



Nava Bar

**Novice Teachers of Special Education in
Different Frameworks –
Difficulties Experienced during the Induction Year**

Doctorate supervised by:

Dr hab.prof.UAM Beata Jachimczak

Auxiliary supervisor:

Dr Madalena Olempska-Wysocka

ACKNOWLEDGEMENTS

First, I would like to express my sincere gratitude to Prof. Beata Jachimczak and Dr. Magdalena Olempska-Wysocka, my dissertation supervisors, who paved my way to realize my professional vision to contribute to the process of absorption and professional development of the special education novice teachers in Israel. I wish to thank them for their ongoing encouragement, support, guidance and advice.

I would like to acknowledge Dr. Arie Kizel from the University of Haifa in Israel, with whom I had consulted and shared my emergent thoughts, ideas and questions throughout the research process.

I am especially grateful to my dearest husband Assaf, for his patience, support and listening, his constant encouragement and his pride in my doctoral studies.

To My daughters Nitzan, Bosmat and Lotem and to my son in law Liad for their patience and willingness to help at all times. I hope that they will be able to present for themselves, at any age, aspirations and goals, which will lead them to self, personal and professional fulfillment, and will give meaning to their lives journey.

Finally, warm thanks to all the special education novice teachers who participated in my study, who have dedicated their time and shared their experience and their professional worlds with a good will, despite the heavy burden on their shoulders in the induction year. This dissertation would not be possible without their collaboration.

I hope that this study will contribute to the absorption and the professional development of the special education novice teachers who will join teaching in the coming years.

TABLE OF CONTENTS

LIST OF TABLES	VI
LIST OF FIGURES	VII
ABSTRACT	VIII
INTRODUCTION	1
1. Theoretical Background	1
1.1 The Stage of Entry into Teaching of the Novice Teachers	1
1.2 The Professional Development of Teachers in Their First Stage of Entry into Teaching	5
1.2.1 Perspectives and Approaches of Teachers' Professional Development	7
1.2.2 The Professional Development of Beginning Teachers according to the Model of Stages of Fuller (1969) and Fuller and Brown (1975)	15
1.3 Difficulties of Novice Teachers during the Induction Year	22
1.3.1 Novice Teachers' Difficulties in the School's Ecological-Organizational Dimension	25
1.3.2 Novice Teachers' Difficulties in the Professional Dimension of the Teaching and the Learners	29
1.3.3 Novice Teachers' Difficulties in the Personal-Professional Dimension	34
1.4 Special Education Novice Teachers' (SENTs) Difficulties in the Induction Year	38
1.4.1 SENTs' Difficulties Stem from the Special Education's Policy	39
1.4.2 SENTs' Difficulties in the Encounter with the School's Staff	42
1.4.3 SENTs' Professional Difficulties in the Realm of the Teaching and the Learners	47
1.5 Circles of Support in Induction Programs for Novice Teachers	51
1.5.1 Induction Programs and their Goals	51
1.5.2 Supporting Actions for Assisting Novice Teachers in the Induction Year	55
1.6 The Continuum of Frameworks for Students with Special Needs in the Israeli Educational System	64
1.6.1 The Conceptual Foundations and Developments on the Basis of the Special Education in Israel	64
1.6.2 Continuum of Educational Frameworks for Students with Special Needs in Israel	70

2. Research Methodology	86
2.1 Research Goals	86
2.2 Research Problem	86
2.3 The Research Paradigm: The Qualitative-Constructivist Paradigm	88
2.4 The Research Design	91
2.5 Research Tools	93
2.5.1 The Considerations for Selecting the Research Tools	93
2.5.2 Description of the Research Tools	95
2.6 Data Collection Procedure	97
2.7 Data Analysis Process	98
2.8 The Research Participants	101
2.9 The Research Trustworthiness	106
2.10 Ethical Considerations	107
3. Findings and Discussion	109
3.1 Emotional Difficulties and Difficulties in the Ecological Field that SENTs Experience in the Process of Entry and Absorption into School	111
3.1.1 "From Stable Ground to Swimming without a Floater" – the Reality Shock and Struggle for Survival	111
3.1.2 “Feeling like ‘Air’ ... I am Not Seen” – Feelings of Loneliness, Alienation, and Lack of Belonging	118
3.1.3 SENTs' Expectations for Support in Coping with Difficulties in the Emotional and Ecological Fields	124
3.1.4 Support for the SENTs in their Coping with Difficulties in the Emotional and Ecological Fields	125
3.2 Difficulties in the Professional Integration of the SENT as Special Education Teacher in the School	147
3.2.1 “Being Thrown into the Water and Swim” – Lack of Clarity of the SENTs' Role in the Inclusion Framework	148
3.2.2 “In a Struggle to Give the Children what they Deserve” – Gap in Perception of the Work Nature with Special Needs' Students between the SENTs and the General Education Staff	152
3.2.3 “Teacher for a Moment” – A Sense of Reference to SENTs as having an Unprofessional Role	162

