ABSTRACT

John Russell Lassiter, THE MISSING PIECE TO TEACHER INDUCTION: A FRAMEWORK FOR ADDING EQUITY-FOCUSED SUPPORT TO INDUCTION (Under the direction of Dr. Matthew Militello). Department of Educational Leadership, May 2023.

Teacher turnover rates in the nation are incredibly high, and college of education programs are experiencing declining enrollment. Combined, these two factors have led to staffing concerns in most states. A lack of highly qualified teachers threatens the quality of education historically hard-to-staff schools can provide their students. The first few years of teaching are vitally important to an educator's long-term success. Reimagining teacher induction is needed to help new teachers find success and overcome the pressures of teaching early in their career. A site-based induction process layered on top of traditional district induction can help new staff uncover their beliefs about teaching and learning while supporting the development of culturally responsive teaching methods. This layered support is a higher level of support beyond what the district can provide on its own.

This qualitative research study uses participatory action research (PAR) informed by the principles of improvement science and Community Learning Exchange (CLE) axioms to engage a Co-Practitioner Researcher (CPR) team in building a site-based, equity-focused induction process that combines site-based support with the state-required district induction program. The findings of (1) communal learning space and (2) evolve to involve can help hard-to-staff schools in similar contexts support new teachers in reexamining long-held beliefs about teaching and learning while developing an understanding of the importance of culturally responsive teaching practices in schools. The study outlines practices used to establish a communal learning space where a Teacher Alliance Group (TAG) aids new teachers in improving their professional practices as all teachers gain knowledge of what it means to be a culturally responsive educator.

THE MISSING PIECE TO TEACHER INDUCTION
A FRAMEWORK FOR ADDING EQUITY-FOCUSED SUPPORT TO INDUCTION

A Dissertation
Presented to the Faculty of the Department of Educational Leadership
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In Partial Fulfillment of the Requirements for the Degree
Doctor of Education in Educational Leadership

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To my family, I did this for you. I did this to prove to myself that even a struggling reader turned high school math teacher can overcome their biggest fear. I did this for us, but I could not have done it without your support.

Finally, I must thank God for the strength and endurance to persevere. This journey made me a better human. It widened my lens for empathy and helped me become a better learner, leader, educator, principal, husband, father, and son. Thank you for using this work for your good. To you, I give all the glory, honor, and praise. AMEN!

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CHAPTER 1: NAMING AND FRAMING FOCUS OF PRACTICE

As a first-year math teacher in northeastern North Carolina, my grading practices were inequitable and harmful to the students who did not conform to my expectations of school. I set up my classroom like the honors classes I attended in high school. Quickly, I noticed that some students, often students of color, were failing my class. Not because they did not know the math, but because they did not do their homework or complete extra credit. After my first semester of teaching, I paused to consider why. I wish I could say I reflected on what equity meant or what was the purpose of a grade. I wish I could say that the state-mandated district induction program helped me look inward to see the inequity in my own instructional practices. I wish I could, but I cannot. However, because I paused, I was able to start a journey that has led me to this work. This journey is to help beginning teachers reevaluate their experiences in school, and the core beliefs they bring with them to teaching, to create an equitable environment for their learners.

Many teachers bring beliefs about school that are shaped by the expectations placed on them by their parents, community, and firsthand experiences as a student. Just as they did for me, these beliefs can unintentionally and disproportionately impact students of different cultures. Teachers need to feel safe and welcome in order to engage in this work of evaluating how their own beliefs impact their classroom. Since moving into administration, I have seen firsthand how a school environment that welcomes *new staff differs from one that "hires" new staff. When I became principal at Hertford Grammar School (HGS) in July 2018, the school had three late summer vacancies. In addition, we had a midyear vacancy caused by the tragic death of a staff member who passed away on campus. At the beginning of my second year, just one of the four teachers hired after my start date remained. Quickly, I learned the importance of an induction process. We can do better!*

Teacher induction allows us to reimagine how we prepare teachers for their work. A school-based induction process allows schools to build on the university-based training that teachers enter the profession with and add to the district induction program required by North Carolina State Board Policy (Beginning Teacher Support Program Policy, 2019). It helps a school welcome a new teacher to its team and support them in recognizing their beliefs about teaching and learning, getting to know their students, and offering strategies to improve their professional practices. This research study aims to answer a question that took me too long to answer as a new teacher in northeastern North Carolina. How does a teacher use the assets that students bring to the classroom to provide a high-quality, equitable education to every student?

High teacher turnover is a concern in many schools. As an eight-year principal, five at HGS, I have experienced the challenges that accompany establishing shared beliefs about critical issues like equity. I experienced the challenge of high turnover at my previous school and knew it was time to rethink how we welcomed and supported new staff members at HGS. If hiring talented staff members who were passionate about equity was becoming more challenging, then having an induction process that established equity as a core belief was going to be critical to the school's ability to sustain success and support diverse learners.

Every school has factors impacting its ability to find and keep strong teachers. Some factors, like teacher pay and state policies that make teachers feel disrespected, are statewide concerns, and other concerns can be regional or even unique to a school. Additionally, declining enrollment in college of education programs limits the number of applicants in a candidate pool when a school is looking to fill a vacancy (Partelow, 2022). The above factors, and the challenges accompanying a rural low-wealth school, make it difficult to sustain a high quality of education for students. However, these challenges can be offset by the assets that rural

communities possess: community support, school leaders who know every student by name, and experienced teachers who have deep roots in the community. Knowing these assets exist, how should school leaders capitalize on them to help new teachers improve their professional practice?

In the next section, I share my Focus of Practice (FoP), the rationale for the FoP, and the assets and challenges related to the study. Then, I review the significance that the study might have to practice, policy, and research. Lastly, I consider how the participatory action research (PAR) is connected to equity work.

Focus of Practice

Teaching in the 21st century can be challenging (Killeavy, 2006). Research suggests that education addresses social problems because the instructional arena of school is a good place to reform thinking. Educators are often judged by parents, the community, and legislators when enacting policy reform efforts that fail (Killeavy, 2006; Labaree, 2008). With the teacher turnover rates increasing and enrollment in college education declining (Nordstrom, 2022; Partelow, 2022), we must keep the teachers we hire and help them grow professionally through the implementation of an effective induction process. Induction programs support new teachers entering the profession, and researchers consider it one of the best forms of professional development (Howe, 2006; Wong, 2004). Successful induction programs reduce the turnover a school has and helps teachers improve their professional practice (Ingersoll, 2012).

Thus, the focus of practice for this study is: By helping new teachers recognize their own beliefs about teaching and learning, understand the students they teach, and ensure that equitable opportunities are part of their instructional practices, teachers will gain confidence and improve

their professional practices to be more culturally responsive while helping students begin to see their individual brilliance.

Teachers bring beliefs with them to the classroom. Hammond (2015) identifies this as a person's cultural frame of reference. In *Culturally Responsive Teaching and The Brain*, she offers a list of questions that help educators map their cultural reference points and suggests that our culture serves as a reference point that shapes our views about teaching and learning (Hammond, 2015). Knowing the community context allows teachers to consider instructional strategies that will be more effective for their students.

Rationale

The focus of practice is clear:

- Utilize an induction process to help teachers uncover their beliefs about teaching and learning,
- understand who their students are on a deeper, more personal level, and
- gain a clearer understanding of how culturally responsive teaching practices can improve learning.

Engaging in activities designed to help teachers identify their cultural frame of reference and promoting strategies to help teachers get to know students better will support this FoP. Additionally, observation tools, like the calling-on tool (Project I4, 2019) partnered with effective conversation protocols (Tredway et al., 2020), will ensure that teachers receive feedback and data that they can use to improve their professional practice. To fully understand the need for this PAR study, I first discuss the staff attrition at Hertford Grammar School compared to the state of North Carolina from 2016 to 2018 (see Table 1). Slowing the turnover at

Table 1

Comparison of Teacher Turnover at Hertford Grammar (HGS) to State of North Carolina

Year	Perquimans County Schools	Hertford Grammar School (HGS)	State of North Carolina	HGS vs. NC	HGS Performance Grade
2016	9.8%	6.7%	13.4%	- 6.7%	71 - B
2017	25%	25.9%	12.9%	13%	70 - B
2018	16.7%	30.8%	12.5%	18.3%	65 - B

Note. The school performance grade dropped to a 60 in 2019 after two years of high turnover.

the school was critical to the school's regaining and sustaining success. Establishing an induction process to support new teachers was essential to ensuring that every child has a highly effective teacher.

Research deems teachers as a leading factor in improving student achievement (Tucker & Stronge, 2005). Tucker and Stronge (2005) indicate that teachers who make students feel good about school are vital to improving student learning. HGS lost many effective teachers from 2016 to 2019, and there needed to be a school-based induction process in place to support the teachers hired to replace them. For multiple reasons, the district induction program has not been able to offer enough support to the new staff. First, it does not support experienced teachers starting over at HGS. Second, the current induction program focuses on broad topics because it serves all new teachers in the district, from kindergarten through calculus. Lastly, the program lacks an emphasis on equity. The current induction program does not help teachers recognize and examine the beliefs they bring to the classroom.

That is the identified problem this study seeks to answer. For smaller school districts in hard-to-staff areas of the state, how can a supplemental induction process support the district program and help new teachers succeed? How can schools help develop effective educators, honoring the research that suggests they are the most significant factor in improving student achievement? This PAR study aims to determine to what extent an equity-based, asset-driven teacher induction process can promote knowledge of self and improve professional practices.

Assets and Challenges to FoP

Completely ending teacher turnover is an unachievable goal. Teachers retire, families move, and tragedies happen, leading to both expected and unexpected vacancies. Schools must live with the understanding that each year they will likely have the opportunity to welcome at

least one new teacher. Knowing that new staff members will be joining a school most years makes an effective induction process vital to sustaining a high-quality education for all students. Being prepared to support new staff members and help them examine their own beliefs and the school's core beliefs is currency both in a school's ability to keep teachers and the teachers' ability to impact students positively.

In this section, I examine the assets and challenges impacting the school. The micro-level assets and challenges drive the FoP and PAR; however, there are assets and challenges at multiple levels. Below, I analyze the assets and challenges at three levels: micro, meso, and macro. The micro-level assets include the teachers involved in the study. I invited teachers with varying experiences who have strong connections to the community. Both veteran teachers on the research team attended Hertford Grammar School as elementary students and still live in the community. Knowing the community and being motivated to help develop the type of induction process they wish was in place to support them are both assets to the study.

At the meso level, the school district's size is an asset and a challenge. Being a rural school district with less than 1,800 students makes the district agile. It allows for a personal touch, but the tax base in a primarily farming community limits the county's ability to invest heavily in schools. Additionally, leadership and community connections of leadership is seen as an asset, but "hometown connections" is seen as a challenge. Certainly, at the macro-level, the North Carolina Supreme Court's (Leandro v. State, 1997) declaration in the Leandro v. State case that children in North Carolina are entitled to "a sound basic education" is an asset. However, the state has not provided the funding to meet that constitutional requirement equitably throughout the state. Lack of funding and unfunded mandates consistently ask teachers to do more with less, leaving teachers feeling overworked and underpaid.

Micro Assets and Challenges

Assets identified that helped HGS welcome and support new staff members include a core of effective experienced teachers, stability among third-grade staff, collaboration with grade-level teammates, administrative support, and experienced school leadership. The biggest challenge that impacts a new staff member's ability to acclimate to a school entirely is time—a lack of time to get to know other staff members, a lack of common planning time, and a lack of time to uncover beliefs about teaching and learning that they bring with them to this work. Noticing that collaboration is seen as an asset, teachers must have more time to plan together. Thus, I am interested in working with teachers to find scheduled times for new staff to plan with effective teachers at the school.

Meso Assets and Challenges

Leadership in the district has strong connections to the county. HGS hired me to be the principal in July 2018. The district hired a new superintendent in May 2019. Both leaders are lifelong residents of the county and graduated from the county's only high school. The district's size (a district with 1,800 students spread over two elementary schools, one middle school, and one high school) is considered both an asset and a challenge. The leadership connections and community support have led to additional resources to support the schools. Being a small school district allows for a "personal touch," but hometown connections can make new staff feel like outsiders. Finally, the tax base in the county limits substantial capital investments in schools beyond what the state provides. Both capital investments and current expense dollars impact the district's ability to provide state-of-the-art facilities and hire additional staff to reduce class size. The small tax base also prevents paying teachers a higher supplement to compete with neighboring counties. Not only does Perquimans County have to compete with the higher

supplements of neighboring counties, but teachers can also earn $10,000 more annually by driving 40 minutes and crossing the Virginia state line.

Macro Assets and Challenges

North Carolina promises its residents "a sound basic education." It declares it as a right in the state constitution. North Carolina is known for having world-class colleges and universities that effectively prepare prospective teachers. The legislature recently provided pay raises for new teachers and implemented a class size law that protects kindergarten through third-grade classes from overcrowding. Historically, the North Carolina State Retirement System and the health benefits offered to school system employees have been practical recruitment tools to attract quality teacher candidates to the profession.

These assets still exist but are often drowned out by the challenges that education faces at the macro level. Teacher salaries are one reason that finding and keeping teachers is so tough. With adjustments for inflation considered, North Carolina teachers' salaries have fallen 14% in the past seven years (Nordstorm, 2022). Other challenges at the state level often stem from an unfunded mandate. Many of these mandates come with good intentions but result in more work for teachers while spreading resources too thin. Asking teachers to do more while paying them less makes a challenging job less appealing. Nevertheless, schools are expected to overcome challenges at the macro level and find ways to find, keep, and coach teachers. This study aims to examine how reimagining induction support is offered to new teachers in a way that helps them overcome challenges they face and improve professional practices quickly. Another challenge at the macro level worth considering is the pending litigation surrounding the Leandro case that discusses how smaller, less affluent counties have yet to receive the funding needed to provide a

sound basic education to their students. Rulings on that court case could significantly impact some of the funding-related challenges listed above.

Figure 1 compiles the assets and challenges identified by school and district staff at the beginning of this study. The knowledge gained from that compilation informed decisions made during the PAR study and adjustments made to each iterative cycle of research.

Context and Significance

High teacher turnover rates are a problem facing many schools, particularly in the post-COVID educational setting. Induction is part of the solution. Effective induction provides new teachers with the support they need to succeed (Howe, 2006; Ingersoll, 2012; Wong, 2002). This PAR study is significant because it can inform further research for hard-to-staff, rural, low-income schools. Below, I outline the context for the PAR study, highlight the significance of the study, and specifically look at practices, policies, and research on successful induction programs. In the final chapter of this dissertation, after the conclusion of the PAR study, I will elaborate on recommendations for school-level practices, local policies, and further research opportunities.

Context for PAR Study

Hertford Grammar School is in Perquimans County, North Carolina, a farming, hunting, and fishing community. Locals say it is in the middle of nowhere but right in the middle of everything. The county is small. It has four schools, no hospital, and just one grocery store. It is located one hour from the Outer Banks, one hour from Hampton Roads, Virginia, and two hours from the state capital, Raleigh. Perquimans County struggles to attract college graduates who choose to teach in neighboring beachfront counties or areas with more nightlife and entertainment. The county competes with districts within driving distance that offer higher

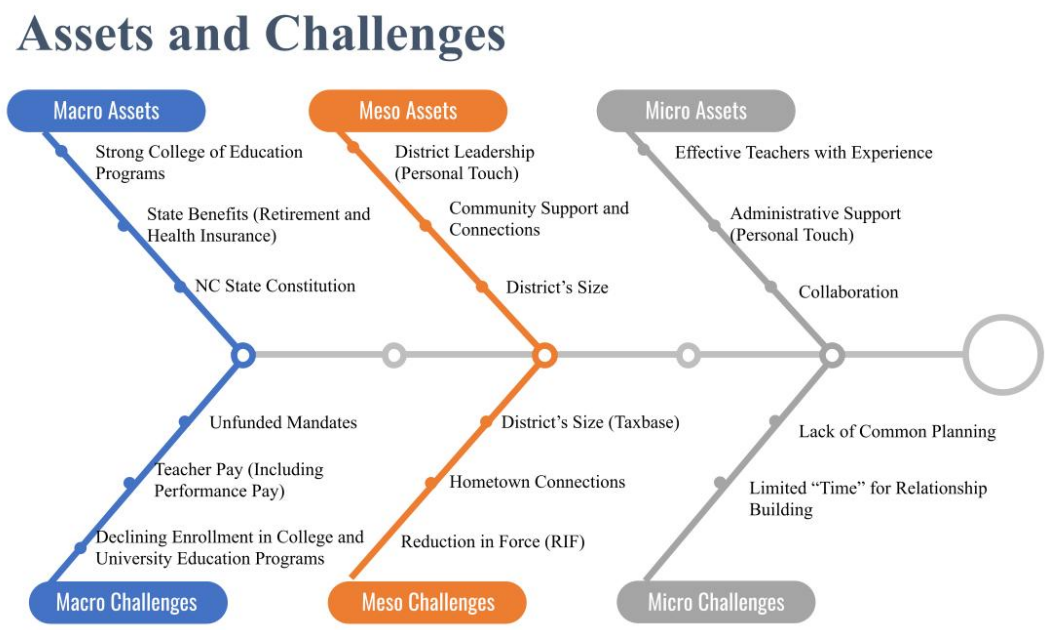


Figure 1. Assets and challenges fishbone.

teaching supplements. Furthermore, many teachers elect to teach in Virginia, where the salaries are higher. HGS is the only third- through fifth-grade school in the county, and the student demographics were 69% White, 22% Black, 4.5% two or more races, and 4.5% Hispanic in August 2021.

Perquimans County is in the northeast corner of North Carolina. The Public Schools Forum (2019) documents many challenges that Perquimans County children face in pursuit of a successful future. The report ranks each of the 100 counties in North Carolina over 20 different indicators across four domains of wellness. The report claims to "… capture the interconnected social, emotional, and academic elements that are necessary for a child to succeed." The 2019 report finds that Perquimans County ranked 70th in the Health domain and 66th in the Economic Development domain. Individual indicators that stand out in the report are rankings in Food Insecurity (71st), Child Poverty (67th), and Unemployment Rate (78th). Maslow's research supports that significant learning will not occur until a student's basic needs are met (Huitt, 2007). Teachers must know the community their school serves and be aware of the barriers that students face. Additionally, teachers must resist the urge to allow deficit thinking to lower the expectations they hold for some students who face obstacles to reaching their fullest potential as learners. Effective teachers can use equitable classroom practices and culturally responsive teaching practices to close the opportunity gap and sustain high levels of learning for all students.

Significance

The study is significant to my context because of the consecutive years of high teacher turnover at HGS and the regional concern of limited application pools. Rural districts have always been difficult to staff, but now staffing concerns are present throughout North Carolina. NC Policy Watch recently cited the growing concern about the North Carolina teaching shortage.

In the past two years, teaching vacancies have increased from 1,971 in 2020 to 3,088 vacancies in 2021. The vacancy total increased again in 2022, with 4,469 teacher vacancies reported from 98 out of 115 school districts. Adding to the significance of this study, the number of teachers in the classroom with a provisional license has nearly doubled in the last year (Nordstrom, 2022). A lack of qualified teacher candidates makes induction critical to a school's ability to sustain success and support diverse learners.

Hertford Grammar School has historically provided students in this community with a quality education. The school earned a "B" and exceeded the state's expected growth in 2016, and it was recognized again in 2017 as a "B" school. However, the school performance grade dropped 10 points over two years after consecutive years of high teacher turnover. An induction process at the school level could have limited the impact caused by high teacher attrition.

Practice, Policy, and Research

In terms of practice, policy, and research, the PAR study will be significant to local practice by adding a layer of support for teachers going through the induction program. At the local level, the district induction program will not be wholly responsible for helping new teachers improve their professional practice. Throughout the study, teachers at HGS will receive induction support at the district level and support from their school site. New teachers will participate in activities designed to help them investigate their beliefs about teaching and learning and experience promising practices they can use in their classroom to get to know their students on a deeper, more personal level.

This research study can also inform state policy and provide local education agencies more flexibility in the induction support offered to new staff. This research study provided evidence that teachers who identify their own biases and get to know their students better are

more equipped to meet the needs of diverse learners. Thus, the protocols used in this study could inform further research in other rural, hard-to-staff schools that encounter a season of high teacher turnover. Ultimately, this study can improve the induction support provided to teachers by schools and districts with similar contexts.

Connection to Equity

The focus of practice is directly related to issues of equity. Educators believe in best practices for instruction and the appropriate way to discipline students. Many of these beliefs are based on their culture and lived experiences in school. If not examined, these best practices can result in an inequitable education for marginalized populations, particularly students of color. The demographics of K-12 teachers in the United States are 80% white (Partelow, 2022). Students of color have assets they bring to school that need to be noticed and fully understood (Hammond, 2015). Unfortunately, these assets are frequently missed because of cultural miscommunication. Steele (2010) says that students of color are often not recognized as having equal ability as white students. Students are, intentionally or unintentionally, treated differently because of deficit perspectives that follow stereotypes perpetuated in society. In this participatory action research (PAR) study, HGS developed an induction process that supports new staff in uncovering initial beliefs about teaching and learning, getting to know their students on a deeper, more personal level, and promoting culturally responsive teaching practices that lead to professional growth.

Uncovering new teachers' values and beliefs about teaching and learning, and using research on equity and culturally responsive teaching, allowed us to address the equity traps of deficit thinking and erasure that teachers had lurking in their subconscious. Two equity frameworks support this study's focus of practice. First, I discuss the psychological framework,

particularly equity traps outlined by McKenzie and Scheurich (2004) and culturally reinforced stereotypes described by Steele (2010). Then, I provide an overview of how the political framework—school policy written by a group that lacks diversity, which may disproportionately impact students of color—is relevant to the study's FoP.

Psychological Framework of the Focus of Practice

Equity traps are low-hanging fruit that educators grasp to explain why students of color may struggle to reach the same academic achievement level as white students. Two equity traps perpetuated in educational circles today include deficit thinking and erasure. Deficit thinking places blame at the parents' feet and points to a culture of apathy as a reason for the underperformance of students of color (McKenzie & Scheurich, 2004). Erasure reassigns the blame to the social economic status of a student instead of their ethnicity. McKenzie and Scheurich (2004) ask teachers, "Why do you think students of color are not performing at comparable levels to their white counterparts?" (p. 606). Answering this question will be necessary to the participatory action research team in uncovering the beliefs, core values, and biases that teachers bring with them regarding teaching and learning.

Stereotypes in schools and society affect students' confidence in school and the way they see themselves. According to Steele (2010), the performance of people of color can be affected by internalizing stereotypes. Internalizing stereotypes can affect their performance in the classroom, on testing, and even in athletics. Steele (2010) terms this tendency to underperform academically as a stereotype threat, "being threatened because we have a given characteristic" (p. 73). When students conform to the pressure of reinforced stereotypes, they tend to assimilate to what society says should be true about a person based on external characteristics.

As educators, we must fight to establish a culture that counteracts stereotypes by establishing equitable practices in our classrooms that do not see any group of students as more intelligent than another. Getting to know students on a deep, personal level and establishing equitable practices in the classroom of new staff is a crucial component of this PAR study. We must build on the assets in our school and district to challenge students of color with the rigor that helps them grow academically and engage them in the learning process by using equitable questioning techniques and culturally responsive teaching methods to make progress in closing the opportunity gap, an age-old problem.

Political Framework of the Focus of Practice

Those in power write school policy. Those in power are, by percentage, overwhelmingly white. Often, those in power generate policies targeted to address inequities they have never experienced and need help understanding. In January 2016, the National Council of State Legislators reported that 79% of North Carolina legislators are white. At the local level, Perquimans County has a white superintendent, and four of the six members of the Board of Education are white. In the book, *Reframing Community Partnerships in Education*, the authors list five axioms for Community Learning Exchanges (Guajardo et al., 2016). The third axiom, those closest to the work often have the best solution, has broad-reaching applications. It applies to the challenges that politicians and school leaders have in solving the problem of inequity in our schools and society as a whole. Labaree (2008) identifies education as "perhaps the greatest institutional success of the modern era" but claims the institution of education has been unsuccessful at carrying out missions of social reform. He describes education as a convenient "whipping boy" (Labaree, 2008, p. 448) when policies written by white legislators with limited

education experience do not accomplish the intentions of the policy, specifically policies that seek to address equity concerns and close the opportunity gap.

Schools feel the impacts of policies at the local, state, and federal levels. An example is the state policy on induction. The policy does not consider the impacts that differences like school size, budget, and demographics might have on implementing an effective induction program. Despite the significant differences between large and small school districts, the same state policy guides all school districts. For this study, I aim to develop an equity-based, asset-driven teacher induction process that promotes knowledge of self and improves professional practice by layering a site-based induction process on top of the district program required by the state Beginning Teacher Support Program Policy (2019). When educators focus on getting to know themselves, the students they teach, and the community they serve, they will begin to identify assets in their students that have previously gone unnoticed. Capitalizing on these assets and implementing culturally responsive teaching practices will lend to higher participation from students of color at school and break down culturally reinforced stereotypes that disproportionately impact students of color. Ultimately, it will improve a teacher's ability to meet the needs of a diverse group of learners.

In the next section, I discuss the design of the participatory action research study, including the proposed research questions and the proposed study activities. The project activities aim to answer the research questions so that findings can further research on adding equity to induction programs.

Participatory Action Research (PAR) Design

In this study, I worked with educators at Hertford Grammar School (HGS) to complete a participatory action research (PAR) study. The purpose of this PAR study was to establish an

equity-based induction process at our school that aims to help teachers improve their professional practice. We used common protocols and evidence-based observations to collaborate and implement an induction process that builds on the current district induction program. A networked improvement community (NIC) at the school worked to understand problems and improve the practice of supporting new staff all while focusing on a specific goal (Bryk et al., 2015). In this research study, I call the NIC a co-practitioner researcher (CPR) team. This group of educators worked directly with me, the principal and lead research, to analyze ways to improve the induction process, refine protocols and observation tools, and reflect on the implementation of action steps during the study. The CPR group is constructed of several individuals who are connected to the research and can provide consistent feedback during the research study. Community Learning Exchange (CLE) axioms (Guajardo et al., 2016) were used during cycles of inquiry while applying improvement science methodologies to the PAR study.

Purpose Statement, Research Questions, and Theory of Action

The purpose of this participatory action research (PAR) study is to research ways to improve teacher induction in small rural school districts. I engaged in this study with educators from HGS to conduct three action research cycles to explore how gaining knowledge of your own core values and beliefs, and getting to know your students, can lead to improving a teacher's professional practice.

The overarching research question is: *To what extent can an equity-based, asset-driven teacher induction process promote knowledge of self and improve professional practice?* The research sub-questions that were used to answer this question are:

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

- To what extent does the use of classroom protocols lead to culturally responsive practices?
- To what extent does a leader's participation in this process contribute to growth and development as an equity-centered school leader?

These questions guided the PAR and informed the theory of action.

Evidence related to the FoP indicates that an induction program is needed at Hertford Grammar School. The theory of action is: *IF a group of educators get to know their own beliefs about teaching and learning and begin to see culture as an asset in the classroom, THEN it will lead to better relationships with students and improved instructional practices.*

Project Activities

The research team was comprised of a subset of employees at HGS. I invited the assistant principal, the school counselor, and four teachers to participate in this study. Purposeful sampling (Patton, 2002) was used when selecting the participants. The study consisted of three research cycles. In the PAR Pre-cycle, we began the planning process, and the CPR team refined the focus of practice. We read anchor texts that helped us develop a common language around equity and culturally responsive teaching practices. Following the Pre-cycle, we completed two action research cycles that were informed by improvement science. We used the PDSA improvement cycle steps of Plan, Do, Study, Act to improve the induction process at our school.

The CPR team leaned on new teachers at our school to garner ideas to improve new teachers' induction support at HGS. By doing so, we focused on "accelerating social learning with the methods of improvement science" (Bryk et al., 2015, p. 144) and the CLE axiom of those closest to the problem often have the best solution (Guajardo et al., 2016). The CPR team

met regularly to address a central problem of common interest. Additionally, the CPR team used evidence gained from each PAR cycle to improve the induction process at HGS.

During PAR Cycle One, we used promising practices like dynamic mindfulness and personal narratives to develop relational trust and evidence-based observations to determine if equitable questioning is present in the classrooms at our school. I observed teachers on the CPR team to determine if they were able to transfer knowledge to practice in implementing some of the culturally responsive teaching practices discussed during the Pre-cycle. As a CPR group, we analyzed how strategies modeled during CPR meetings and evidence-based observations, partnered with post-conference conversations, led to culturally responsive teaching practices being used in the classroom.

During PAR Cycle Two, we hosted our first New Staff CLE. The CLE provided an opportunity for a group of teachers to lead conversations with new staff about strategies that they had implemented in their classroom to get to know their students better and use that knowledge as an asset to learning. The two-day CLE has become a core component of the site-based induction process at HGS. The specific actions for this cycle of inquiry were adjusted based on the analysis completed during the previous cycles. We used that data to enhance the support provided to new teachers. Lastly, interviews were used to track beliefs that evolved throughout the study. Interviews were conducted at the beginning of PAR Cycle One and at the end of PAR Cycle Two.

Summary

A teacher who is able to uncover their own cultural frame of reference and be sensitive to how culture affects learning will be more prepared to meet the needs of diverse students. An induction process can help new teachers identify the beliefs they bring with them to the

classroom. This PAR study provided support to new teachers at our school in implementing culturally responsive teaching practices. New teachers gained knowledge that they applied to their professional practice and promote equity in their classroom.

In Chapter 2, I provide a comprehensive review of the theoretical, normative, and empirical research surrounding the FoP, including the purpose of induction, how professional learning structures support new staff, and the role of a culturally responsive school leader in helping teachers improve their professional practice. In Chapter 3, I describe the participatory action research methodology and procedures to analyze information about the FoP. Chapter 4 provides the context of the research and describes the Pre-cycle. In Chapters 5 and 6, I describe PAR Cycles One and Two of the inquiry and, based on data analysis, develop emergent themes and findings. Lastly, in Chapter 7, I conclude with implications for practice that appear from the research study.

CHAPTER 2: LITERATURE REVIEW

The focus of this participatory action research study (PAR) is to build an induction process at Hertford Grammar School that helps teachers improve their professional practices around culturally responsive teaching. In this chapter, I focus on three key areas of literature to narrow in on an emergent framework (see Figure 2) to help answer my overarching research question: *To what extent can an equity-based, asset-driven teacher induction process promote knowledge of self and improve professional practice?* I start by providing an overview of induction programs. Next, I look at the importance of establishing professional learning structures that promote relational trust and support adult learners. Finally, I consider how a culturally responsive school leader (CRSL) should promote culturally responsive teaching strategies and use evidence-based observations to support new staff as a part of implementing equity-focused instructional practices. My goal, through the findings and analysis, is to develop a conceptual framework that can contribute to the literature and the field of education. In a later chapter, I discuss my PAR study, which focuses on using existing research detailed in this literature review to build a site-based induction process that can be the missing piece to providing improved support to teachers, beyond what a district program can provide on its own.

Teacher Induction

High rates of teacher turnover can lead to below-average instruction and negatively impact student achievement (Lui & Meyer, 2005). Hertford Grammar School (HGS) experienced this dip in student achievement following a period of high turnover from 2016–2018. Using a site-based induction process to support new staff with effective professional learning structures will limit the negative effects caused by turnover. Ultimately, a site-based induction process will help new teachers be more successful in their first few years at HGS. Effective induction

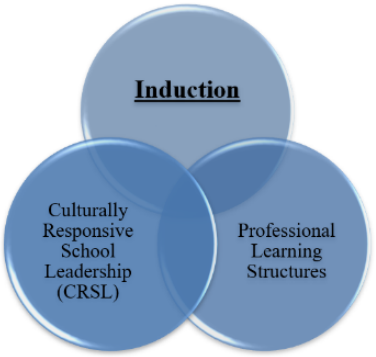
		
Induction	**Professional Learning Structures**	**Culturally Responsive School Leadership**
❖ Purpose of Induction ❖ Role of a Mentor ❖ Role of a Principal	❖ Relational Trust ❖ Adult Learning ❖ Professional Learning Communities	❖ Culturally Responsive Teaching ❖ Leading Through a Lens of Equity ❖ Evidence-Based Observations
Ingersoll, 2012 Howe, 2006 Wong, 2004 Moir et al., 2009	Drago-Severson, 2012 Bryk et al., 2015 Bryk & Schneider, 2004 Hord, 2009	Hammond, 2015 Khalifa, 2018 McKenzie and Scheurich, 2004 Ladson-Billings, 1994

Figure 2. Emergent framework from the literature.

programs have been identified as a critical component of a school sustaining success (Howe, 2006; Ingersoll, 2012; Wong, 2004). They provide teachers additional support as they get to know the school and community it serves. Induction programs connect new staff to a mentor who provides emotional support, professional advice, and ongoing professional development (Howe, 2006; Mandel, 2006; Millinger, 2004). Additionally, induction provides the school leader with a platform to share the school's mission, vision, and core beliefs.

Educational systems around the world use different forms of induction to provide transitional support to teachers who are beginning their careers (Howe, 2006; Ingersoll, 2012; Moir 2009; Wong, 2004). Induction has been substantially studied as a way to improve schools. Often, induction is tied to teacher retention in the literature because studies have linked effective induction programs to higher rates of teacher retention (Billingsley, 2004; Billingsley et al., 2004; Howe, 2006; Ingersoll, 2012; Kelley, 2004). However, the goal of induction should primarily focus on supporting a new teacher's professional growth and development, not finding a solution to staff turnover (Wong, 2002; Wong, 2004). Due to a focus on teacher retention being tied to induction programs, how induction might improve a teacher's professional practices can be overlooked. One area that seems to be missing from much of the literature on induction is how equity and culturally responsive teaching practices can be embedded into induction programs to improve teacher effectiveness.

Defining Induction

The literature provides multiple definitions of teacher induction. Wong et al. (2005), one of the foremost experts on teacher induction, defines induction as "… a highly organized and comprehensive form of staff development, involving many people and components, that typically continues as a sustained process for the first two to five years of a teacher's career.

Mentoring is often a component of the induction process" (Wong et al., 2005, p. 379). Another definition is offered by Castetter and Young (2000), who explain teacher induction as a "systematic organizational effort for helping personnel adjust readily and effectively to new work assignments so that they can contribute maximally to organizational goals while achieving work and personal satisfaction" (p. 141). Regardless of the precise definition used, research indicates that effective induction programs improve teacher retention at a school, impact academic achievement for students, and is considered a critical and needed form of professional development for new teachers (Howe, 2006; Ingersoll, 2012; Killeavy, 2006, Wong, 2002). Below, I share different types of teacher induction before moving into common components found in most induction literature.

Types of Induction Programs

There are multiple types of induction programs in the literature. The most frequently referenced are university-based induction programs and statutorily required district induction programs. Induction programs look different based on the context and goals of the program. For example, university-based programs often partner a school or district with a university. They collaborate to prepare and support early-career educators, providing a pipeline of new teachers to the district while the university conducts research on the effectiveness of the program. One example is the Partners in Education (PIE) program discussed in Kelley's (2004) work. This induction program was jointly administered by the University of Colorado at Boulder and six Colorado school districts. The program concluded that induction has long-term effects on teacher quality and retention.

Another example of a university-based program is the New Teacher Center (2007) at the University of California, Santa Cruz. The program offers a framework for effective induction by focusing on six elements of high-quality induction:

- a multi-year program, spanning at least the first two years of teaching;
- sanctioned time for mentor-new teacher interaction;
- rigorous mentor selection criteria;
- initial training and ongoing professional development and support for mentors;
- pairing of new teachers and mentors in similar subject areas and grade levels; and
- documentation and evidence of new teacher growth.

Research from these universities often informs induction policy and helps states and districts outline induction programs.

District induction programs serve a similar purpose and have the goal of supporting early teachers, but they are primarily designed to maintain compliance with state statutory requirements. Therefore, induction programs differ from state to state, even county to county. Wong (2004) reminds us that no two induction programs should be exactly alike. Nevertheless, many induction programs share certain components. My corner of northeastern North Carolina uses a traditional district induction model guided by state board policy. This model provides support to teachers by assigning them a mentor, holding monthly beginning teacher (BT) meetings, and requiring monthly reflection logs. However, the district program does not focus on specific procedures and expectations that are unique to the teacher's work site. In reviewing the literature, it is difficult to find research on school-based induction programs in small rural school districts like Perquimans County North Carolina. Our district contains just four schools and about 1,700 students. A school-based induction program, layered on top of the existing district

program, would allow the support to be more individualized and be more attentive to the expressed needs of new staff (Howe, 2006; Mandel, 2006). It could focus resources and budget decisions to provide additional layers of support based on the identified needs of new staff (Howe, 2006; Wong, 2004). Below, I outline the purpose of induction along with the foundational components discussed in the literature. Then, I discuss what the literature says about the key roles that mentors and principals have in establishing a successful induction program.

Components of Induction

The purpose of induction is to help new teachers prepare for a successful school year, develop routines that support professional growth, and improve their overall effectiveness (Millinger, 2004; New Teacher Center, 2007; Wong, 2004). Induction programs are an investment into a teacher's development and send a message to new staff that they are valued (Billingsley, 2004; Ingersoll, 2012; Wong, 2004). Effective induction programs demonstrate to new staff that the district is committed to helping them excel (Wong, 2002). Induction provides support to new teachers who often do not know where to find it. The literature suggests that new teachers need a support system, an orientation period, help in establishing healthy routines and procedures, regular meetings, and opportunities to get to know the community as part of effective induction (Howe, 2006; Ingersoll, 2012; Mandel, 2006; Millinger, 2004; Wong, 2002; Wong, 2004). Below, I discuss each of these components in more detail.

Support Systems

Teaching is a demanding career, and starting at a new school can often leave a teacher feeling isolated like they do not belong (Howe, 2006; Ingersoll, 2012). Support systems help teachers cope with the challenges they will face (Millinger, 2004). This support system is built of

multiple components, including an orientation phase, support from an assigned mentor, and ongoing professional development (New Teacher Center, 2007, 2018). The support provided to new staff primarily comes from the mentor, but new teachers need more support than one person can provide (Howe, 2006; Moir et al., 2009). Positive working conditions are critical to job satisfaction and building a strong school culture where teachers feel valued and connected to their colleagues. In fact, a study on beginning teachers found teachers who feel connected to colleagues who listen, show support, and demonstrate compassion stay at their new school longer (Billingsley, 2004; Billingsley et al., 2004). When new teachers feel connected to their school and community, teachers excel (Wong, 2004). An effective support system provided through teacher induction helps novice teachers "construct their own professional identity and develop practices that are responsive to the realities of the school and community" (Howe, 2006, p. 292). I spend more time focusing on the role of a mentor, a major system of support for induction programs, later in the chapter. However, first I share a few remaining components of teacher induction programs, including the importance of an orientation period.

