**
- **In the future:**
- **How my friends and family may describe me:**
- **I want to be described as a teacher who:**
- **To know me is to know that I:**

APPENDIX I: NOTICE AND WONDER PROTOCOL

Notice and Wonder Protocol

Introduction

A tuning protocol aimed at providing structured in which participants reflect upon and provide feedback specific to a set of data or experience.

Process:

- Form small groups.
- Each participant silently reviews data and set
- Each participant in the group shares feedback considering the data using the following statements. “I notice that ……” or “I wonder if …?”
- While the members are giving “notice and wonder” feedback, their thoughts are documented

APPENDIX J: COMMUNITY MAPPING PROTOCOL

Community Mapping Protocol

Introduction

A tool in which participants consider the assets and influences within a community by creating a visual representation of a given geographical area.

We will respond to an open-ended prompt aimed at helping us consider the factors that influence and are assets within the community. The product of this prompt will be a visual representation.

Community Mapping Prompts

- Draw Downing

- Map the influences and assets within Downing

APPENDIX K: SIGHTINGS PROTOCOL

Sightings Protocol

Introduction

A culminating protocol aimed at providing structured in which participants reflect upon and provide feedback specific to a set of data or experience.

PROTOCOL: Sightings
"Between the nearly and the utterly lies a small space that leaders enlarge with beliefs – beliefs about what children might accomplish, about how schools might function, about what accountability might really mean."
Joseph McDonald 1996

Change in school happens iteratively and not always because we have a plan. As we observe what is actually happening day to day, we, as school leaders, use those observations – what we term sightings -- to take leader actions that reframe the situation and support an inclusive community of learners.

Sighting: The opportunity, often sudden and striking, as if an epiphany, to see and understand the beliefs that animate the behaviors and policies of a school. This may result in mulling over an incongruity. A moment when a belief intersects with a practice that "bubbles up" and causes one to rethink direction.

A sighting is a moment in time in school change/school improvement work in which your values match an observation and you can see the way forward – as in an epiphany, this is a manifestation of something you did not perhaps see before, or a conversation you had that you would not have had before, or an intentional action you took to move the work forward. It is the essence of the work to "do the right thing" as an educator.

Prompts

- Describe a recent SIGHTING moment you experienced.
- Do you see any of our discussions having an impact on your work, thinking, or actions? If so, which one(s) or our focus areas has influenced you the most? Is there another focus area you'd suggest as we continue to think about our selves, scholars and community within our teaching?
- Have you used any of the protocols or activities from our CPR meetings with scholars and/or your colleagues? If so, please share which ones and how.
- Thank you for taking time to respond. Please use this space to share anything else you wish to share or questions you have.

APPENDIX L: JOURNEY LINE PROTOCOL

Journey Line Protocol

Introduction

Journey Lines Multiple protocols available on iel.org/protocols Note: All protocols have multiple origins. The strength of a protocol is in the ability of facilitators or planners to adjust/revise for use in your context. http://www.nsrfharmony.org/free-resources/protocols/a-z is a good source of multiple protocols for school, district, community and organizational use. A journey line uses experience(s) as a moving force for change (Dewey, 1938) in the sense that the individual and collective experience(s) as remembered by participants constitute a story. In turn, the journey line themes provide generative knowledge about a subject. Journey lines can be used to construct the "story of self" on the path from childhood (earliest memories) to the present. The journey lines, when shared, become the "story of us" and can become a "story of collective knowledge or action" about a particular topic.

The introduction for each journey line and the reflection questions may change, but the process is the same.

- Introduce the concept of journey lines for individual and collective story and set of experiences.
- CHOOSE A SET OF questions or prompts for the journey line topic that stimulate participant thinking.
- Share 2 examples of a particular journey line you are using based on your experiences (on a journey line you have constructed before the workshop).
- Ask participants to write or draw on journey line for 6-8 minutes
- Share in duos or trios and you may want to share as group.
- Optional: Collect important attributes and themes of journey lines. Share themes from duos or trios.
- Optional: Collect and analyze stories from journey lines as practice for community storymapping. (Separate guide for that is available on iel.org)

APPENDIX M: THERE IS NO SMALL VOICE PROTOCOL

There is no small voice Protocol

Introduction

Personal Narrative This Is Not a Small Voice Sonia Sanchez
https://www.youtube.com/watch?v=5JxMXZVafKk
(Sonia Sanchez talking about learning to become a poet.)

While the poem speaks mainly to African American young people, you can substitute any student's name for the person in the poem. Think of a young person whose story you carry with you, who has touched you in a special way, whose voice is not a small voice inside your head whenever you need encouragement or a reminder of why you are who you are doing what you do. What is about the young person that stays with you and motivates you to do work on behalf of all young people? Discuss this with the group. Put that young person's name on your poster. When you are finished, turn back to the group; each person will call the young person's name into the space. All will answer PRESENTE