3.3 Professional-Pedagogical Difficulties the SENTs are Coping with, in the Teaching	171
3.3.1 “What is the IEP?” – SENTs’ Difficulties in the Construction of Individualized Education Program (IEP)	172
3.3.2 “To Re-invent the Wheel” – The SENTs’ Difficulties in the Preparation for Teaching in Lessons	176
3.3.3 “To Give up on One Child in order to Promote another Child” – Difficulties in Teaching, Adjusted to Differences among Students	198
3.3.4 “This Hit me ... Suddenly the Discipline Meets me” – SENTs' Coping with Students' Discipline Problems and Challenging Behaviors	216
3.4 Summary of the Findings: The Continuous Learning Process (CLP) of the SENTs in the Induction Year	239
4. Summary and Conclusions	242
4.1 Difficulties of the SENTs in the Year of Entry into Teaching	242
4.1.1 Emotional Difficulties and Difficulties in the Ecological Field	242
4.1.2 Difficulties in the NT’s Professional Integration as a SE Teacher in the School	246
4.1.3 Professional-Pedagogical Difficulties of the SENT’s in Coping with Teaching in the Lessons	248
4.2 Research Conclusions	254
5. Research Recommendations	259
5.1 Practical Recommendations for the Field of Educations	259
5.1.1. Recommendations for the Policy Shapers and Decision-makers in the Educational System	259
5.1.2. Recommendations for Teacher Education Institutions	263
5.2 Recommendations for Further Research	264
6. Research Limitations	269
7. Research Contribution	270
BIBLIOGRAPHY	272
APPENDICES	298
Appendix I: Request for Participation of the SENT in the Research Study	298
Appendix II: Consent Form for Participation in the Research Study on the Topic of 'Difficulties Experienced by Special Education Novice Teachers in Different Frameworks during the Induction Year'	300

Appendix III: Personal and Professional Background Questionnaire of the Participants in the Research Study	301
Appendix IV: Beginning of the Year Semi-Structured Interview with the Special Education Novice Teacher	303
Appendix V: Middle of the Year Open-Ended Questionnaire to be Filled by the Special Education Novice Teacher	304
Appendix VI: End of the Year Semi-Structured Interview with the Special Education Novice Teacher	306
Appendix VII. Data Collection Process	307
Appendix VIII. Type of Students' Disabilities – Inclusion Framework	308
Appendix IX. Type of Students' Disabilities – SE Classes in General Education	309
Appendix X. Type of Students' Disabilities – SE Schools	310

LIST OF TABLES

Table 1. List of the Disabilities of the Students the Participants (SENTs) Worked with in the Different Educational Frameworks during the Induction Year	103
Table 2. Distribution of the Participants (SENTs) according to Type of Framework and School's Level in which they Work	104
Table 3. Distribution of Research Participants (SENTs) according to Framework, Higher Educational Institution, Academic Degree and SE Teacher Education Track	104
Table 4. Distribution of Research Participants (SENTs) according to Framework and Role in the School	105
Table 6. Difficulties of the SENTs in the Emotional and Ecological Fields during the Induction Year	123
Table 7. Principal's Support for the SENTs' Coping with Emotional Difficulties during the Induction Year	130
Table 8. Support of the School Staff for the SENTs' Coping with Emotional Difficulties during the Induction Year	138
Table 9. Support of the Mentor Teachers for the SENTs' Coping with Emotional Difficulties during the Induction Year	142
Table 10. Support of the Extra-School Absorption Agents (MATYA & Induction Workshops) for the SENTs' Coping with Emotional Difficulties during the Induction Year	146
Table 11. Focal Points of SENTs' Difficulties in their Professional Integration as Special Education Teachers in School	148
Table 12. SENTs' Difficulties in their Professional Integration as SE Teachers in School	170
Table 13. SENTs' Difficulties in Coping with Pre-Instructional Components (Building IEPs and Preparation for Lessons) during the Induction Year	187
Table 14. Support the SENTs Received in their Coping with Pre-Teaching Components (IEP and Preparation for Teaching), during the Induction Year	197