Orientation

Successful induction programs help prepare teachers for the start of the school year with an orientation period. Orientations can last as little as a few hours or as long as a few weeks (Howe, 2006; Wong et al., 2005). Teachers are given access to their classroom and instructional resources and begin to learn about the processes and procedures utilized in the day-to-day operations of the school (New Teacher Center, 2018). Orientation periods should be completed before the school year begins and review policy, support teachers in setting up their classroom, and provide them resources (i.e., pacing guide, staff handbook) that can be referenced throughout the year (Mandel, 2006; Millinger, 2004; Wong, 2002; Wong, 2004). The orientation period

should aim to answer questions that are common for new teachers. Mandel (2006) suggests six questions that need to be answered for every new teacher. The questions range from "Who is going to evaluate me?" to "Who will provide discipline support?" and likely are not addressed in education preparation courses. Information provided during orientation should be an overview of expectations. School leaders should plan to revisit those expectations when they are most needed during the year. One example is reviewing the school's parent conference procedures at the end of the grading period (Mandel, 2006).

Sharing important information and providing new teachers with expectations is important, but time in the classroom is more important (Mandel, 2006; New Teacher Center, 2018). Teachers who do not have adequate time and support to prepare for the start of the school year can easily become stressed and are more likely to become overwhelmed during the school year (Millinger, 2004). Orientations that do not offer enough sustained support during the school year leave teachers to "sink or swim" (Britton et al., 2000). Ingersoll's (2012) research on beginning teacher induction references this stress and attributes it as a factor leading to more than a third of new teachers leaving the profession in their first five years. An orientation period can provide new staff with the information and support they need to plan for a strong school year. It can help novice teachers gain confidence and establish healthy routines to cope with the challenges they will face as the workload increases throughout the school year.

Healthy Routines and Procedures

Wong (2002) suggests that all successful induction programs focus on establishing effective procedures and healthy routines. Other literature emphasizes the importance of focusing on daily procedures and healthy routines by reminding us that new teachers are adjusting from what they thought teaching would be to the reality that comes with leading their own classroom

(Millinger, 2004; New Teacher Center, 2018). Teachers need support in developing procedures and routines, or they may not be able to cope with the pressures that society places on teachers (Killeavy, 2006; Moir, 2009). When beginning teachers get overwhelmed, they tend to focus on short-term goals and upcoming deadlines. Without established procedures and routines, teachers will overwork themselves to be prepared for tomorrow while falling further behind on larger responsibilities waiting around the corner (Mandel, 2006). Often, new teachers feel like their struggle to stay afloat is unique to them, and they can fall into a feeling of isolation (Ingersoll, 2012; Millinger, 2004; Moir, 2009). Wellness meetings can battle this feeling of isolation and provide new staff with support throughout the year.

Regular (Wellness) Meetings

Starting the year prepared and having established routines is critical to a teacher's transition to the classroom. However, a strong start does not prevent a new teacher from becoming overwhelmed, and it does not guarantee that the teacher is growing as a professional. Regular meetings are needed to help teachers look ahead, to help prevent teachers from feeling isolated (Mandel, 2006; Millinger, 2004, Moir, 2009), and to provide ongoing professional development (Howe, 2006; Wong, 2004). The literature suggests that formal meetings focused on professional development occur monthly (Wong, 2004), but additional informal meetings are often held to provide collegial support. These less-formal meetings are not specifically grouped under a term in the literature, so I will use the term "wellness" meetings when discussing them below. I will return to discuss formal meetings when I review the literature on professional learning structures and culturally responsive school leadership.

New teachers do not know what they do not know (Mandel, 2006). Wellness meetings can be used to introduce topics that new teachers will likely face during their first few years of

teaching. The topics of these meetings should be flexible and based on what new teachers need (Billingsley, 2004). Mandel (2006) says, "The content of professional development workshops must be derived from the expressed needs of the new teachers themselves" (p. 69), a challenge for a district induction program in a small rural school district. When teachers are unable to communicate what they need, administrators should rely on research to provide support in traditional areas of need for new teachers like culturally responsive teaching practices. Teacher education programs concentrate on lesson planning, pedagogical practices, and learning theory (Howe, 2006; Mandel, 2006; Moir 2009). This leaves new teachers often needing support in areas like fair grading practices, effective communication with parents, promoting equity in the classroom, and using culture as an asset in the classroom (Hammond, 2015; Khalifa, 2018; Millinger, 2004). Wellness meetings allow new teachers to share concerns, gain insight, and discover solutions together as they build trust with one another (Howe, 2006). These meetings help offset feelings of isolation and remind new teachers they are not alone. They can allow mentor teachers to share stories of mistakes they have made and how they were able to recover (Millinger, 2004). Wellness meetings provide connection opportunities that are invaluable, help strengthen trust, and create a family environment for new staff (Howe, 2006; Wong, 2004).

Community Awareness

Induction programs help new staff get to know the school, their colleagues, and the community. Connections to a school can be surface-level. Induction programs should seek to orient teachers to the community as well. Activities like a bus tour and a trivia contest are two examples that Wong (2002) provides to introduce new staff to the school and community. Community Learning Exchange protocols that promote conversations, like personal narratives and endowed objects, would be another way for new teachers to get to know the culture of their

colleagues and the context of the school community (Guajardo et al., 2016). New teachers must be given ample opportunity to familiarize themselves with the mission and philosophy of the school, or they will never develop a high degree of camaraderie among colleagues (Howe, 2006; Wong, 2002; Wong, 2004). Getting to know the school and community should start during orientation and be a consistent focus throughout the multiyear induction process.

The purpose of induction is not to solve teacher turnover but to provide ongoing professional development and improve a teacher's professional practices. The purpose is to welcome new staff, offer a system of support, help them acclimate to their new school and community with healthy routines, and set them up for success. Teaching is a difficult career. Induction support is critical to help new staff cope with unfair societal expectations and become familiar with expectations and school policy (Killeavy, 2006). Teachers starting at a new school need support scaffolded over multiple years. That support comes primarily from two people, a mentor and the principal. Below, I discuss the role each play in an effective induction program.

Role of a Mentor

Mentors are seen as a foundational pillar of a successful induction program (Billingsley et al., 2004; Howe, 2006; Killeavy, 2006; Mandel, 2006; Millinger, 2004). Skills that a new teacher learns from socialization with an experienced teacher are skills that cannot be taught (Killeavy, 2006; Moir et al., 2009). Support from a caring colleague is the key ingredient to the new teacher acquiring skills and routines traditionally associated with teachers with more experience. Mentors should share and model how they manage their time, grade papers, and conduct lesson planning (Mandel, 2006). A mentor understands the struggles their new colleague is facing in a way that an administrator cannot. They are in the trenches with the new teacher and can share experiences of tough days and how they rebounded (Millinger, 2004). They can answer

questions that teachers do not feel comfortable raising to an evaluator. For this reason, expert mentors are considered the most critical component of an effective induction program (Millinger, 2004; Moir et al., 2009; Wong, 2002; Wong, 2004).

In a successful induction program, both the mentor and mentee must have clearly defined roles. Clear roles result in the relationship being mutually beneficial (Millinger, 2004). The roles of a mentor span two primary areas: provide encouragement and support to help welcome new staff and offer practical advice about teaching and learning.

Welcome New Staff

In order for a teacher to thrive at their new school, they must feel connected to their colleagues (Wong, 2004). Induction programs should seek to welcome new staff and intentionally fight to offset isolation. Mentor support and wellness meetings are two ways to prevent isolation. Staff who feel welcome and 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; Ingersoll, 2012).

The relationship that a teacher establishes with their mentor serves many purposes. Primarily, active mentors build relationships with their colleagues (Conway, 2006; Killeavy, 2006; Mandel, 2006; Millinger, 2004). This component of induction programs helps meet the psychological needs of teachers by allowing them to connect to colleagues. A study conducted on more than 1,100 educators, which was focused on working conditions and induction support, showed a positive relationship between a new teacher and the right mentor. This partnership was reported to help new teachers adjust to their school and feel welcome in their new environment (Billingsley et al., 2004).

Help Improve Instruction

Mentors provide more than moral support. They also should provide instructional support. Research identifies the presence of a mentor, team planning, and observations of a veteran teacher as a few ways that induction programs can improve instruction for new and beginning staff (Arnold-Rogers et al., 2008; Billingsley et al., 2004; Killeavy, 2006; Wong et al., 2005).

According to Moir (2009), an effective induction program benefits both the new teacher and the mentor, and all of their students. The experience of a mentor opens the door to sharing best practices with young teachers. The free flow of information between two teachers leads to professional growth for both educators (Killeavy, 2006; Millinger, 2004). The importance of mentors is recognized by educational systems around the world. Research studies from Switzerland, France, Japan, New Zealand, and China all indicate the importance of mentor support (Howe, 2006: Wong et al., 2005). Howe (2006) compared exemplary teaching practices from different countries and found "the most effective induction programs use expert mentors and intensive in-service training" (p. 294). The mentor/mentee relationship provides a unique opportunity for collaboration. The two educators can share ideas, observe each other, and provide feedback on the successful implementation of best practices. Millinger (2004) provides an example when she suggests a mentor could ask a mentee to observe her instruction and "keep a tally of how often each student participates during a lesson" (p. 68). Observing each other provides teachers data and feedback that can be used to improve their professional practices. The example above provided both teachers an opportunity to determine if equitable questioning was present during the lesson.

Another way that induction can be used to improve instruction is establishing team planning to support new teachers (Arnold-Rogers et al., 2008; Killeavy, 2006; Millinger, 2004; Wong et al., 2005). The New Teacher Center (2007) identifies "protected time" as essential to helping a new teacher grow. New teachers should be provided additional time or common planning time to help them improve their instruction (Arnold-Rogers et al., 2008; Killeavy, 2006). Team planning is important because it helps new teachers adjust to the expectations of the school and effectively use core resources provided by the school. Planning together allows new staff to consider a different approach to teaching a standard. Additionally, team planning helps new teachers prioritize activities and assessments while paring down material to fit inside of an instructional block (Kelley, 2004). Planning with a colleague increases the opportunity for conversations, builds relational trust, and promotes reflecting on instructional practices without fear of repercussions. Finally, the Billingsley et al. (2004) study points out that teachers responded positively when asked about team lesson planning.

In-service training is critical to improving instruction for new teachers. Orientation can help teachers prioritize tasks and prepare for the start of the school year, but it does not provide a new teacher the chance to observe an effective veteran teacher. Orientation was discussed in more detail earlier in this chapter, but the role of a mentor during orientation was not mentioned. The mentor should participate in orientation week to provide insight into the classroom layout and the first week of instruction (Moir et al., 2009; Wong, 2004). Both will impact the new staff member's success throughout the year. Following orientation, an in-service training plan should be implemented to allow mentors and mentees to observe each other. Howe (2006) emphasizes the need for "neophytes" to learn with more experienced teachers. He concludes that a new teacher's professional identity is positively impacted by a structured induction program. New

teachers do not know what they do not know, and even when a new teacher knows something is off, they do not always know how to fix it (Mandel, 2006). Watching expert teachers provides new teachers a low-risk way to see instructional practices and classroom management strategies that they can reflect on. It allows them to consider how a teacher with a similar context establishes classroom procedures that overcome barriers to learning. Observing expert teachers and being observed by their mentors are ingredients that lead to exemplary teaching. Howe (2006) includes this as an ingredient in his metaphor of teacher induction being like a "chemical reaction" leading to improved instruction for all students (p. 295).

Role of the Principal

A mentor provides hands-on support and is considered the most critical component of an effective induction program. However, the principal also plays an important role in establishing an environment that will help a new teacher succeed. The principal should use teacher induction to help align staff under a shared purpose and work to build collegial relationships inside a professional learning community (Hord, 2009). Research notes that effective teachers must have strong leaders or they will leave the school in search of them (Wong, 2004). Below, I examine the principal's role in the induction process by highlighting the importance of establishing a culture of support.

Administrators should use induction programs as a way to meet teachers' need to belong (Wong, 2004). It is the principal's responsibility to establish a healthy school culture and support the acculturation of new staff. The relationship that a new teacher has with their principal impacts their success as a teacher and how long they stay at a school (Billingsley et al., 2004; Darling-Hammond, 2006; Wong, 2004). A study conducted on beginning special education teachers found a correlation between school climate, job satisfaction, and staff perception of their

school. That same study found that a school leader's ability to "communicate what kind of school he/she wants" impacts the culture of that school to a great extent (Billingsley et al., 2004). The principal must clearly communicate policies, procedures, and practices for their school. Furthermore, principals must remember that induction is not a one-time event—it is a process. School leaders must be willing to revisit policies, procedures, and school practices throughout the year (Mandel, 2006).

Establishing a healthy school culture creates an environment that supports new teachers while they adjust to their position and makes them feel valued. However, a positive school climate alone does not count as support. The role of the principal is to establish other structures that help welcome new staff. Two management responsibilities of the principal are selecting the right mentor and offering an orientation period. The principal holds the purse strings at the school and has the ability to prioritize their budget to support new staff in these two areas (Howe, 2006; Wong, 2004).

In many states, including my district in North Carolina, the principal selects the mentor for a new teacher. It is their responsibility to ensure that the right mentor and new teacher are paired. The mentor selection process is guided initially by state board policy but should also include a few best practices suggested by the New Teacher Center (2007). North Carolina state board policy for Beginning Teacher Support Program Policy (2019) requires mentors to be experienced teachers with more than three years of experience, be rated at least proficient or higher in three of five standards on their most recent summative evaluation, and complete professional development on the North Carolina Mentor Standards. Beyond the policy requirements, the principal should consider other best practices when pairing a new teacher with a mentor. The New Teacher Center (2007) suggests a new teacher should have a mentor who

teaches a similar grade or subject. This provides the mentor and mentee relationship a starting point for many important professional conversations (Howe, 2006). Pairing the right two teachers will lead to a mutually beneficial relationship where both educators grow. The principal can foster this professional growth by establishing clear roles and responsibilities for the mentor and the mentee and helping build an in-service plan (Howe, 2006; Millinger, 2004).

Collaboration is important for teachers and is highlighted as critical for effective induction programs. According to the New Teacher Center (2007), principals who prioritize collaboration as a way to support new teachers ultimately benefit the new teacher, veteran teachers, and their students. Moir (2009) suggests that combining the wisdom of veteran teachers with the excitement of new teachers fosters a culture of commitment. Principals who assign the right mentor to a new teacher, and provide time for the two to collaborate, give the new staff member support in overcoming the burden of pacing and lesson planning. Essentially, the right paring can reduce the workload and emphasize support offered to new staff (Howe, 2006).

Orientation is an additional structure designed to support new teachers that falls under the principal's management. Some literature sees orientation and induction as synonyms, but they are not. Orientation is a component, albeit a critical component, of an effective induction program (Ingersoll, 2012; Wong, 2004). It is the first learning that a teacher experiences at their new school. The principal must take an active role in participating in the orientation program and should prioritize additional time for new teachers to be in their classroom before the first teacher workday. The primary goal of orientation is to help new teachers prepare for a successful start to the school year. Principals can help accomplish that goal by protecting time for teachers to set up their room and paying the mentor to be on campus to provide support (Millinger, 2004).

Finally, administrators welcome and support new staff by being available. Fultz and Gimbert (2009) state, “Principals must be actively present and available to assist with needs and concerns of novice teachers” (p. 3). They ensure that the teacher has the materials they need for their classroom, answers questions that arise related to policy and school expectations, and assists when behavior concerns surface. In the Billingsley (2004) study referenced above, 58% of beginning teachers stated that having a principal who consistently “enforces school rules and backs you up” greatly impacted the school climate. When the principal develops a healthy school culture, provides the right mentor, helps orient new staff to the expectations of the school, clearly communicates policies and procedures, and is available to new staff, they help accelerate the development of teachers (Billingsley, 2004; Billingsley et al., 2004; Moir, 2009).

The teacher induction literature outlines key components of induction. Specifically, this study further explores the role of the principal in induction and captures equity-focused practices that can support the foundational goals of teacher induction. Later in this chapter, I examine what the research says on professional learning structures and adult learning. Then, I review ways that a culturally responsive school leader (CRSL) can promote equity in their school. Embedding equity as a critical component of a site-based induction program is the focus of my PAR study. This study seeks to link best practices identified for effective induction programs to research on culturally responsive teaching and equitable classroom practices. Knowing what the literature says about adult learning and CRSL informs how to implement an equity-based asset-driven induction process that helps teachers improve their professional practice.

Professional Learning Structures

Professional Learning Structures are used throughout education to encourage and support teacher growth. Structures and supports range from topic-specific conferences to communities of

adult learners in a school building working together to collaborate and improve. The community of learning can be referred to by different names, but most professional learning structures have a common goal: to help teachers improve performance and have a larger impact on student achievement. Professional Learning Structures are defined in the literature as an experience designed to improve teachers' knowledge and instructional practices and to increase the learning outcome of students (Drago-Severson, 2009). Given that definition, a successful induction program should be considered a professional learning structure.

Induction often explores supports that help a new teacher adjust to their new school environment and quickly achieve a higher level of success. Strong induction programs must implement what the literature suggests as the core tenets of professional learning structures when welcoming new staff to their school. They must consider what is known about adult learning theory and use existing research when designing a professional learning structure for their school. In this section, I review the following components of professional learning: relational trust, adult learning, and Professional Learning Communities (PLCs).

Relational Trust

As educators consider how professional learning structures impact teacher development, they must understand how trust impacts adults' ability to access and make meaning of the learning that is available. Trust is an essential component of community learning. Drago-Serverson (2009) believes that "Trusting relationships lead to growth-enhancing cultures of learning and development for all, regardless of age" (p. 13).

Bryk and Schneider (2004) correlates trust to a person's willingness to engage with another individual when there is a degree of risk involved. Bryk and Schneider (2004) review three types of trust, and in the context of advancing school improvement, they identify relational

trust as a key resource for school improvement. To best understand why relational trust is a key ingredient in school improvement, we must first briefly review the other two types of trust discussed, organic trust and contractual trust.

Organic trust is unconditional trust. It can be compared to agape love, a love that cannot be earned, referenced by religious organizations. An example of organic trust is when an individual fully believes in the rightness of a structure, of leadership, and community (Bryk & Schneider, 2004, p. 16). Organic trust is a result of a group of people who share a set of core beliefs. This type of trust is unlikely to be present in a public school setting because of the diverse nature of public schools and the protections that prevent state- and federally-funded schools from openly discriminating against candidates based on race, gender, religion, and political beliefs. There are simply too many variables within a public school to assume that all educators will develop unconditional trust.

Conversely, contractual trust is described as a faith in a relationship that is strengthened or weakened by an outcome (Bryk & Schneider, 2004). Trust is gained based on the terms of a contract being met. Contractual trust is not given unconditionally but is dependent on the terms of an agreement being met and is strengthened over time. Considering the ever-changing landscape of public schools and the variability of services offered, outcomes rarely match the initial terms of a contract, making this type of trust difficult in a school setting. Bryk and Schneider (2004) put it well: “Education is not a single product, good, or service to be procured” (p. 18).

A third type of trust that can flourish in the social dynamics found in modern public schools is relational trust (Bryk & Schneider, 2004). The human aspect present in a school creates layers of trust in which each party depends on another. Tschannen-Moran (2014)

describes this trust as a "multidimensional and dynamic phenomenon" (p. 47). One primary purpose of school is to embrace the diversity that schools inhabit. This cannot be accomplished unless all parties are willing to depend on one another. A multifaceted structure of dependency between students, teachers, administration, and families creates heightened vulnerability and social exchanges that neither organic nor contractual trust can support (Bryk & Schneider, 2004).

Relational trust requires certain components in order to develop. Tschannen-Moran (2014) lists benevolence, honesty, openness, and reliability as a few of these components. Bryk and Schneider (2004) identify respect and integrity as a couple of others. The amount of trust developed by a school stakeholder will define the level of motivation and commitment they display in supporting the collective good of the community. Developing an environment where relational trust can thrive is a strong catalyst for school improvement. It often leads to collaborative learning.

> 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)

Relational trust can lead to an environment where stakeholders can collaborate and use the assets they bring with them to help improve the education provided to the diverse students that make up public schools. Relational trust will lead to a higher level of effort and achievement, as all parties work together to solve challenging problems that schools face (Tschannen-Moran, 2014, p. 13). Bryk and Schneider (2004) tell us that relational trust does not directly impact student learning, but it does impact the environment of the school. Because of the positive effects that relational

trust has on motivation and collaboration, relational trust indirectly sets the organizational conditions that make schools more conducive to promote adult learning.

Adult Learning

Education looks very different than it did a century ago. In fact, it has evolved a lot over the last decade and the pandemic starting in March 2020 likely changed education forever. Professional learning opportunities are central to a school's ability to support professional growth and ultimately increase academic achievement. Nearly every school communicates their intention to offer differentiated professional development because of the long-standing goal of boosting student achievement and closing the achievement gap. Knowing that professional development is offered at most every school, designing professional learning structures that understand how adults access and make meaning of learning is important to maximizing the effectiveness that school leaders obtain from time invested in professional development. Professional learning is often an element of induction programs for new teachers. Induction programs often focus on areas in which new teachers struggle, like classroom management and parent communication (Millinger, 2004). Below, I discuss what the literature says on adult learning theory and how it can be applied to support educators as they work to implement an equity-based, asset-driven teacher induction process focused on relational trust and equitable classroom practices.

Drago-Severson (2012) believes the traditional capacity needed to improve student achievement is correlated to improving the teacher's ability to provide strong instruction. She acknowledges research that correlates adult learning to student achievement but also expresses a need for further research to fully understand the complexity of adult learning. Teaching has changed significantly since the turn of the century, and teachers must develop additional capacity

to leverage new resources to reach new learners. Capacity building is needed to support educators and allow them to pursue their own professional growth. Drago-Severson (2012) believes “Developmental capacity concerns the cognitive, affective, interpersonal, and interpersonal capacities that enable us to manage better the demands of leadership, teaching, learning and life” (p. 7).

The environments that a person is raised in influence their personal identity. How someone interacts with the world influences their perspective. As a result of these interactions, past experiences influence how a person perceives new experiences (Hammond, 2015). This extends to the workplace and is true for educators. Personal experiences impact how educators engage in and perceive professional development. Drago-Severson (2012) describes this as developmental diversity and emphasizes its importance in promoting professional growth for educators. The new buzzword that most educators will recognize is differentiation. Because teachers have different experiences and different strengths, their path to the most effective and efficient professional development must be adapted to their specific needs. Professional development is often held on standards alignment or instructional strategies. On the other hand, it can be held on other important topics like equity. Developmental diversity must be a top focus when discussing equity. It is important that relational trust has been established so that meaningful progress can be made in developing core beliefs around equity. School leaders must remember that “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 lenses through which adults view the world are shaded by their life experiences. The meaning they pull from current events is directly impacted by the reality they have created for

themselves (Hammond, 2015). The lens may transition as a person matures, but past experiences influence the way someone filters and understands new information (Drago-Severson, 2012). For educators, this way of knowing influences how they interpret their role in the professional learning process.

Quality teachers are considered the No. 1 factor to improve student achievement. Furthermore, traditional professional learning is considered one of the most important factors in improving education in the United States (Desimone, 2011). Effective professional learning leads to professional growth and a better education for the students. When planning professional learning, school leaders must consider the needs of their staff (Mandel, 2006). When planning professional learning that is part of induction, school leaders must consider what new staff would need to learn. Traditionally, professional learning activities have been workshops or conferences (Desimone, 2011). Recently, professional learning activities have evolved. Desimone (2011) identified that professional learning today includes more discourse and community practices, making the learning experience more interactive. Since the pandemic, professional development has further evolved, leading to more professional learning opportunities being virtual. Virtual options include self-paced learning modules and virtual conferences.

There is not much research on the level of effectiveness of these virtual conferences. Nevertheless, because of the pandemic, the shift was necessary. Moving forward, school leaders who are planning professional learning structures must consider the effectiveness of the learning experience, along with the skill set and knowledge of the adult participants. Professional development that is focused only on curriculum knowledge and vertical alignment will have a limited impact on student achievement and 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). Professional learning communities are a common way that schools offer professional development to its teachers.

Professional Learning Communities (PLCs)

Professional Learning Communities (PLCs) are an example of a professional learning structure. There is an abundance of literature on PLCs. Empirical data shows that the characteristics of PLCs are complex. The literature includes many critical components of an effective PLC. Guskey (2003) claims that a consensus list cannot be determined. He analyzed 13 lists published by the U.S. Department of Education with the goal of determining whether the lists were created in comparable ways and to identify characteristics that appeared on every list. His work revealed that some themes showed up more often than others, but no certain characteristics showed up on all lists. The most common characteristic of effective professional development was the improvement of teachers' content knowledge and pedagogical practice. Notably absent from most lists was the promotion of diversity. It was on less than a third of the lists (Guskey, 2003).

When a school seeks to implement an equity-based, asset-driven teacher induction process, school leaders must consider how to promote diversity and build core beliefs around equitable classroom practices and getting to know the students they teach. Embedding diversity and equity conversations into the collaborative learning process encourages professional learning opportunities to expand beyond the school's four walls. School leaders should strive to create a PLC in their school that is built on relational trust and sees value in discourse between colleagues from different backgrounds who bring different experiences to the work. This goal should extend to designing site-based induction support.

Collaborative learning teams are common in schools today. They are designed to allow staff members to learn from one another and together. These teams, described in the literature as PLCs, are organized by commonalities (Hord, 2009; Woodland, 2016). Sometimes, PLC teams are grouped by teacher type, grade level, or subject area. Additionally, induction can be considered a PLC for new and beginning teachers. Induction allows for the needs of new staff to be met and for meetings and professional development to focus on the expressed needs of the participating staff (Mandel, 2006).

PLCs are widely considered one of the most effective structures for improving instructional practices and student outcomes (Woodland, 2016). They commonly focus on the analysis of student data and professional growth through continuous collaboration. PLCs are committed to reviewing data to determine students' academic strengths while working to develop instructional practices that effectively address student needs (Hord, 2009).

> 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. (Woodland, 2016, p. 507)

The data review completed by teachers in PLC meetings allows teachers to collaborate and share instructional practices that lead to a higher level of student success.

PLCs are bound by a shared vision and a common purpose. Members of a PLC must commit to honesty and transparency when reviewing data. Their commitment must extend to sharing and receiving best practices and feedback from other members of the community. Creating this type of community requires a level of trust and respect (Whitcomb et al., 2009).

Without trust and respect, the PLC cannot function effectively. However, "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" (Whitcomb et al., 2009, p. 210). Hord (2009) shares six research-based dimensions of PLCs that provide a setting that encourages constructivism. An important factor is an environment that prioritizes respect and trust (Hord, 2009, p. 42). He argues that by engaging in a collective environment that is learner-focused and maintains a shared purpose, trust, and respect, participants are able to learn from each other and improve their instruction.

When considering how to implement an equity-based, asset-driven teacher induction program, school leaders must examine the literature on professional learning structures. Only after considering the importance of relational trust can the principal apply adult learning theory to establish a unique professional learning community for new teachers as part of the induction process. "Trust can no longer be taken for granted in schools. It must be conscientiously cultivated and sustained" (Tschannen-Moran, 2014, p. 13). After trust has been established, PLCs can be used to support teachers' professional growth and build a professional community that is committed to improving professional practices. Finally, leaders must consider how a PLC, as part of the induction process, can be used to maintain ongoing discussions about equity and diversity. In the next section, I review the role of a Culturally Responsive School Leader. I examine the literature on how a culturally responsive school leader can positively impact a school. I also consider how educational leaders can build relational trust among new teachers who may struggle to identify culturally with diverse students, preventing them from using culture as an asset in the learning process.

Culturally Responsive School Leadership

Professional Learning Communities (PLCs) are a critical component of professional growth. A strong induction program designed to help provide support to teachers can be considered an effective PLC. PLCs provide administrators the opportunity to discuss core beliefs at the school and establish a school culture that is focused on important issues such as equity. Culturally responsive school leaders (CRSLs) understand that culture should be used as an asset in the classroom and coach new staff on the importance of capitalizing on the research available to support the diverse learners in their school (Hammond, 2015; Paris, 2012). Major (2020) said teachers who incorporate culturally responsive teaching practices focus "… on building brainpower and helping students leverage and grow their funds of knowledge." This is the key to raising the achievement of students of color and an important step in closing the achievement gap found in most traditional public schools.

In this section, I quickly review statistics on the achievement gap that has been present in U.S. schools for more than five decades. Then, I review the literature on what it means to be a culturally responsive school leader. After defining what it means to be a CRSL, I discuss the literature on equity traps that school leaders face (McKenzie & Scheurich, 2004). These equity traps stand to disproportionally impact marginalized students if not addressed. At the end of this section, I discuss how having a focus on equity, when supported by relational trust, can aid a CRSL in implementing an equity-based, asset-driven teacher induction process in schools. They are developing culturally responsive teachers and being an instructional leader who uses an evidence-based observation tool to ensure that equity is present in the classroom.

There is an achievement gap in U.S. public schools. White students have historically outperformed students of color on standardized assessments for decades. A 2016 study by the

National Center for Educational Statistics (NCES, 2016a, 2016b) compared the reading and math scores of students of color to white students from 1992 through 2015 and found a 20-point gap in proficiency. Coleman (1995) referenced the presence of this gap in the *Equality of Educational Opportunity* report of 1966:

> One implication stands out above all: That schools bring little influence to bear on a child's achievement that is independent of his background and general social context; and that this very lack of an independent effect means that the inequalities imposed on children by their home, neighborhood, and peer environment are carried along to become the inequalities with which they confront adult life at the end of school. (p. 325)

This report, requested by the Civil Rights Act of 1964, emphasizes the need for culture to be used as an asset in the learning process and for teachers to employ culturally responsive teaching practices in their classrooms.

Defining Culturally Responsive School Leadership

Culturally Responsive School Leadership is about action. Khalifa (2018) emphasizes the importance of action and suggests it is one of the two reasons he uses the term. It speaks to the urgency of a school leader "to create school context and curriculum that responds effectively to the educational, social, political, and cultural needs of students" (Khalifa et al., 2016, p. 1,278). This is the definition I will use in this study, and I believe that new teacher induction is an appropriate place to start to reshape the context of a school. Khalifa's research highlights that Black, Latino, and Indigenous students perform worse on nearly every educational measure, creating what is referred to as the achievement gap. He also points out that there is a discipline gap of disparities in discipline referrals and school consequences that students of color receive for violating white middle-class rules like speaking louder, questioning class rules, or

challenging teachers' authority. The discipline gap suggests that students of color are more likely than white students to be referred to the principal's office for the same behavior (Khalifa et al., 2016).

CRSLs must know what research says about culturally responsive teaching and use teacher induction and Professional Learning Communities (PLCs) to address key issues impacting education, such as equity. PLCs and teacher induction programs are similar in that they are both designed to help teachers improve their professional practices. Each provides the principal a chance to support teachers' professional development. An effective PLC has a committed principal who empowers teachers to "do whatever it takes" to ensure that students learn at a high level (DuFour et al., 2004, p. 147). Teacher induction programs should do the same.

Principals must be engaged in the induction process at their school with a focus on the professional growth of the teachers (Howe, 2006; Moir, 2009). Induction programs are often used to ensure compliance with state policy and deadlines established by the district office instead of helping teachers improve their professional practices by uncovering their initial beliefs about teaching and learning. CRSLs should focus on adding to the district induction program by helping teachers develop culturally responsive teaching practices. Understanding board policy and helping teachers stay ahead of deadlines is important, but discussing key issues like equity is more important.

A CRSL realizes that teaching culturally responsive instructional practices allows teachers to understand students better and expand their cultural frame of reference. Hammond (2015) emphasizes that the cultural frame of reference that a person carries with them dramatically affects their learning, but it does not limit a student's ability to learn. Everyone in a

school building—students, teachers, and the principal—has a cultural frame of reference that impacts classroom learning. Teachers should be taught techniques to understand the learners in their classroom better, but this learning must be guided by a CRSL (Hammond, 2015; Khalifa et al., 2016).

In reviewing the literature on CRSL, certain "equity traps" were discovered that may prevent a principal from implementing culturally responsive school practices at their school. Before ending the chapter by discussing how a CRSL should focus on equity when supporting new teachers, it is important to define a few of the equity traps that may stand in the way of a partnership between a school leader and new teachers that serves marginalized students in overcoming barriers to learning at their school.

Equity Traps

When reviewing the literature on adult learning, we discussed how a person's environment impacts how they learn and what they learn. The same is true for students. McKenzie and Scheurich (2004) have identified equity traps that can impact a schools' ability to challenge and support diverse populations of students. Their work examines four equity traps that should be considered by culturally responsive school leaders when building an equity-focused, asset-driven teacher induction program.

Equity is important in all schools. Khalifa (2018) emphasizes that culturally responsive leadership is needed in all school settings, including those not dominated by minoritized students. McKenzie and Scheurich (2004) identified four equity traps that can negatively and disproportionally impact students of color. They include deficit thinking, racial erasure, avoidance and employment of gaze, and paralogical beliefs. This study focuses on the first two, deficit thinking and erasure. Culturally responsive school leaders must actively fight against

these traps to ensure that all students receive a fair and appropriate education. Khalifa (2018) suggests that the principal must promote the importance of culturally responsiveness; otherwise, laws and district policy have little to no impact. The first step of fighting any belief is reflecting on your own beliefs and seeking to understand opposing beliefs. Additionally, it is important to consider any biases that may be present in your own beliefs that are a result of past experiences and the culture in which you were raised.

The environment that we live in can influence our thinking. When an educator's way of thinking creates assumptions that conform to stereotypes and prevent them from believing that their 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. The first trap noted in their research is educators holding a deficit view. A deficit view is a theory that postulates that students who fail do so because of a culture of apathy. The teachers in their study attributed the 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). Some of the predominant reasons that teachers gave in the study for a student's lack of motivation are ones that I have heard at every stop of my educational journey—a few I have been guilty of saying myself as a young teacher.

Two reasons given were a student's parents not valuing education and delinquent behavior having a negative impact on teaching and learning. In both cases, the deficit thinking pointed blame back to the home of students of color. Two quotes collected in the study that indicate the deficit thinking that is present are: "We can only mold the clay as the clay comes to us" and "… they are not being taught how to, you know, deal with anger" (McKenzie & Scheurich, 2004, p. 609). When considering how deficit thinking can impact a school, culturally

responsive school leaders must realize educators who hold a deficit view may not have the self-awareness to recognize this bias. Helping teachers uncover their beliefs and values about teaching and learning is an important question to answer when establishing an equity-based, asset-driven teacher induction program.

The second equity trap covered in the research is racial erasure. It is defined as a belief that racism would not exist if everyone would just forget about race and see each other as human beings (McKenzie & Scheurich, 2004). The tragedy in forgetting about race is that you force all humans to assimilate to a dominant culture and miss the opportunity to capitalize on culture as an asset in the classroom (Hammond, 2015; Paris, 2012). A common way that racial erasure manifests itself in public schools is teachers who claim to be "color-blind" and seek to use an excuse other than race as validation for a student's poor performance. An example cited in the McKenzie and Scheurich (2004) research study is when educators blame a poor performance on a student's economic status not their race. A finding in the research states:

> Thus, by ignoring race, by erasing the racial marker of their students, the teachers in our study were able to deny that there was any possibility that they treated their students differently based on their student's skin color. Then, by blaming the student's lack of success on economic conditions in which the students were living in, that is, attributing their students' lack of success to an overarching societal ill or poverty, the teachers could absolve themselves of any culpability for the low academic performance of their students. (McKenzie & Scheurich, 2004, p. 614)

When teachers erase race as an issue that impacts learning in their classroom, they miss an opportunity to promote diversity as an asset. The fact that the achievement gap has not changed over the past five decades supports the research completed by McKenzie and Scheurich. They

claim that schools are systematically producing inequitable outcomes aligned to race and further emphasize the importance of the work to fight against equity traps like deficit view and erasure.

Focus on Equity

Culturally responsive school leaders (CRSLs) focus on equity by helping develop culturally responsive teachers and using evidence-based observation tools. Researchers claim that culturally responsive teaching is not only rooted in the belief that all students can learn at a high level, but that it also requires teachers to recognize and hold important the expert knowledge that students have obtained from their lived lives, validating and empowering every student to achieve in front of the class (Barton et al., 2020; Delpit, 1995; Hammond, 2015). This academic mindset considers the culture of students of color, their families, and their community as assets that teachers should leverage to support learning (Paris, 2012). Below, I discuss the role a CRSL plays in developing culturally responsive teachers.

Developing Culturally Responsive Teachers

Khalifa (2018) argues that in the same way that a principal prioritizes instructional leadership, school leaders must lead in establishing and maintaining culturally responsive schools. In his analysis of culturally responsive curricula and teacher preparation, he acknowledges that teachers are not primarily culturally responsive. It is the job of the CRSL to develop culturally responsive teachers who see and leverage culture as an asset to learning and well-rounded education. A few strategies he suggests to help develop culturally responsive teachers are holding collaborative walk-throughs, offering culturally responsive professional development, and using and reviewing school data to identify cultural gaps in achievement and discipline data (Khalifa et al., 2016, p. 1,283).

When reviewing the literature on culturally responsive teaching, Gloria Ladson-Billings' work was often cited as the foundational work on this topic. Her ethnographic study of nine teachers in California, leading to the book *Dreamkeepers: Successful Teachers of African American Children* (Ladson-Billings, 1994), helped develop the original framework for culturally relevant pedagogy. It was written based on data collected from teacher interviews, recorded lessons, observations, and collective analysis. According to her research, culturally relevant pedagogy accomplishes three objectives: (1) academic success for all students; (2) affirmation of students' cultural identity; and (3) development of criticality in students that challenges inequities.

Ladson-Billings' (1994) work also identifies three propositions of effective teachers. These three broad suggestions are the core of effective teaching practices for culturally relevant teachers. First, culturally responsive teachers are part of their community and hold positive, unwavering beliefs about themselves, their students, and their ability to learn at high levels. Next, they place great significance on building a classroom that emphasizes strong relationships between peers and strong relationships between the students and the teacher. Finally, Ladson-Billings (1994) identifies that culturally relevant teachers believe all of their students can learn at a high level and work to scaffold lessons to help students engage in learning. They measure student progress using a variety of assessments, refusing to accept standardized tests as the gold standard to measure learning.

Ladson-Billings' work serves as the foundation for effectively engaging students of color in higher-level learning. Since her work in the 1990s, other studies have been completed supporting her finding that all children are capable of learning at high levels (Gay, 2018; Hammond, 2015). Two examples of research completed in the last decade that support Ladson-

Billings' original work come from Gay and Hammond. Gay (2018) says culturally responsive practices unleash the higher learning potential of diverse students, and Hammond (2015) calls culturally responsive teaching "a serious and powerful tool for accelerating student learning" (p. 3). Culturally responsive school leadership is about establishing culture as an asset in learning settings, fighting to challenge equity traps in their school, and helping teachers employ culturally responsive teaching practices in their classroom. Establishing culturally responsive classrooms is one component of equity-focused schools. Evidence-based observations are another tool that CRSLs should use to support the learners in their school and ensure that equity is present in the learning environments.

Evidence-Based Observations

Evidence-based observations are one way that this research study is attempting to build culturally responsive classrooms that focus on equitable practices. East Carolina University's Project I4 (2019) provided such a tool to help school leaders track equitable questioning practices. The observer uses codes to track participation by tallying the number of hand raisers, cold calls, blurt outs, and other question types that are used during a lesson. The collected data is shared with the teacher for reflection, and the administrator uses it to guide an effective conversation (Tredway et al., 2020). CRSLs should support teachers in reflecting on data and observation notes, not tell them what to do. "Telling people what we think of their performance doesn't help them thrive and excel and telling people how we think they should improve actually hinders learning" (Buckingham & Goodall, 2019, p. 2). Evidence-based observations allow an observer to collect data that can be shared and used to improve a teacher's instructional practices. Focusing on student access to the classroom discourse so that all students have an equitable opportunity to participate in learning is a foundational step to increasing the level of engagement

in the classroom and building an equitable classroom culture (Hamilton, 2019). Historically, teachers have solicited responses from students through hand raising. This is the least equitable way to engage students in the learning process. Hamilton (2019) suggests that educators should assume all hands are raised during instruction and use cold calling to assess if the class is mastering the content being taught.

The principal of the school is typically responsible for the majority of observations completed during the school year and must find ways to provide feedback that is evidence-based. Observation tools like the "calling-on" tool created by Project I4 (2019) is an example of a tool that provides non-judgmental feedback to teachers. The tool allows the observer to collect data on which students were called on most frequently during a lesson. Following the lesson, the teacher can review the data and draw conclusions on whether certain student groups are disproportionately called on more than others. The principal should assist the teacher in making important connections to the data by using a conversation guide similar to the "Effective Conversations" guide created by the Project I4 team (Tredway et al., 2020), According to Paryani (2019):

> Supervision from principals can only be effective if teachers are working together and collaborating in the process because the key purpose of clinical supervision is improving teaching. Principals may have the final say, but the process is more useful when teachers are given a platform to express their feelings or give suggestions and co-construct ways to change their practices, they are more likely to do so if they are encouraged by the supervisor (p. 11).

The principal can improve instruction through observations and informal feedback. Darling-Hammond et al. (2012) state that teacher observation should provide a collection of

documentation of the impact a teacher's actions had on students' learning throughout a school year. Observations should focus on growth and development and should not be seen as a single moment in time. They should provide feedback to the teacher that is non-judgmental (Paryani, 2019; Toch, 2008). Formal observations are only one way that the principal can help improve instruction. Other ways include informal feedback and promoting collaboration. Informal walk-throughs are designed to provide bite-size formative feedback to teachers. Teachers value useful feedback that enables them to improve (Darling-Hammond, 2014). Walk-throughs should be short classroom visits that happen more often than formal observations. They should be narrow in focus and should seek to provide feedback in a particular area of a teacher's professional practice. Feedback, both through formal observations and informal classroom walk-throughs, should be utilized for teacher growth and development (Darling-Hammond et al., 2012).

Conclusion

School leaders must create space for beginning teachers to take emotional risks and examine hidden biases in order to truly be able to help all learners in their classroom reach their full potential. Staff must feel safe and supported to engage in this work, making relational trust key to helping educators grow and expand their cultural aperture. Culturally responsive school leaders must prioritize this work in order to ensure that equity is more than a buzzword that stays confined to professional learning communities, but is a belief that is present in their school. A site-based induction process focused on relational trust, professional learning structures, and equitable classroom practices ensures that emphasizing culture as an asset in the classroom and offering an equitable education to all students is communicated to new teachers from their first day on campus. In the next chapter, I share the research design used to conduct this participatory action research (PAR) study and begin developing this type of induction program at Hertford

Grammar School. I share the methodology of the study, discuss the timeline for the research study, and share relevant information about the participants and the context of the study.

CHAPTER 3: RESEARCH DESIGN

In this participatory action research (PAR) study, I examined how an equity-based, asset-driven induction process established culturally responsive classroom practices to support beginning teachers and teachers who start over at a new school. A participatory action research methodology, informed by activist research, was implemented to investigate the focus of practice (FoP) and respond to research questions (Hale, 2008; Herr & Anderson, 2014; hunter et al., 2013). By engaging in this PAR study, teachers gained a more profound knowledge of their beliefs about teaching and learning, became more empathetic to cultural differences in their classrooms, and expanded their understanding and practice of culturally responsive teaching. Teachers and school leaders worked together and learned from each other as they added equity to the induction process at their school.

The setting of the study was Hertford Grammar School (HGS), a rural elementary school in northeastern North Carolina. As one of two elementary schools in Perquimans County, it serves all third- through fifth-grade students in the school district, while the other elementary school served students from Pre-K through second grade. HGS had an enrollment of 330 students with a demographic breakdown of 69% White, 22% Black, 4.5% two or more, and 4.5% Hispanic at the onset of this study in August 2020. The school traditionally performed well as a whole in school accountability reports and earned a letter grade of a “B” twice since 2016. However, the opportunity gap present in many educational settings is also present at HGS.

HGS experienced high teacher turnover from 2016 to 2018, challenging the quality of education provided. In 2017, HGS had a turnover rate of 25.9%, and the following year it increased to 30.8%. Consecutive years of turnover of more than one-quarter of the teaching staff

impacted student achievement at the school and caused the school performance grade to drop from 71 in 2016 to 60 in 2019.

This PAR study was predicated on the following theory of action (ToA): IF a group of educators get to know their own beliefs about teaching and learning and begin to see culture as an asset in the classroom, THEN it will lead to better relationships with students and improved instructional practices. A culturally responsive school leader should prioritize building an equity-focused, asset-driven induction process to help new and beginning teachers implement equitable classroom practices. For this reason, the AIM statement for this FoP is: By helping teachers get to know themselves and ensuring equitable opportunities are part of their instructional practices, we will provide a high-quality education to all students at our school.

The purpose of this chapter is to outline this research study's timeline and methodology. The study engaged teachers and school leaders at HGS in uncovering their beliefs about teaching and learning and asked teachers to begin integrating culturally responsive teaching practices in the classroom to get to know their students better. The result of the study is an induction process for HGS to use to help new teachers embed equitable practices in their work early in their careers at HGS. The chapter includes the methodological approach to the study, the scheduled cycles of action research, the research questions, how data was collected and analyzed, study limitations, and ethical considerations for the study.

Qualitative Research Process

Qualitative research is appropriate for exploring and seeking the meaning that 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). As a result, qualitative

research was a good fit for this study. Specifically, participatory action research (PAR) was best suited for this study. PAR research, supported by community learning exchange (CLE) axioms, complemented each other and used data from iterative cycles of inquiry that addressed the PAR research questions. This section includes a discussion of PAR and other methods that support the research study: activist PAR, improvement science, community learning exchanges, and the role of praxis. Lastly, I present the research questions and outline the PAR cycles.

Participatory Action Research (PAR)

Action research is a systematic procedure that gathers information for professional growth and school improvement (Creswell & Guetterman, 2018). PAR is inquiry research completed within someone's professional setting (Herr & Anderson, 2014). PAR is conducted in collaboration with (not for) people in the organization (Cohen et al., 2018) and can apply to different contexts. It can enact change in a school and encourage educators to try new ideas (Creswell & Guetterman, 2018). This study researched how an induction process helped new teachers become more culturally responsive educators earlier in their careers. As part of the study, I collected data from individual interviews, classroom observations, and co-practitioner research (CPR) activities to track if teachers involved in the research study evolved in their personal beliefs about teaching and learning. Throughout the study, I used participatory action research informed by activist research methodology. By taking an activist research approach, I conducted the research while we built an induction process at our school that focused on establishing equity as a core belief.

Four primary methodologies inform this PAR study. First, I review how activist PAR was important to this work. Then I discuss how improvement science and protocols aligned to community learning exchange axioms correlated to this study. Finally, I review how mutual

learning, action, and reflection (praxis) helped ensure that this study impacted the participants and led to teachers improving their professional practices related to implementing culturally responsive teaching strategies in their classrooms.

Activist PAR

When PAR research promotes social issues, it can be considered activist participatory action research (hunter et al., 2013). This study considered how an induction process leveraged local assets to overcome systematic concerns that led to more than 50 years of an opportunity gap in American public schools. A co-practitioner research (CPR) team used cycles of inquiry to study how an induction process at the school level supported new teachers in developing into culturally responsive teachers who use equitable practices in their classrooms. A CPR team is a group of researchers and practitioner professionals who work together to enact change while collecting data to test a theory of action. The CPR team used the CLE methodology of working with the people closest to the problem (Guajardo et al., 2016) to support the PAR process and align Freirean principles to the work (Freire & Macedo, 2018). We engaged in an inquiry and action cycle, collected evidence, and addressed the identified concerns throughout the PAR study. The evidence collected during this study was qualitative, iterative, and generative. The data helped us detail current induction practices and consider how to improve them by embedding equity as a core component of induction moving forward.

The opportunity gap in America's public schools for the past five decades is a concern that has received more attention in today's educational arena. Over the past decade, equity has become a focal point of many professional organizations as they seek to help teachers and school leaders understand the value of diversity and culture's role in the learning process. Labaree (2008) considers education ground zero for social change. He outlines that schools

"educationalize" social problems and describes education as "the profession that attracts people who have a vision of saving the world by fixing the child" (Labaree, 2008, p. 451). Educators participating in this action research study had the opportunity to fight for equity at ground zero and enact Freire's praxis—reflection in order to act—and act with the conviction that established equitable classroom practices at Herford Grammar School (Freire & Macedo, 2018). Educators were able to liberate themselves from traditional best practices that overwhelmingly benefit the dominant culture. In turn, their new practices benefited all the students they served.

Improvement Science

Improvement science was used in this research study to strengthen the induction process at Hertford Grammar School. The research aligned three questions to the use of improvement science to guide work. First, "What are we trying to accomplish?" Next, "How will we know that a change is an improvement?" Finally, "What change can we make that will result in improvement?" (Lewis, 2015, p. 55). I used these questions and the four-step improvement cycle of Plan, Do, Study, Act (PDSA) cycle outlined in *The Improvement Guide* (Langley et al., 2009) to structure this PAR study. The CPR team collectively completed multiple cycles of inquiry using the PDSA improvement cycles, which allowed us to test the theory of action. We started with a research Pre-cycle from August to December 2021. The Pre-cycle focused on getting to know the research team and establishing a common language around important topics and vocabulary related to culturally responsive teaching and equity. The Pre-cycle was followed by two research cycles. The first was from January to April 2022. The second was from May to October 2022. After each cycle, the team completed a reflection that guided the planning for the

upcoming actions of the next cycle. PDSA cycles are simple methods of inquiry that guide learning and lead to results that can be applied to everyday practices (Bryk et al., 2015). Figure 3 depicts the critical elements of a PDSA cycle.

Community Learning Exchange

The Community Learning Exchange (CLE) approach provided an opportunity to engage staff at HGS in a methodological approach for collecting data that was analyzed during each iterative cycle of research. Aligning the research study to the CLE's axioms promoted purposeful conversation among participants, particularly the teachers central to this PAR study and study. The CLE axioms that guided the PAR work in this study were: (1) Conversations are critical and central pedagogical processes, (2) the people closest to the issue are best situated to discover answers to local concerns, and (3) hope and change are built on assets and dreams of locals and their communities (Guajardo et al., 2016).

During the research cycles, CPR meetings and CLEs were designed with the axioms in mind. Protocols such as personal narratives and CPR meeting activities were designed to encourage conversation among participants. The people who participated in the CPR meeting and CLE were close to the work of building an equity-based induction process at our school. Some had a passion for equity and others were beginning teachers seeking support in improving their professional practices to serve all students. The conversations and activities from CPR meetings and CLE provided data used to design the induction process. Including beginning teachers, experienced teachers, and non-teachers on the CPR team provided multiple perspectives when completing activities. Having beginning teachers on the research team allowed them to share what was important to a new teacher and contributed to the design and

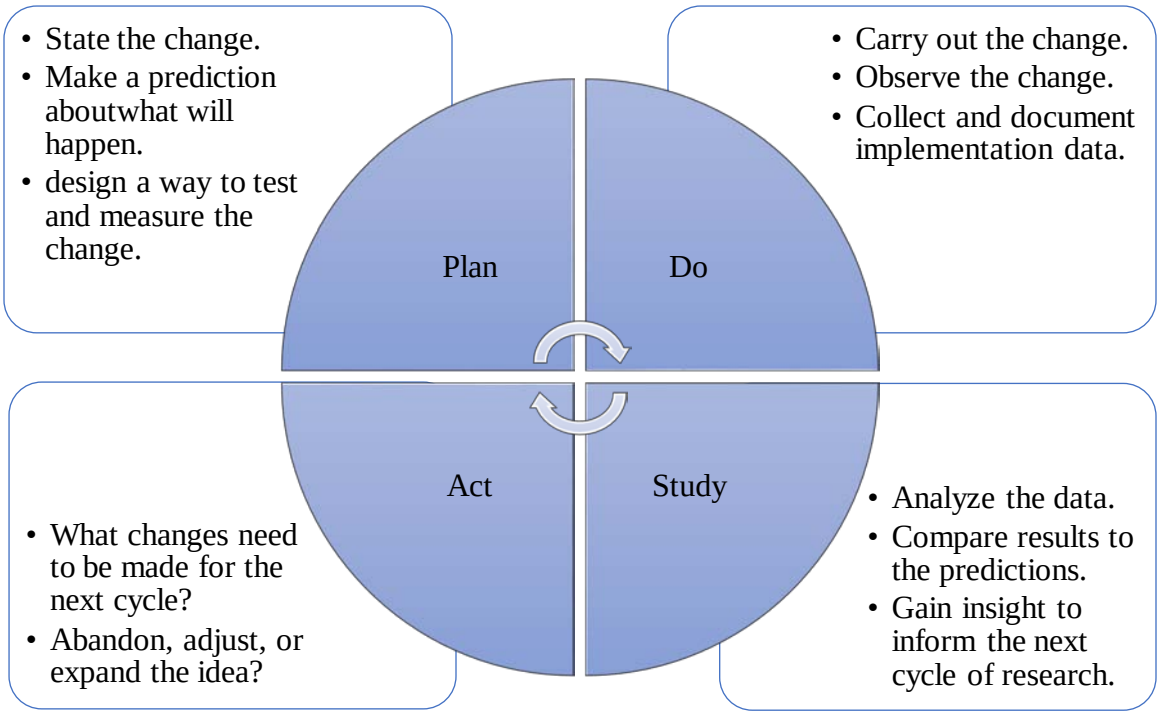


Figure 3. PDSA cycle of inquiry.

improvement of the induction process. Most school leaders possess a hope to sustain student success and build a school with core beliefs around equity. The hope and change of establishing a site-based induction process at HGS that supported equitable classroom practices for new teachers stands to greatly impact the future of our school community.

Role of Praxis

The next step in the research process converted reflection into action (praxis). Reflection was a critical step to effectively using improvement science cycles of inquiry. Using the PDSA model provided the CPR team with evidence and artifacts that informed the subsequent steps of the cycle. Each iteration of the PDSA cycle was different because of adjustments made from findings and reflection during the study. Data collected from the Pre-cycle and each subsequent cycle of inquiry was analyzed, informing the research team's next steps.

Improvement science expects action to be preceded by reflecting and planning. Reflection is the origin of this research study, and it pushed individuals to examine beliefs and assumptions about themselves and the subject of their research. Reflection is synonymous with improvement research because models, such as PDSA, required continuous reflection during each inquiry cycle and between cycles. Improvement science is most effective when iterative cycles of research are completed consecutively. Iterative cycles, by nature, evolved based on new information and new understandings (Bryk et al., 2015). Freire and Macedo (2018) make several points regarding the importance of reflection when seeking to solve problems related to overcoming historical oppression. They believe that reflection leads the oppressed to their necessary engagement in the struggle for liberation. He defines praxis as the combination of reflection and action, or the reflection leading to action (Freire & Macedo, 2018). The absence of

equity as part of school induction programs is one reason the opportunity gap has remained a problem for so long.

Throughout this study, I designed activities that encouraged praxis. The team shared personal narratives at CPR meetings, reflected on readings, and discussed barriers, challenges, assets, and successes with the CPR team. By reflecting on other teachers' experiences, CPR members identified protocols and procedures that new teachers can used to get to know their students better. The conversations helped the CPR team quickly establish relational trust among the team members. This trust encouraged vulnerability and created a safe space to share beliefs about teaching and learning. The CPR team agreed that many protocols used in CPR meetings throughout the study could be modified and used in the classroom and should be part of the induction process at HGS.

Another opportunity for teachers to reflect on their work was provided during post-conference conversations. These conversations followed evidence-based observations where an observer documented who was called on to participate in the academic discourse during a math lesson. Participants reflected on data collected from their classroom to determine if equitable questioning practices were present. Using an effective conversation protocol (Tredway et al., 2020) developed by the ECU Project I4 team, the observer asked questions to guide the teacher to evaluate if a particular demographic of students participated in the classroom discourse at a disproportional rate.

Reflection is essential for every member of the CPR team, including the lead researcher. Reflective memos served as artifacts that recorded my thoughts during the study. Reflections are a component of the "study" part of the PDSA cycle. These reflections helped us make changes throughout the study and improved the professional practice of new teachers. My role was to

guide the CPR team and coach new staff to reflect on their current beliefs about teaching and learning while monitoring the presence of equity in our school. Lastly, I used reflective memos to track my leadership development and to inform my leadership development section in the final chapter.

Research Questions

This study answered the overarching research question: *To what extent can an equity-based, asset-driven teacher induction process promote knowledge of self and improve professional practice?* In order to answer this research question in a systematic way and with a methodical approach, I designed PAR activities that aligned with the following research sub-questions.

- How do a principal and new teachers collaborate to effectively uncover beliefs and values about teaching and learning?
- To what extent does the use of classroom protocols lead to culturally responsive practices?
- To what extent does a leader's participation in this process contribute to growth and development as an equity-centered school leader?

Qualitative data was collected and used to help answer these questions. I share the processes I used for data collection and how the data was coded and categorized later in this chapter.

Action Research Cycles

Improvement science research cycles are an iterative process that uses new knowledge to improve practice. The goal of each cycle is to revise the induction process based on key findings discovered during the previous cycle. Bryk et al. (2015) suggest that CPR researchers use a theory of action to monitor, reflect on, and revise work to improve. The PDSA cycle used for this

study is outlined in Table 2 The table contains the completed activities and a timeline of completion. Both the CLE methodology (Guajardo et al., 2016) and the collaborative inquiry action cycle described by Militello et al. (2009) were used during each research cycle. Finally, the consistency of the CPR team remained a focus throughout the study. All CPR members who began the study participated in the study until its completion.

Three cycles of inquiry were completed over 18 months in this PAR study. The first cycle was a Pre-cycle in the Fall of 2021. The Pre-cycle consisted of three CPR meetings with activities designed to accompany discussions connected to an anchor text, *Culturally Responsive Teaching and The Brain* (Hammond, 2015). This anchor text provided the CPR members with a common language when discussing how to integrate culturally responsive teaching practices to their classrooms.

PAR Cycle One took place in the Spring of 2022 and started with individual interviews with each member of the CPR team. PAR Cycle One continued the work from PAR Pre-cycle. However, the activities completed during CPR meetings shifted from activities related to the anchor text to activities connected to shifting theory and knowledge to practice. Additionally, the observation tool used during this study was shared with the teachers on the research team. At the end of PAR Cycle One, the first round of observations was completed.

PAR Cycle Two took place in the Fall of 2022. A Community Learning Exchange (CLE) with CPR members and new teachers joining the HGS team was held before the new school year began. The CLE allowed the CPR team to lead conversations about some effective practices used in the first two research cycles to improve their professional practice with new teachers. Two CPR meetings were held to outline the core components of the induction process at HGS. To

Table 2

PAR Improvement Cycles

Activities	Timeline
PAR Pre-cycle • Share anchor text with CPR members. • Convene regular CPR meetings using CLE protocols. • Use PDSA to reflect on actions.	August 2021 – December 2021
PAR Cycle One • Continue regular CPR meetings. • Complete individual interviews with each member of the CPR team. • Begin teacher observations using the calling-on observation tool. • Co-analyze data and evidence from observations. • Collect and analyze artifacts from CPR meetings, interviews, and post-observations conversations. • Complete reflective memos.	January 2022 – April 2022
PAR Cycle Two • Continue regular CPR meetings. • Host Community Learning Exchange with CPR members and new staff. • Complete individual interviews with each member of the CPR team. • Complete reflective memos	May 2022 – October 2022

conclude PAR Cycle Two, each member of the CPR team was interviewed using some of the same questions used at the beginning of PAR Cycle One. Artifacts were collected from CPR team members and other participants throughout the study to determine if teacher beliefs had evolved during the research study.

In the next section, I outline the participants for the study, describe the data collection tools used during the study, and share how the data was collected and analyzed.

Participants, Data Collection, and Analysis

Below, I describe the process used for identifying and selecting participants. Then I outline the data collection process and tools used and discuss how they were analyzed during the research process.

Participants

The participants included teachers of varying experience levels, a first-year guidance counselor, and both site-based administrators. I engaged in the PAR process with a collaborative group of educators who adopted an inquiry-minded approach to investigate ways to establish equity as a focus of an induction process at Hertford Grammar School. Together, we engaged in experiences that expanded our understanding of the importance of using culture as an asset in the classroom and the value of using equitable questioning strategies during instruction in the classroom. All participants completed a consent form to be part of the study (see Appendix D).

Sampling

In this study, individual teachers were the unit of analysis. I sought participation using purposeful sampling. The purposeful sampling process involved selecting participants who brought knowledge and experience to the study (Creswell & Creswell, 2018). The selected participants brought a range of teaching experiences. Diversity was vital in selecting the

participants. A goal was for the team's demographics to be similar to the demographics of the student population. Another attribute in selecting participants was to select educators who demonstrated a commitment to establishing equitable classroom practices at our school and a desire to see students of color have higher levels of academic success.

Co-Practitioner Researcher (CPR) Team

Participatory action research is conducted by a co-practitioner research (CPR) team. This team of educators is a subset of participants involved in the research process at a higher level than other participants. The CPR team provided data triangulation through their multiple perspectives and experiences. Together, we studied the evidence from the research study to test the theory of action.

The CPR team used the data collected during the PDSA inquiry cycles to reflect on and improve their professional practice and help design an induction process at HGS that supports new teachers to do the same. I invited the assistant principal, the school guidance counselor, and four elementary math teachers to form the CPR group. After approval of the study, I met with each potential participant confidentially to share the focus of the research study, their role as a CPR team member, and the study timeline. Upon accepting the invitation to be part of the study, they each signed a consent form (see Appendix D) approved by East Carolina University's Institutional Review Board (ECU IRB) and were reminded that their participation in the study is voluntary and they could decide to opt-out at any time.

The CPR team convened regular meetings to build our capacity as educators and strengthen the induction process at our school. We read and discussed the anchor text focused on equity and culturally responsive teaching strategies, discussed the current induction process at our school, and considered how using evidence-based observation tools can lead to culturally

responsive teaching practices at HGS. Throughout the study, CPR member checks (Creswell & Creswell, 2018) were used to enhance the validity of findings made throughout the study and informed research cycles.

Other Participants

Beyond the CPR team, other participants were part of the study on a much smaller scale. They were invited to participate in a larger CLE held during the study. As the induction process at HGS was designed, CPR group members facilitated sessions that assisted new teachers in identifying their own beliefs about teaching and learning. They shared effective practices from their classroom and helped new teachers develop their own classroom practices. All four teachers on the CPR team led sessions with other participants at the CLE during PAR Cycle Two. No personal information was collected or shared in this study related to the participants of the CLE. The only data used from the other participants were generalized quotes associated with a participant that indicated the professional growth of a CPR member.

Data Collection

Qualitative methods center on data collected from multiple places that can be compared and analyzed (Creswell & Creswell, 2018). This PAR study collected the following qualitative data: Community Learning Exchange artifacts, classroom observations, post-conference conversations, interviews, CPR artifacts, reflective memos, and Comprehensive Assessment of Leadership for Learning (CALL) survey data. Many of the data collection processes had protocols to provide consistency in the data collection. In Table 3, I outline the research questions this study answered, the sources of data that were collected, and how the data were triangulated to increase the reliability of the findings. Then, I discuss each of the data collection processes in more detail.

Table 3

Research Questions and Data Collection

Overarching Question: To what extent can an equity-based, asset-driven teacher induction process promote knowledge of self and improve professional practice?

Research Question	Data Source	Triangulated
How do a principal and new teachers collaborate to effectively uncover beliefs and values about teaching and learning?	Interviews CPR Artifacts Reflective Memos	Member Checks
To what extent does the use of classroom protocols lead to culturally responsive practices?	Classroom Observations CLE Artifacts CPR Artifacts	Reflective Memos Member Checks
To what extent does a leader's participation in this process contribute to growth and development as an equity-centered school leader?	CALL Survey Reflective Memos	Member Checks

Community Learning Exchange Artifacts

A Community Learning Exchange (CLE) was conducted during PAR Cycle Two. CPR members led conversations with new teachers based on insight gained from activities completed during the PAR Pre-cycle and PAR Cycle One. Concurrently, the CLE allowed new teachers to reflect on their beliefs in a similar way to the CPR members during the Pre-cycle and PAR Cycle One. Artifacts from the CLE were collected to gather insight into how completed activities informed the induction practices at HGS. CLE artifacts included notes, photos, personal narrative responses, CLE activities, presentations created by CPR members, and recordings collected during different parts of the CLE (see Appendix E).

Classroom Observations

The PAR activities included classroom observations of equitable questioning practices using the Project I4 (2019) calling-on observation tool. Observations provided evidence to determine if teachers were transferring knowledge into practice. I observed teachers on the CPR team, during PAR Cycle One to analyze equitable access to academic discourse in the math classroom at Hertford Grammar School. Observations included a short post-conference conversation reviewing the data on which students participated in the academic discourse during the lesson. Additionally, the post-conference conversations included discussion on culturally responsive teaching practices that were part of the induction process at HGS. The Project I4 team created the questioning tool (see Appendix F).

Post-Observation Conversations

Post-observation conversations followed each observation, and data on which students participated in the lesson was shared with the teacher. Additionally, conversations about culturally responsive teaching practices were discussed during the post-observation conference.

An Effective Conversation protocol developed by the ECU Project I4 team (Tredway et al., 2020) guided the conversation for each post-conference. After completing the observation and post-conferences, observation data was combined into a table and shared at CPR meetings. Reviewing the data and looking for patterns became a regular CPR meeting activity. The Project I4 team created the Effective Conversations Guide (see Appendix G).

Interviews

Interviews allow CPR members to offer multiple perspectives and experiences (Creswell & Creswell, 2018) while capturing teachers' core beliefs at the research project's onset. Asking open-ended questions provided data that was coded and reviewed as part of the quantitative study. Information obtained during the interviews was triangulated with other data to ensure that findings in the study were trustworthy and to determine if participating in the study led to evolving beliefs among members of the research team. Each member of the CPR team was interviewed twice during the study. The first interview was completed at the beginning of PAR Cycle One and the second interview at the end of PAR Cycle Two (see Appendix H).

CPR Meeting Artifacts

Regular CPR meetings were a PAR research activity. These meetings allowed the CPR team to read and discuss anchor texts, review and discuss data collected from the evidence-based observation tool, and participate in activities that helped teachers uncover their beliefs about teaching and learning. As the study progressed, specific protocols were used in every CPR meeting to model culturally responsive teaching practices that were eventually adapted for classroom use. Additionally, the CPR meetings allowed us to discuss changes to the induction process at HGS as we built an equity-based induction process at our school. The agenda,

completed activities, and field notes were collected from each meeting as data to be coded and reviewed.

Reflective Memos

Reflective memos provided written reflection about the research process (Saldaña, 2016). They were a metacognitive tool that tracked my leadership's progress and the research study's impact. Reflection is a critical part of learning and improvement science, and improvement science expects new knowledge gained from reflection to inform upcoming research cycles. Reflective memos documented my thoughts, feelings, and connections after meeting with the CPR team. These memos, triangulated with other qualitative data, supported evidence for the PAR study and increase the trustworthiness of the findings.

CALL Survey

The Comprehensive Assessment of Leadership for Learning (CALL) survey was used as a data point to track my growth during this study. CALL is a nationally valid and reliable instrument based on the distributed leadership theory designed to assess leadership as a function in a school (Blitz et al., 2014; Halverson & Kelley, 2017; Spillane et al., 2001). The CALL survey was customized for Project I4. Specifically, the Project I4 CALL survey was framed in four categories: (1) Focus on leadership for learning, (2) Promote effective teaching practice and services to support ALL students, (3) Build professional capacity for teaching and supporting ALL students, and (4) Relational trust. The CALL reporting system disaggregates the data by experience, thereby showing the differences in experiences between new and veteran teachers. The comparison supports school leaders in identifying discrepancies in school activities and opportunities for growth (Blitz & Modeste, 2015). Survey data was collected during this study and analyzed for leadership growth. The entire school staff completed the CALL Survey twice

during the study. The data from the CALL survey will be shared and discussed with the CPR team. It provided a data source that helped triangulate identified themes (see Appendix I).

Data Analysis

Qualitative research is not proven with numbers exactly but with a preponderance of codes and categories that become emergent themes. In this study, data analysis was conducted simultaneously with new data collection. Data sources from each PAR cycle helped answer research questions. I had multiple qualitative sources organized into a set of evidence for each research question. I analyzed the data using open coding (Saldaña, 2016), looking for codes, categories, emergent themes, themes, and assertions to answer each research question. Figure 4 displays the open coding process used to convert specific data findings to claims and assertions. Additionally, I triangulated varying types of data collected through member checks and reflective memos to identify emergent themes. Collected data was analyzed and interpreted using the following procedures: summarizing the findings, comparing the findings to the literature, discussing a personal view of the findings, and stating the limitations that can inform similar research studies completed in the future (Creswell & Creswell, 2018). In the closing section, I discuss the study's limitations, validity, confidentiality, and ethics.

Study Considerations: Limitations, Validity, and Confidentiality and Ethics

A research study must consider the limitations and validity concerns that could impact the trustworthiness of the study. In this section, I review the limitations of qualitative research and consider how this study might offset some concerns related to those limitations. Additionally, I share the threats to the validity of this study and ways to enhance the

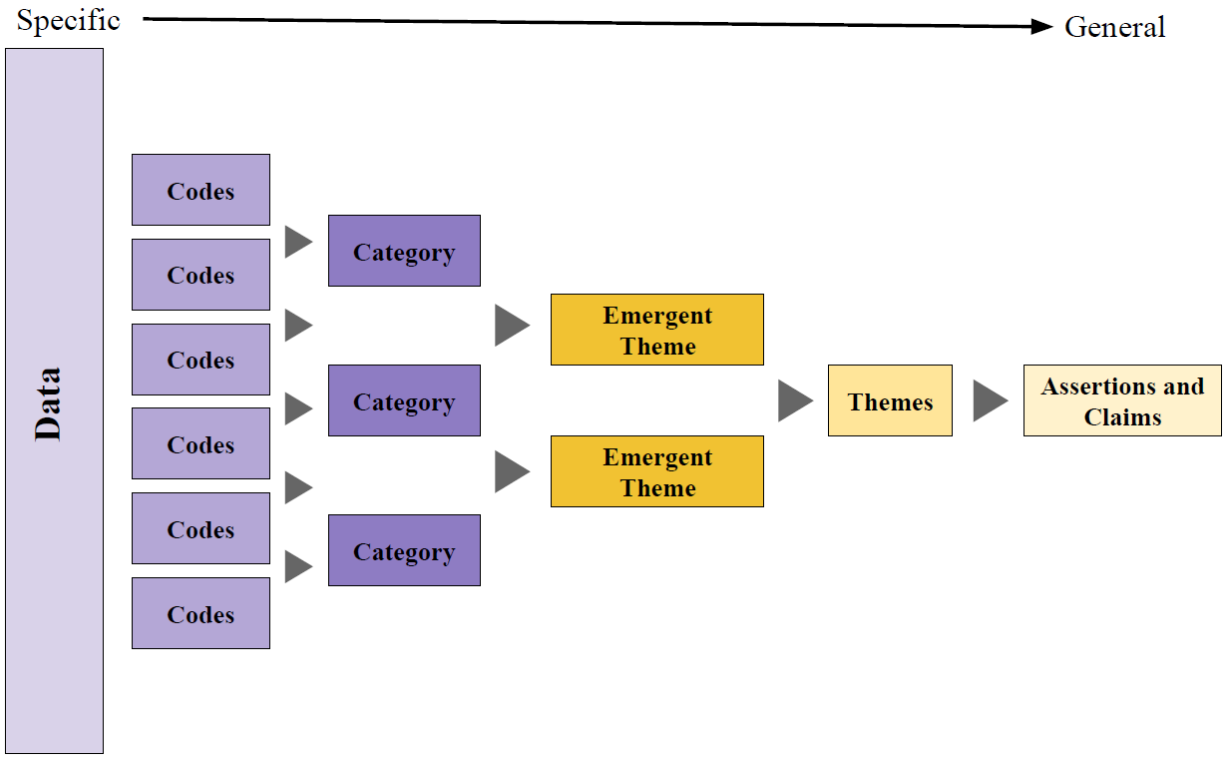


Figure 4. Open coding process.

trustworthiness of the study findings. Finally, I review the confidentiality and ethical considerations in place to protect the participants who agreed to be part of the study.

Limitations

As the primary researcher for the PAR study, I came to this study as a young administrator with a passion for equity that influences what I want to study. I believe that finding dynamic educators in rural North Carolina is increasingly difficult. This study established an induction process that administrators can use to help new and beginning teachers improve their professional practice and develop culturally responsive classrooms. Therefore, my passion for using an induction process to fight for equity can be viewed as a limitation of the study.

All qualitative studies have certain limitations because of the size of the study. As indicated, the choice of the CPR team was done through purposeful sampling. I invited teachers who share a similar passion for equity and have varying experiences to join the research team. I conferred with the CPR team throughout the PAR cycles to triangulate findings. The team for the study included the principal, the assistant principal, the school guidance counselor, and four classroom teachers. Thus, all participants were from the same school, a limitation of the study.

My supervisory role is a limitation I considered. I had an influential role as the principal of Hertford Grammar School during the study and took conscious measures to ensure that all participants gave informed consent without any coercion or sense of obligation. Participants were able to choose not to participate and could decide to leave the study at any time. Finally, other limitations affecting this study were similar to most qualitative research projects and include time, researcher biases, and difficulty in generalizing (Creswell & Creswell, 2018).

Validity

The validity of qualitative research depend on the depth of the research, the iteration and specificity of the coding, and how the research ensured that perceptions and evidence were consistent. The validity concerns of a qualitative study do not have the same connotations as quantitative research. Threats to a qualitative study's validity can be internal and external. However, specific procedures can increase the validity of a PAR study. For example, I conducted CPR member checks (Creswell & Creswell, 2018) at the end of each inquiry cycle to enhance the validity of findings made throughout the study and inform upcoming cycles. Such considerations enhance the trustworthiness of the study.

In activist action research, the primary validity is correlated to the participants. The validity of this study is supported by prolonged engagement, persistent observation, triangulation of data, and member checks (Creswell & Creswell, 2018). The experience that the CPR research team has in the educational setting served as a strength of this research study. Nevertheless, threats to internal validity were considered and protected against. Reflective memos were collected throughout the study and guarded against validity threats. They encouraged constant reflection on the perspective, beliefs, and biases brought to the research. Additionally, the internal validity of this study was enhanced by conducting CPR member checks, engaging in long-term observation, seeking feedback on findings as they emerged, involving participants in all phases of the research, clarifying the researchers' worldview and biases, and triangulating the data. Merriman (1988) defines triangulation as using multiple investigators, multiple sources of data, or multiple methods to confirm findings.

The triangulation of evidence strengthened the validity. The research team evaluated artifacts and data collected during the study, looking for multiple sources to converge and

substantiate findings. The CPR group worked closely with the lead researcher and provided feedback during the study to ensure the evidence was trustworthy. Validity was verified using procedures to check for findings' accuracy, including member checks. These supports and procedures increased the reliability of the findings. Finally, the familiarity that the participants had in the research setting and the experience I possessed as the school principal suggest that the findings in this study are valid.

The nature of action research limits someone's ability to generalize the specifics of this research study to other contexts. To offset this concern, I used methods of collecting and analyzing consistent and transferable data in another context. The research team's goal was to add to the general knowledge base in terms of a new theory that supported a deeper understanding of how rural areas can support new staff and promote the importance of equity work in their school.

Confidentiality and Ethical Considerations

The participants in the study were site-based practitioners committed to helping establish an equity-based, asset-driven induction process to support new and beginning teachers at our school. They were committed to the work of helping Hertford Grammar School establish equitable classroom practices to ensure that students of color are engaged in the learning process at our school. They were invited to participate based on familiarity with their work, the content they teach (math), their commitment to continuous improvement, and their years of experience.