Table 15. Difficulties of the SENTs in Teaching, Adjusted to the Differences among Students during the Induction Year	205
Table 16. Expectations for Support and Actual Support the SENTs Received in Coping with Teaching, Adjusted to Differences among Students, during the Induction Year	215
Table 17. Distribution of SENTs according to the Compatibility between the Disabilities of the Students they Worked with during Teacher Training, and the Disabilities of the Students they Worked with in the Induction Year	227
Table 18. SENTs Difficulties in Coping with Students Posing Behavior Problems and Challenging Behaviors during the Induction Year	230
Table 19. SENTs' Expectations for Support and Actual Support they Received in Handling Behavior Problems of Students during the Induction Year	238

LIST OF FIGURES

Figure 1. The Professional Development of Beginning Teachers according to the Model of Stages of Fuller and Brown (1975)	18
Figure 2. A Multidimensional Perspective of the Professional Development of Beginning Teachers, Based on the Model of Stages of Fuller and Brown (1975)	21
Figure 2. Continuum of the Frameworks of Special Education in Israel (According to Ronen, 2005)	71
Figure 4. The Research Design	92
Figure 5. The Stages of Data Aanalysis	101
Figure 6. Conceptual Framework for the Analysis of the Findings	109
Figure 7. CLP – Continuous Learning Process of SENTs in the Induction Year	241
Figure 8. Comparison between the Actual Situation in the Induction Year ('In between') and the Desired Situation – Continuous Learning Process (CLP)	258

ABSTRACT

Novice Teachers of Special Education (SENTs) in Different Frameworks – Difficulties Experienced during the Induction Year

The research goal was to examine the perception of *special education novice teachers (SENTs)* about their difficulties in three frameworks during the induction year, their expectations for support and the supports they actually received. The theoretical model the research relies on is the *model of stages* of Fuller and Brown (1975) of stages in beginning teachers' professional development.

A qualitative longitudinal study design was employed. Thirty SENTs participated – ten in each framework: *inclusion* framework for special education students in general education schools, *special education classes* in general schools, and *special education schools*. Interviews were conducted in the *beginning* and in the *end* of the school year, and a writing open-ended questionnaire was filled out in its *middle*.

Three foci of difficulties were found: difficulties in the emotional and ecological fields, difficulties in professional integration into the school as special education teachers, and professional-pedagogical difficulties. However, while in the inclusion and in special education classes difficulties remained and insufficient support was provided as expected, in special education schools the induction process was supported by the principal and the staff, and the SENTs integrated well into their schools.

The main conclusion is that during the induction year, SENTs' are '*in between*' the '*learning world*' and the '*working world*', in which they face difficulties that affect their professional development, which rather than advancing linearly – *advances back and forth* and *in parallel* through concerns focused on themselves, on the mastery of tasks/situations, and on their students. Therefore, during the induction year, a *Continuous Learning Process (CLP) Model* should be assimilated, for successful absorption of SENTs in the schools and their professional development.

INTRODUCTION

The stage of the entry into the teaching profession is a distinct stage on the continuum of the professional development of teachers and is described in many research studies in Israel and in the world as the most important and significant period in the process of the teachers' professional development. The nature of the entry into the teaching profession affects the novice teachers' professional future, their role perception, and the formation of their professional identity (Kuzmic, 1994; Zilbershtrum, 2013). Most of the researchers see the entry into teaching stage as a distinct period of one year. The beginning teachers according to this approach are teachers who are in their first year of work only (Friedman & Gavish, 2001; Fuller, 1969; Kagan, 1992).