I included teachers with varying experience levels on the CPR team to gain insight from multiple perspectives, and all participants remained in the study throughout its duration. Prior to the onset of the study, I met with each participant confidentially to ask if they were interested in being a part of the research study. In that meeting, I shared the focus of the study to develop and

implement an equity-based, asset-driven teacher induction process that promoted knowledge of self and improved professional practice. Additionally, I communicated that their participation in the study was voluntary and reminded them that they were able to leave the study at any time. Educators who participated in the study signed a consent form (see Appendix D) approved by ECU IRB (see Appendix A).

My formal request to conduct the study was approved by my direct supervisor, the superintendent of Perquimans County Schools (see Appendix C). Additionally, I completed the Institutional Review Board Collaborative Institutional Training Initiative (IRB CITI) in December 2020 to comply with requirements governing research on human subjects (see Appendix B). The site populations in the study may be vulnerable, and special considerations were respected. I communicated to each participant that his or her participation was voluntary throughout the study and that the study could be terminated at any time for any reason.

Data collected during the study was protected. The following protocols were in place to ensure that confidentiality and security were maintained throughout the study. Data, observation notes, and other essential documents with identifiable information were stored in a locked filing cabinet. Next, all electronic forms for data collection were kept in a password-protected file. Finally, any data and copies of reports shared with the CPR group were for the sole purpose of transparency, improvement, and reflection.

Conclusion

In this chapter, I reviewed the methodological approach to the PAR study, including a timeline of the cycles of inquiry research completed during the study. I used participatory action research informed by activist methodology for activist research (Hale, 2008; Herr & Anderson, 2014; hunter et al., 2013) and the community learning exchange methodology and protocols

(Guajardo et al., 2016). I shared the research questions that the study answered and the procedures used for data collection and analysis. In addition, I shared the limitations of the research study, validity concerns, and how confidentiality was maintained. This chapter provides research design and methodology to answer the overarching research question: *To what extent can an equity-based, asset-driven teacher induction process promote knowledge of self and improve professional practice?* In the next chapter, I report on the categories from the action research completed during the Pre-cycle and the context of this study.

CHAPTER 4: PAR PRE-CYCLE

This participatory action research (PAR) study aimed to design an equity-based induction process at Hertford Grammar School (HGS) that improved new teachers' professional practices around culturally responsive teaching. Using Community Learning Exchange (CLE) axioms to guide the work, a co-practitioner research (CPR) team designed procedures and protocols that helped new teachers increase their self-awareness and apply culturally responsive teaching practices to their work. New teachers still participated in the state-required district induction program. However, the work of the CPR team brought about change by helping teachers self-discover their beliefs about teaching and learning and get to know their students on a deeper, more personal level.

In this chapter, I share the context of the school and community where this research is conducted and introduce each member of the CPR team. I outline the Pre-cycle process and discuss the activities used to generate artifacts and data for the study. Then I explore any emergent learning identified in the data collected during the Pre-cycle. Finally, I reflect on my leadership and plan for PAR Cycle One.

PAR Context

This research study was completed in a small rural school district in northeastern North Carolina. Small school districts have unique assets and face unique challenges. One asset was that the county has the ability to implement change quickly. During the COVID pandemic, we were able to offer face-to-face instruction to all of our students by having our fifth-grade students start the year at a different site where spacing made social distancing possible. As pandemic guidelines changed, we were able to bring our students back to HGS quickly, needing just one teacher workday for the transition back to our school. Another asset was the longstanding

connections between the community and the school. The majority of the teaching staff at Hertford Grammar graduated from the county's only high school. Having a high percentage number of local educators teach in their home county provides stability. Having a high percentage of homegrown educators was an asset, but it was a challenge because of a lack of diversity. Most staff were raised with similar cultural influences in their lives, making it difficult for staff to understand students who came to school with different beliefs. Two other challenges were a lack of local funding and staff members asked to serve in multiple roles in the school district.

Many challenges faced by Perquimans County are found in other rural, low-wealth counties in northeastern North Carolina. Therefore, these challenges were accounted for during this study. Additional context regarding the school, community, and the participants involved in this study are provided in the next section.

Context (Place)

Hertford Grammar School is located in Perquimans County, North Carolina, home of the MLB Hall of Fame baseball player Jim "Catfish" Hunter. Perquimans is a farming, hunting, and fishing community. Locals say it is in the middle of nowhere but right in the middle of everything. The county is one hour from the Outer Banks, one hour from Hampton Roads, Virginia, and two hours from the state capital, Raleigh. Perquimans County has approximately 13,500 residents. The school system is the largest employer in the county. The county has one grocery store, less than 10 traffic lights, no hospital, and no colleges or universities, and lacks industry, forcing many parents to commute more than 30 minutes to work. The local government lacks the tax base to invest significantly in our schools. This context limits the school district from offering a stronger local supplement that is competitive with surrounding counties. A lower

local supplement results in a teacher's annual compensation package being $3,000 to $5,000 less than similar counties near the school. Some counties within 30 miles of Perquimans County offer teaching supplements double ours. Additionally, teachers can commute an hour to teach in Virginia and make an additional $10,000 per year.

Perquimans is considered a low-wealth county by the state. It receives a supplemental state funding allotment because of its low-wealth status and federal funding (Title I) to support "at-risk" students. Unfortunately, the vast majority of this funding is used to hire additional teachers in the early grades to comply with the "Read to Achieve" class size mandate for kindergarten through third-grade classrooms. If the supplemental funding was not needed for these types of unfunded mandates, it could be used to offset some of the challenges listed above, including increasing teacher pay and limiting the number of staff serving in multiple roles.

The lack of funding has limited the supplement offered to attract and retain quality educators and forced educators to perform dual roles at the school and district office levels. Perquimans County has four schools that feed into one another. When one school demonstrates success in an area, it is often tasked to help replicate that success at other schools. One example is the assistant principal at HGS, a member of the CPR research team. Since being named principal at HGS, we have worked to improve the implementation of the Multi-Tiered System of Support (MTSS) framework at our school. Based on our success, she was asked to support the K-2 school and now serves as the district MTSS coordinator while remaining the assistant principal at HGS. Another example is the Chief Academic Officer of Curriculum and Instruction. During this study, she oversaw testing and accountability, curriculum and instruction (K-12), the academic and intellectual gifted (AIG) program, and the district induction program. The challenge associated with leading in four areas is that it is difficult to become an expert in any.

This emphasized the need for a school-level induction process at our school to complement the district induction program.

Hertford is a small town in the northeast corner of the state. It has a small tax base, which, in a way, limits opportunities for students. The Public Schools Forum (2019) documented many challenges that Perquimans County children faced in pursuit of a successful future. Many of these challenges correlated to the county's low-wealth status. The report ranked each of the 100 counties in North Carolina over 20 different indicators across four domains of wellness. The report claimed to "… capture the interconnected social, emotional, and academic elements that are necessary for a child to succeed" (Public Schools Forum, 2019). The report found that Perquimans County ranked 70th in the Health domain and 66th in Economic Development. Individual indicators that stood out from the report were rankings in Food Insecurity (71st), Child Poverty (67th), and Unemployment Rate (78th).

HGS is the only third through fifth-grade school in the county. The student demographics were 69% White, 22% Black, 4.5% two or more races, and 4.5% Hispanic when the study began in 2021. The free and reduced lunch population hovered around 60% before COVID and has likely increased, but it was difficult to collect accurate numbers because of pandemic-related challenges. The demographics of the teaching staff were 80% White, 16% Black, and 4% Hispanic. The Hispanic teacher is an exceptional children's teacher and is bilingual. Each grade level had at least one teacher of color, and the fifth grade had a teacher of color on each team. The structure of our teacher teams ensured that all students at our school had at least one teacher of color before leaving HGS to matriculate to the county's only middle school. Finally, the demographics of the CPR group were similar to both student demographics and the demographic breakdown of the teaching staff at the school (see Table 4).

Table 4

HGS Demographic Breakdown (August 2021)

Demographic	Students	Number (n)	Teaching Staff	Number (n)
White	69%	247	80%	20
Black	22%	78	16%	4
Two or More Races	4.5%	16	0%	0
Hispanic	4.5%	16	4%	1

Context (People)

Induction programs are designed to support new teachers early in their careers. This research study aimed to build a site-based induction process that supported the state-required district induction program. The district induction program effectively covered general topics like board policies and best practices for classroom management; however, the program served all new teachers in the district, from kindergarten to calculus. Serving all grade levels from four schools in one induction program made it difficult to address the specific priorities of individual schools inside the program. This research study asked the CPR team to conduct action research on how a site-based induction process supported the district program and helped improve the professional practice of new teachers. As the lead researcher, I had the opportunity to enact protocols that helped teachers build their self-awareness while helping them get to know the other research team members. Additionally, some of these protocols were modified and used in the classroom to help the teachers understand their students better. The research team's ultimate goal was to use improvement science and Plan, Do, Study, Act (PDSA) inquiry cycles (Langley et al., 2009) to build and improve an induction at our school.

The CPR group for this study consisted of seven participants (see Table 5): four third-grade math teachers, the assistant principal, the guidance counselor, and me (the principal). Since my arrival, the third-grade math team at HGS has been the most stable team at the school. In 2020, our enrollment increased, and we added three third-grade positions, from six teachers to nine. Two of the new positions were filled with beginning teachers (BTs). Having two beginning teachers in the CPR group allowed us to lean on the CLE axiom (Guajardo et al., 2016) that those closest to the problem often bring the best solution. In addition, their experiences helped us

Table 5

CPR Members

Name	Constituent Group	Description
Assistant Principal	Non-Teacher	Born out of state, graduated from Perquimans High, 20 years of experience, taught in three different districts
Guidance Counselor	Non-Teacher	Born out of state, never attended Perquimans County Schools, first-year school counselor
Allison	Teacher	Born in Perquimans, graduated from Perquimans High, eight years of teaching experience, all eight at HGS
Bethany	Teacher	Born in Perquimans, graduated from Perquimans High, five years of teaching experience, all five at HGS
Carl	Teacher	Born out of state, graduated from Perquimans High, one year of teaching experience at a charter school
Dawn	Teacher	Born in Perquimans, graduated from Perquimans High, first-year teacher

design an induction process at our school to support future new staff. The other two third-grade teachers on the CPR team have been at the school longer than I have. The two non-teacher members of the CPR team were the assistant principal, who has been at the school for more than 10 years; and a first-year guidance counselor. Their insight and background helped us establish an equity-based, asset-driven teacher induction process at our school.

One teacher, Allison, in the CPR group had eight years of experience, all at HGS. She was elected to the School Improvement Team as the third-grade representative in 2019 and 2020. She is considered a teacher leader in the school. Allison received her undergraduate degree from Elizabeth City State University (ECSU), a local historically black college or university (HBCU) in Pasquotank County, less than 30 minutes from Hertford Grammar. The position she accepted was left vacant in 2013 by the current assistant principal when she moved into administration. In 2019, Allison earned the Outstanding Mathematics Teacher award from the North Carolina Council of Teachers of Mathematics (NCCTM). Historically, her students have demonstrated high growth, and they have earned proficiency rates significantly above the state average. She is a trained mentor and is considered a master teacher by her peers for her pedagogical knowledge. She is respected by the administrative team, resulting in her being asked to serve as the clinical teacher for Dawn during her student teaching experience. Allison, a lifelong resident of Perquimans County, attended Hertford Grammar as an elementary student and graduated from Perquimans County High School (PCHS) (CPR Meeting, October 2021).

Bethany, a teacher of color, had been teaching at HGS for five years. She completed her undergraduate degree at ECSU and a Master's in Curriculum and Instruction program at Garner-Webb University. She has strong ties to the school. Her mother taught in Perquimans County and has been a substitute teacher since retiring from the classroom. Additionally, Bethany was

passionate about culturally responsive practices being integrated into teaching and learning at HGS. She successfully led the establishment of a Culturally Responsive Teaching committee at our school in the fall of 2020 and has since led multiple professional development sessions at HGS. She is a lifelong resident of Perquimans County, attended Hertford Grammar as an elementary student, and graduated from PCHS (CPR Meeting, October 2021).

Carl was hired as an instructional assistant who taught a character education exploratory class at HGS in 2019. He was offered a teaching position in the 2020–2021 school year. He had one year of teaching experience at a charter school but was not yet a fully licensed teacher and was considered a beginning teacher. He was enrolled in a Master's of Elementary Education program and earned a teaching license through the lateral entry process in May 2022. He was not born in northeastern North Carolina; however, his father was in ministry, and they moved to the area when he was in school. Although he is not a lifelong resident of Perquimans County, he graduated from the county's only high school and lives with his wife in a northeastern North Carolina home. His undergraduate degree is from Southern Wesleyan University, and his Masters of Elementary Education degree is from ECSU (CPR Meeting, October 2021).

Dawn was a new staff member starting her first year in the classroom. She graduated from East Carolina University and completed her practicum experience at Hertford Grammar School. During the student teaching experience, she was invested in professional growth and sought feedback on improving her professional practice. She is a local resident who attended Hertford Grammar School as a student and graduated from PCHS (CPR Meeting, October 2021). Her ties to the community and desire to be part of the school suggested a commitment to HGS, happiness with her student teaching experience, and a level of stability important to this study.

The assistant principal was also on the CPR team. She taught fourth-grade math in two neighboring school districts and began her employment with Perquimans County Schools by teaching third-grade math at HGS in 2012. After one year of teaching at HGS, she moved into administration at the school. She oversees the implementation of the Multi-Tiered System of Support (MTSS) framework at our school. Her successful leadership in this area led to her being named the district MTSS coordinator in 2020. She played a major role in choosing the core instructional resources used in the classroom and how interventions were offered to students performing below grade level. Additionally, she brought a wide range of knowledge on curriculum and community-related items to the team. She has more 20 years of experience in education and had worked in two other school districts in her career. She was not born in the area but graduated from Perquimans County High School and completed her undergraduate and Masters of School Administration at ECSU (CPR Meeting, October 2021).

The final member of the CPR team was the school guidance counselor. A recent hire, she brought an expansive knowledge of brain research and counseling experience from her private practice as a licensed therapist. However, she was in her first year in the educational arena and was adjusting to the challenges associated with working in a school. She was not from North Carolina and had never attended school in Perquimans County. She received her undergraduate degree from Lee University in Cleveland, Tennessee, and her Masters of Science Degree from the University of South Carolina Aiken (CPR Meeting, October 2021). She brought perspective to the discussion that would have been missed because the other members of the CPR team all have strong ties to the county and school system.

PAR Pre-cycle Process

The PAR Pre-cycle took place over the course of an academic semester (Fall 2021). The goal of the Pre-cycle was to use CPR meetings to establish relational trust and develop a common language used throughout the study related to culturally responsive teaching practices. Before the Pre-cycle, each member of the CPR team was given a copy of Zaretta Hammond's book, *Culturally Responsive Teaching and The Brain;* a consent form; and an invitation to join the research team. Once the CPR team was finalized, an initial meeting was held to answer any follow-up questions related to the study and select monthly meeting dates. Throughout the semester, monthly meetings were held to complete activities that would generate data that was coded when constructing an induction process at our school. At the end of the meetings, teachers were asked to reflect on what was learned during the meeting, and I completed reflective memos. The reflective memos helped me track my leadership during the study.

Below is a detailed account of the activities, data collection, and analysis in the PAR Pre-cycle. These details provided a vivid account of what I did to set the stage for subsequent emergent categories generated from CPR meetings and reflective memos.

Activities

The CPR team met three times during the Pre-cycle following the initial meeting. In the monthly meetings, we completed personal narratives and tasks connected to the anchor text, and reflected on what was learned during the meeting. Artifacts from the meeting were collected and coded, seeking themes that informed the construction of an induction process at our school. The Pre-cycle allowed the team to develop relational trust and generate artifacts that could help answer the first research question: How do principals and new teachers collaborate to effectively uncover beliefs and values about teaching and learning?

Several activities took place during the Pre-cycle to allow teachers to get to know each other and uncover their beliefs about teaching and learning. Some activities included starting each meeting with dynamic mindfulness, sharing an endowed object, participating in personal narratives, defining essential terms, beginning to classify levels of culture, and completing reflections at the end of each meeting. Below, I discuss the activities in more detail.

CPR Meetings

Monthly CPR meetings were held to help the staff get to know themselves and the other research team members. The meeting agendas design allowed participants to share findings from the anchor text and experiences from their personal life and teaching careers. The CPR members were given a copy of an endowed object protocol at the initial meeting. They were invited to bring a sentimental item to the first CPR meeting to share with the group. Additionally, each CPR meeting began with mindfulness and then a personal narrative. During the personal narrative, members were asked to partner with another participant and share how they related to a poem, quote, or image. These activities allowed the culture of each member of the research team to show through and helped connect the group through stories and personal experiences.

The meetings allowed the team to complete activities related to the anchor text. We had conversations and defined essential terms from the anchor text. A few terms discussed were equity, deficit thinking, and culture. Additionally, we spent time reviewing the three levels of culture outlined in Hammond's work. One activity asked CPR members to pair up and reach a consensus definition for the word "culture." Another activity asked groups to classify different levels of culture using a tree map (CPR Meeting, November 2021).

At the end of each meeting, participants were asked a few reflective questions. These questions indicated the depth of understanding of what was learned during the meeting. The

answers to these questions provided data that could be coded when seeking emergent categories. Additionally, the answers provided a comparison point to triangulate against data collected from other CPR meeting activities and reflective memos.

Reflective Memos

Reflective memos were completed throughout the PAR Pre-cycle. These reflections were designed to document my thoughts and emotions throughout the semester. In my initial reflection, I focused on the other team members. I reflected on their learning and captured specific quotes they shared so that I could seek patterns and codes. I was so caught up in capturing their learning that it impacted my growth. I was interested in how the CPR team responded to the anchor text and attempted to document their professional growth as culturally responsive educators. As I completed my reflective memos, I realized I needed to focus more on my learning. These memos recorded my leadership development and helped me remember unique details from the Pre-cycle process.

Coding

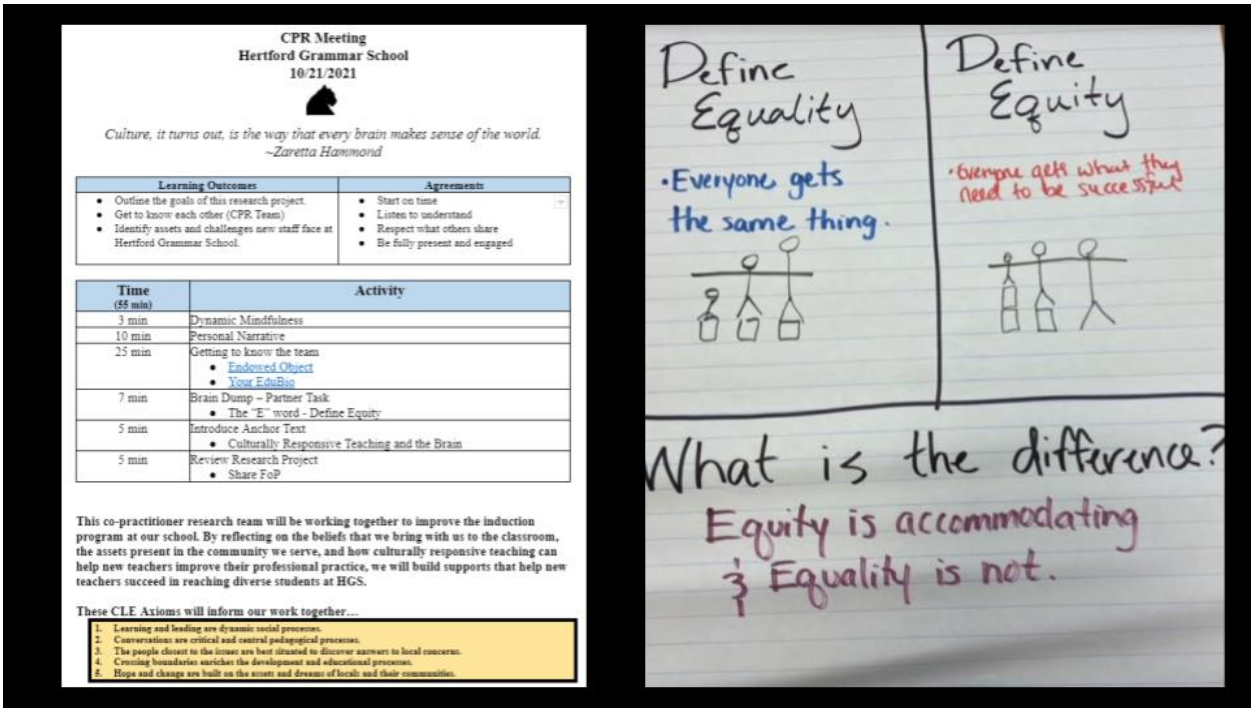
I analyzed two primary forms of data during the PAR Pre-cycle, reflective memos and CPR meeting artifacts. The reflective memos allowed me to link learning to my leadership practices while providing me with memos to refer back to throughout the research study. Additionally, they provided an artifact to code and reflect upon when planning the upcoming PAR cycle.

The CPR meetings activities provided additional artifacts for coding. Activities were planned with two goals in mind. The first goal was for the CPR team to get to know each other. This process began using the endowed object protocol, completing a short questionnaire, and opening each meeting by sharing connections to a personal narrative. The purpose of getting to

know each other was to allow us to have more authentic conversations when discussing and defining key terms like equity, culture, and deficit thinking. Other activities were designed to document each participant's connections to the role that culture played in the learning process. These activities included defining culture, classifying the different levels of culture, and reflecting on what they learned from the reading and group discussion. Figures 5 and 6 provide examples of agendas and activities completed during the Pre-cycle. I inductively coded the collected data using exploratory coding (Saldaña, 2016) and combined code groups with similar meanings. After narrowing the list of codes, I started a codebook to tally the frequency that specific codes appeared.

Emergent Learning

My overarching research question for the PAR involved establishing an equity-based, asset-driven teacher induction process for new staff. The PAR Pre-cycle focused on the first sub-question listed in Chapter 3. The Pre-cycle included protocols and learning activities designed to help participants uncover beliefs they brought with them to teaching. Additionally, the activities design helped the CPR team better understand each other, the community, and the school. The PAR Pre-cycle provided artifacts and reflective memos to compile a codebook to identify emergent learning. The examination of the data collected highlighted two initial learnings. First, collectively, the CPR team agreed with Hammond that culture plays a significant role in the learning process. However, the research team members needed more capacity and resources to implement changes to their professional practice that capitalized on culture as an asset to learning. Second, teachers on the CPR team connected their professional growth to what they had learned from other educators, both formal mentors and other key educators in their life.



CPR Meeting
Hertford Grammar School
10/21/2021

Culture, it turns out, is the way that every brain makes sense of the world.
~Zaretta Hammond

Learning Outcomes	Agreements
• Outline the goals of this research project. • Get to know each other (CPR Team) • Identify assets and challenges new staff face at Hertford Grammar School.	• Start on time • Listen to understand • Respect what others share • Be fully present and engaged

Time (55 min)	Activity
3 min	Dynamic Mindfulness
10 min	Personal Narrative
25 min	Getting to know the team • Endowed Object • Your EduBio
7 min	Brain Dump – Partner Task • The "E" word - Define Equity
5 min	Introduce Anchor Text • Culturally Responsive Teaching and the Brain
5 min	Review Research Project • Share FoP

This co-practitioner research team will be working together to improve the induction program at our school. By reflecting on the beliefs that we bring with us to the classroom, the assets present in the community we serve, and how culturally responsive teaching can help new teachers improve their professional practice, we will build supports that help new teachers succeed in reaching diverse students at HGS.

These CLE Axioms will inform our work together…

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

Define Equality

•Everyone gets the same thing.

Define Equity

•Everyone gets what they need to be successful

What is the difference?

Equity is accommodating ∴ Equality is not.

Figure 5. CPR Meeting: Defining equity.

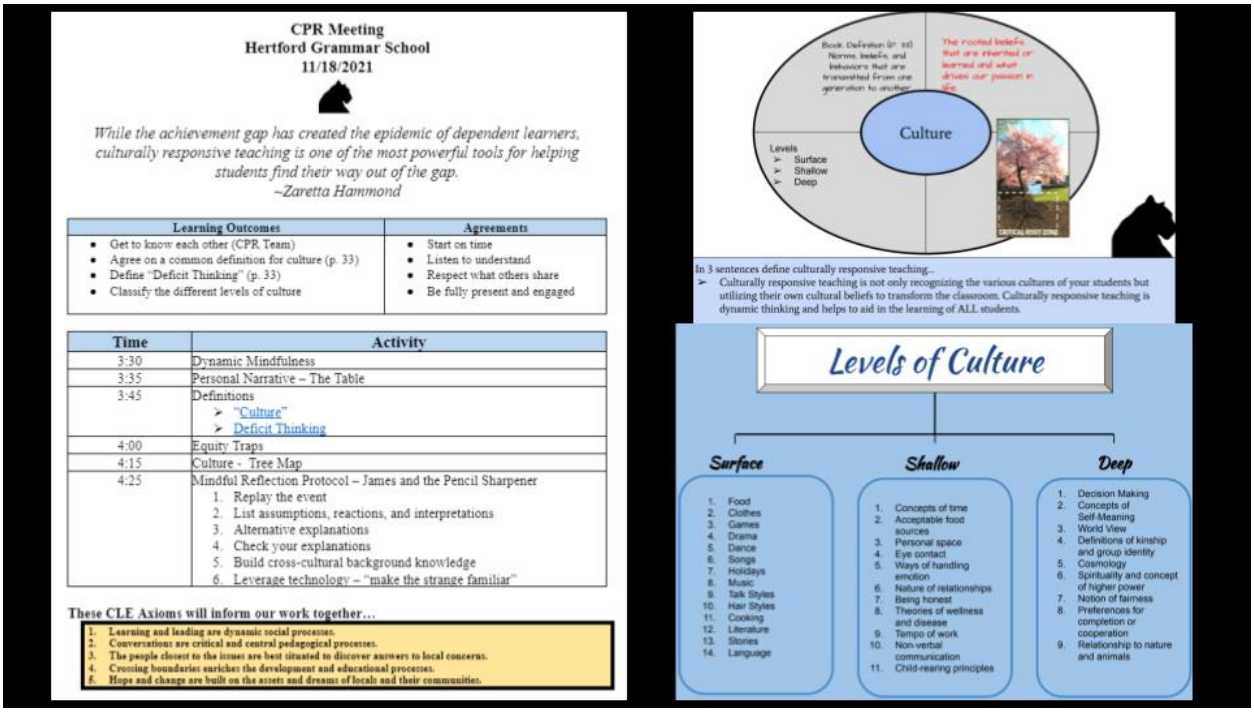


Figure 6. CPR Meeting: Levels of culture activity.

How Culture Impacted Learning

Many of the activities completed during the Pre-cycle allowed the research team to discuss equity and how culture impacted learning. In reviewing the data collected, I noticed that teachers often spoke in generalities and shared parts of the anchor text that they connected with during the CPR activities but were rarely able to share how they applied what they learned to their work. The anchor text provided a common resource and initiated conversations among the research team. Some of the activities in the meetings included defining culture and sharing understandings related to different levels of culture. The research team used the readings to generate a definition of culture. They understood that there were different levels to culture but stopped short of sharing examples of how their learning impacted their instructional practices.

Multiple data points were collected and analyzed. One data point that highlighted this emergent learning was the definition generated for culture in the November meeting. Culture was defined as "The rooted beliefs that are inherited or learned and what drives our passions in life" (CPR Meeting, November 2021). The definition presented affirms that the group members understood the anchor text; however, no specific example was offered when pressed to explain what that looked like for a student. Another example of teachers agreeing with the text but lacking in applying what they learned was seen in the December meeting. Bethany believed that building deep relationships with students by taking risks was important for teachers to remember. After she shared, I asked her if she could give an example of a risk she had taken this year that led to strengthening a relationship with a student or getting to know a child better, and she could not remember one (CPR Meeting, December 2021).

Two other data points from the November CPR meeting (2021) further indicated that the members of the CPR team were at least developing an understanding of how culture impacts

learning. First, Allison shared that she gained an understanding of the difference between collectivist and individualistic cultures that would have helped her reach students from previous years. This understanding could be applied to any group of students, but she focused on a missed opportunity instead of how this new understanding could be applied to her current classes. Next, Carl shared that he had been on a journey to discover what culture means. He continued that the conversations about levels of culture and the culture of poverty referenced in the book opened his eyes to what his students see and experience (CPR Meeting, November 2021). It was encouraging to hear him share, and his words indicated that he is becoming aware of the impact that culture has on the learning process. Still, the statement was vague and lacked specific application to his professional growth. Sometimes, data identifies a pattern because particular words or phrases appear in the data in repetition. However, what is absent from the data was just as telling. During the Pre-cycle, teachers would not share examples of how they had applied what was discussed during CPR meetings to their classrooms. The teachers echoed agreement with Hammond's work but needed help applying what they learned to their classroom.

Overall, the data collected from the CPR meeting activities indicated that the participants had begun to develop an awareness that culture plays a prominent role in the learning process. They discussed the anchor text but had been unable to share ways that the learning from the Pre-cycle had improved their professional practices. I wish the conversations in the CPR meeting had led to examples of changes in their practice during the Pre-cycle, but the data does not suggest it did. Nevertheless, recognizing that culture influences learning was an important first step for new teachers to improve their professional practice. In addition, conversations about beliefs that teachers bring to the classroom were an important starting point for teachers getting to know themselves.

Learning from Others

The second emergent learning area, learning from others, was not specifically planned in the Pre-cycle but frequently surfaced in the discussion of the research team and related to the overarching research question. The CPR meetings in the Pre-cycle were designed to help teachers get to know themselves and allowed them to develop a common language while we developed relational trust among the research team. The goal was to build a gracious space where the team members felt comfortable sharing about their life. What was not expected was how different protocols used in the CPR meetings led to storytelling that connected the research team. Throughout the PAR Pre-cycle, teachers often shared key people and experiences that significantly influenced their lives. CPR members shared about family members and former teachers who believed in them. They also shared about colleagues and administrators who provided feedback that helped them grow professionally. Mentors for new teachers were a critical component in the induction literature (Howe, 2006; Ingersoll, 2002; Wong, 2002) and became a major point of discussion during PAR Cycle One and PAR Cycle Two; however, it organically made its way into the Pre-cycle conversation.

Teachers shared stories related to sentimental items during the endowed object protocol that provided insight into the values and beliefs of each member of the research team. Additionally, personal narratives to open each meeting were a powerful way to get to know each other as we shared stories from our lives. Both protocols made it easy to see that part of being a successful learner was having a caring adult in your corner. The people in our lives helped shape us into adults. In the same way, teachers help shape students into the adults they will become. The data collected indicated that each person in the room listed adults who believed in them as a child. The data collected in the PAR Pre-cycle did not show a pattern of who had the most

influence, just that people learned from others. There was no specific requirement as to who that person of influence was, but instead, what the person did to influence us. Research on caring adults suggests that a mentor-like relationship positively impacts a child's well-being. Children with a caring adult are more likely to complete all their homework, care about school, and participate in after-school activities (Murphey et al., 2013). As we moved into PAR Cycle One, we identified which characteristics of caring adults positively influenced us. When we identified what impacted us, we used that data to encourage new teachers to mirror these characteristics in their classrooms.

The CPR team also identified key people in the educational setting who provided feedback that helped them grow professionally. Sometimes, those key people provided encouragement. Other times, the feedback included tough conversations that helped them hone their professional practice. One example of how feedback helped a teacher regarding behavior management was shared during the December CPR meeting. The conversation was around James, a hypothetical student, who was sent to the principal's office for sharpening his pencil in class. This example from Lisa Delpit's "The Silenced Dialogue," highlighted by Hammond, led to Allison sharing how feedback helped her grow in her classroom management. She shared that she had come to realize that respect, and therefore disrespect, must be viewed with culture in mind. As in the example in the book, some behaviors deemed disrespectful were not intended as disrespectful but instead were a result of miscommunication related to one's culture and experiences. Her conversation with school administrators early in her career taught her to try and see behaviors through the student's eyes. This process helped her realize that disruptive behavior was rarely a direct and intentional act of disrespect to the teacher or a classmate (CPR Meeting, December 2021). Moving forward, we considered what stories our CPR team shared. We

reflected on how we connected our collective experiences to develop our induction process and captured stories that could be shared with other new teachers who will join our team.

Reflection and Planning

The Pre-cycle provided valuable data that helped me determine that the CPR team had developed an awareness of the role that culture plays in the learning process and that we all learn from others through our own experiences. What I shared above captures how I initially thought about my codes and data. Upon reflection and thinking about the level of my coding, I realized that we focused too much on reading about culturally responsive teaching. Although the conversations that stemmed from the anchor text were rich, we ended the Pre-cycle without any action steps toward building an induction program at our school. The codes from the Pre-cycle point to emergent learning that needed to be explored at a deeper level. In the subsequent cycles of research, we focused more on adapting some of the protocols used during the Pre-cycle CPR meetings to be used in the classroom to get to know our students better and strengthen relationships between students and staff.

Reflection on Leadership

My first major takeaway from the CPR meetings was that the participants were open to sharing from the first meeting and interested in the Focus of Practice. I created a space where the CPR team was willing to share personal stories about their life and work experiences. The activities planned during the CPR meetings opened the door to these important conversations. The participants were engaged in the learning process, and they agreed that culture impacts learning. They also acknowledged that their culture impacts their teaching. Despite these acknowledgments, the CPR team members struggled to share examples of how they applied what they learned in their classrooms. This is an area I need to focus on in the following research

cycle. Now that staff had shown initial buy-in to the work and had experienced some of the protocols that led to us getting to know each other better, I specifically planned ways to help staff adapt protocols like personal narratives and endowed objects into their classroom as a way to get to know their students on a deeper level.

Another takeaway is that I needed to add one-on-one interviews to my data collection processes. Initially, I had planned to interview staff during the Pre-cycle, but I later decided that the fall semester would be used to build a common understanding of culturally responsive teaching practices and that I would start interviews during PAR Cycle One. In reflecting on the PAR Pre-cycle, I wish I had conducted the first interview before the CPR meetings began. I fear I missed the opportunity to capture the CPR members' initial ideas and positions by waiting until after we had started reading the anchor text. Conducting the interviews in the Pre-cycle would have helped guide my leadership in preparing for PAR Cycle One. After reflecting on the Pre-cycle, I incorporated interviews early in the next research cycle so that I could use what is shared to influence the next steps of our research.

Planning for PAR Cycle One

As I moved from the PAR Pre-cycle to PAR Cycle One of this research study, there were two areas of focus. First, I conducted interviews early in this research cycle. These interviews gave me additional data to code and served as a baseline for comparison when reflecting on the impact of the research cycles. Next, the CPR team identified what protocols, resources, and supports needed to be in place for our site-based induction process. We experienced some protocols during the Pre-cycle that were adapted to the classrooms. One example was that endowed objects can be implemented by asking students to participate in a "Show and tell" or an "All about me bag." At this point, our conversations had been theoretical. We ended PAR Cycle

One with specific protocols and resources provided to new teachers joining our team in August. Below, I discuss each of these two areas in more detail.

I started interviewing individual members of the CPR team and captured unique data from each member. I conducted interviews at the end of PAR Cycle Two. Comparing the two interviews one year apart allowed me to evaluate the growth of the members of the CPR team. One reason the interviews were so important to the data collection process was that they allowed teachers an equal opportunity to share in a one-on-one setting. During the Pre-cycle, teachers shared how they related to the text, but specific examples of how it impacted their professional practice were not shared. The CPR activities and the anchor text provided a good starting point for activities and conversations, but the nature of whole group discussions, and the time constraints associated with the meeting, was a barrier to some members sharing important detail. At this point, I was still determining if the lack of specificity was a lack of understanding of how to apply what was learned in the CPR meetings or if it was a lack of time to share. Interviews provided clarity and were used to inform activities during future research cycles.

Data suggested that our teachers gained an understanding of how culture impacts learning during the Pre-cycle. Additionally, stories were told of how people influenced them as children and young educators. These stories helped the CPR team get to know each other and made team members comfortable sharing ideas. Developing an understanding of culture and sharing stories were positive outcomes from the Pre-cycle. How do we recreate these opportunities for new teachers and help them adapt protocols that we used during this research cycle to impact their classrooms and relationships with students? Unfortunately, we were unable to establish specific steps or resources that we could give to new staff members. At the December CPR meeting, we discussed steps that could be done but did not develop a plan or timeline for implementing them

in our classroom. During the next research cycle, we needed to implement protocols that CPR members experienced into our classrooms and add observations as a data collection source. Completing observations using a calling-on tool provided by ECU (Project I4, 2019) and post-observation conversations allowed me to further probe the members of the CPR team. The observations allowed us to determine if equitable questioning was present in their classroom and if their lessons included culturally responsive teaching practices discussed during the CPR meetings. The data from the observations and the opportunities to discuss their lessons helped them improve their professional practices early in their career.

Conclusion

Understanding the context of this PAR project was essential when considering the impact of the study. First, the lack of cultural diversity found in many educational settings warrants a need for an equity-focused induction process. Reflecting on the Pre-cycle helped me expose a false sense of confidence among the teachers on the CPR team and in my leadership practices. We all talked the talk but were unable to share evidence of how what we learned was applied to our work. The activities in the CPR meetings helped me discover areas of emergent learning while establishing a basic understanding of the role that culture played in the learning process. Finally, the reflection and planning for PAR Cycle One provided an opportunity for me to analyze the CPR activities' effectiveness, the participants' growth, and my professional growth. It also allowed the team to establish a level of relational trust that was important for the remainder of the research study. The stories, commonalities, and differences shared during the Pre-cycle increased my understanding of the team and influenced our work in PAR Cycle One.

CHAPTER 5: PAR CYCLE ONE

This participatory action research (PAR) study designed an equity-focused induction process at Hertford Grammar School (HGS). The PAR Pre-cycle encouraged teachers to get to know themselves, build relationships with their colleagues, and develop a common language related to key terms like equity and culture through the use of specific protocols. Additionally, teachers identified that protocols they experienced could be used in the classroom to get to know students better during PAR Cycle One. In the PAR Pre-cycle, CPR members theorized how we could be more culturally responsive and what practices could help new teachers reach their students. The Pre-cycle prepared us for the work but did not yield methods or a specific plan we used as part of the induction process at our school. PAR Cycle One focused on moving our work from theory to practice by designing, practicing, and reviewing professional practices that were a part of our induction process.

In this chapter, I share the work completed by the CPR research team in PAR Cycle One and the learning that resulted from that work. I outline the PAR process by discussing the activities used to generate artifacts and data for the study. I also share additional data collection items included in PAR Cycle One but not used in the PAR Pre-cycle. Then, I explore any emergent themes identified from the data collected during this research cycle before reflecting on my leadership and sharing action steps for PAR Cycle Two.

Cycle One Process

PAR Cycle One occurred during the spring academic semester of the 2021–2022 school year. It lasted from January to April. One of the goals of PAR Cycle One was to move from theory to practice by implementing protocols used during CPR meetings in the PAR Pre-cycle in classrooms at our school. Doing so allowed us to determine how these practices helped improve

a teacher's professional practice and provided guidance to new teachers joining our team. I continued collecting data from the CPR meetings and reflective memos in this research cycle. Additionally, I began to collect two other data sources during PAR Cycle One. First, I individually interviewed each member of the CPR team. Secondly, I started observations near the end of this research cycle. Participants in Project I4 used an observation tool to collect data on teachers' use of equitable questioning practices during instruction. An observation was completed on each teacher on the CPR team using the Project I4 calling-on observation tool. Each observation included a post-conference conversation about the data collected. The data was also collected into a table and shared with the group at the April CPR meeting. In the next section, I discuss each data source in more detail and the resulting learning of the data analyzed during PAR Cycle One. Table 6 outlines the activities for PAR Cycle One.

CPR Meetings

Similar to the Pre-cycle, there were three CPR meetings in PAR Cycle One. Each meeting began with dynamic mindfulness and a personal narrative prompt. These protocols carried over from the Pre-cycle to PAR Cycle One. Teachers agreed that both protocols had merit and felt they were worth continuing. Dynamic mindfulness helped us focus and re-center for the CPR meeting activities, and the personal narratives helped members of the CPR team get to know themselves and each other on a deeper level.

Our first CPR meeting of PAR Cycle One was in February 2022. After dynamic mindfulness and a personal narrative, we shared endowed objects. The endowed object protocol was also carried over from the fall research cycle and adjusted to be more reflective of our work as educators. In the PAR Pre-cycle, teachers brought a sentimental item from their personal life

Table 6

PAR Cycle One Activities

Week	Interviews	CPR Meetings	Observations	Reflective Memo
Weeks 1–4 (1/24–2/18)	******			*
Week 5 (2/21–2/25)				
Week 6 (2/28–3/4)		*		
Week 7 (3/7–3/11)				*
Week 8 (3/14–3/18)				*
Week 9 (3/21–3/25)				*
Week 10 (3/28–4/1)		*	***	*
Week 11 (4/4–4/8)		*	*	*

to introduce themselves to the group during the endowed object protocol. Asking teachers to bring an endowed object related to their professional careers in this research cycle aligned more with the goal of our research. After the endowed object protocol, we revisited our Focus of Practice (FoP) and discussed the importance of moving from theory to practice. We discussed an important action step at each meeting to apply to our work moving forward and discussed it at the subsequent CPR meeting. In this meeting, we agreed to transfer dynamic mindfulness into our classrooms. Next, we discussed the difference between formal mentors and key people who helped us grow as professionals. We ended the meeting by quickly sharing a takeaway from Chapter 5 of our anchor text, Zaretta Hammond's book *Culturally Responsive Teaching and The Brain*. The conversations during the Pre-cycle helped teachers develop awareness and provided opportunities for the veteran members of the CPR team to share insight with the beginning teachers. As teachers shared, they reflected on their own beliefs, which helped them uncover initial beliefs about teaching and learning. One intentional change in these CPR meetings was to talk less about what we read and more about how the reading applied to our work and ways to improve our professional practices.

In the second CPR meeting, we opened our meeting with dynamic mindfulness and then completed a personal narrative reflecting on a quotation about being a player's coach. Every meeting included a personal narrative, but this conversation went deeper. It connected to our reading from the anchor text about being a warm demander. A warm demander is a term coined by Judith Kleinfeld (1975), is defined by Lisa Delpit (2013) as teachers who "expect a great deal of their students, convince them of their own brilliance, and help them to reach their potential in a disciplined and structured environment." The personal narrative provided one of the beginning teachers on the CPR team the opportunity to open up and share about a professional struggle.

After the conversation about the overlap between being a player's coach and a warm demander, the team discussed experiences implementing mindfulness into their classrooms. The exchange highlighted many positives and some sharing of resources found by teachers on the CPR team. Insights shared about implementation helped us learn together and identify ways to make dynamic mindfulness more impactful for our student population. Two examples of learning shared were that students participated more when the lights were off and when the adult in the room also participated. The action step discussed in this meeting was to continue mindfulness and add a personal narrative or quote of the day into our daily classroom practice. The final agenda item was to discuss the observation tool for this research study. This tool helped collect data that captured whether equitable questioning was present at its most basic level. Observations began after the March CPR meeting.

Our final CPR meeting of this cycle was held in April. In this meeting, we discussed the impact of implementing the personal narrative practice in our classrooms. Teachers shared that it helped them get to know their students better. One teacher indicated that her partner teacher started integrating daily journal prompts, allowing students to respond to a daily quote. She shared that she enjoyed reading through some of her students' responses, which provided her insight to use during instruction. Next, we discussed our upcoming action step to help us better understand the students in our rooms. We considered implementing the endowed object protocol that we completed during the first meeting of the Pre-cycle and PAR Cycle One. However, we opted not to implement that protocol this late in the school year and agreed to revisit it to begin the new academic year. How the endowed object protocol could help us get to know our students better was discussed when we planned our Community Learning Exchange (CLE) scheduled for PAR Cycle Two. Ultimately, the team agreed to continue both mindfulness and personal

narratives for the remainder of the school year. At the end of the April CPR meeting, CPR members discussed the cumulative data from the first round of observations. We discussed the number of questions asked and any insight noticed about how students were selected to participate in the academic conversations in the classroom. This group conversation was a follow-up to the individual post-observation conversation that focused on who was and was not called on during the observation.

The three CPR meetings in this research cycle helped the CPR team identify practices used in their classroom to better get to know their students. The CPR activities, and the discussion they spurred, helped teachers understand the value of getting to know their students and why promoting the importance of relationships should be a priority of the induction process at our school. The meetings offered the data necessary to identify practices of the induction process being built at our school and data that could be compared to the other data collection sources like individual interviews and classroom observations.

Individual Interviews

In reflecting on the PAR Pre-cycle, I noticed that teachers needed help to share how they applied information discussed during the CPR meetings in their classroom. I was not sure if the lack of examples was because teachers had yet to convert theory to practice or if the group setting and the time constraints associated with group meetings limited their sharing. Individual interviews were added during this research cycle, allowing each CPR team member to share their personal beliefs without interruption. The interviews provided insights and examples that would be used as data, confirming teachers' initial beliefs at the start of this research study.

The interviews were completed at the beginning of PAR Cycle One before any CPR meetings. Each interview used many of the same set of questions. Using the same questions

allowed the lead researcher to compare the answers of veteran teachers to beginning teachers and non-teachers on the CPR team to a teacher in the classroom. The interviews lasted around 15 minutes and were recorded and transcribed for coding and data analysis. The questions ranged from asking the participant to reflect on how their own experiences impacted their instructional practices to asking what makes a student succeed. Other questions asked the participant to describe what it means to provide a student with an equitable education and how a student's culture impacts learning. The questions captured the values and beliefs that teachers brought with them to the classroom. I return to many of the same questions at the end of PAR Cycle Two to see if there have been any changes in how CPR team members responded.

Observations

At the end of PAR Cycle One, I began conducting observations with follow-up post-observation conversations with CPR members. Project I4 created the observation tool (see Appendix F) that helped teachers leverage data and identify if students have equitable access to academic discourse in the classroom. I observed each teacher once during PAR Cycle One, totaling four observations. Each time, I used the observation protocol to witness a teaching episode (approximately 12 minutes). I documented how many questions were asked and who was not called on during the lesson. Finally, I tracked how students were selected to participate in the academic discourse. After the observation, I met with each teacher individually and discussed their specific data.

Additionally, parts of the data collected during the observations were combined into a table and shared at our third CPR meeting. The collected data focused more on how students were selected to participate (hand raisers, cold calls, think/pair/share, or equity sticks). This

activity allowed the CPR team to notice that students had limited opportunities to talk to each other during the observations.

Reflective Memos

I continued to do reflective memos throughout PAR Cycle One. Reflective memos allowed me to document progress throughout the research and detail certain emotions identified during Cycle One. The memos served as a refocusing tool and ensured that we ended this research cycle with data to code when identifying emergent themes considered during future research cycles. They provided data on teachers' initial beliefs, areas in which their beliefs were evolving, protocols that supported educators in getting to know their students, new teacher support, equitable pedagogical practices, and culturally responsive teaching practices. Lastly, reflective memos provided a way to triangulate the data collected from CPR meetings activities and interviews, which improved the validity of the findings from this research study.

Emergent Themes

Two themes emerged from the work completed in PAR Cycle One. First, teachers gained greater self-knowledge, and they uncovered who their students are. Together, both led to improved professional practices. Through conversations and activities, CPR members shared the impact that being part of the induction design process had on them as educators. Many of them shared an awareness that they gained of how their own experiences shaped who they are as educators. In this section, I discuss two themes (see Figure 7) that have emerged in the data collected during this research cycle. First, I share evidence of how teachers gained a more profound knowledge of themselves, recognizing that their initial beliefs and that those beliefs started to evolve. Second, I share how teachers uncovered the identities of students through

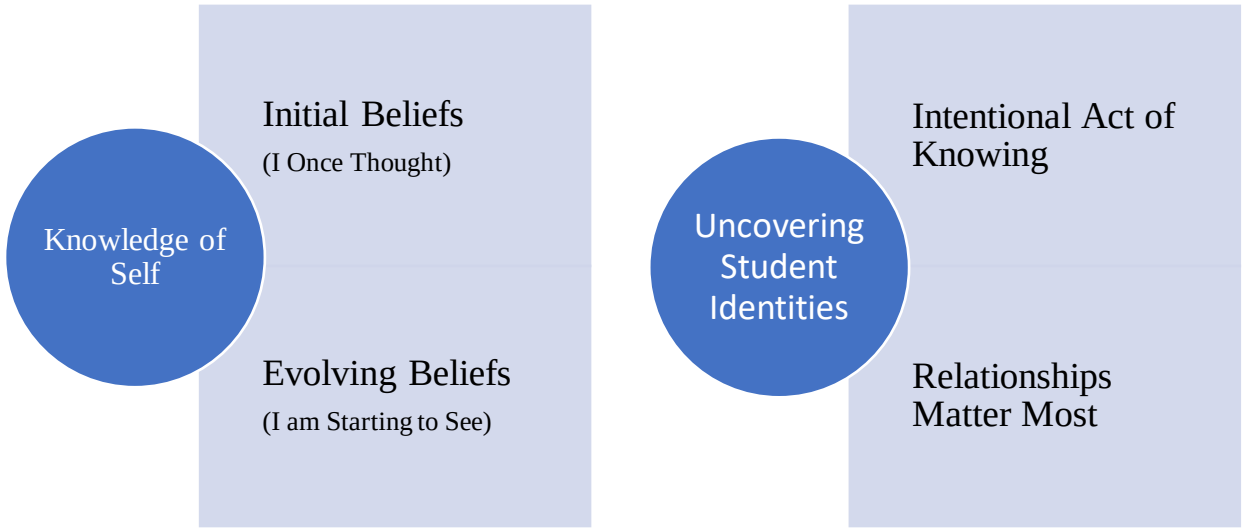


Figure 7. Emergent themes.

intentionally implementing promising practices like mindfulness and personal narratives to get to know their students better.

Knowledge of Self

Designing an induction program at HGS provided CPR members a safe space to reflect on their beliefs and share with others who brought different life experiences. Based on this experience, members started recognizing how their past molded them into the educators they are today. In addition, the data collected from the CPR meetings and individual interviews showed that teachers became more aware of initial beliefs once in their subconscious and how some of their beliefs had begun to evolve.

Initial Beliefs (I Once Thought)

Two initial beliefs were identified during PAR Cycle One. First, teachers discussed how the support they received as a child positively impacted them in school. Secondly, CPR members shared how many of the struggling students in their class lacked support similar to what they had as a student. At times, CPR members blamed families for students who struggled in school.

To begin, CPR members reflected on their experiences as a student. Many talked about struggles they experienced in school. Carl went as far as to say, “School was extremely hard for me, especially when I hit mid- to late elementary school” (Individual Interview, January 2022). He had previously shared that his parents expected him to make good grades, and they “helped him through struggles and built him up when he needed it” (CPR Meeting, November 2021). In the research study, Bethany referenced her family support too. She shared that her mother’s support had been a driving force behind her success both as a child and as a teacher. One example of this is when she shared, “[My mom] often says that she is proud of me …” (CPR

Meeting, November 2021). Dawn recognized her parents and her sister for positively influencing her when she was in school. When discussing key people who helped us as learners, she described her parents as giving her unconditional support. Her parents were always there to advise, and her older sister was an example to follow (PAR Pre-cycle, CPR Meeting, November 2021). My story is similar to Dawn's. My parents set high expectations for me in school and offered advice and support when needed. Likewise, my older brother was a positive example for me as a student. He was indeed my role model. Having family members model success, maintain expectations, and offer support and encouragement during difficult times helped mold the members of the CPR team into the learners we are today and built an initial belief that family support is essential to a student's success in school.

A second initial belief found in the data was that CPR members believed that certain families value education more than others, and a family's value of education correlated to the amount of support that parents offer their children outside of school. Some teachers indicated that unsuccessful students struggled because of a lack of support at home. These expectations of families connected back to our past. In her interview (January 2022), Allison shared that in her early years of teaching, she expected all families to be involved in their child's education the way her parents were. She also shared that motivating parents to get involved in their child's education was more difficult than she anticipated.

Other interview responses provided more insight into this belief of what makes a student successful. The initial beliefs of the two beginning teachers (BTs) were direct. They skipped past other factors that impacted a student's success in school and assigned support received at home as a primary factor. Carl suggested that he believed "… a successful student is prepared at

home." Dawn said, "I think it boils down to support: support from the teachers, support from the staff around the school, and support at home, for sure" (Individual Interview, February 2022).

The experienced teachers on the CPR team were less direct and believed that relationships were central to a student's success. However, there is evidence of previously held beliefs similar to the BTs—that support at home was a primary factor in a child's success in school. This tension was evident in Allison's response to different interview questions. In one answer, she acknowledged how important relationships were to learning and wished that she had prioritized relationship building at a higher level earlier in her career. However, in responding to another question, she described unsuccessful students as children who lacked support. Allison did not blame families but struggled to define the lack of support. She said, "Lack of support. I want to say lack of support at home, but I don't even mean families. I mean a lack of community support and access to resources …" (Individual Interview, February 2022). Later in that interview, she suggested that culture impacted the value a family placed on their child's education. This response is further evidence of an initial belief that hinted at a deficit viewpoint against families who view the school's role differently than her. Identifying core values and initial beliefs and discussing them in a safe space allowed teachers to consider if they still hold this belief today consciously or if it has evolved.

Evolving Beliefs (I am Starting to See)

Reflecting on the support offered to us as learners uncovered deeper learning about the core beliefs we bring to the classroom. CPR activities forced us to evaluate our initial assumptions and consider if these beliefs are fair to apply to a diverse group of students universally. CPR activities provided data that all members of the CPR team's core beliefs evolved through designing this induction program. Teachers developed a greater understanding

of how culture shapes minds and how once-held views might not be as black and white as initially thought. Carl demonstrated this evolution from his initial knowledge to where he was at the end of PAR Cycle One. In the Pre-cycle, he shared insight gained during CPR meeting activities that helped him on his "… journey of discovering what culture means to me and how someone's culture impacts their opportunities" (CPR Meeting, November 2021). In the next meeting, he shared, "… my culture and what I was around growing up generated what I thought and how I felt …" (CPR Meeting, December 2021). In the final CPR meeting of PAR Cycle One, he acknowledged, "My past and upbringing unconsciously affected my classroom management and how I dealt with various situations in the classroom" (CPR Meeting, April 2022). All CPR members shared similar stories on how learning together through designing this induction program added an alternative perspective to some of their core beliefs. A non-teaching member of the CPR team said it well as she reflected on the final meeting of the Pre-cycle: "[Being willing to look through a different perspective] allows us to become flexible thinkers and acknowledge that there are a variety of ways to do something" (CPR Meeting, December 2021).

Another example of how an initial belief evolved was captured during the personal narrative section of the March CPR meeting. A quotation about being a player's coach opened the door for a veteran teacher to support a beginning teacher on the research team. Dawn was struggling because the behavior of a student in her class did not align with her core values. As part of the discussion, she shared that an 8-year-old student used profanity frequently in her classroom. She brought up the language concern at a parent-teacher conference, expecting the child's parent to react to the news as her parents would have reacted if she were the student using inappropriate language. The response Dawn received shocked her. The parent shared that she

supported her son's right to free speech and allowed him to use that language at home. This conversation left the teacher feeling defeated, not knowing what to do next. Allison, who happened to be her supervising teacher during her student teaching experience, was partnered with Dawn during the personal narrative activity of the CPR meeting. She offered some encouragement and advice by sharing that she had times in her career when students met her expectations at school even if the child's behavior was different off-campus. She could tie the student modeling appropriate school behavior to mutual respect and the relationships she built with the child throughout the school year (PAR Cycle One Field Notes, March 2022).

One recurring theme in the data is becoming more aware of what teachers once believed and how their beliefs have begun to evolve. Another theme that frequently emerged was that teachers on the CPR team uncovered who their students were as people. CPR members have unearthed the identities of their students, including students with different backgrounds than their own.

Uncovering Student Identities

Designing an induction program allowed teachers to discuss practices they used in their classrooms to get to know their students on a deeper level. In the Pre-cycle, the CPR worked to develop a common language that was important during PAR Cycle One. Part of that work was reading, discussing, and completing CPR meeting activities connected to an anchor text. Another aspect was learning about the different levels of culture that each student brought with them to school. Hammond outlines three levels of culture in her text: surface, shallow, and deep. In the CPR meetings held during this research cycle, teachers determined that some protocols used to get to know each other better and build trust could be adapted and implemented in the classroom

to learn more about their students. In this section, I discuss the intentionality of knowing students over the content and a developing belief that relationships matter most to learning.

Intentional Acts of Knowing

PAR Cycle One provided data indicating that teachers had an internal desire to get to know their students better. Protocols the CPR team used to get to know each other during the Pre-cycle were identified as a vehicle that could be used to fulfill this goal. The protocols were adapted for the classroom and used with intentionality throughout PAR Cycle One. Dynamic mindfulness, personal narratives, and endowed object protocols brought us closer together and helped the CPR team feel safe and demonstrate vulnerability as we learned about each other to build trust. In our first CPR meeting during PAR Cycle One, it was suggested that we try these practices in the classroom. We added mindfulness after the first meeting and personal narratives after the second meeting, and the following is what we learned.

Dynamic mindfulness was the first protocol adapted and implemented into the classroom to help teachers get to know their students better. It forced teachers to slow down and prepare students' minds for learning before jumping into the content. Teachers felt that mindfulness expressed care and compassion for their students and prepared them to be better learners. Carl provided insight at the March CPR meeting (2022) that sums up mindfulness in his room. He shared, "Mindfulness impacts my classroom culture by giving my students a chance to write their own introduction to the school day rather than have it be written by uncontrollable factors." Bethany believes that mindfulness helped establish an environment as safe for participants. She said, "It has allowed students to express themselves without fear of judgment." Allison added that taking time for mindfulness showed her students that she "… cared about them and that their readiness for learning was important" (CPR Meeting, March 2022).

The most powerful story that emerged from implementing mindfulness in the classroom was shared by Allison in the March CPR meeting. She told the CPR members that since the start of school, a particular group of students had been going to the restroom most days about halfway through class. She noticed these students stopped asking to go to the restroom after mindfulness was implemented. She pulled them aside to ask why they stopped asking to go to the restroom and realized they were leaving class because they needed a break, not because of a bathroom emergency. Her questions led to her moving mindfulness closer to the middle of her instructional block, which provided students with a brain break and aided in her transition from one classroom activity to another (CPR Meeting, March 2022). She agreed to share this story at the community learning exchange for new teachers scheduled for August 2022.

Teachers also used personal narrative protocols to intentionally get to know their students better. Using short writing prompts, questions, or even a quote of the day, teachers encouraged students to share their thoughts, connections, and understandings with others. Personal narrative time was separate from academic time and helped students prepare to learn. A non-teaching member talked about how personal narrative time during our CPR meetings forced her to see things from another perspective. Bethany enjoyed the break that personal narratives provided from the organizational pressures in education. She talked about how this protocol helped students build better relationships and how personal narrative time allowed her class to share more about themselves and not “always be about academics” (CPR Meeting, April 2022). The two BTs on the CPR team shared success in getting to know their students better through implementing this promising practice. Carl shared that he was able to understand students’ reasoning better, and Dawn shared that she got to know her students on a deeper level.

Both dynamic mindfulness and personal narratives helped teachers get to know colleagues better in CPR meetings and students better in their classrooms. A third protocol, sharing endowed objects, was used in CPR meetings but not adapted for classroom use in PAR Cycle One. The team discussed how endowed objects helped CPR members get to know each other and develop a safe space to share (CPR Meeting, March 2022), but they did not see value in adding this promising practice to their work in the classroom this late in the year. Instead, they believed it would be a great way to kick off a year and planned to use it during PAR Cycle Two with their new students.

The CPR team discovered that the promising practices used were the conduit to knowing children better. What matters most is being intentional about knowing your students beyond their surface culture. Intentional knowing was a code that showed up 13 times in the data from PAR Cycle One. Redesigning the endowed object protocol as a show-and-tell time was discussed at the April CPR meeting, but the teachers on the CPR team did not see value in implementing it in the final quarter of the school year. Adding it to the start of the next school year was discussed as a way for teachers to get to know students better to begin a school year.

Being intentional in understanding our students as people allowed us to teach better. Allison said, "[Because of this work,] I have been able to circle back to the values brought up in these discussions by using meaningful analogies to emphasize the importance of effort and encouraged students to do their best work" (CPR Meeting, March 2022). After teachers became more intentional about knowing who their students were, they realized that relationships matter most in learning.

Relationships Matter Most

In intentionally getting to know students on a deeper, more personal level, teachers recognized how culture shapes minds. Additionally, they shared an understanding that you must get to know your students before a relationship can be developed. There was a depth to this realization present in the data when comparing CPR members' view on relationships with students. The non-teaching members of the CPR team and the veteran teachers had more experience to draw on when discussing relationship building with students. The two beginning teachers on the CPR team recognized the importance of relationships but struggled to share what building relationships looked like in practice.

To start, a non-teaching CPR member shared that a positive relationship was an incredibly powerful tool for an educator. She shared that relationships were a leading factor impacting emotional health and a child's ability to build resiliency (Individual Interview, February 2022). In a CPR meeting, she shared that without relationships, it would be very difficult to foster a learning environment for students (PAR Pre-cycle, December 2021). The other non-teaching CPR member shared that students were more likely to meet your expectations if a relationship was established (CPR Meeting, April 2022). In a conversation after the final CPR meeting, she made a profound statement about the importance of relationships. She said, "Knowing your students is just as important as knowing your content" (PAR Cycle One Field Notes, April 2022). Both non-teaching members experienced the positive impact of strong relationships with students, relationships that cannot take shape until you intentionally get to know students.

The veteran teachers on the CPR team also shared important insights into the role that culture played in their work and how important it was to build relationships with students. In the

interview, Bethany referenced relationships often. She shared that a student who never built a relationship with their teacher experienced a barrier to learning. Her experience is that the student "never feels safe" without that relationship in place. Later in the interview, she reiterated that once a student feels safe, they can explore and take risks in the classroom (Individual Interviews, February 2022). Bethany also connected trust to building relationships with students. She said, "… trust determines the ability for students to not only connect to the teacher but also the content" (CPR Meeting, April 2022). Allison shared that through the activities completed in the CPR meetings, she realized that she must "… put more focus on student relationships by explicitly planning time in the day for meaningful discussions" (CPR Meeting, April 2022). She noticed that by getting to know students on a deeper level, she could connect content to their values and interests.

The BTs on the CPR team also identified relationships as important to their work but struggled to share examples of how relationships impacted their classroom practices. Following a CPR meeting activity on defining what it meant to be a warm demander, Carl said he considered himself a natural warm demander. However, he also shared that he realized that he could be more intentional about getting to know his students. He described himself as wanting to be strict in classroom management because he wanted students to know he meant business. Dawn was the opposite. She described herself as being too warm and not very demanding. She shared that she struggled to hold high expectations for students and sometimes let them off the hook when they did not give her their best. She shared that the CPR activity on defining a warm demander "shifted my perspective and has given me a goal to push toward" (CPR Meeting, March 2022). In follow-up on her goal to push toward, she defined this goal of being a warm demander as "[Being] nice, kind, and loving but being firm as well. Giving [students] tough love but

reminding them it is out of love." This tough love can only be effective if a relationship is first established.

The second category that emerged was how meaningful relationships are to an educator's work. When you get to know a child better, you develop empathy for circumstances that are uncovered and capitalize on the knowledge gained to better meet their individual needs as students. The CPR activities completed in PAR Cycle One helped not just the new teachers, but all CPR members gain a higher level of consciousness of who we are and uncovered the identity of our students; both were central to the goal of the induction process that we designed to support new teachers at HGS.

Leadership Reflection and Action Steps for PAR Cycle Two

PAR Cycle One offered emergent patterns for further exploration during PAR Cycle Two. Evidence showed that teachers gained a higher consciousness of who they were and what initial beliefs they brought to the classroom. The CPR team also identified that uncovering the identities of their students was critical to improving their professional practice. These two themes helped the CPR team support new staff joining our team. Our work helped me see the value of collaborative leadership and led to stronger relationships, including a special connection with a teacher I asked to present with me at an education conference. The conversation with CPR team members, both in and outside the framework of a formal meeting, increased my self-awareness of how historically marginalized students were not given equal access to education for various reasons and emboldened my advocacy for change. Below, I share two examples of how my leadership has evolved during the research study. Then I share changes to the research processes before heading into the next iterative cycle of research, PAR Cycle Two.

Reflections on Leadership

Reflecting on my leadership, I learned the importance of boldly advocating for the needs of all students. As the teachers have learned about themselves and identified core beliefs, I reflected on my experiences in education as a student, teacher, and administrator. My reflection allowed me to shift positions on important issues to support students by providing equitable access to a summer bridge program offered by the school this year. Initially, the summer program did not budget for transportation to be provided for students, limiting marginalized student groups in my district from attending. I successfully advocated for this program to include money for buses during PAR Cycle One. This change allowed more students to get additional academic support over the summer.

I also learned to be more collaborative as a leader during PAR Cycle One. As I reread my reflective memos and examined my CPR meeting notes, I recognized the power of our collective work. It prompted me to apply to be a presenter at East Carolina University Latham Clinical Schools Network Clinical Teachers' Conference. I invited Bethany from the research team to present, and we were selected. I was eager to share our work to prepare new teachers to become more culturally responsive and improve their professional practice as part of an induction process at our school. I had presented at other conferences, but usually the focus of my presentation was classroom walk-throughs and teacher feedback. This presentation was the first to focus on helping teachers become more culturally responsive educators. As a principal, I had been more compliance-driven and led from authority. My leadership shifted to focus on collaboration and coaching. Building the presentation with Bethany allowed us to get to know each other better and strengthened our collegial relationship. Reflective memos documented a

feeling of mutual respect between us. Data indicated that the learning environment we hoped to create for our students was also present among the CPR team (Reflective Memo, March 2022).

Combining research and leadership took work, but I witnessed the power of taking notes and reflecting on the work completed by the CPR members. Being intentional about reflecting on the work forced me to reconsider how I prioritized tasks in my day-to-day work as a principal. Too often in my seven years as a principal, I have let fear of lost time and busyness impact my ability to collaborate with teachers to improve our school culture and teachers' instructional practices (Reflective Memo, April 2022).

Planning for PAR Cycle Two

During PAR Cycle Two, CPR members continued to meet to focus on finalizing the induction process to use at Hertford Grammar School. We outlined what protocols helped teachers get to know their students better and continued conversations on how getting to know students helps improve professional practices. We continued to use the promising practices of dynamic mindfulness and personal narrative to further strengthen relational trust among the research team. Additionally, a Community Learning Exchange (CLE) with new teachers was held during PAR Cycle Two. The two-day CLE was held in August 2022, before the start of a new school year. This was one component of the site-based induction that CPR members see as essential to support new staff. Each day of the CLE had an overarching question that should be answered through conversation and CPR activities. Part of the CLE included CPR members sharing their experiences using mindfulness and personal narratives to get to know students during PAR Cycle One. Those invited to attend the CLE were asked to bring an endowed object. This protocol helped new staff and CPR members get to know each other, establish trust, and make connections as the school year began.

In tandem with CPR meetings with the research team, new staff began a book study on the anchor text of Zaretta Hammond's book, *Culturally Responsive Teaching and The Brain*. These meetings mirrored the sessions from the PAR Pre-cycle with adjustments made from the reflection portion of the improvement science model. The CPR team believes that conversations that this book spurred are critical to the induction process being built at our school (Reflective Memo, March 2022). The conversations provided opportunities for new staff to connect what they learn from the book to their professional practice, just as the CPR members did in the first two research cycles.

At the end of PAR Cycle Two, I conducted follow-up interviews with the CPR members and saw their beliefs had evolved during the research study. I used many of the same questions at the beginning of PAR Cycle One. I compared answers given during the second interview to other members of the CPR team and to their initial interview to seek patterns and indications of growth in their professional practices. Lastly, I continued reflective memos and member checks to reflect on my leadership learning and ensure that what I collected was accurate and representative of our CPR team.

Conclusion

In this research cycle, the CPR team took steps to move from theory to practice. Teachers on the CPR team adapted protocols from our work and used them in their classrooms. Implementing these promising practices led to CPR members learning more about themselves and their students. Uncovering the identity of the students in the school allowed teachers to adjust instruction to meet their individual needs. Their experiences implementing these protocols prepared them to engage new staff in activities to share what they learned at a Community Learning Exchange.

The resulting work of the CPR team established three core components of the induction program during PAR Cycle One. First, a community learning exchange for supporting new staff will occur before the start of school each year. Next, the induction program will ask CPR members to serve as informal mentors to new staff joining our team. Lastly, new staff will participate in a book study where teachers can share what they have learned and seek advice from their peers to improve their professional practice related to culturally responsive teaching.

CHAPTER 6: FINDINGS

The focus of this action research study was designing an equity-focused induction process that helps beginning teachers improve their professional practice. Through participatory action research (PAR), members of a research team participated in Co-Practitioner Researcher (CPR) meetings and completed activities guided by Community Learning Exchange (CLE) axioms (Guajardo et al., 2016). The activities generated data that I collected and analyzed, looking for themes that inform the findings shared in this chapter. The CPR team included teachers with varying experience levels and two non-teachers. Having two beginning teachers on the research team allowed us to lean into the CLE axiom: those closest to the work often have the best solutions.

During the research process, I made adjustments to ensure that the collected data would answer the overarching research question: *To what extent can an equity-based, asset-driven teacher induction program promote knowledge of self and improve professional practices?* These adjustments were a result of studying the data collected during each research cycle, a critical part of the Plan, Do, Study, Act (PDSA) improvement science process. During the PAR Pre-cycle, the CPR team discussed key vocabulary and developed a safe space for learning conversations. After the PAR Pre-cycle, the team focused on moving from theory to action and implementing teaching techniques in the classroom to get to know students better. During PAR Cycle One, CPR members began to recognize the value of uncovering student identities through acts of intentional knowing. In PAR Cycle Two, the CPR team began detailing critical components of the site-based induction support being built at Hertford Grammar School (HGS).

As a practitioner-researcher, I recognized that we were learning together throughout the research process and our professional practices were improving. We were working together to

determine the best ways to support new teachers joining our team. Collectively, two clear findings appeared during PAR Cycle Two that supported the theory of action: If a group of educators get to know their own beliefs about teaching and learning and begin to see culture as an asset in the classroom, THEN it will lead to better relationships with students and improved instructional practices. The analysis of codes from the collected data resulted in these findings related to induction: (1) Communal Learning Space and (2) Evolve to Involve. In this chapter, I briefly review the first two cycles of research before outlining the PAR Cycle Two process. Next, I provide an overview of data I collected and analyzed throughout each of the cycles. Then, I provide a description of the findings based on the data collected throughout each of the cycles. Finally, I provide a conclusion to the chapter.

Cycle Two Process

Prior to this study, HGS only offered state-required induction support at the district level. This research study focused on answering the question of how an equity-based teacher induction process can improve teachers' professional practice. This PAR study aimed to design a site-based induction process to help teachers start to integrate equity strategies and culturally responsive teaching practices into their classrooms to get to know their students better. The research considered the context of being a rural county when designing an induction process to assist the state-required district induction program. In this section, I quickly review key components of the PAR Pre-cycle and PAR Cycle One. Then, I detail the research activities completed during PAR Cycle Two. I close this section with a table summarizing the data I collected throughout the research study.

This research study consisted of three iterative cycles of research: a PAR Pre-cycle, PAR Cycle One, and PAR Cycle Two. The Pre-cycle focused on developing relational trust and

mutual respect among the research team while establishing a common language on topics and key terms relevant to the research. Protocols, identified as promising practices, helped the CPR members develop trust and feel comfortable openly sharing in CPR meetings. PAR Cycle One focused on determining how the protocols used in the Pre-cycle could be transferred and used in the classroom to get to know students on a deeper, more personal level. Individual interviews and classroom observations were also data collection sources from PAR Cycle One.

PAR Cycle Two took place from April through October 2022 (see Table 7). During PAR Cycle Two, the CPR team applied what we had learned from previous research cycles to plan a two-day New Staff Community Learning Exchange (CLE). Additionally, we continued CPR meetings to outline our site-based induction process. PAR Cycle Two consisted of the two-day CLE, two CPR meetings, and individual interviews with each member of the CPR team. The interviews allowed each research team member an equal opportunity to share how the research process has impacted their professional practice and offer recommendations for core components of the induction process being built at HGS. Finally, I continued to do reflective memos throughout PAR Cycle Two to track my learning and collect data not captured during the New Staff CLE, CPR meeting activities, or individual interviews.

Community Learning Exchange

During PAR Cycle Two, we held a two-day CLE focused on having equity conversations with new staff and helping them begin to develop an understanding of culturally responsive teaching techniques they could use in their classroom to get to know their students. Members of the research team collaborated with new staff to answer two questions. On the first day, we focused on, “Why is knowing the students you teach essential?” On the second day, we focused on, “What are some ways to get to know your students better?”

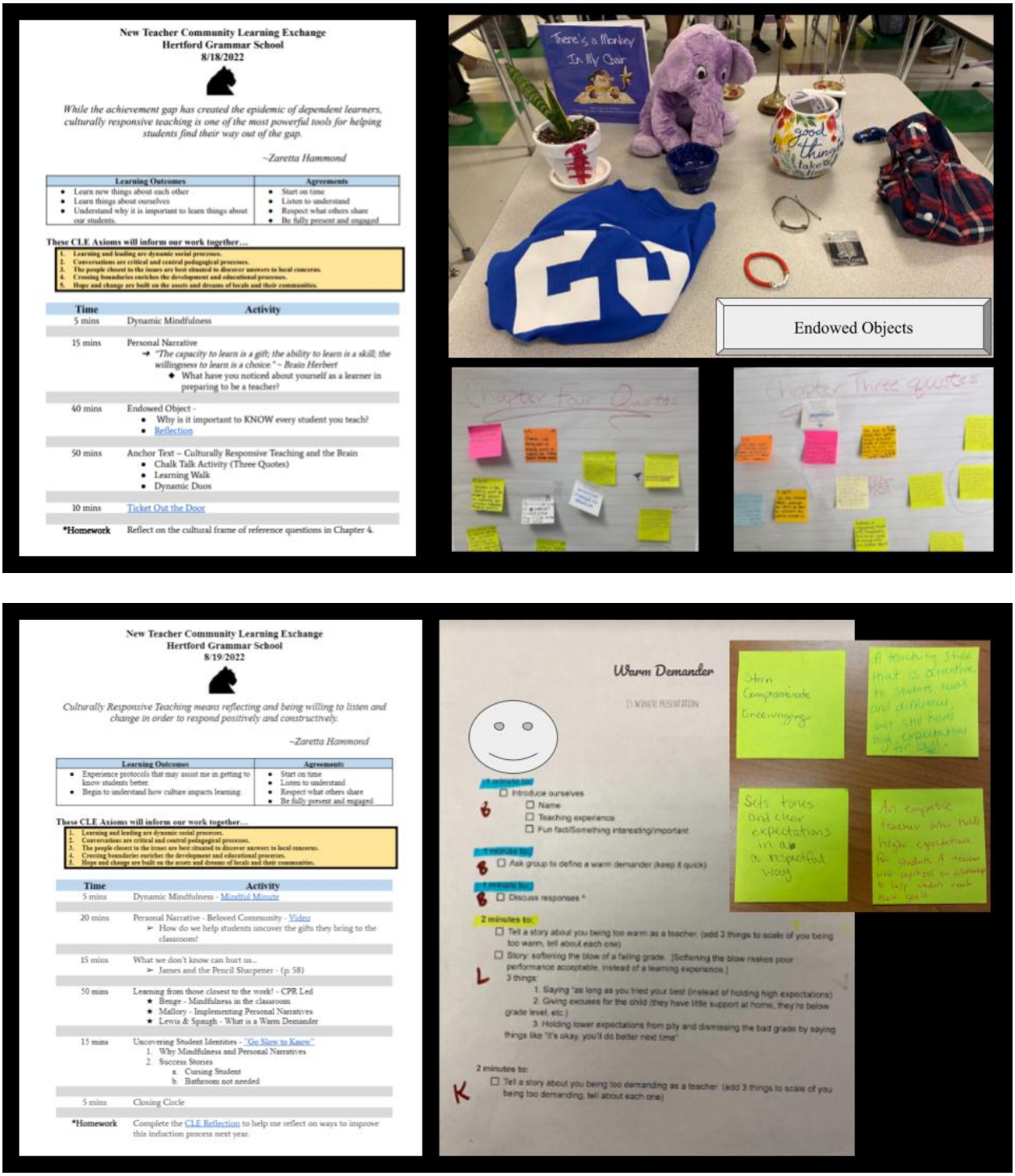
Table 7

PAR Cycle Two Activities

Month	Interviews	CLE	CPR Meetings	Reflective Memo
April				*
May				*
June				*
July				*
August		*		*
September			*	*
October	******		*	*

CLEs are structured using five axioms, which are captured on the agenda for each day (see Figure 8). The two axioms that most guided the learning were that conversations are critical and central pedagogical processes and that the people closest to the issues are best situated to discover answers to local concerns. The two-day learning exchange continued the promising practices from the PAR Pre-cycle and PAR Cycle One. On the first day, activities provided participants a chance to discuss why it is paramount to know the students we teach. I introduced dynamic mindfulness to the participants to help us center our thoughts before proceeding to a personal narrative. After the personal narrative, teachers shared an endowed object that represented why it is essential to know our students. The endowed object protocol was shared with the participants before the learning exchange, and participants were encouraged to bring an object that came to mind when they answered the question, "Why is it important to know every student you teach?" After sharing endowed objects, we moved into a chalk talk fostering conversation about key quotes and wonderings from Zaretta Hammond's (2015) book *Culturally Responsive Teaching and The Brain*. Participants found key quotes, added them to posters for discussion, and then completed a learning walk, discussing different posted quotes and wonderings with colleagues. Next, participants summarized one conversation they had during the learning walk and shared how what they learned related to the importance of knowing the students in our classroom.