Alongside the professional and personal challenges that beginning teachers face, the beginning of the path in teaching is described in the literature as one of the most complex, difficult, and critical periods in teachers' career (Pritzker & Chen, 2010; Tam, 2005). The novice teacher (hereafter: NT) is assigned many and diverse roles (Strahovsky, Marbach, & Hertz-Lazarowitz, 2002), and coping with these roles might create disappointment, difficulties, and burnout (Sagee & Regev, 2002; Vonk, 1995). The research literature engages at length reports of beginning teachers about their difficulties and notes a series of prominent and frequent difficulties (Darling-Hammond, 2003; Feiman-Nemser, 2003; Harrari, Eldar, & Shechter, 2007; Moore-Johnson, 2006; Nasser-Abu Alhija, Reichenberg, & Fresko, 2006). The difficulties of NTs are in the field of teaching pedagogical content, in the field of the learners and their characteristics, in the systemic-organizational field, and in the personal-professional field (Schatz-Oppheimer, 2011a; Vonk, 1995). The difficulties that the NTs experience lead to the dropout of many teachers from the educational system, including those who have potential for excellence (Fantilli & McDougall, 2009; Ingersoll & Strong, 2011; Shperling, 2015; Smith & Ingersoll, 2004). The present research study addresses this important stage of entry into teaching, from the aspect of the difficulties of the special education novice teachers (hereafter: SENTs).

While the research literature on the topic of the entry into teaching and the difficulties experienced by beginning teachers is very extensive, the research about the difficulties of the novice teachers in special education is sparse (Billingsley, 2004a; Griffin, Kilgore, Winn, Otis-Wilborn, Hou & Garvan, 2009; Whitaker, 2003). Moreover, in Israel the number of research studies of the novice teachers in special education is negligible. The present research study is the first comprehensive study conducted in Israel for examination of difficulties experienced by SENTs in each of the three frameworks in which SE teachers are assigned to, on the continuum of their entry into teaching year

Special education novice teachers have unique difficulties in their entry into teaching year, as we can learn from the international research literature. These difficulties are in addition to their difficulties which are similar to those of NTs who work in general education¹ (Boyer & Lee, 2001; Busch, Pederson, Espin & Weissenburger, 2001; Conderman & Stephens, 2000; Kilgore, Griffin, Otis-Wilborn & Winn, 2003; Lovingfoss, Molloy, Harris & Graham, 2001; MacDonald & Speece, 2001; Mastropieri, 2001). The difficulties of the SENTs derive from lack of sufficient knowledge about of inclusion policy and regulations, procedures and the large amount of paperwork that derives from this policy, the difficulties in inclusion of pupils with special needs in the general education framework, in the providing teaching suited to a large number of students with diverse disabilities and abilities, in coping with pupils who set complex behavioral challenges, in teaching according to the general education curricula, in lack of support from colleagues and management in issues regarding SENTs' work, and also difficulties that derive from the feeling of isolation, role ambiguity, workload, and lack of time and resources (Billingsley 2004a; Billingsley, Carlson & Klein, 2004; Boyer & Lee, 2001; Busch, et al., 2001; Carter & Scruggs, 2001; Mastropieri, 2001; Whitaker, 2003). These difficulties were found to cause dropout of many SENTs from the educational system in the first five working years (Billingsley et al., 2004; Ingersol & Strong, 2011;

¹ In Israel, the term '*General Education*' refers to schools which include mainly pupils without disabilities. The General Education Schools may have one or more classes for SE pupils (*SE classes in general schools framework*). For the most part, one or more SE pupils are included in the *General Education* classes (the *inclusion framework*), unlike the *SE Schools* framework that intended for special education students only.

Fantilli & McDougall, 2009), while the number of students with special needs who need the services of special education (hereafter: SE) is steadily increasing (Swanson & Murri, 2006).