Day 2 also started with dynamic mindfulness and a personal narrative. The overarching question of the day was, "What are some ways to get to know students better?" After mindfulness and the personal narrative, participants engaged in a seminar-style conversation focused on a section of the anchor text related to student discipline and classroom management.



New Teacher Community Learning Exchange
Hertford Grammar School
8/18/2022

While the achievement gap has created the epidemic of dependent learners, culturally responsive teaching is one of the most powerful tools for helping students find their way out of the gap.

~Zaretta Hammond

Learning Outcomes	Agreements
• Learn new things about each other • Learn things about ourselves • Understand why it is important to learn things about our students.	• Start on time • Listen to understand • Respect what others share • Be fully present and engaged

These CLE Axioms will inform our work together…

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

Time	Activity
5 mins	Dynamic Mindfulness
15 mins	Personal Narrative ➜ *"The capacity to learn is a gift; the ability to learn is a skill; the willingness to learn is a choice." ~ Brain Herbert* ◆ What have you noticed about yourself as a learner in preparing to be a teacher?
40 mins	Endowed Object - • Why is it important to KNOW every student you teach? • Reflection
50 mins	Anchor Text – Culturally Responsive Teaching and the Brain • Chalk Talk Activity (Three Quotes) • Learning Walk • Dynamic Duos
10 mins	Ticket Out the Door
***Homework**	Reflect on the cultural frame of reference questions in Chapter 4.

New Teacher Community Learning Exchange
Hertford Grammar School
8/19/2022

Culturally Responsive Teaching means reflecting and being willing to listen and change in order to respond positively and constructively.

~Zaretta Hammond

Learning Outcomes	Agreements
• Experience protocols that may assist me in getting to know students better. • Begin to understand how culture impacts learning.	• Start on time • Listen to understand • Respect what others share • Be fully present and engaged

These CLE Axioms will inform our work together…

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

Time	Activity
5 mins	Dynamic Mindfulness - Mindful Minute
20 mins	Personal Narrative - Beloved Community - Video ➢ How do we help students uncover the gifts they bring to the classroom?
15 mins	What we don't know can hurt us… ➢ James and the Pencil Sharpener - (p. 58)
50 mins	Learning from those closest to the work! - CPR Led ★ Benge - Mindfulness in the classroom ★ Mallory - Implementing Personal Narratives ★ Lewis & Spaugh - What is a Warm Demander
15 mins	Uncovering Student Identities - "Go Slow to Know" 1. Why Mindfulness and Personal Narratives 2. Success Stories a. Cursing Student b. Bathroom not needed
5 mins	Closing Circle
***Homework**	Complete the CLE Reflection to help me reflect on ways to improve this induction process next year.

Figure 8. New staff Community Learning Exchange: Days 1 & 2.

The discussion centered around the role that cultural miscommunication played in an exchange between an African American student and a White teacher, highlighted in Lisa Delpit's (1988) "The Silenced Dialogue". Following the discussion, quotes and stories collected from earlier cycles of research were shared with new teachers. These quotes highlighted learning from the CPR members and spurred conversation on the role that dynamic mindfulness and personal narratives played in teachers uncovering student identities. Next, CPR members shared changes and adaptations made to increase student buy-in and participation in mindfulness in the classroom.

The final part of the CLE included conversations led by CPR members. New staff rotated through three stations led by CPR members. The rotations allowed for discussions on how CPR members implemented specific techniques in their classrooms to get to know their students on a deeper, more personal level. Teachers led conversations in areas they had developed a passion for, places where they wanted to support new teachers with classroom implementation. Allison led a session on the value of dynamic mindfulness, Bethany led a discussion on how personal narrative provided her insight to understand her students better, and Carl and Dawn helped new staff define what the term "warm demander" meant to them. The activities completed during the two-day learning exchange allowed CPR members to share what they had learned during previous research cycles with new staff at HGS. Teachers also offered to support new staff with a plan to implement promising practices in their classrooms to get to know their students better and improve their professional approach to begin the school year.

CPR Meetings

Two CPR meetings were held during PAR Cycle Two to reflect on the data collected from the August two-day CLE and finalize components of the site-based induction process at

HGS. The meeting included the promising practices of dynamic mindfulness and a personal narrative before moving into the CPR activities. The first CPR meeting was in September. We reflected on the CLE, discussed the role of mentors in a site-based induction process, and began to curate a list of resources to share with new teachers at HGS. While building the list of resources, the team sensed it was critical to our work to search for additional resources on what it means to be a warm demander.

The final CPR meeting was in October. CPR members completed a jigsaw activity where two CPR members became experts on one of three warm demander articles (see Figure 9). The exercise helped the research team add to the list of resources generated at the September meeting. We ended the final CPR meeting by discussing possibilities of what to name the mentor-like support that our site-based induction would provide new teachers. The consensus name we chose was Teacher Alliance Group (TAG).

Individual Interviews

Interviews were a key data collection source during the research process. Interviews were conducted at the beginning of PAR Cycle One and again at the end of PAR Cycle Two. Using some of the same questions in both interviews provided multiple comparison points. First, the interviews allowed answers given by CPR members at the beginning of the research process to be compared to answers they gave at the end of PAR Cycle Two. Many answers indicated evolving beliefs. Next, the answers of beginning teachers (BTs) could be compared to veteran teachers. Finally, answers from non-teachers could be compared to classroom teachers on the CPR team. Each interview lasted approximately 15 minutes and was recorded and transcribed for coding purposes. Additionally, interviews allowed staff members who were less likely to share in CPR meetings to openly share their experiences and beliefs.

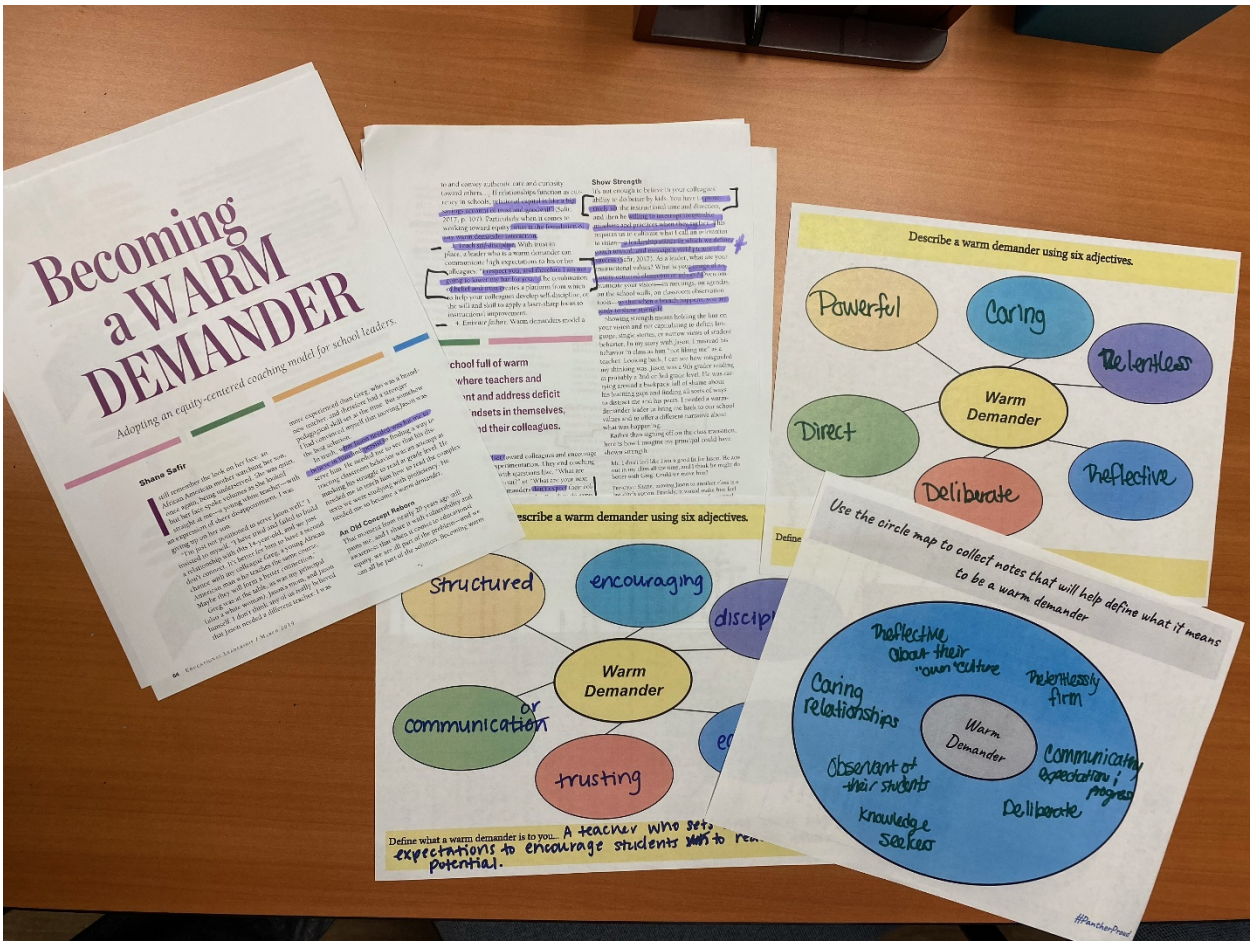


Figure 9. Defining a warm demander.

Reflective Memos

I continued to do reflective memos throughout PAR Cycle Two. Reflective memos allowed me to document progress throughout the research and detail certain emotions identified during this research cycle. The memos allowed me to capture components of the work that were not necessarily spoken but warranted consideration answering the overarching research question. Two examples were how the relationships of the CPR members strengthened throughout the research process and statements that documented that our CPR meetings were a safe space to ask questions that teachers did not feel comfortable asking in other settings.

Reflective memos served as a refocusing tool to ensure that we ended each research cycle with resources to support new teachers who joined our team. The reflective memos helped guide the design of a site-based induction process that promotes new staff improving their professional practice. The memos also served as a triangulation tool. They improved the validity of the findings from this research study by confirming the interconnectedness of data collected from earlier cycles of research, the New Staff CLE, CPR meetings, and individual interviews.

Before moving into the next sections outlining the findings from this research study, I provide a table summarizing which data points came from which data collection sources (see Table 8). Some data collection sources were richer than others, but together they told a story that will be used to offer an expanded framework for induction in the final chapter of this research study. Throughout the research study, codes were collapsed into categories that ultimately led to the two findings shared in the next section. Additionally, I share key quotes collected throughout the research that support the findings and use a table to define each of the five primary categories leading to the two primary findings.

Table 8

Research Findings

Findings	Categories	CPR Meetings	New Staff CLE	Individual Interviews	Reflective Memos	Total
Communal Learning Space						
	Conditions Impact Learning	27	4	14	14	59
	Learning Through Conversations	29	5	7	3	44
Evolve to Involve						
	Evolving Beliefs	51	3	22	12	88
	Intentional Acts of Knowing	38	8	15	6	67
	Helping Students Believe	29	11	18	15	73

Findings

After several reviews of the data collected over three cycles of research, two clear findings appeared when answering the question: *To what extent can an equity-based, asset-driven teacher induction program promote knowledge of self and improve professional practices?* The analysis of codes from the collected data resulted in these findings related to induction: (1) Communal Learning Space and (2) Evolve to Involve. The finding Evolve to Involve captures the transformation of the teachers participating in the study. As teachers uncovered their own beliefs about teaching learning and used intentional acts of knowing to get to know their students, they began to hold high expectations for all students and become invested in their education. As I discuss each finding, I use a table to capture part of a codebook used to track the frequency of certain codes collected for each category supporting the overarching finding. Additionally, the table provides a definition of the category as it relates to this research study. The findings represent an analysis of the culminating data of all three research cycles. Activities completed in each research cycle helped us consider themes from earlier research and land on two clear findings that I use to offer a new framework for induction in the final chapter of this study.

Communal Learning Space

The first step in designing a site-based induction process is establishing a communal learning space. Codes related to trust and having a safe space to learn and take risks extend back to the Pre-cycle, but it was not until we began comparing our experiences in designing induction to the current district induction program that we noticed that we were learning together and our district induction was focused on communicating information and meeting compliance

requirements. Induction programs have many components. They must include compliance-related topics, but discussing policy and the deadlines related to the teacher evaluation system does not provide teachers with techniques to get to know their students better or improve their professional practices. Table 9 includes data collected from PAR Cycle Two indicating that CPR members recognized that conditions of inductions impacted their learning.

CPR members had previously viewed induction through a compliance lens because of their district induction experience (CPR Meeting, September 2022). They described induction as meetings where a veteran educator told them what to do and what not to do. Carl, who is currently in the district induction program, described it as "meetings that prepare me for the clerical work of being a teacher" (CPR Meeting, September 2022). However, CPR members have begun to reimagine what induction looks like after participating as co-practitioner researchers in this study. This new vision for induction agrees with the literature referencing a shift toward a more collaborative approach to teacher induction in which the new and experienced teachers are co-learners (Howe, 2006; Moir, 2009). The following two sections examine two categories for this finding.

Conditions Impact Learning

Setting the conditions for learning must be an intentional and purposeful act. CPR activities during this research cycle compared the district induction experience of CPR members with their experience building the site-based induction process for HGS. The completed activities provided data on how the conditions associated with each experience impacted the effectiveness of the support offered to teachers and suggests that the conditions for the site-based induction process resulted in a safe space where teachers felt comfortable seeking advice from

Table 9

PAR Cycles Finding One: Categories, Definitions, and Frequency

Finding	Categories	Definition of Category	Frequency
Communal Learning	Conditions Impact Learning	Teachers utilize conversations from personal narratives and various other CPR meeting activities to build a safe space to share openly and develop relational trust.	59
	Learning Through Conversations	Teachers actively listen to other CPR members to gain knowledge of alternative perspectives and inform their work.	44

their peers. In contrast, the district induction focused more on compliance-related topics and lacked a personal connection (CPR Meeting, September 2022). The data indicated that participants felt safe to share in CPR meetings and comfortable being vulnerable with educators they knew and trusted when discussing professional struggles. Through deductive coding (Saldaña, 2016), 59 codes of trust, honesty, safety, vulnerability, and open conversation converged to become the category of Conditions Impact Learning. Additionally, data indicates the activities completed by CPR members while building a site-based induction program led to a positive overall learning experience. Throughout the study, promising practices helped CPR members develop relational trust and resulted in an environment where teachers felt safe being vulnerable to share ideas and struggles. Dynamic mindfulness, personal narratives, and the endowed object protocol fostered conditions for learning conversations and storytelling that built trust and connections among the team (Reflective Memo, October 2022).

A few quotes highlight the stark differences between the conditions that CPR members experienced in the state-required district induction and what they gained as part of this research process. Allison, the teacher with the most experience on the CPR team, said that our work was a night-and-day comparison to the district induction program she remembers. She said, "…[this work and] the district induction program seemed like two different things to me. The district program is almost exclusively focused on compliance and policy." The assistant principal on the research team shared similar feedback from her induction experience. She compared her induction experience to the site-based process being developed at HGS by saying, "My induction experience was compliance-based …," and "… this program focused on building a network of people with a common language that you could lean on for suggestions on ways to be more culturally responsive" (Individual Interview, October 2022). CPR members consistently

indicated that information shared in the district induction programs was not conversational but instead, sit and get (a meeting with one educator telling others what to do). The conditions of their district induction experience did not help them feel connected to their school or colleagues (CPR Meeting, September 2022).

Connections, a sense of belonging, is one condition that contributed to the learning of CPR members during the research process. Bethany offered a critical insight into how the lack of connections can negatively impact professional growth. She said, "I felt disconnected and alone when in the district induction program because I was the only BT from HGS …" (Individual Interview, October 2022). The different conditions experienced during this research study led to a different feeling for her. She said CPR meetings were a place to have "… open, honest, judgment-free conversations" and learn together (Individual Interview, October 2022). Additionally, the school counselor on the CPR team offered that she felt safe to share and reflect openly throughout the research process. She conveyed that most of the content discussed as part of CPR activities was not new to her. However, the ability to reflect openly and gain insight from teachers in a safe space has been a "catalyst" to her ability to apply what she has learned to the educational setting (CPR Meeting, September 2022).

Learning Through Conversations

One of the CLE axioms used to guide this work was that conversations are critical and central pedagogical processes (Guajardo et al., 2016). The data collected during PAR Cycle Two indicates that learning conversations throughout the research study were critical to CPR members improving their professional practices (Reflective Memo, September 2022). Learning conversations appeared 44 times in the PAR Cycles One and Two data. A couple of quotes highlighting the impact of learning conversations came from Carl and Allison. During his

interview, Carl said he has "become much more of an inward thinker" because of the vulnerability shown by others in CPR meetings. Later in the interview, he said that "… collaborating and being able to talk with other teachers and hear their experiences has been really helpful [to gaining an alternative perspective on issues]" (Individual Interview, October 2022). Allison shared how valuable the CPR activities and conversations were to her learning by indicating that she had to seek out this type of advice as a beginning teacher. Her induction experience involved having a mentor to support her with lesson planning, mentor logs, and compliance-related components of induction. However, she remembers seeking out different colleagues she trusted more for advice on topics like classroom management and reaching challenging students. She expressed that the conversation and activities experienced by CPR members could fill that gap for new teachers at our school (CPR Meeting, October 2022).

The most powerful example of a learning conversation was a byproduct of a personal narrative conversation between Dawn and Allison. Dawn was struggling because a student's behavior in her class did not align with the core values she wanted for her classroom. As part of the discussion, Dawn shared that an 8-year-old student in her class used profanity regularly in her classroom. She brought up the language concern at a parent-teacher conference, expecting support from the parent. The response shocked her when the parent shared that she supports her son's right to free speech, and she allows him to use that language at home. This conversation left Dawn feeling defeated, not knowing what to do next. Allison offered encouragement and advice by sharing times in her career when students met her behavior expectations at school and made different behavior choices outside of school. Allison was able to tie her student's modeling of appropriate school behavior to the relationships she built with the child throughout the school year (CPR Meeting, March 2022). The conversation on relationships and classroom management

that stemmed from the personal narrative became a learning opportunity for all members of the CPR team (Reflective Memo, April 2022).

Creating learning spaces that provide opportunities for open conversation is essential for induction programs. PAR Cycle Two activities resulted in CPR members suggesting the need to build a Teacher Alliance Group (TAG) as a component of our site-based induction process. The name TAG was suggested by Bethany at the October CPR Meeting (2022). TAG teachers would support new teachers in helping them understand culture's role in the learning process and engaging in conversations with new teachers to help them gain alternative perspectives, implement strategies to get to know their students better, and improve their overall professional practice.

In reviewing the data from PAR Cycle Two, we learned that teachers thought about induction historically through a compliance lens rather than through the lens of learning and strengthening their professional practices together. Additionally, we saw that not focusing on the right conditions for learning can limit the impact of teacher induction (Reflective Memo, October 2022). Evidence from the research cycles indicates that the CPR team learned how to improve their professional practices while reimagining how a site-based induction process can create the conditions needed to have conversations with other teachers.

Evolve to Involve

The second finding of this study was Evolve to Involve. This finding was difficult to name because it merges three seemingly unrelated categories: (1) Evolving Beliefs, (2) Intentional Acts of Knowing, and (3) Helping Students Believe. The name captures the transformation of the teachers participating in the study. As teachers uncovered their own beliefs about teaching and learning, and used intentional acts of knowing to get to know their students,

they began to hold higher expectations for all students and become invested in their success at school. Evolving beliefs are vital to understanding students who come to school with a different cultural frame of reference than their teacher. A teacher's lived experiences inform their culture and initial beliefs, which can result in biases that have a negative impact on student learning. Throughout the study, teachers examined their beliefs about teaching and learning, were intentional about getting to know their students, and helped students begin to believe in themselves by motivating them to rise to a set of high expectations. As part of building a site-based induction process, CPR members have begun to recognize that holding high expectations is not holding every student to the same standard of excellence but helping students see their own brilliance (Bondy & Ross, 2008; Safir, 2019).

In PAR Cycle Two, it was determined that some emergent themes identified in the early research cycle were not findings but categories that pointed to the finding Evolve to Involve. An example is the theme of uncovering student identities becoming intentional acts of knowing. During the final research cycle, top-level codes merged into categories and then into themes leading to this finding (Saldaña, 2016). Through deductive coding, most of the codes from the collected data could fit into one of three categories: Evolving Beliefs, Intentional Acts of Knowing, and Helping Students Believe. Together, these three categories became the finding Evolve to Involve. The frequency of these codes is captured in Table 10. Once teachers felt safe to share their beliefs and lived experiences with others, they could begin to evolve as educators and consider that their beliefs might not be universally held and that perspectives other than their own might also be true.

Table 10

PAR Cycles Finding Two: Categories, Definitions, and Frequency

Finding	Categories	Definition of Category	Frequency
Evolve to Involve	Evolving Beliefs	Teachers gained an understanding that their initial beliefs should not be universally applied to all students.	88
	Intentional Acts of Knowing	Teachers adapted promising practices to use in the classroom to be more culturally responsive and get to know their students on a deeper level.	67
	Helping Students Believe	Teachers can set high expectations because they know their students well enough to help them reach them.	73

Evolving Beliefs

Every teacher starts with firmly held beliefs about teaching and learning. Their experiences in life and from school inform the decisions they make on classroom management, instructional resources, and teaching methods. The evolving belief category appeared in the data as teachers recognized initial beliefs, gained self-awareness, and began to consider alternative perspectives that were once foreign to them. A teacher needs to recognize the beliefs they bring to this work to avoid unintentionally excluding some students from the support they need to succeed. Evolving beliefs take time and a willingness to evaluate truths that were once universally applied to all students and reconsider whether applying a set of core values to a class is equitable for all.

Each teacher on the CPR team demonstrated a belief set that evolved during the study. Evolving Beliefs was the sub-category with the highest frequency in this study. In the data collected, Evolving Beliefs (and Gaining Alternative Perspectives) appeared 88 times. Pieces of evidence on how beliefs evolved were present in PAR Cycles One and Two. Carl recognized that his core values initially informed his classroom management, and he wanted all students' behavior to align with his view on appropriate behavior at school. In PAR Cycle One, Carl said, "My past and upbringing unconsciously affected my classroom management and how I dealt with various situations" (CPR Meeting, April 2022). In the September CPR meeting, Carl shared how the story of "James and the Pencil Sharpener" from Hammond (2015) in *Culturally Responsive Teaching and The Brain* caused him to reevaluate his classroom management for the new school year (New Staff CLE, August 2022). He recognized that he needed to be more direct with some students and that a one-size-fits-all plan for classroom management is not equitable. Carl summarized his growth by saying that when he entered the classroom, he had a belief that

"[students] are in my class and should meet my expectation" without considering how different backgrounds might need different supports (Individual Interview, October 2022). His original view of effective classroom management has evolved (Reflective Memo, October 2022).

Dawn had a similar story related to classroom management. She entered the work with the mentality that her view of disrespect was universal. On the second day of the CLE (August 2022), she told new teachers: "I was challenged into truly accepting that some things that come across as plain disrespect to me may not be so. I need to dig deeper, understand each student and their culture, and react appropriately." Early in the research study, Dawn shared that she did not like school growing up and made it a goal to create a fun classroom environment for her students (Individual Interview, February 2022). She was worried that holding students accountable to high expectations would upset them and make them hate school like she did. She recognized that her management style was in line with the sentimentalist in the anchor text (CPR Meeting, April 2022). In the interview completed during PAR Cycle Two, Dawn shared a different take on whom she is becoming as an educator, "My core values lead me to be the sentimentalist, but from what I have learned, there is a balance [to teaching]." She continued, "… an effective educator is to become the warm demander who brings qualities from the sentimentalist but does not let that define their educational philosophy" (Individual Interview, October 2022). Her original view of establishing an influential classroom environment has evolved (Reflective Memo, October 2022).

The veteran teachers on the CPR team also had realizations leading to evolving beliefs captured in the data. At the beginning of the research study, Allison expected all families to operate like hers did when she was a student in school. In her interview during PAR Cycle Two, Allison said:

> One of my core values is that education is important. My parents taught me that as a kid. I did well in school, and school was not difficult for me. I think that influenced me in a way that was not helpful for my students early in my career. (Individual Interview, October 2022)

Allison recognized that her childhood experiences related to school sometimes led to deficit thinking, a barrier to reaching students with different cultures and support structures than she had growing up (Reflective Memo, October 2022). In the September CPR Meeting (2022), she indicated that the activities in this research study, and having her son start school, have changed her perspective on supporting students who struggle at school and single-parent families like hers. Bethany's evolving beliefs relate to the teacher's role in connecting with their students. She said she recognized that she needed to soften her approach to classroom management and focus on building relationships by getting to know her students individually (CPR Meeting, October 2022). Bethany said it is okay to be their cheerleader and get to know students and for them to get to know her (Individual Interview, October 2022). All four teachers have demonstrated the ability to reflect on who they were at the start of this study and identify changes helping students reach their full potential.

Intentional Acts of Knowing

When analyzing the data gathered during the research activities, the emergent theme of uncovering student identities appeared 40 times in PAR Cycle One. In a closer review of the data, that theme was combined with codes like knowing students and relationships matter most capturing that teachers saw value in getting to know their students on a deeper, more personal level. The focus of PAR Cycle Two was outlining the components of the induction process to be used at HGS, but knowing students and relationships continued to find its way into the data and

were found 27 more times in PAR Cycle Two. Collectively, the two codes were found 67 times during PAR Cycle One and PAR Cycle Two. Promising practices like dynamic mindfulness, personal narratives, and the endowed object protocol helped teachers learn about their students' culture, interests, and strengths throughout the study. Evidence of the value that teachers found in the promising practices is that all four teachers on the CPR team started regularly using dynamic mindfulness and personal narratives in their classroom during PAR Cycle One (Reflective Memo, April 2022). Each teacher continued using dynamic mindfulness and some form of personal narrative in PAR Cycle Two, which overlapped with the start of a new school year. Additionally, teachers adapted the endowed object protocol into an all-about-me bag activity to get to know their students at the beginning of the school year (CPR Meeting, October 2022).

The implementation of these promising practices led to changes in the classroom environments for CPR members throughout this study. One of the most surprising changes came from Allison. When the research started, she was skeptical of the impact that dynamic mindfulness would have on her, much less on her students. Fast-forward to the CLE with new staff, and she volunteered to lead a conversation on the value of mindfulness in the classroom. During a CPR meeting in PAR Cycle Two, she said, "I now regularly implement mindfulness into my classroom, and though it takes a small portion of valuable instructional time, but the benefits outweigh the cost" (CPR Meeting, September 2022). I followed up with her after the meeting, and she shared that she has always felt rushed to cover the curriculum. However, Allison now knows that investing time into mindfulness helps students prepare for learning and helps her identify students who are not ready to learn. She now realizes her instruction will have a more significant impact on students when she takes time to recognize if her students are ready

to learn and when she offers support to students who are not yet ready (Reflective Memo, September 2022). This change in practice sounds similar to what Carl said near the end of PAR Cycle One: “I think mindfulness impacts my classroom culture by giving my students a chance to write their own introduction to the day rather than having it written by uncontrollable factors” (CPR meeting, March 2022).

During the study, teachers began to understand that they needed to get to know each student in the classroom in order to help them begin to believe in themselves. The promising practices discussed above were vehicles used to build trust and uncover student identities. Data suggest that personal narratives provided teachers with opportunities to learn about their students throughout the study (Reflective Memo, April 2022). Allison shared that “[personal narratives] provided an opportunity for me to learn more about my students’ values and beliefs.” Carl was more profound when he said, “[Personal narratives] help me understand how the individuals in my class think and even some of their reasoning” (CPR Meeting, April 2022). Carl made a similar comment at the New Staff CLE (August 2022). He said, “I must know my students so I can understand where they are coming from and how their background may impact their actions and decisions [at school].” Bethany summarized why it is critical to uncover the identity of students when she said: “Knowing students helps you build relationships and learn the diverse backgrounds in your classroom. It helps build a unique learning community” (New Staff CLE, August 2022).

Lastly, an interesting component of the data from PAR Cycle Two is that the value associated with uncovering student identities stretched past the teacher members of the CPR team to non-teaching members and to participants in the New Teacher CLE held in August. The guidance counselor on the CPR team said, “Knowing each child’s background, how they learn,

and what motivates them is how you help a student reach their full potential" (Individual Interview, October 2022). A CLE participant said: "Knowing the students you teach helps you understand situations that may come up within your everyday teaching. Knowing students helps you build trust and relationships." A different participant shared that connections are critical to the learning process. She said, "Having a connection with a student will help them engage in the lessons you teach when you can relate it on a personal level" (New Staff CLE, August 2022). These statements from the new staff joining our team are similar to statements made by the teachers on the CPR team in the PAR Pre-cycle and indicate an awareness that will help them connect with students with different cultures than their own (Reflective Memo, August 2022).

Helping Students Believe

The transformation of CPR members holding high expectations for students and helping motivate them as learners was evident throughout the research study. The codes of building relationships, high expectations, motivating learners, and becoming a warm demander appeared 73 times and were collapsed into the category of Helping Students Believe. Throughout this study, teachers shared stories of how they got to know students on a deeper, more personal level. As their relationships strengthened, students became committed to meeting rising expectations. However, demanding these new high expectations only became possible for teachers who display genuine care and concern for their students.

Numerous examples of teachers helping students believe appear in the data. First, Dawn connected relationships to motivating all students at the New Staff CLE. She said: "It is important to build that relationship so that your students trust you, look up to you, respect you, and want to please you! Wanting them to succeed is not enough; they need to want to succeed" (New Staff CLE, August 2022). Two months later, Dawn said, "Teachers have to really work to

build that relationship, so [students] want to overcome barriers, so students want to try their best to make you proud" (Individual Interview, October 2022). In her second year in the classroom, Dawn strives to build relationships that challenge students to do their best not for her, but for themselves.

Other examples of teachers implementing practices to help students gain confidence and begin to believe they can reach high expectations were shared at the October CPR Meeting. Allison detailed how she had started weekly meetings to discuss grades and growth data and to create plans to help students improve. She described how she has her students graph pre-test and post-test grades for unit tests so they can see how their learning resulted in growth. Her focus has shifted from her parent's view of education and making good grades to celebrating student growth (Reflective Memo, October 2022). Bethany shared that she has become more comfortable letting her students engage in a productive struggle because she knows they can reach high expectations and think through complex content (CPR Meeting, October 2022).

Finally, the last data collection source in PAR Cycle Two provided insight that allowed CPR members to share how a teacher helps students reach their full potential. In nearly every answer during the individual interviews, CPR members referenced high expectations and getting to know students. Dawn talked about the value of listening to students and getting to know them. She said, "… listen to them and get to know them, and you will uncover what they need as a learner." Carl echoed his colleague by saying, "… to understand their potential, you have got to know the student. You have got to be invested in the student, or you are not going be able to help them reach their full potential." Allison said: "I think continuing to have high expectations but scaffolding them, not just with instruction, but with [meeting] their basic needs too is how you help a student reach their full potential. You have to meet them where they are and help them

rise to the level you expect from them." Bethany agreed and talked about getting to know her students on a personal level and becoming their cheerleaders (Individual Interviews, October 2022). Becoming a cheerleader for her students is a sign of Bethany softening her approach to management and building relationships that motivate students (Reflective Memo, October 2022). As teachers improved their professional practices, they helped students develop confidence as learners. They modeled the characteristics of a warm demander and helped students reach high expectations and believe in their own brilliance (Bondy & Ross, 2008).

The term warm demander repetitively resurfaced throughout the second half of the research study, and it aligns with whom teachers on the CPR team are becoming. By taking a closer look at their core values, deliberately building relationships through intentional acts of knowing, communicating high expectations, and moving beyond believing to insisting, teachers have begun to recognize that holding high expectations is not holding every student to the same standard of excellence but helping students uncover their own brilliance (Bondy & Ross, 2008; Safir, 2019).

Conclusion

After three cycles of research, two findings became clear during PAR Cycle Two. Codes and categories from previous cycles of research were collapsed to become the findings. For teachers to improve their professional practices in an equity-based induction program, they must engage in a communal learning space and evolve as educators to involve their students in the learning process. Teachers learn through conversations and by sharing their struggles and experiences with each other. Establishing certain conditions is critical to teachers feeling safe enough to become vulnerable and share freely. If teachers cannot be honest with themselves and others, they will never be able to gain an alternative perspective on issues impacting their

classroom. Teachers must evolve to involve themselves in students' success at school by getting to know their students on a personal level. Ultimately, they must be intentional in finding ways to show students they care about them and their learning.

In a pursuit to find a way to add equity conversations to the induction process at HGS, we came to a group of findings that can be applied to a site-based induction process that complements the district induction program. The findings stand to complement existing literature about teacher induction and provide smaller school districts with a blueprint on how to create learning spaces that help new teachers improve their professional practices as they reexamine their own beliefs about teaching and learning. In the final chapter, I provide an overview of the research study, discuss how the findings connect to existing literature, reexamine the research questions that this study set out to answer, share an expanded theory of action, and connect these findings to further research, policy, and practice. Lastly, I reflect on my leadership journey as the principal at Hertford Grammar School and how I grew as a research practitioner throughout this study.

CHAPTER 7: DISCUSSION AND IMPLICATIONS

We all operate from a set of cultural frames of reference. The challenge is that if we routinely interpret other people's actions solely through our personal cultural frames, we run the risk of misinterpreting their actions or intentions. ~ Zaretta Hammond (2015)

The purpose of the participatory action research (PAR) study was to examine to what extent can an equity-based, asset-driven teacher induction process promote knowledge of self and improved professional practices. A Co-Practitioner Researcher (CPR) team and I designed a site-based induction process that supported new teachers in ways that were difficult for the district induction program in our district. The work intended to add equity conversations to the induction support that teachers receive at Hertford Grammar School (HGS) and help them examine beliefs about teaching and learning that could negatively impact marginalized students. I predicted the PAR design on the theory of action: *IF a group of educators get to know their own beliefs about teaching and learning and begin to see culture as an asset in the classroom, THEN it will lead to better relationships with students and improved instructional practices.*

This study, and lifetime professional passion, provided me the opportunity to support new teachers at HGS to discover two truths that took me far too long to realize as a young educator. It is okay for beliefs to evolve, and being intentional about getting to know students and their culture is the foundation of becoming a warm demander. This chapter is a culmination of my growth as an educator and a blueprint that will be used to offer new teachers at HGS what I was missing to start my career. In this chapter, I discuss an overview of the PAR study and connect the findings to the literature discussed in Chapter 2. Next, I share responses to answer the research questions and offer an expanded framework for how a site-based induction process can support district teacher induction programs in small, rural school districts. Then, I discuss the implications of the study on practice, policy, and research. Finally, I reflect on my professional

growth and development as a school leader before concluding the chapter with a synopsis of what we learned from the overall research questions for this study.

Project Overview

This PAR study was completed over 18 months and led the CPR team to reimagine what induction support looks like for new staff at HGS. The study included a PAR Pre-cycle and two iterative cycles of research. Activities were completed during each research cycle to collect data to answer research questions. The Plan, Do, Study, Act (PDSA) research cycle emphasized that the data be reviewed at the end of each research cycle. As the data was studied, it allowed the research team to adjust CPR activities to realign with the research questions. Table 11 outlines the different activities completed in each cycle of research.

The Pre-cycle allowed the CPR members to build trust as we completed activities designed to challenge our initial beliefs about teaching and learning, define key terms like deficit thinking, and share the Community Learning Exchange (CLE) axioms that would guide our work. The CPR team consisted of two beginning teachers, two veteran teachers, a new school counselor, a veteran assistant principal, and me, the principal and lead researcher. Dynamic mindfulness helped center participants at the start of each CPR meeting, and personal narratives encouraged conversation among CPR members and promoted the CLE axiom: conversations are a critical and central pedagogical process (Guajardo et al., 2016). As a result, relational trust and other conditions for communal learning were present early in the research process. Teachers felt comfortable being vulnerable in sharing struggles and asking for help on ways to improve their professional practices from other CPR members.

PAR Cycle One transitioned our work from setting the right conditions for learning to a focus on designing the site-based program needed at HGS. Early in this research cycle, we

Table 11

Project Overview: Participatory Action Research Cycles

Research Cycle	Time Period	Activities
PAR Pre-cycle	August – December 2021	Initial Meeting CPR Meetings Reflective Memos
PAR Cycle One	January – April 2022	CPR Meetings Individual Interviews Observations Reflective Memos Member Checks
PAR Cycle Two	May – October 2022	New Staff CLE CPR Meetings Individual Interviews Reflective Memos Member Checks

reviewed key components of traditional teacher induction programs. We discussed the role of mentors and how observations should help improve a teacher's professional practice. The team agreed on an equity-based observation tool designed to offer feedback on instructional practices and equitable questioning in the classroom during PAR Cycle One. The tool provided teachers with insight into who participated in their class discussion and how students were selected to participate by the teacher. Additionally, conversations at CPR meetings during PAR Cycle One led to teachers adapting some promising practices in the Pre-cycle and implementing them in their classrooms. All four CPR teachers opted to regularly include dynamic mindfulness and personal narratives in their instructional practices. Finally, PAR Cycle One concluded with a plan to host a two-day New Staff Community Learning Exchange (CLE) before the start of the new school year in August.

PAR Cycle Two extended through the summer leading to a two-day CLE with new staff at HGS. In addition to the CLE, two CPR meetings were held. The first meeting focused on reflecting on the New Staff CLE and led to a conversation about designing a Teacher Alliance Group (TAG) to support new teachers. At the final CPR meeting, the team reviewed additional literature on what it means to be a warm demander and finalized the components of the induction process now in place at HGS. Individual interviews were conducted with each CPR member at the beginning of PAR Cycle One and at the end of PAR Cycle Two to determine if the teachers on the research team had evolving beliefs that impacted their professional practice based on the knowledge gained while helping design the site-based induction support process at HGS.

Discussion

In connecting the findings from this study to the literature, I analyzed the existing literature on teacher induction and other literature related to professional learning structures and

culturally responsive school leadership. Specifically, I used the literature bins that I examined in the literature review (see Chapter 2) as an analytical lens to understand how findings from this study aligned (or not) with (1) Communal Learning Space and (2) Evolve to Involve and compare it to the literature reviewed throughout the study. While the findings helped me dig deeper into how to establish a safe space for collective learning, the reexamination led to a larger understanding of how teacher induction can be used to help teachers gain self-awareness and be more culturally responsive educators. I share this new understanding later in the chapter as a new framework for teacher induction, and then I revisit the research questions connected to this research study.

Communal Learning Space

During three research cycles, the CPR team participated in activities and collected data on ways to improve the professional practices of new teachers. Data suggests that providing new teachers with a communal learning space, where educators felt safe to open up and be honest while learning together, was critical for a teacher's professional growth. Bryk and Schneider (2004) connected to relational trust, supporting this finding. In their research, they outline three types of trust: organic trust, contractual trust, and relational trust. Organic trust is described as unconditional trust, a blind trust that is not earned. Contractual trust is described as faith in a relationship that is strengthened or weakened by an outcome. Relational trust is a trust where all parties are willing to depend on one another. Relational trust allows members to be open and honest with each other because of the dependency on each other to accomplish a common goal. The evidence is clear that relational trust was established among the CPR team. Bethany spoke of how much she valued "having those open-ended conversations with no right or wrong answer and no one judging you about what you say or having a different viewpoint than others"

(Individual Interview, October 2022). Drago-Severson (2009) agrees that trust is a critical component of learning and said, “Trusting relationships lead to growth-enhancing cultures of learning and development for all, regardless of age” (p. 13). Below, I share why the support systems currently outlined by the induction literature are not enough to ensure the communal space that teachers need to improve their professional practice will be present.

Research identifies that specific support systems are needed to aid new teachers. The literature references support systems like an orientation period, regular meetings, and mentor support as critical components of teacher induction (Howe, 2006; Millinger, 2004; Wong, 2004). However, the learning conditions associated with those support systems are rarely discussed, and this study identifies that conditions significantly impact how teachers learn in an induction program. Similarly, throughout the study, CPR members indicated they felt safe and vulnerable to share concerns as they learned through conversations. They often learned more from hearing from each other than from the activities themselves. Feeling comfortable asking questions and participating in learning conversations is extremely important for new teachers and is explicitly linked to Mandel (2006) because new teachers do not know what they do not know, making asking the right questions difficult.

The literature offers practical advice for supporting new teachers under each support system umbrella. For example, the literature identifies an orientation period before school starts as an essential component of induction. However, the literature does not agree on how long an orientation period should be. Some literature suggests as little as a few hours, and others as much as a few weeks (Howe, 2006; Wong et al., 2005). There is more consensus on the purpose of an orientation period. Most induction literature suggests the orientation period should provide the new teacher early access to their classroom and begin to share about the processes and

procedures of their new school (New Teacher Center, 2018; Wong, 2004). Based on the findings of this research study, an orientation period similar to the New Staff Community Learning Exchange held in PAR Cycle Two, would promote conversations and set the foundation for a communal learning space.

Another support system referenced throughout the literature on teacher induction is the role of a mentor. Mentors are a foundational pillar of a successful induction program (Howe, 2006; Killeavy, 2006; Mandel, 2006; Millinger, 2004; Wong, 2004). The literature communicates that mentor support is an effective strategy to help teachers avoid feelings of isolation while helping teachers establish healthy daily procedures and routines (Ingersoll, 2012; Millinger, 2004; Moir, 2009). Mandel (2006) believes support from a caring mentor is the key ingredient to the new teacher acquiring skills and routines traditionally associated with teachers with more experience. This study did not specifically look at the role of the mentor or attempt to challenge the importance of mentors. However, it does provide ideas on how leaders might structure induction support if finding quality mentors proves difficult in their context.

Not all mentors are created equal. Johnson and Birkeland (2003) name mentors who do not provide teachers with the critical support they need as phantom mentors. In PAR Cycle Two, CPR members advocated in favor of constructing a Teacher Alliance Group (TAG). Identifying a group of teachers who desire to support new teachers is a practice worth replicating in other induction programs. This group of teachers would not replace the need for a formal mentor but would offer holistic support beyond what a single veteran teacher could offer alone. TAG teachers are critical to setting the conditions for learning together, engaging in conversations that support new teachers with current struggles, and helping new teachers gain an alternative perspective on complex issues they face. Bethany said, “[These teachers] should focus on

helping new staff build relationships within the classroom and school and support teachers in merging cultures to have a more cohesive classroom environment" (CPR Meeting, October 2022). This group of teachers would aid new staff members in adjusting to HGS and support them in implementing culturally responsive teaching techniques that improved equity. When discussing our district induction experiences, Allison shared that her mentor helped her with lesson planning and mentor logs. However, she remembers seeking out different colleagues she trusted more for advice on classroom management and reaching challenging students

Finally, Muhammad Khalifa's work on culturally responsive school leaders (CRSLs) is relevant to the findings of this research study because the principal has a vital role in supporting new teachers. It is the job of the CRSL to develop culturally responsive teachers that see and leverage culture as an asset to learning and well-rounded education (Khalifa, 2018; Khalifa et al., 2016). Conversations that help new teachers uncover initial beliefs about teaching and learning provide teachers a chance to reflect and evolve past biases and equity traps that may be lurking in their subconscious. My dual role as principal and lead researcher provided access and insight into how a Teacher Alliance Group can support new teachers in implementing culturally responsive teaching techniques. I believe that our work with the CLE axioms and the types of activities completed in this study made breaking down power dynamics and taking a stance on listening to and learning from each other an explicit aspect of building the communal learning space achieved during this study. That communal learning space is difficult to create at the district level, but can easily be applied to site-based teacher induction support.

Evolve to Involve

Data from three categories led to this finding. The three categories are: (1) Evolving Beliefs; (2) Intentional Acts of Knowing; and (3) Helping Students Believe. Teachers' evolving

beliefs throughout the study were central to the beginning teachers on the research team improving their professional practices (Reflective Memo, October 2022). Teachers must regularly reexamine the beliefs they bring to the classroom because some beliefs unintentionally lead to inequitable practices for marginalized students. That was my story as a beginning teacher. I structured the classes I taught to mirror the honors classes I attended in school and applied my core values universally to every student in my class. I could not see what I did not know. Data from this research study suggest that the teachers on the CPR team did the same. Below, I share some of the literature that opened discussions among the research team and allowed initial beliefs to begin to evolve.

We all go through life developing a worldview informed by our culture. Sometimes that worldview limits our empathy and understanding of others. We want students and staff to interact in a way that makes us feel nice and comfortable. Zaretta Hammond's (2015) work on culturally responsive teaching was critical to helping teachers gain an alternative perspective throughout this research process. The communal learning space established early in the research process allowed the CPR members to have open conversations about sensitive topics. Hertford Grammar School is in northeastern North Carolina, a very conservative part of the state. Implicit bias, equity traps, and deficit thinking may not seem controversial terms to some. However, conversations around such topics rarely happen in the context of this study. When they do, they often lead to confrontation.

The evolving beliefs identified in this study resulted from learning conversations among CPR members and a widened aperture for others' cultural frame of reference (Hammond, 2015). Hammond uses the word "aperture" as a metaphor for how our eyes open and close to let more light in when we need to see more clearly. She says educators run the risk of misinterpreting

students' behaviors as learning deficits if they do not "… let more alternative explanations for student learning behaviors and social interactions that look different from our own" into their cultural frame of reference (Hammond, 2015, p. 59). This quote came to life at different points in the research study. Two examples from the research study come from the two beginning teachers on the CPR team. At the New Staff CLE, Carl shared, "I cannot help and lead others if I am not aware of their past and where they are coming from," and Dawn said, "I was challenged in truly accepting that some things that come across as plain disrespect to me, may not be so. I need to dig deeper, understand each student and their culture, and react appropriately" (New Staff CLE, August 2022).

One powerful and somewhat comical story captured in the Pre-cycle of this study was an offshoot of the CPR team reviewing the cultural frame of reference questions found in *Culturally Responsive Teaching and The Brain* (Hammond, 2015). Members identified a question from Hammond's list that jumped off the page at them. Carl proceeded to talk about the superheroes he loved growing up. Initially, he talked about Spiderman, but then his voice changed, and he commented that there had never been a "whiter" superhero name than Peter Parker. Carl continued to share how he felt uncomfortable the first time he went to the theater to see the movie *Black Panther*. He said he did not know why, but certain parts of the movie made him feel strange. I remember relating to Carl's openness and struggling to explain why (Reflective Memo, January 2022). When Hammond talks about unpacking our implicit bias, she discusses the need to make the strange familiar and the familiar strange. She reiterates that it is much harder to make the familiar strange because the familiar is normal, and it is hard to un-understand deeply ingrained social habits (Hammond, 2015). I would add that familiar is comfortable, but comfortable does not lead to personal or professional growth.

CPR members became better educators and improved their professional practices during this research study. They reexamined initial beliefs and considered their beliefs might not be universally right. Figure 10 was used during the final CPR meeting of the Pre-cycle. As CPR members had conversations answering the three guiding questions, they talked about culture, empathy, and life experiences. The personal narrative revealed that often in life, there is not one correct answer or a single viewpoint on an issue. In fact, the takeaway from the conversation was that a person's core beliefs are heavily influenced by their lived experiences and deep culture (Hammond, 2015). This was when the CPR team began to talk about using the promising practices of dynamic mindfulness, personal narratives, and, eventually, the endowed object protocol to get to know our students better.

Teachers on the research team uncovered more about themselves and the identities of CPR members by participating in promising practices throughout the research study. Adults needed to experience the trust we established through these activities to be able to do similar work with their students. In PAR Cycle One, uncovering student identities was a theme that collapsed into the category Intentional Acts of Knowing. Getting to know students on a deeper, more personal level resulted in closer connections between teachers and their students. Throughout the remainder of the study, teachers could share stories they learned about their students by implementing these practices in the classroom (Reflective Memo, September 2022). These stories they could not share during the Pre-cycle. Teachers used a mix of quotes and journal prompts to let kids share their responses to kid-friendly personal narratives to learn more about the students in their classroom. Teachers began to see that to provide quality learning experiences for students, they must understand the student's journey to their classroom (Dewey et al., 1991).

CPR Meeting
Hertford Grammar School
12/6/2021

Before you can leverage diversity as an asset in the classroom, you must reflect on the challenges that can interfere with the open acceptance of students who are different from you.
~Zaretta Hammond

Learning Outcomes	Agreements
• Introduce ourselves to brain science and its impact on learning. • Identify the six brain rules in Chapter 3. • Begin to map our cultural reference points. • Consider the James and Pencil Sharpener Example	• Start on time • Listen to understand • Respect what others share • Be fully present and engaged

Time	Activity
3:30	Dynamic Mindfulness
3:35	Making the Familiar Strange
3:40	Questions: ➢ Can you remember the three levels of culture? ➢ Pause to Process Conversation. (p. 41) ➢ Which of the six brain rules resonated with you most? Why?
4:00	Preparing to be a Culturally Responsive Practitioner ➢ Begin with an Intention (p. 55) ➢ Mapping your cultural reference points (p. 56 – 57)
4:15	Reading "James and the Pencil Sharpener" Example:
4:25	How can we implement this protocol in our classroom? 1. Replay the event 2. List assumptions, reactions, and interpretations 3. Alternative explanations 4. Check your explanations 5. Build cross-cultural background knowledge 6. Leverage technology – "make the strange familiar"

These CLE Axioms will inform our work together…

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

Personal Narrative: Making the familiar strange

1. **What point is this image making to us?**
2. **How does it connect to the idea of "making the familiar strange"?**
3. **How does it relate to culturally responsive teaching practices?**

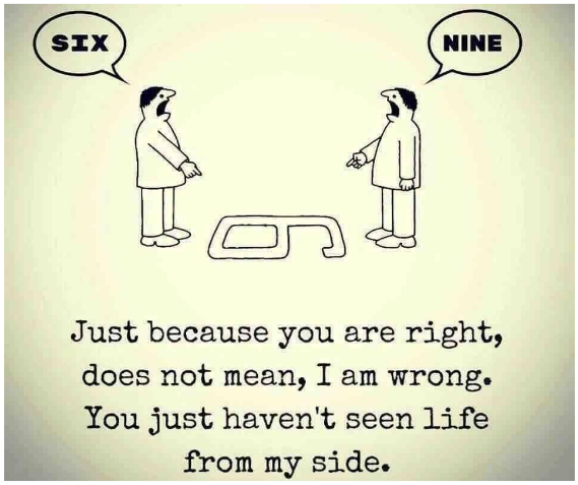


Figure 10. Making the familiar strange.

Dynamic mindfulness also resulted in getting to know students better. Allison shared an example of how using mindfulness to break up her day helped her better understand a few students in her class. She realized that a particular group of students had been going to the restroom most days about halfway through class since the start of school. However, these students stopped asking to go to the restroom once mindfulness began to be used regularly as a classroom practice during PAR Cycle One. She questioned them about what had changed and realized they were leaving class because they needed a break. Her questions led to her moving mindfulness closer to the middle of her instructional block to give students a brain break and aid in her transition from one classroom activity to another (CPR Meeting, March 2022). Once adults were able to have these experiences with each other, they were able to design similar experiences for their classrooms. CPR members explicitly focused on building rapport and trust with each other first and then with the students we interact with each day (Hammond, 2015).

Toward the end of PAR Cycle One, the CPR team stumbled across the term "warm demander." Hammond (2015) references it in *Culturally Responsive Teaching and The Brain*. The term struck a chord with the CPR team, leading to us to seek new literature. We learned that teachers must provide a caring yet demanding environment for students to help them believe. Gay's (2018) research supports the experience of CPR members. She believes that encouraging relationships demonstrated as caring is critical to culturally responsive teaching.

In digging into the literature on a warm demander, the team identified it as the model of what each of us wants to be for our students and what we want to help new teachers at HGS become through induction support. Warm demander, a term coined by Judith Kleinfeld (1975), is defined by Lisa Delpit (2013) as teachers who "expect a great deal of their students, convince them of their own brilliance, and help them to reach their potential in a disciplined and structured

environment." Warm demanders display both personal warmth and authentic concern for their students. Hammond combines some of the research on becoming a warm demander in a chart that lists seven characteristics of a warm demander. In Table 12, I list each characteristic and share a quotation from the study that mirrors that characteristic to describe a teacher who pursues "personal warmth coupled with active demandingness" (Hammond, 2015, p. 99). This research study helped the new teachers on the CPR team take steps toward becoming warm demanders. In fact, all members of the CPR team have taken steps toward improving our professional practices.

Induction, as represented in the literature, is not enough to help teachers improve their professional practices. Current literature offers important components of teacher induction that should not be eliminated, but instead reimagined. Teachers need an orientation period. Structuring it to foster conversations about culturally responsive teaching practices would help teachers begin to widen their cultural aperture. Completing activities similar to the ones in this study would allow a group of educators to learn together and beginning teachers to connect to veteran teachers who know the school community and student population at the school. Teacher induction can produce warm demanders through a group of teachers committed to helping new teachers understand the role that culture plays in the learning process while emphasizing strategies that help new teachers get to know their students on a deeper, more personal level.

Framework for Change

Induction programs in small, rural school districts support a wide range of beginning teachers, and some districts have to support a kindergarten and calculus teacher in the same program. Helping new teachers transition to their school successfully is critical to their future success as educators and the school's ability to sustain high levels of student achievement. This

Table 12

Characteristics of a Warm Demander versus PAR Study Quotes

Warm Demander Characteristic	Example from PAR Study	CPR Member
Have an explicit focus on building rapport and trust. Expresses warmth through non-verbal ways like smiling, touch, etc.	Taking time to do these activities has shown students I care about them and their readiness for learning is important to me.	Allison, March 2022
Show personal regard for students by inquiring about important people and events in their lives	I must know my students so I can understand where they are coming from and how their backgrounds may impact their actions and decisions.	Carl, August 2022
Earn the right to demand engagement and effort	Work to build that relationship so that they want to overcome barriers and they want to try their best to make you proud.	Dawn, October 2022
Are very competent with the technical side of instruction	I learned how much trust determines the ability of students to not only connect to the teacher, but also to the content.	Bethany, April 2022
Hold high standards and offer emotional support and instructional scaffolding to dependent learners for reaching the standards	Continuing to have high expectations but scaffolding them, not just for instruction, but for their basic needs. Wherever they need support, you have to meet them where they are and help them rise to the level that you expect from them.	Allison, October 2022
Encourage productive struggle	Provide quality feedback to students, allowing them to engage in a productive struggle and also teaching them to process and think through difficult content.	Bethany, October 2022
Are viewed by students as caring because of personal regard and a "tough love" stance	My advice to myself would be to become a warm demander. Be nice, kind, and loving, but be firm as well. Give tough love but remind them that it is out of LOVE.	Dawn, March 2022

reimagined framework for teacher induction would add to the current literature on teacher induction and establish multiple support layers for new teachers in small districts.

In this framework for change, new teachers would continue to get traditional induction support from the district office with additional support at their school site. The district support would include a mentor, an orientation period, and regular meetings throughout the year focused on policy, procedures, and other universal teacher expectations. Meetings that help the teacher understand the evaluation process and learn how to write a solid professional development plan. In addition, the school principal would provide site-based support focused on equity by applying the findings from this study to help teachers map their cultural frame of reference. The principal should design a communal learning space that invites veteran and new teachers to learn together through conversations and activities to improve teachers' professional practices related to culturally responsive teaching. New teachers would reevaluate their initial beliefs about teaching and learning, searching for implicit biases based on their lived experiences. By doing so, they would gain alternative perspectives and begin to evolve in their understanding of how culture impacts learning. In the site-based support, new teachers would experience protocols that we called promising practices. These protocols can be adapted for classroom use and implemented to help teachers get to know their students on a deeper, more personal level. Ultimately, the site-based induction process would focus on helping teachers understand and adopt the characteristics of a warm demander and apply equitable classroom practices to their work.

This new framework for teacher induction considers the changing education landscape. Education is very different from what it was at the end of the 20th century. Classrooms look different, and societal expectations and pressures on teachers continue to increase. Additionally, the COVID pandemic introduced new challenges that beginning teachers will navigate for at

least the next decade. Figure 11 provides a mental image of the components of this reimagined induction process. This reimagined version of teacher induction emerges by combining traditional induction with the findings of communal learning space and evolve to involve. This form of induction continues to help teachers navigate the historical challenges associated with being a new teacher while offering support to help them better serve students with different cultures, beliefs, and lived experiences. This reimagined framework will help teachers improve their professional practice earlier in their careers by understanding equity and becoming culturally responsive teachers ready to teach diverse learners.

Research Questions Reexamined

The overarching research question for this research study was: *To what extent can an equity-based, asset-driven teacher induction process promote knowledge of self and improve professional practice?* Below, I walk through my learning related to two sub-questions leading to a response to the overarching research question. Later in the chapter, I review my third research sub-question when I discuss my leadership development.

The first research sub-question was: How do a principal and new teachers collaborate to effectively uncover beliefs and values about teaching and learning? The findings from this research study suggest that a communal learning space that allows open and honest conversations for all participants is crucial to any educator developing a self-awareness related to their beliefs about teaching and learning. Bethany expressed that the “open-ended conversations with no right or wrong, and no one judging you about a differing point of view” helped her let her guard down and learn from others (Individual Interview, October 2022). Principals must remember that conditions impact learning and steer away from meetings that expect new

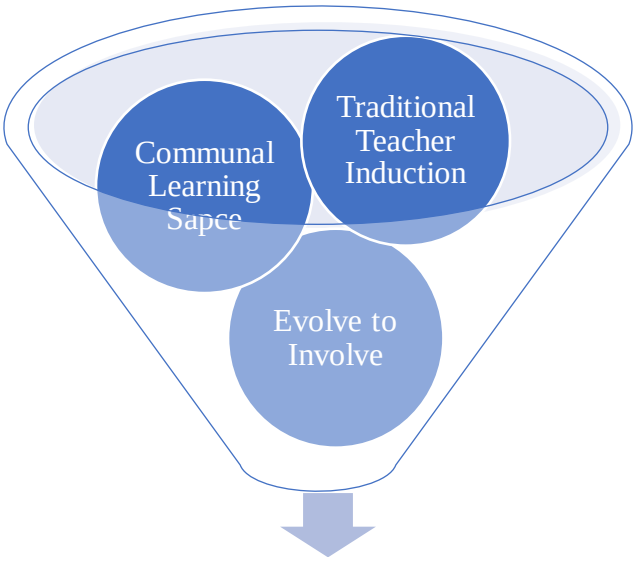


Figure 11. Framework for change: Induction reimagined.

teachers to sit and get (a meeting with one educator telling others what to do). Remembering that it is much harder for a person to make the familiar strange than the strange familiar (Hammond, 2015), the principal must plan activities that challenge the dominant culture's beliefs in a way that does not put teachers on the defensive or accuse them of intentional wrongdoing.

In this study, CPR members were able to unpack terms like deficit thinking, equity traps, and implicit bias, which are controversial in our context because of the resources and activities used. Being vulnerable in sharing my learning and leadership development throughout the research process gave CPR members the confidence to do the same. Near the end of PAR Cycle One, Carl said "my past and upbringing unconsciously affected my classroom management and how I dealt with various situations in the classroom" (CPR Meeting, April 2022). In PAR Cycle Two, Carl talked about becoming an "inward thinker" and someone who starts by considering how his culture affects his teaching and learning.

Clearly, the CLE axioms that guided our work contributed to our ability to answer this research question. The two axioms that most guided the learning were that conversations are critical and central pedagogical processes, and the people closest to the issues are best situated to discover answers to local concerns (Guajardo et al., 2016). Having various experience levels on the CPR team, including two veteran teachers and two beginning teachers, provided learning opportunities and exposure to alternative perspectives for us to consider against our beliefs. The relationships formed on the research team were the condition that allowed us to open up to each other and learn from people we know, trust, and respect. As it relates to induction, that is hard to replicate at the district level.

The second research sub-question was: To what extent does the use of classroom protocols lead to culturally responsive practices? The primary data used to answer this question

shifted during the study. Initially, evidence-based observations were a significant part of this study. However, throughout the study, the protocols that impacted teachers' practices were the promising practices of dynamic mindfulness, personal narratives, and using the endowed object protocol to get to know their students on a deeper, more personal level. Each teacher received an observation using the agreed-upon evidence-based observation tool and a post-conference conversation during PAR Cycle One. Evidence-based observations provide valuable data for teachers to consider in improving their instructional practices. They can help teachers determine if equitable questioning is present in their classroom at the most basic level. The CPR team recommended that the evidence-based observations they experienced during PAR Cycle One become part of the site-based induction process at HGS.

Evidence-based observations give teachers real data to consider when reflecting on their instruction, but the promising practices used in this study made an immediate impact on teaching practices. Two profound statements shared at CPR meetings were from Carl and Bethany. Carl said, "I think that mindfulness impacts my classroom culture by giving my students to an opportunity write their own introduction to the school day rather than that be written by uncontrollable factors" (CPR Meeting, March 2022). Bethany said personal narratives "… have helped us build better relationships among students and allowed us to share more of ourselves without school always being about academics" (CPR Meeting, April 2022). As teachers got to know students, their mentality toward their work shifted. They saw students differently, individually, and wanted to help them rise to higher expectations. They wanted to help students believe in themselves, or as Dawn said, "It is important to build that relationship so that your students trust you, look up to you, respect you, and want to please you! Wanting them to succeed is not enough; they need to want to succeed" (New Staff CLE, August 2022). As I reflect on the

study, I see evidence-based observations as a thermometer and promising practices as a thermostat. The former takes the temperature in the room and the latter adjusts how the room feels.

Implications

The PAR study helped the CPR team reimagine how induction should look at HGS. It emphasized the need for the school site to support the district induction program in helping new teachers improve their professional practices in the classroom. The level of relational trust required to create the right conditions for communal learning is difficult for the district induction coordinator with limited interaction with new teachers. Below, I detail practice, policy, and research implications of the study's findings.

Practice

I believe this study leads to a variety of practices that can be considered for the field of education related to teacher induction. In this section, I provide specific examples of ways leaders can create safe spaces for teachers and how to address the isolation often associated with being a new teacher. For induction to help new teachers improve their professional practices, a certain level of trust must be established. Bryk and Schneider (2004) identify this as relational trust, and induction programs must prioritize it because teachers must feel like they can openly share struggles and concerns in a judgment-free setting in order to learn from the mistakes all novice teachers make. District induction programs in small, rural school districts like Perquimans County need help to create a setting where relational trust can be achieved. Safe spaces are difficult to establish due to factors like staff size and the lack of interaction between teachers and district support staff. Bethany confirmed this concern when she shared that she felt alone in her district induction experience because she was the only teacher from HGS in the Beginning

Teacher (BT) program at the time (Individual Interview, October 2022). This feeling of isolation makes it difficult for teachers to seek advice they can depend on when trying to overcome the societal pressures of teaching (Killeavy, 2006; Millinger, 2004).

School leaders need to take a more active role in supporting the new teachers on their staff. It is the job of the CRSL to develop culturally responsive teachers that see and leverage culture as an asset to learning and well-rounded education (Khalifa et al., 2016). The assistant principal on the CPR team alluded to how promising practices and CPR activities helped her "learn the importance of being intentional about developing relationships with others that do not have the same cultural background as I do" (CPR Meeting, April 2022). I connected with this statement and have experienced similar learning during this research study. Knowing how conditions impact the learning that happens in teacher induction programs, a CRSL must establish a site-based support similar to the one outlined in the section above (see Framework for Change). Site-based support, with a teacher alliance group, will provide new teachers a safe space to ask questions, share struggles, and learn together with other educators.

Policy

Education has policies that guide induction work at the state and local levels. Induction programs related to teacher retention are a hot topic at the national level in the post-COVID world. However, current policies require compliance and are often seen as boxes to check; at least that was the experience of CPR members participating in this research study. Induction policies need more emphasis on promoting a teacher's understanding of equity and how their culture can limit their ability to connect to diverse student groups. The implications of this study inform policy not only at the state and national levels but also at the local level.

Flexibility in induction policies is needed in the fluid state of education. Changing any policy is a complex issue and takes time. Flexibility would provide local communities room to adjust policies to their context. Current induction programs are guided by state statutes. These statutes are written by a group of noneducators with limited diversity. Even with good intentions, a limited cultural frame of reference and a lack of experience in the educational arena inhibit policy from reaching its desired outcome. The implications of this study should inform state and national policy to provide more flexibility to schools with varying contexts. Wong (2004) reminds us that every induction program should be unique. Current induction policies do not consider the size of a school district or other important factors, like if the school is in a rural or urban community. A one-size-fits-all approach to teacher induction at the state and national levels is not working. Flexibility would allow school districts an ability to reimagine induction to meet the needs of their new teachers. Certain minimum expectations for teacher induction would need to remain, but the focus of how teacher induction can help teachers improve their professional practice should shift the needs identified to the local level. This shift is supported by research connected to the Community Learning Exchange axioms (Guajardo et al., 2016) that guided this study, most notably the axiom of those closest to work often have the best solutions to local concerns.

State board policy guides local induction policy decisions. Current policies in our district inform a checklist of items for new teachers to complete each month. New teachers attend monthly meetings at the district office, complete monthly mentor logs in our district, and receive coaching support through a contracted beginning teacher (BT) coach. The BT support coach visits the schools to check in on the new teachers at their site, usually during their planning. This model is similar to what the veteran teachers on the CPR team remember about their induction

experience. There will always be a struggle to establish conditions for communal learning because of the lack of connection between the teachers and the veteran educators offering support.

Even still, the policy implications of this study at the local level can improve induction in our district and districts with similar contexts. CPR members see induction at HGS as a two-armed support machine moving forward. The first arm is the traditional district induction support. The second arm of support comes from a site-based induction process. This reimagined view of induction allows the district to focus on what policy requires, universal topics like writing PDP goals and understanding the teacher evaluation instrument. Supporting teachers in improving their professional practice is left to teachers and administrators at the school—fellow educators who work in the same conditions as the new teacher every day.

Research

Participatory Action Research (PAR) guided this study. It resulted in an induction process at Hertford Grammar School that stands to support new teachers in ways that were not possible before the onset of the study. Combining Community Learning Exchange (CLE) axioms and activist research and using improvement science to complete iterative research cycles led to findings that helped the CPR team reimagine induction at our school. Below, I describe how the CLE protocols can impact learning and why they should be considered for conducting this type of research.

Research Process: PAR Process/CLE-inspired Protocols

CLE axioms guided the work of CPR members throughout this study. The five axioms were included on every agenda and served as norms for the learning that we designed from this PAR study. The two axioms that most guided this work were the second axiom—conversations

are critical and central pedagogical processes—and the third axiom—the people closest to the issues are best situated to discover answers to local concerns. Conversations were the driving force behind data collection. Teachers on the research team currently participating in the district induction program provided insight into how to design a site-based induction process that would complement what was provided by the district office.

First, CPR activities encouraged conversation, and individual interviews gave each CPR member a chance to share what they learned from conversations throughout the research study. Completing three cycles of research provided reflection points to review data, complete member checks, and plan new activities that considered the emergent themes identified from earlier data collection. The Plan, Do, Study, Act improvement science model (Langley et al., 2009) helped ensure that the study remained focused on the research questions the study sought to answer. Next, the construction of the research team leaned into the CLE axiom, those closest to the work are often best situated to discover answers to local concerns. Without the two beginning teachers (BTs) on the research team, the CPR team would not have been able to identify concerns new teachers are currently facing. Additionally, the site-based support would have likely overlapped with the district induction program, not valuing the time of new teachers. Finally, activist research offered the research team a lens that focused on adding equity to the induction process at our school. Equity conversations are integral to a teacher's ability to overcome biases that negatively impact marginalized students. Having a safe space to have those conversations is critical to gaining perspective outside initial belief sets. The activist lens of this PAR study helped six educators and a principal improve their ability to connect with students and staff with a different culture than their own.

Future Research

I recommend this type of research to future researchers studying teacher induction. The activist lens helped set the direction of the study. Improvement science allowed for frequent reflection points and adjustments that kept the study focused on answering research questions aligned to the study. The CLE axioms were used to promote conversations and establish that each member of the CPR team had valuable insight to consider when building our site-based induction process at HGS. Below, I share three ideas for future researchers to consider.

First, there has been extensive work on the foundations of induction programs; however, I believe, as noted in my findings, that we need to continue to explore the structures and practices that create an induction program that creates a space for new teachers to feel valued and to evolve in their practice. This study just begins what that work might look like. Next, this study did not look at the mentor role specifically in an induction. I agree with the research on the importance of mentors, but I think we need to examine how leaders create induction programs with or without mentors because, in reality, a new teacher will likely need support beyond what a single mentor can provide.

Lastly, this study aimed to help teachers uncover their initial beliefs about teaching and learning. It accomplished that goal by developing a communal learning space where teachers learned from each other through conversations. The right conditions of the study allowed for conversations that resulted in newfound perspectives and a greater understanding of how to be warm and demanding. However, the study did not capture enough observation data to make claims about how what was learned by CPR members impacted the questioning techniques used during their instruction. A longitudinal study focused on replicating the core components of this study with more observations would provide even greater insight into how induction programs

could further improve teachers' professional practices and equitable educational opportunities for marginalized students.

Limitations

This PAR study had similar limitations to all qualitative studies. Two obvious limitations were the study size and how the unique context of the school and the participants could influence the findings and outcomes of such a research study. For example, one limiting factor of the study included using purposeful sampling to build the CPR team. I invited teachers who share a similar passion for equity and are committed to improving the school to be on the research team. Their passion for improving our school likely contributed to the design of the site-based induction support created at HGS. Another study limitation is that all participants work at the same school, and a majority of the CPR members attended school in Perquimans County as a child. The size of the county made overcoming this limitation difficult.

My supervisory role is a study limitation. The influence that accompanies the role of a principal must be considered when applying findings to other contexts. Completing research with a direct supervisor can be considered a limiting factor despite the measures taken to ensure that all participants gave informed consent without coercion or a sense of obligation. Finally, the other limitations impacting this study were similar to most qualitative research projects: time, researcher biases, and difficulty generalizing (Creswell & Creswell, 2018).

Leadership Development

One of the research sub-questions to this study was related to my leadership development as the lead researcher. The research question was: *To what extent does a leader's participation in this process contribute to growth and development as an equity-centered school leader?* Multiple data points track my leadership development throughout the research process. I used reflective

memos to track my learning and leadership development. Beyond the reflective memos, data from the North Carolina Teacher Working Condition Survey (NCTWCS) and Comprehensive (CALL) Survey both indicate an improved school culture and a greater understanding of equity work at HGS. The research process caused me to slow down and see how the principal building relationships with teachers mirrors the importance of teachers building relationships with their students. By taking the time, I was able to engage in learning conversations and share the knowledge I have gained about the way culture that impacts learning with teachers beyond the research team. These conversations improved my relationship with staff and positively impacted discipline practices and the instructional strategies used at HGS (Reflective Memo, October 2022). Moreover, the conversations inside the safety of CPR meetings helped me work through my initial beliefs about teaching and learning and prepared me to advocate for equity throughout the school and at the district level.

As a school principal, I typically entered principal meetings from the perspective of getting the necessary information for my students and school. This work has changed me from being more of bystander to more of an advocate in those spaces. One example of advocacy at the district level relates to changes made to summer school programming in the district. In tandem with this research study, our school district provided professional development on Culturally Responsive School Leadership (CRSL) to its school administrators. A CRSL professional development session was part of monthly principals' meeting agendas and was designed to have principals and assistant principals have conversations around equity in our schools. At a monthly principals' meeting near the end of PAR Cycle One, we talked about the district starting to "put our money where our mouth is" as a district regarding equity. At that same meeting, we talked about the summer learning program. The program offers students who missed proficiency on the

EOG a chance for remediation and retesting. Historically, money was not allotted for transportation for this program, as was the plan this year. I objected and petitioned the room to find a way to offer transportation to the students invited to the program. In fact, I connected the request back to putting our money where our mouth is.

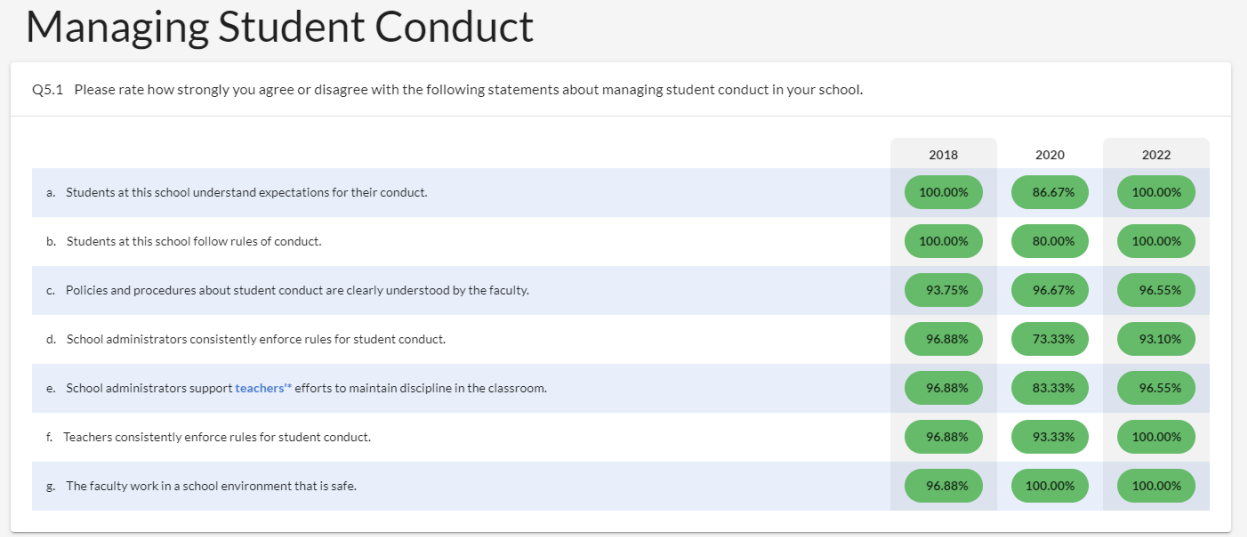
Voicing an equity stance like this one was a significant shift in my leadership. I had been a principal for seven years, four at Hertford Grammar School. In those years, I had never voiced concern about offering transportation during summer school before this year. I would often justify my decision to remain silent with the deficit view that if a family cared enough about their child's academics, they would find a way to provide their own transportation. However, knowing that the students of color I serve would be disproportionally affected by not offering transportation during summer school struck me differently this year, and my advocacy resulted in the school system offering summer transportation (Reflective Memo, April 2022). I felt a sense of pride when 26 additional students reached grade level proficiency during the summer program, knowing more than 50% of the students who attended the summer program used school-provided transportation (Reflective Memo, July 2022). Sometimes, education circles fall into a cycle of doing things as they have always been. The problem with that mindset is that the same groups of historically marginalized students continue encountering more inequity if changes are never implemented (Reflective Memo, October 2022).