Moreover, it can be learned from the literature that the existing studies emphasize the difficulties of the SENTs who work in the inclusion frameworks, and that no distinction is drawn between the different frameworks in which SE teachers are assigned to, regarding the difficulties that are faced by the SENTs who work in them. Nowadays, in the world and in Israel, inclusion is the main approach in education (Ainscow & Miles, 2008; Reiter, 2007). However, in Israel and in other countries SE teachers and SENTs are positioned to work in three educational frameworks (Marom, Bar-Simon Tov, Kron, & Koren, 2006): (1) *the inclusion framework* for students with special needs who learn in the framework of the regular classes of the general education; (2) the framework of *SE classes* in general education schools; (3) *separate SE schools* framework. Each framework has unique characteristics that address the students' features, the curricula, teaching methods, teamwork, regulations, procedures, and more. The continuum of the SE frameworks in Israel is based on the 'Least Restrictive Environment' principle, according to which it is necessary to place the child with special needs in a framework that will least restrict his development, quality of life, and achievement of goals and aims set for his education (Avissar, Moshe, & Licht, 2013; Crockett & Kauffman, 1999; Howard, 2004) and is intended to provide an appropriate solution for the needs of the diverse population of children with special needs (Ronen, 2007).

Therefore, the aim of the present study is to examine the difficulties with which the SENTs cope in each of the three frameworks and to examine the differences between them. The distinction between the difficulties and ways of coping with them in the three frameworks is important regarding the identification of the unique and relevant support that SENTs need. Bay & Parker-Katz (2009) claimed, in their article that deals with perspectives on the induction year of the SENTs, that:

The policies are generic ... they treat all teachers equally as if their needs are identical ... we should more clearly delineate how the support for novices who work with different student disability populations and/ or in varied service delivery models might need to differ ... recognizing that all new special educators do not have the same teaching assignment (Ibid, p. 28).

The difficulties of the SENTs who work in the three frameworks will be examined in the present research study in the view of the process of the professional development of the NTs on the continuum of their year of entry into teaching. The literature on the professional development of teachers indicates that the beginning teacher's needs are explained in their positioning in the process of the teacher's ongoing development, and that they are a result of a regular and hierarchical stage. Every stage is characterized by knowledge and thinking and a variety of behavioral skills (Amir & Tamir, 1995b; Fuller, 1969; Fuller & Brown, 1975; Kremer-Hayun, 1992). Novice teachers' difficulties will be examined in light of Fuller and Brown (1975) theoretical model, which suggest a hierarchical developmental perception that provides a clear conceptualization of the concerns that beginning teachers experience while entering into teaching. However, the linear stages viewpoint that Fuller and Brown (1975) suggested, will be extended, by relying on new studies that describe the process of professional development of beginning teachers. The difficulties of the SENTs will be examined in a multidimensional perspective with observation on the forwards and backwards movement between the stages in the entry into teaching year (Amir & Tamir, 1995b; Beck, 2013; Borich, 1999; Conway & Clark, 2003; Day, 1999; Strahovsky et al., 2002; Strahovsky, Hertz-Lazarowitz, & Orland-Barak, 2008). This multidimensional perspective may enable better precision of the understanding of the difficulties faced by the SENTs in the three frameworks during their entry into teaching year, and to shed light on the unique solutions and supports they need to cope with their difficulties during the induction year.

In light of the written above, for the present study two primary research goals have been set: The first goal is to examine and present a broad picture of the SENTs' difficulties in the three frameworks, on the continuum of their entry into teaching year, their expectations for support for the coping with their difficulties, and the support they actually were given. The second goal is to examine whether there are differences between

the three frameworks in which the SENTs work, regarding the difficulties they are facing, their expectations for support and the support given to them actually for coping with their difficulties.

To examine the research goals, a qualitative longitudinal research conducted which is based on the constructivist paradigm that enabled the expansion of the contemplation and deepening the understanding of the research topic (Guba & Lincoln, 1989; Shlasky & Alpert, 2007; Shlasky & Arieli, 2016), through semi-structured interviews in the beginning and the end of the school year and an open-ended written questionnaire in the middle of the year. All tools were built and validated by the researcher.

And on a personal note, nearly four decades of work in different positions in the SE system: teaching, instruction, and management, and years of work in the field of education and teacher training in the academia: teaching, coordination and guidance of programs, have created for me many intensive professional encounters with SENTs. These encounters, which continue till today, enable me to follow closely the SENTs difficulties in the three frameworks, and motivated me to form beliefs, which I sought to examine, to study and even to establish empirically. The study allowed the voice of the novice teachers in SE to be heard, to extend the existing knowledge and suggest further research, and to raise practical recommendations for the educational field regarding the SENTs.

1. THEORETICAL BACKGROUND

1.1 The Stage of Entry into Teaching of the Novice Teachers

In the process of the training and the developing of the teacher there are three stages: the stage of pre-service, when the training for teaching is held, the stage of the entry into teaching – induction of the early service teachers, and the stage of in-service, when the professional development is held during the filling of the position. The stage of the entry into teaching was defined in Israel as a distinct stage in the professional path of every teaching worker, in which the NT is a teaching worker in his first year of work in the educational system and is found at the status of a trainee. The induction is an inclusive name for the absorption of the NTs in the school and for the programs of support, guidance, and direction in their entry into the first role of teaching (Griffin et al., 2003; Nasser Abu-Alhija et al., 2006). Research studies that address the teachers' professional development indicate that the stage of the entry into teaching is important, since it is essential in the development path of the teacher (Lazovsky & Reichenberg, 2006; Maskit & Dikman, 2005; Vonk, 1993), in its influence on the integration of the NT in the educational system and his commitment to effective teaching (Meristo & Eisenschmidt, 2014). The entry into teaching has unique characteristics (Rippon & Martin, 2006). The presentation of these characteristics will constitute an infrastructure for the understanding of the difficulties of the NTs with their entry into teaching.

The entry into the position entails the transition that is motivated by the individual's desire for personal growth (Abu-Ras, 2012). In this stage the NTs take part in a system of actions of adjustment and adaptation to the institution, regarding the formal organization and the informal reciprocal relations in which their work in the profession is performed. In addition, they acquire and develop knowledge and skills required to the planning and performance of processes of learning and teaching which are essential in every stage of their work in their teaching life and the creation of effective constellation of professional experience (Day, 1999; Kagan, 1992; Maskit & Dikman, 2005).

The picture that arises from the literature about the NTs is almost universal (Sabar Ben-Yehoshua, 2001). The transition from the status of a student teacher to the status of a NT is reported in the literature as sudden and dramatic (Furlong & Maynard, 1995; Maskit, 2013; Milat, 2001; Tam, 2005; Zilbershtrm, 2013). The NT goes from a protected and relatively supportive atmosphere to independent experience that requires responsibility (Abu-Ras, 2012; Nasser Abu-Alhija et al, 2006; Sagee & Regev, 2002; Tam, 2007; Whitaker, 2003). The student teachers receive support and assistance, their mistakes are generally accepted with understanding, and they are given constructive criticism, for the most part, from their colleagues and the pedagogical instructional staff. Only a few months afterwards, when they become NTs, they are required to display considerable responsibility in all that they do (Harrari et al., 2007; Milat, 2001) and to function as experienced teachers (Fantilli & McDougall, 2009; Johnson, 2004). In the sharp transition from the status of a student to the status of a teacher who functions independently, the NT undergoes a process of socialization in two dimensions in parallel: to the teaching profession and to the school where he has been accepted that is an organization with a unique culture (Nasser Abu-Alhija et al, 2006).

In the stage of entry into teaching the NT copes with many challenges. The teacher's start is considered difficult and critical, and often this start will significantly affect whether he will remain in the teaching profession and how his role perception and professional identity will develop (Dvir & Schatz-Oppenheimer, 2011; Lazovsky & Reichenberg, 2006; Milat, 2001; Pritzker & Chen, 2010; Schatz-Oppenheimer, 2011a; Zilbershtrum, 2013). There is use in the literature review in different picturesque images for the description of the entry into teaching. Thus, for example, Kelchtermans and Ballet (2002) described the entry into teaching as 'baptism by fire'. Sabar Ben-Yehoshua (2001) described the NTs, with their entry into the school, as immigrants in a new country and as tossed into the water and drowning in the sea of tasks and requirements. 'Reality shock' is a common concept that describes the situation of the NTs when they enter into teaching and addresses the gap between the beginning teachers' expectations and the reality they face (Abu-Ras, 2012; Billingsley, 2004a; Maskit, 2013; Pritzker & Chen, 2010; Sabar Ben-Yehoshua, 2001; Schatz-Oppenheimer & Dvir, 2014; Tam, 2005). Sagee and Regev (2002) found in their research study that the main predictor of the NTs' disappointment with

themselves, with their expectations of the fulfillment of their dreams, and doubt in the profession they chose and their desire to leave, is the sense of shock in the encounter with the reality of the school.