Two other data sources point to leadership development in me developing self-awareness during the research study. One of those sources is the NCTWCS, a survey given to all North Carolina teachers every two years. The survey is administered by a teacher leader in the school using unique digital key codes to protect the anonymity of the teachers who participate. The survey asks questions about equity, student conduct, teacher leadership, and school leadership.

Figure 12 is a screenshot of a question pulled from the NCTWCS website. The data supports progress toward becoming a culturally responsive school leader. Teachers' collective responses can be compared to the school's previous years or teachers' responses from the state of North Carolina. The comparison notes that the administrative team at HGS received above a 90% agreement rate in all six subcategories of question 5.1. The increase was above the state and district average and is a significant improvement from the two previous iterations of the survey.

Figure 13 also highlights across-the-board growth in other pertinent areas of the NCTWCS. When comparing 2020 to 2022, the data reveals multiple areas of improvement. A few noteworthy examples of improvement were questions Q7.1a and Q7.1b. Question 7 focuses on school leadership, and Q7.1a asks if "There is an atmosphere of trust and mutual respect in this school." In 2020, only 73.33% of the staff agreed. That number increased to 96.55% in 2022. Q7.1b asked if "Teachers feel comfortable raising issues and concerns that are important to them." This percentage increased by 26.33% from 63.33% to 89.66% in the two years. As my beliefs about teaching and learning evolved, I began to notice that I was taking more time to listen to staff members and hear their concerns. I offered better advice or was able to connect struggling teachers with colleagues who could help them work through their struggles. My willingness to listen to concerns, even if I could not solve them, resulted in teachers feeling more comfortable raising important issues. I believe that some components of the communal learning space present during the PAR study became part of the overall school culture at HGS (Reflective Memo, October 2022).

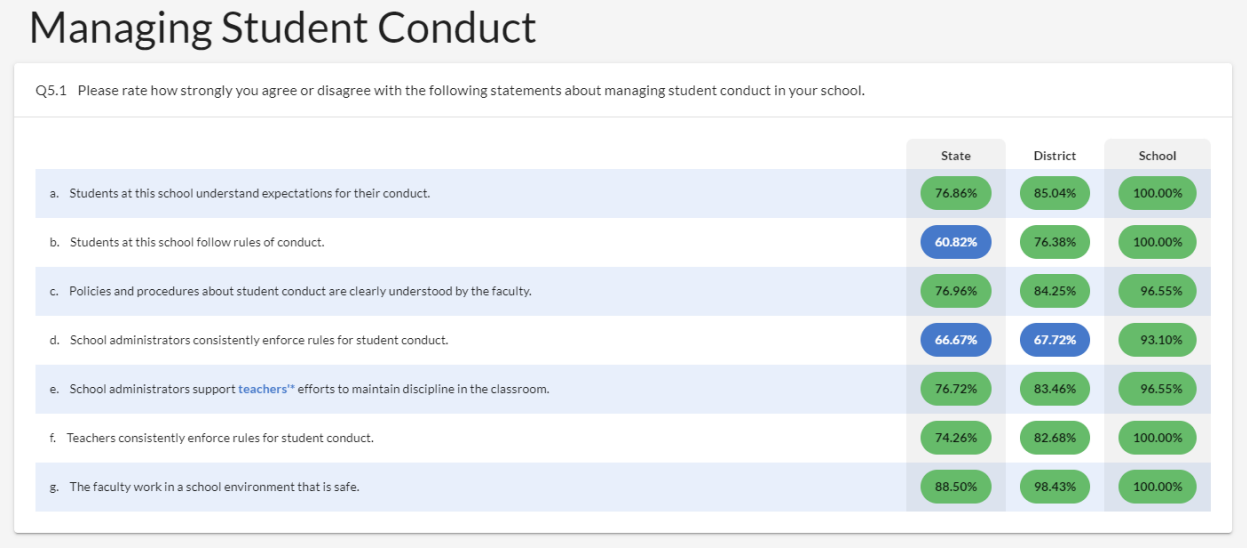
One area of where my self-awareness was displayed is the shift in focus to the importance of equity related to discipline practices. This awareness has grown in my time as an



Managing Student Conduct

Q5.1 Please rate how strongly you agree or disagree with the following statements about managing student conduct in your school.

	2018	2020	2022
a. Students at this school understand expectations for their conduct.	100.00%	86.67%	100.00%
b. Students at this school follow rules of conduct.	100.00%	80.00%	100.00%
c. Policies and procedures about student conduct are clearly understood by the faculty.	93.75%	96.67%	96.55%
d. School administrators consistently enforce rules for student conduct.	96.88%	73.33%	93.10%
e. School administrators support teachers'* efforts to maintain discipline in the classroom.	96.88%	83.33%	96.55%
f. Teachers consistently enforce rules for student conduct.	96.88%	93.33%	100.00%
g. The faculty work in a school environment that is safe.	96.88%	100.00%	100.00%



Managing Student Conduct

Q5.1 Please rate how strongly you agree or disagree with the following statements about managing student conduct in your school.

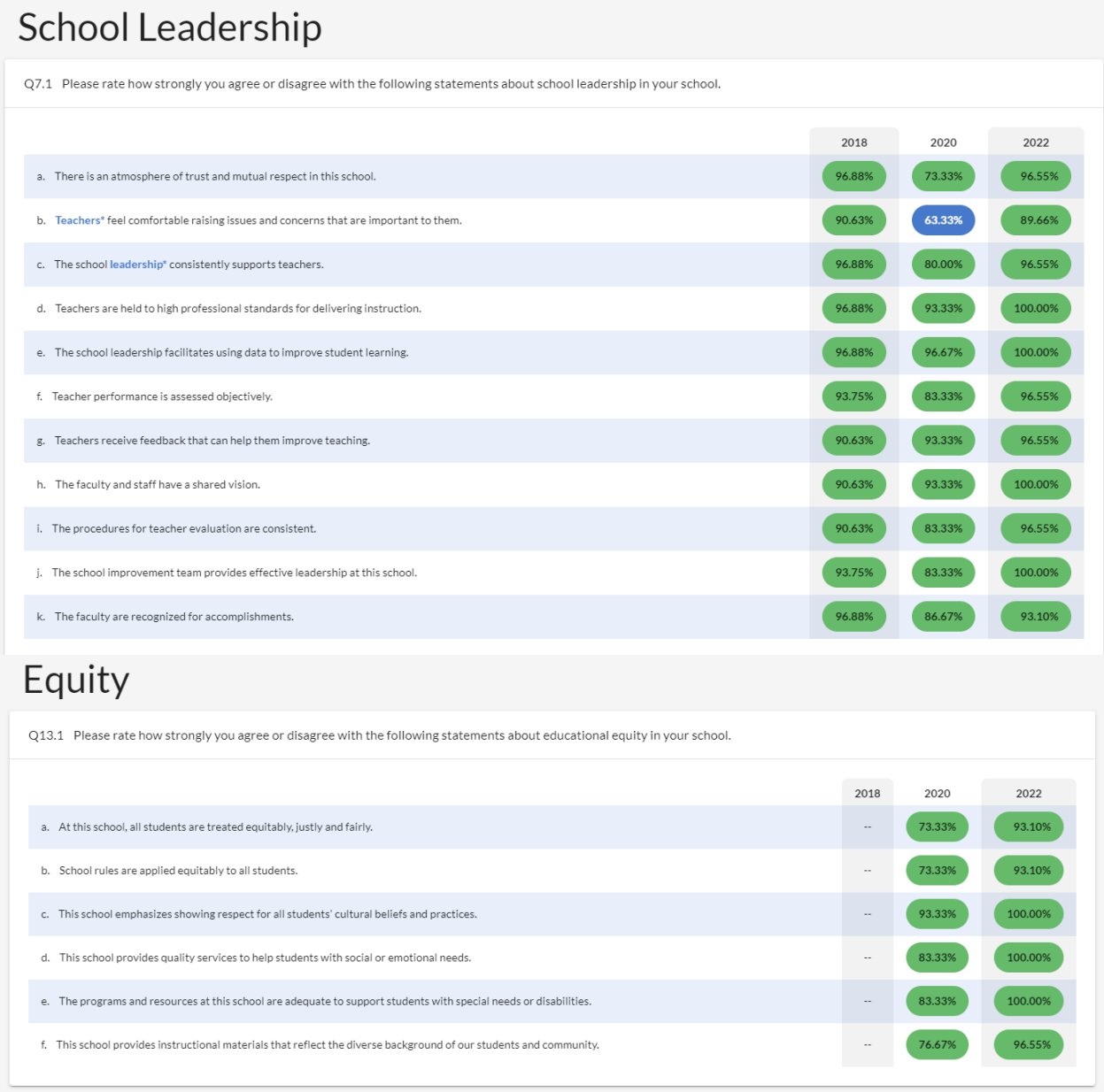
	State	District	School
a. Students at this school understand expectations for their conduct.	76.86%	85.04%	100.00%
b. Students at this school follow rules of conduct.	60.82%	76.38%	100.00%
c. Policies and procedures about student conduct are clearly understood by the faculty.	76.96%	84.25%	96.55%
d. School administrators consistently enforce rules for student conduct.	66.67%	67.72%	93.10%
e. School administrators support teachers'* efforts to maintain discipline in the classroom.	76.72%	83.46%	96.55%
f. Teachers consistently enforce rules for student conduct.	74.26%	82.68%	100.00%
g. The faculty work in a school environment that is safe.	88.50%	98.43%	100.00%

Figure 12. NCTWCS screenshots of Managing Student Conduct (Q5.1).

administrator, but the ability to help teachers understand the importance and value of equity in managing student conduct is represented in the data collected from the NCTWCS. During my transition to school administration, I saw how culture impacts learning and the dangers of universally applying my beliefs and core values as expectations for all students. This study helped strengthen self-awareness and provided the opportunity to engage in conversations with teachers about how their beliefs and core values impact their classroom management. The cultural frame of reference questions provided by Hammond (2015) challenged teachers to see their students in a new light and reexamine how cultural miscommunications led to the unfair treatment of marginalized students in their classrooms. These conversations were embedded into activities completed during CPR meetings throughout the study. The conversations helped CPR members build classroom environments that resulted in stronger relationships with students and led to them supporting colleagues who struggled to connect to students they did not understand (Reflective Memo, September 2022).

Finally, in 2020 an equity section (Q13.1; see Figure 13) became part of the NCTWCS. The equity section shows significant progress when comparing the 2022 to 2020 data, a time period that overlaps this research study. HGS improved the agreement rate in all six areas, with an agreement rate above 90% on all six sub-questions. The improvement correlates to my leadership development and the conversations that took place both in the context of the research study and by applying my learnings from the research to daily practice (Reflective Memo, October 2022).

The second survey data used to evaluate my leadership development was the CALL Survey. This survey identifies strengths and areas of improvement of school leaders across the nation. The report looks at four domains:



School Leadership

Q7.1 Please rate how strongly you agree or disagree with the following statements about school leadership in your school.

	2018	2020	2022
a. There is an atmosphere of trust and mutual respect in this school.	96.88%	73.33%	96.55%
b. Teachers* feel comfortable raising issues and concerns that are important to them.	90.63%	63.33%	89.66%
c. The school leadership* consistently supports teachers.	96.88%	80.00%	96.55%
d. Teachers are held to high professional standards for delivering instruction.	96.88%	93.33%	100.00%
e. The school leadership facilitates using data to improve student learning.	96.88%	96.67%	100.00%
f. Teacher performance is assessed objectively.	93.75%	83.33%	96.55%
g. Teachers receive feedback that can help them improve teaching.	90.63%	93.33%	96.55%
h. The faculty and staff have a shared vision.	90.63%	93.33%	100.00%
i. The procedures for teacher evaluation are consistent.	90.63%	83.33%	96.55%
j. The school improvement team provides effective leadership at this school.	93.75%	83.33%	100.00%
k. The faculty are recognized for accomplishments.	96.88%	86.67%	93.10%

Equity

Q13.1 Please rate how strongly you agree or disagree with the following statements about educational equity in your school.

	2018	2020	2022
a. At this school, all students are treated equitably, justly and fairly.	--	73.33%	93.10%
b. School rules are applied equitably to all students.	--	73.33%	93.10%
c. This school emphasizes showing respect for all students' cultural beliefs and practices.	--	93.33%	100.00%
d. This school provides quality services to help students with social or emotional needs.	--	83.33%	100.00%
e. The programs and resources at this school are adequate to support students with special needs or disabilities.	--	83.33%	100.00%
f. This school provides instructional materials that reflect the diverse background of our students and community.	--	76.67%	96.55%

Figure 13. NCTWCS screenshots of School Leadership (Q7.1) & Equity (Q13.1).

1. Focus on Leadership for Learning
2. Promote Effective Teaching Practices and Services to Support ALL Students
3. Build Professional Capacity for Teaching and Supporting ALL Students
4. Relational Trust

In reviewing the final CALL Survey completed in April 2022, I scored above the CALL average in each domain. One area of strength is found in the *Focus on Leadership for Learning* domain, my highest score, where I received a rating of 4.36 out of 5. The average in the first domain was 3.89. Two other areas of strength connect back to the NCTWCS. Domains 2 and 3 focus on supporting *"ALL"* students, which can be seen as establishing equitable practices at the school level. My rating increased in both areas from 2020 to 2022, while the national average dropped in each domain. In fact, my highest delta over the national average was in the two domains *(1) Promote Effective Teaching Practices and Services to Support ALL Students*. My rating outpaced the national average by more than half a point. Table 13 offers more insight into the results of the CALL Survey. In reviewing the data, I noticed my rating in each of the four domains outperformed the national average. Additionally, the data indicates personal growth in each domain when compared to the same survey given in April 2020.

During this study, I have identified blind spots in supporting students and staff based on the initial beliefs I had as an early educator. As I have participated in conversations around equity and studied the literature on becoming a culturally responsive school leader, I have developed a boldness to fight for equity. I have also developed a special connection with a member of the research team. She is an educator of color and the reigning HGS Teacher of the Year. Together, we have presented at two education conferences in 2022 discussing the

Table 13

CALL Survey Comparison

Leadership Domain	2020 CALL Rating	2020 CALL Average	2022 CALL Rating	2022 CALL Average
Focus on Leadership for Learning	4.17	3.9	4.36	3.89
Promote Effective Teaching Practices and Services to Support ALL Students	3.75	3.51	4.02	3.49
Build Professional Capacity for Teaching and Supporting ALL Students	3.76	3.72	4.00	3.70
Relational Trust	4.11	3.92	4.23	3.91

evolution that this research study has led to at our school and in our journey as educators. Following our latest presentation, we were asked to present at the monthly district induction meetings in January 2023. My leadership has improved to focus on building trust, advocating for equity, and helping teachers improve their instructional practices. By leaning into the expertise of teachers in the classroom, HGS was able to identify a group of TAG teachers to support new staff in our journey to provide an equitable education for all students at HGS.

I am a better educator because of this PAR study. I developed a voice for equity that I did not have 18 months ago. As I gained knowledge about culturally responsive school leadership and discussed what it means to be a warm demander with the committed educators at HGS, I realized that this is what I was missing as a new teacher. Early in my teaching career, I was often frustrated because the students I taught were not like the students I remembered in my honors classes. I wanted them to value school exactly like I did growing up. I was blind to the notion that a cultural frame of reference impacted every aspect of my life, just as it did for each of my students. Now, I have a framework to help new teachers arrive at the revelation I now know. The revelation is that it is not my job to hold every student to the same standard of excellence, but instead it is to help teachers support students in seeing their own brilliance (Safir, 2019).

Conclusion

This study contained three cycles of research designed to help new teachers improve their instructional practices. It helped a group of educators develop self-awareness as they uncovered their initial beliefs about teaching and learning. It spanned over two academic school years and supported new teachers on our team as we implemented protocols that improved learning and relationship between teachers and their peers and CPR members and our students. The study answered research questions about how uncovering a teacher's initial beliefs helped them evolve

to consider alternative perspectives that they could not see based on their own lived experiences. It also helped me, the principal, develop into a culturally responsive school leader who was prepared to advocate for equity in new ways.

Unfortunately, my story is like many educators. I leaned into my comfort zone and lived experiences as a young teacher. I started my career expecting students to conform to my beliefs about teaching and learning without stopping to think if my way was the only way or even the right way. In my first 10 years as an educator, I worked in five different schools, quickly moving from high school math teacher to high school assistant principal to principal. As a beginning teacher, it took me a few years to realize that my grading practices were inequitable and negatively impacted marginalized students in my class. I began my career structuring my classroom expectations from beliefs instilled in me as a student and a culture that was deeply ingrained into my subconscious.

I participated in an induction program at the district level where I remember hearing other educators talk about maintaining high expectations for all students, but the induction program did not help me improve my professional practice. Nor did it help me offer a more equitable education to my students. I was not taught that high expectations were only part of the equation. Over time, I learned lessons that helped me become a better educator, but it took far too long to focus on what I have discovered is the most important part of teaching and learning. I need to get to know my students. I need to understand who they are and build relationships that motivate them to discover their own brilliance. As a beginning educator, I needed someone to help me see what I had been missing. I needed to gain a new perspective and understand the role that culture plays in the learning process. I needed to have a deeper understanding of equity and a group of educators who would help me understand how to connect with students from different cultures. I

needed the missing piece of teacher induction, site-based induction support that could help me evolve into a more culturally responsive teacher.

Therefore, I did. I researched teacher induction and blended it with other literature to create a framework that was not available to me 14 years ago. I learned with a group of educators how to talk about equity and embed it into our work at Hertford Grammar School. I wanted to conclude this study with the voices of our CPR team reflecting on their own learning from our work together.

1. I think the teacher needs to be conscious to embed equity in their classroom. It needs to be a practice that you have to build into your lesson plan and your daily practice, not something that you just hope that you do or stumble across. It has to be something that you do purposefully (Allison, Individual Interview, October 2022).
2. I have evolved into being more honest with myself, sharing a little bit more with personal narratives, and how I grew up. Not feeling that I'm alone in my thinking of different things. I have become a little bit more honest and more reflective about myself and everything I have been through (Bethany, Individual Interview, October 2022).
3. For me, so much of my culture and what I was around growing up generated what I thought and how I felt about certain things. In order to understand someone with a different cultural background, I have to truly think about how their culture has informed their thoughts (Carl, CPR Meeting, March 2022).
4. Culture influences everyone in different ways, which, in turn, impacts learning. Use [promising practices] to get to know each student and their culture. Use them as a tool to be intentional with each and every student (Dawn, New Staff CLE, August 2022).

Equity work is never-ending, but I am excited to know that with a reimagined teacher induction process, new teachers at HGS are collectively starting to see what we have been missing.

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APPENDIX A: INSTITUTIONAL REVIEW BOARD 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:	John Lassiter
CC:	Matthew Militello
Date:	9/17/2021
Re:	UMCIRB 21-001654 EQUITY IS STILL MISSING:A FRAMEWORK FOR EMBEDDING EQUITY IN TEACHER INDUCTION

I am pleased to inform you that your research submission has been certified as exempt on 9/16/2021. 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 Questions(0.01)	Surveys and Questionnaires
CLE Artifact Collection Protocol (0.01)	Interview/Focus Group Scripts/Questions
Consent Form(0.01)	Consent Forms
Email Script (0.01)	Recruitment Documents/Scripts
Interview Questions(0.01)	Interview/Focus Group Scripts/Questions
Observation Tool(0.01)	Additional Items
Post-Conference Conversation Protocol(0.01)	Additional Items
Research Study: EQUITY IS STILL MISSING(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 PROGRAM TRAINING CERTIFICATION

CITI PROGRAM

Completion Date 23-Dec-2020
Expiration Date 23-Dec-2023
Record ID 40080699

This is to certify that:

John Lassiter

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

CITI
Collaborative Institutional Training Initiative

Verify at www.citiprogram.org/verify/?w4ec8518d-d1db-4442-a707-162c6c37e897-40080699

APPENDIX C: SCHOOL/DISTRICT PERMISSION

Tanya Turner
Superintendent

James Bunch
Assistant Superintendent

Perquimans County Schools
P. O. Box 337
Hertford, North Carolina 27944

PQ Schools

Board of Education
Dr. Anne White, Chair
Amy Spaugh, Vice-Chair
Russell Lassiter
Matt Peeler
Leary Winslow
Arlene Yates

July 26, 2021

To Whom It May Concern:

Perquimans County 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 Hertford Grammar School and its mission of educating students. The purpose of this letter is to notify John Lassiter of **approval** to conduct his dissertation study titled, **"Equity is STILL Missing: A Framework for Embedding Equity into a Teacher Induction Process"** with participants in our schools. We also give permission to utilize the following spaces at Hertford Grammar School to collect data and conduct interviews for his dissertation project: Media Center, PLC Room, administrative offices, and conference room.

The project meets all of our school/district guidelines, procedures, and safeguards for conducting research on our campus. Moreover, there is ample space for John Lassiter to conduct his study and his project will not interfere with any functions of Hertford Grammar School. Finally, the following conditions must be met, as agreed upon by the researchers and Perquimans County 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 in a timely manner.
- An executive summary of your findings is shared with the school administration 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,

Tanya H. Turner, Ed.D
Superintendent

Phone 252.426.5741 • Fax 252.426.4913 • www.pqschools.org

APPENDIX D: ADULT CONSENT FORM

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: Equity is STILL Missing: A Framework for Embedding Equity into a Teacher Induction Process

Principal Investigator: John Lassiter
Institution, Department or Division: Hertford Grammar School
Address: 603 Dobbs St. Hertford, NC 27944
Telephone #: 252-426-7166
Study Coordinator: Dr. Matthew Militello
Telephone #: 252-328-6131

Researchers at East Carolina University (ECU) **and Hertford Grammar School** 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) project and 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 HGS 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 how a school can create and implement an equity-based, asset-driven teacher induction process.

If you volunteer to take part in this research, you will be one (1) of about sixty-five (65) adults invited to participate in community learning exchanges related to this work.

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 Hertford Grammar School, Hertford, NC. You will need to meet at HGS, in the PLC room or media center, approximately once a month during the study. The total amount of time you will be asked to volunteer for this study is approximately 25-hours over the next twenty months.

What will I be asked to do?
If you agree to participate in this study, you may be asked to participate in community learning exchanges, interviews, an anonymous online survey, observations and/or post-observation conversations 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 improving your professional practice and helping improve the induction process for new and beginning teachers at HGS.

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.

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, meetings, and observations will be maintained in a secure, locked location and will be stored for one year 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 252-340-4527 (weekdays, 8:00 am – 4:00 pm) or email lassiterj19@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 252-744-2941 (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 of UMCIRB at 252-744-1971.

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 E: DATA COLLECTION INSTRUMENT: CLE ARTIFACTS PROTOCOL

Appendix D: 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) project. 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 and other participants who sign consent forms. If students are participants, consent and assent forms will be used.

Date of CLEs:

1. Fall 2021
2. Spring 2022
3. Fall 2022

Number of Participants: Up to 65 (Entire HGS Staff)

Purpose of CLE: To discuss the importance of having an induction process to support new and beginning teachers in their first couple of years at HGS. We will complete activities to get to know each other, the school and community, and discuss culturally responsive teaching practices that will improve teaching and learning.

Questions for Data Collection:

1. *What do new teachers need to know to be successful?*
2. *What assets and challenges impact a new teacher's chance at success at HGS?*
3. *How is teaching in a rural, low-income school district different than other schools?*
4. *What cultural frame of reference do teachers bring with them to this work?*
5. *What does equity look like in an elementary math classroom?*
6. *Can observations help me be more culturally responsive in my classroom?*

APPENDIX F: DATA COLLECTION INSTRUMENT: EVIDENCE-BASED OBSERVATIONS

Observation Tool Calling-On Tool 1

Type One of Calling On: Make a seating chart.

Using a seating chart to determine equitable calling on is critical. Too often, some students are totally overlooked – they may not raise their hands, or, if they do, teachers ignore thm. If possible, write student names if you know them. Either use STUDENT NAME or identity (F/M or race/ethnicity): AA= African American; L= Latinx; W=White; AsA= Asian American. This classroom map is of one table of 6 persons.

Make a slash mark (/) for every instance of the items in the tool. Try to indicate with short abbreviation of the type of calling on or teacher response that was used (after the slash mark). It will take a bit of practice to get used to the names of calling on (chart below), but this offers precise data with which to have the conversation with the teacher

St 1 (F/AA) /R/CC	St 2 (M/L) /B-I/TR
St 3 (F/W) /R/R/R/R/R	St 4 (M/AsA) /R/TR
St 5 (M/L)	St 6 (F/L)

R*	Raised hand
CC**	Cold Call
CCD	Cold Call for Discipline
B-A	Blurt out-Accepts
B-I	Blurt out-Ignores
C&R	Call and Response: Teacher asks for group response or indicates students should "popcorn"
ES	Uses equity strategy (equity stick or card to call on student)
TR*	Teacher repeats student response to class verbatim
TRV	Teacher revoices student response
TPS	Think and Pair and then Share
Other	Any other strategy you note

R	Raised hand
CC	Cold Call
CCD	Cold Call for Discipline
B-A	Blurt out-Accepts
B-I	Blurt out-Ignores
C&R	Call and Response: Teacher asks for group response or indicates students should "popcorn"
ES	Uses equity strategy (equity stick or card to call on student)
TR	Teacher repeats student response to class verbatim
TRV	Teacher revoices student response
TPS	Think and Pair and then Share
Other	Any other strategy you note

APPENDIX G: DATA COLLECTION INSTRUMENT:

EFFECTIVE CONVERSATION GUIDE

After a researcher conducts classroom observation, the researcher facilitates a 15-minute post-observation conversation with the teacher. The researcher takes notes on the observation and then codes the post-observation notes using a set of pre-established codes and open coding.

Date of Post-Observation Conversation:

Teacher Identification Code:

Brief Description of Lesson Focus

TIME	**Notes of Conversation**	**Coding**

FOR DATA ANALYSIS

Researcher uses four categories with 23 possible codes for evidence from post-observation conversation. The codes and categories have been validated by calibration by other researchers (Saldaña, 2016; Policy Studies Associates 2020).

Opening and Coaching Stance

1. Greeting
2. Quick turnaround on analyzing evidence
3. Transparency of conversation
4. Collaborative approach
5. Direct informational approach

Processes and Strategies in Conversation

6. Follow-up questions: paraphrasing teacher responses
7. Question form: open-ended and clarifying questions
8. Ratio of talk time (observer: teacher)
9. Redirect to focus on teaching and learning
10. Responding to ideas from teacher
11. Positive feedback on key parts of the lesson
12. Acknowledging tensions of roles; emphasizes support and development role
13. Teacher knowledge: checks teacher knowledge about instructional practices
14. Observer summary: frequently summarizes conversation

Focus on Evidence

15. Opening question: related to equity data
16. Focus on evidence throughout, particularly equity data
17. Teacher has data in advance of conversation
18. Use of tool and factual evidence
19. Next steps teacher-driven & related to evidence and equity focus

Body Language, Tone and Setting

20. Sitting side by side
21. Nonverbals: looking at teacher, nodding, sub-vocal responses (hmm)
22. Asset-based
23. Supportive

APPENDIX H: INTERVIEW QUESTIONS

"Equity is STILL Missing: A Framework for Embedding Equity into a Teacher Induction Process"
Individual 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 interview and will limit the time to one hour.

My name is John Lassiter. In this study, we hope to create an induction process that helps new and beginning teachers improve their professional practice by incorporating culturally responsive teaching strategies in the classroom. This interview will provide data that can be coded to help us determine if activities, readings, and evidence-based observations completed during the study impacted the professional practice of the participants.

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 interview 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.
- Questions will be asked about both the individual knowledge, beliefs about teaching and learning, and your professional practices.
- The interview will last approximately 30 minutes.

Interview Questions

TURN RECORDER ON AND STATE THE FOLLOWING:
"This is John Lassiter, interviewing _____ on (Date) for the Equity is STILL Missing study.
Questions:

1. What do you remember about your first 3 years of teaching?
2. How have your own experiences in school and your set of values and beliefs influenced your instructional practices?
3. What causes successful students to succeed?
4. What causes struggling students to fail?
5. What does providing an equitable education mean to you?
6. How does a student's culture impact their education?
7. If you could start your career over with the knowledge you have now, what are two things that you would do differently?

APPENDIX I: DATA COLLECTION INSTRUMENT: CALL SURVEY

The I4 Comprehensive Assessment of
Leadership for
Learning (CALL) Survey

Section 1

Welcome to the I4 CALL Survey! The survey is divided into three sections that contain questions related to different areas of leadership in a school.

Some of the answer choices in the survey describe a situation that may not fully capture your desired response. For this reason, please be sure to read the question and all the answer choices before choosing the response that best applies to you and your school.

This first set of questions focuses on the ways that leaders in your school create structures to support instruction and student learning.

i4_010210
Which of the following best describes the collective expectation for student learning in your school?

a) There is no pervasive vision of high expectations for student learning operating in our school.
b) A limited number of adults in the school have high expectations for all students.
c) Some adults in the school have high expectations for all students.
d) Many adults in the school have high expectations for all students.
e) All adults in the school have high expectations for all students.

i4_010110
Based on your experience, which of the following best describes the leadership model in your school?

a) People with specific leadership titles make most of the decisions without input from others.
b) People with specific leadership titles make most of the decisions and gather input from others.
c) The primary school leader and team of leaders are the primary decisionmakers and do not gather input from others.
d) The primary school leader and team of leaders are the primary decisionmakers, and they gather input from others.
e) Leadership is distributed throughout the school with opportunities for every person to provide input in the decision-making process.

i4_010131
Which of the following best describes the function of the Leadership Team in your school?

a) The Leadership Team does not meet regularly nor engage in meaningful work.
b) The Leadership Team mostly conveys information from school administration to the staff.
c) The Leadership Team works collaboratively with school administration to engage in decision-making processes.
d) The Leadership Team works collaboratively with school administration to engage in decision-making processes and effectively communicates to the staff the Team's functions and decisions.

i4_010140
In general, how do teachers and staff respond when school leaders introduce significant changes that affect classroom instruction in your school?

a) School leaders do not introduce significant changes.
b) Teachers and staff work against significant changes.
c) Teachers and staff are generally indifferent to significant changes.
d) Teachers and staff generally support significant changes.
e) Teachers and staff generally work with school leaders to make significant changes.

Section 2

This next section focuses on how school leaders work with teachers to support instructional practices to enhance student learning. Most of the questions in this section inquire about classroom observation practices, addressing student learning needs, and developing strategies for instruction.

i4_020110
In the last year, how has your school conducted and used observations of teachers to set and evaluate progress toward meeting goals for improving student learning?

a) Not conducted.
b) Conducted but not used.
c) Used to set goals.
d) Used to set goals and aid in evaluating student learning progress.

i4_020150A (Admin version)
How often do school leaders return to the classroom after a classroom observation to continue the conversation on teaching practices?

a) Never
b) Rarely
c) Occasionally, at the teacher's request
d) Occasionally, at the administrator's request
e) Routinely

i4_020161T (Teacher version)
Which of the following best describes the conversations on instructional practice you typically experienced with school leaders?

a) The conversations I experienced consisted of feedback given to me in the form of generic, positive statements.
b) The conversations I experienced included specific evidence from my teaching practices.
c) The conversations I experienced included specific evidence from my teaching practices, and focused on meaningful approaches on how to improve.

i4_020161A (Admin version)
Based on your experience, which of the following best describes the conversations on instructional practice teachers typically experienced with school leaders?

a) The conversations teachers experienced consisted of feedback in the form of generic, positive statements.
b) The conversations teachers experienced included specific evidence from teaching practices.
c) The conversations teachers experienced included specific evidence from teaching practices, and focused on meaningful approaches on how to improve.

i4_020240
For this question, "scaffolding" means that the teacher builds supports based upon what the students already know. As the student begins to master new abilities, the supports are removed. This can be used to support individual student needs as well as whole group instruction.

Which of the following best describes your school's approach to differentiating instruction?

a) There is not a specific approach.
b) Teachers implement scaffolding in individual classrooms.
c) Our school has adopted an approach to providing language-focused instruction through scaffolding that some teachers utilize.
d) Our school has adopted an approach to providing language-focused instruction through scaffolding that most teachers utilize.
e) Our school has adopted an approach to providing language-focused instruction through scaffolding that almost all teachers utilize.

The next set of questions inquires about the practice of formative assessment, which is a planned, ongoing evidence-based process used by students and teachers to improve learning outcomes and promote self-directed learning.

i4_020270
Students provide and receive feedback to meet their learning goals.

a) Process has not been developed.

b) Process is currently being developed.
c) Process is developed but not used.
d) Process is developed and actively used.
e) Process is developed, actively used and helps to improve student learning.

i4_020280
Which of the following best describes the role school leaders have in making sure teachers use formative assessments of student learning in classrooms?

a) They do not make sure that teachers use formative assessments in classrooms.
b) They want teachers to use formative assessments, but do not provide guidance on how to design or use the data from them.
c) They require teachers to use specific types of formative assessments, but do not provide guidance on how to use data from them.
d) They require teachers to use specific types of formative assessments and provide them with guidance on how to use the data from them.

i4_020380
To what extent are leaders in your school viewed as knowledgeable and resourceful regarding how best to promote meaningful discussion in classrooms?

a) Not at all
b) A little
c) Somewhat
d) Quite a bit
e) A great deal

Section 3

This section focuses on how schools leaders create professional learning opportunities. Most of the questions inquire about planning and implementing professional development activities, focusing on culturally and linguistically responsive pedagogy, and creating meaningful collaboration opportunities.

i4_030140
In general, which of the following best describes how teachers create plans to improve instruction?

a) Teachers create plans to improve instruction on their own without input from others.
b) Teachers voluntarily collaborate to create plans to improve instruction with others.
c) Teachers participate in a structured, school-wide process to create plans to improve instruction.
d) Teachers participate in a structured, school-wide process to create plans using classroom evidence to improve instruction.

i4_030141T (Teacher version)
To what extent have you developed and implemented a teaching plan that uses classroom evidence to improve instruction and enhance learning?

a) A plan has not been developed.
b) It is currently being developed.
c) It is developed but not used.
d) It is developed and actively used.
e) It is developed, actively used and helps to enhance student learning.

i4_030150
Which of the following best describes the design of school-wide professional development activities to address teacher learning needs in your school?

a) They do not reflect the instructional goals of the school.
b) They reflect the instructional goals of the school, but do not address needs for teacher learning.
c) They reflect the learning needs for some teachers, but are not differentiated to address the various learning needs of the teachers.
d) They are differentiated to address the various learning needs of teachers, but do not utilize teacher expertise.
e) They are differentiated to address the various learning needs of teachers and delivered using the expertise of teachers.

i4_030160
Which of the following best describes your principal's participation in school-wide professional development activities?

Our principal:

a) …rarely participates in these school-wide professional development activities.
b) …limits participation to a few of these activities that he or she views as important.
c) …attends these activities regularly and take over as an over-active participant.
d) …attends these activities regularly but does not actively participate.
e) …attends these activities regularly as an active and productive participant.

i4_030170T (Teacher version)
Which of the following best describes how much of an impact professional learning has on your teaching practices?

a) It does not impact my teaching practices at all.
b) It has a narrow or limited impact on my teaching practices.
c) It allows me to reflect on my teaching practices.
d) It allows me to reflect and make some improvements to my teaching practices.
e) It allows me to reflect and make significant improvements to my teaching practices.

i4_030180T (Teacher version)
Professional learning opportunities may encourage staff to engage in critical reflection of beliefs, which challenges educators to examine their beliefs, assumptions, and practices.

Which of the following best describes how professional learning opportunities have impacted your critical reflection of beliefs for teaching?

a) It does not impact my critical reflection of beliefs about teaching.
b) It has a narrow or limited impact on my critical reflection of beliefs about teaching.
c) It allows me to engage in critical reflection of beliefs about teaching with limited impact on my teaching practices.
d) It allows me to engage in critical reflection of beliefs about teaching and make some improvements to my teaching practices.
e) It allows me to engage in critical reflection of beliefs about teaching and make significant improvements to my teaching practices.

i4_030180A (Admin version)
Professional learning opportunities may encourage staff to engage in critical reflection of beliefs, which challenges educators to examine their beliefs, assumptions, and practices.

Which of the following best describes how professional learning opportunities have impacted teachers' critical
reflection of beliefs for teaching?

a) It does not impact teachers' critical reflection of beliefs about teaching at all.
b) It has a narrow or limited impact on teachers' critical reflection of beliefs about teaching.
c) It allows teachers to engage in critical reflection of beliefs about teaching with limited impact on their teaching practices.
d) It allows teachers to engage in critical reflection of beliefs about teaching and make some improvements to their teaching practices.
e) It allows teachers to engage in critical reflection of beliefs about teaching and make significant improvements to their teaching practices.

i4_030260
Based on your experience, what is the role of school leaders in the development of curricula and the support of teaching practices that are culturally responsive to different groups of students in schools?

a) Neither school leaders nor staff develop curricula and teaching practices that are culturally relevant to different groups of students in schools.
b) School leaders provide culturally relevant curricula to staff.
c) School staff develop or select culturally relevant curricula mostly on their own.
d) School staff develop or select culturally relevant curricula with some support from school leaders.

e) School leaders provide guidance and resources to support school staff to implement culturally relevant curricula.

i4_030310
What is the main focus of regular staff meetings?

a) Announcements and details about upcoming events
b) Issues regarding student behavior and school management
c) Activities for team and culture-building
d) Presentations that include information about instruction
e) Opportunities for sustained discussions among teachers about instruction i4_030320T (Teacher version)

i4_030330T (Teacher version)
When you discuss ideas about teaching or instruction with colleagues, what do you mainly talk about?

a) Managing student behavior
b) Planning curriculum or lessons
c) Looking at student work
d) Analyzing student work to improve teaching practices

i4_030330A (Admin version)
When teachers discuss ideas about teaching or instruction with their colleagues, what do they mainly talk about?

a) Managing student behavior
b) Planning curriculum or lessons
c) Looking at student work
d) Analyzing student work to improve teaching practices
e) I don't know

f)