The roots of the phenomenon of ‘reality shock’ that the NTs experience are lie in the gaps that address three dimensions: the gap between theory and practice, the gap between ideologies and reality, and the gap between teaching under supervision and independent teaching. The gap between theory and practice addresses the gap between what the novice teacher learned and what is required of him in the school. Theories learned in teacher education were learned in disconnection from the NTs’ needs and independently of the NTs’ experience and knowledge. When they start their path in teaching, this knowledge is found to be irrelevant (Billingsley, 2004a; Kilgore et al., 2003). The gap between ideologies and reality derives from the transition that the NT undergoes, with the beginning of his work, from ideals to practices in light of the conflicts that he encounters in the class situations. The class situations increase the gap between his ideological mindset and the ability to sustain this in reality. This is a gap between the struggle over the realization of the ideals, and the surrender for the sake of survival (Harrari et al., 2007; McCgaha & Lynn, 2000; Zilbershtrum, 2013). The gap between teaching under supervision and guidance and independent teaching is the transition from a situation of permanent help to an autonomous situation, in which the NT is supposed to rely on himself alone. The gap is prominent since the schools expect that he will function in all the dimensions of his work at a level of performances at least equivalent to that of the experienced teachers (Johnson, 2004; Maskit, 2013; Milat, 2001).

In addition, the entry into teaching is characterized by the assignment of many diverse roles onto the NT, at the same time, while expecting from him to succeed in all the roles concurrently. He must assimilate in the routine what he has acquired in training, at the same time to absorb the school organization behavior norms and to learn the profession's requirements. He must know the students and their families and the community in which they live and how to involve the parents in the education process. He must know how to manage the time, and the students’ needs. In addition, he must learn to build curriculum, integrate innovative technologies in the teaching, maintain discipline in the classroom, promote the students, and evaluate their progress correctly. The challenges that the NTs face, when they enter teaching, are many,

complex, and challenging and they necessitate considerable time and lengthy experience to succeed in them (Abu-Ras, 2012; Eisenschmidt, 2006; Moore-Johnson, 2006). Harrari, Eldar and Shechter, (2007) maintain that there is the expectation that the NTs will display results in the variety of roles assigned to them, among their students, in maintaining proper work relations with their professional colleagues, who are older and more experienced than them, and in withstanding the continuous pressure of requirements and of complaints on the part of the parents. These are added to a situation in which the NT is under constant follow-up of principals and supervisors, for the purpose of the continuation of their employment and achievement of tenure (Strahovsky et al., 2008). According to the teachers' training staff, in the stage of the entry into teaching all the theories that the NTs learned in the field of pedagogy, psychology, and knowledge are 'washed away' (Harrari et al., 2007; Milat, 2001). In such a situation, they invest considerable efforts into 'keeping their head above water' (Fantilli & McDougall, 2009).

The NTs start the path of the entry into the educational system with fears but also with a sense of enthusiasm. Their coping with so many tasks and expectations increases their professional and personal difficulties with their entry into the job, and they may create disappointment, difficulties, and burnout (Harrari et al., 2007; Moore-Johnson, 2004; Sagee & Regev, 2002; Vonk, 1995). Examination of the data from the world and from Israel indicate high rate of dropping out of teachers in the first years of their work relates to difficulties with acclimation, coping, and frustration (Ingersoll & strong, 2011; Nasser Abu-Alhija et al., 2006; Schatz-Oppenheimer, 2011a; Shperling, 2015; Zilbershtrum, 2013). The processes required of the teacher to succeed in the first years are especially demanding and cause the dropping out of the teachers from their work mainly in the first five to seven years of their work. The dropout percentages are especially high after the first year of work (Billingsley et al., 2004; Fantilli & McDougall, 2009; Shperling, 2015; Smith & Ingersoll, 2004; Tam, 2005). The overall assessment that researchers estimate is about 25% of dropout in the world and in Israel (Israel, Central Bureau of Statistics, 2015; Shperling, 2015).

The stage of the entry into teaching – the induction stage, was described in this chapter as a stage with unique characteristics. This is the stage of the beginning of a new professional career that is characterized by the sudden and dramatic transition from a protected and supporting atmosphere to independent functioning that requires

learning, adjustment, adaptation, and improvement and meeting many tasks and roles that the NTs must perform concurrently while being expected to have optimal functioning. All these pose many diverse and complex challenges for the novice teacher, when alongside them are difficulties with which NTs must cope. Pritzker and Chen (2010) summarize the stage of the entry into teaching:

Young teachers start the path of the entry into teaching filled with a sense of missions and with a feeling that they can effect changes in society and in education of the students. However, [...] the reality sets in, and the dreams and ideals become very quickly an everyday struggle for survival (Ibid, pp.100-101)

1.2 The Professional Development of Teachers in Their First Stage of Entry into Teaching

The professional development of the NTs is an ongoing process that occurs entirely during the year of entry into teaching and connects many different components into one picture.

In the research literature, a variety of perceptions and approaches to the research of the professional development of beginning teachers can be found. On the basis of these approaches, different models were built, which are the fruit of attempts that were undertaken over the years to create categorization of the stages of the beginning teacher's development in the stage of the entry into teaching. The models of professional development of beginning teachers, which different researchers proposed, focus on the aspect of the areas that bother the beginning teachers. The models focus on the ways of thinking and beliefs, which are important in the professional-pedagogical world and influence their behavior. The proposed models indicate a trend of development during the stage of entry into teaching.

The approaches and models that engage in processes of professional development of the NTs are important in the understanding of their difficulties on the continuum of the entry year into teaching. Therefore, in this chapter, I will present a number of perspectives of the professional development of teachers and the different approaches to the enquiry of the professional development of beginning teachers upon which they rely. In addition, I will present examples of models of professional development of beginning teachers that were built in the light of the described approaches. The model of Fuller and Brown (1975) will constitute the theoretical

model upon which the present research study will rely during the examination of the perception of the SENTs of their difficulties in the different frameworks of SE in which they work during the induction year.

Development is defined as a phenomenon of change that occurs over time (Bordin, 1994; Burden, 1990; Zozovsky, 1991) and as a dynamic process comprising different stages that fit into one another (Bordin, 1994; Kremer-Hayon, 1992; Tam, 2005; Zozovsky, 1991). Sometimes this is a process of progress, generally from stage to stage, when in every stage there is different learning. This perception characterizes approaches in adult education that relate to education as a developmental process that lasts throughout the course of the person's life, when the goal is the development of the personal expression in the intellectual, emotional, social, and professional fields (Bordin, 1994; Zozovsky, 1991). According to this approach, the **professional development of teachers** can be described as a continuum of persistent and lengthy processes (Beck, 2013; Bordin, 1994; Zozovsky, 1991) of growth, change, and improvement, throughout the entire professional life of the teacher, from the moment he is trained for teaching (Beck, 2013; Bordin, 1994; Burden, 1990; Shulman, 1986; Zozovsky, 1991). These processes occur with reciprocal relations between the professional epistemology, which is based on formal and experimental knowledge, and awareness and strong connection to the social realities in which the professional functions (Billett, 2008). Hence, in each one of the stages during their career the teachers will be found in a unique stage of their professional and personal development. In each one of the stages they actively develop in a process in which they have a main role of involvement and channeling of processes of learning and development (Day, 1999). This process of professional development occurs along two axes: the axis of the career, in which the teacher accumulates knowledge and personal experience (Shulman, 1986; Tam, 2005; Zozovsky, 1991) and the axis of the personal development of personal maturity (Tam, 2005; Zozovsky, 1991).

The general perception of the professional development of beginning teachers is that the needs of the beginning teacher are explained in their positioning in his ongoing process of development, which is an outcome of a regular and hierarchical stage or a cognitive structure (Amir & Tamir, 1995b; Kremer-Hayon, 1992). Every stage has a type of knowledge and thinking that characterize it and a variety of behavior skills. As the stage of development is higher, the behavior skills are more

diverse and enable a broader view of problems and a more precise and empathic response to the needs of the others. This relation between the theoretical stages in the development and the overt behavior was confirmed in researches (e. g., Amir & Tamir, 1995b; Tam, 2005). However, there is an on-going debate in research teacher education about whether entering into teaching of beginning teachers goes through stages or not (Burn, Hagger, Everton, & Mutton, 2000; Kagan, 1992). about whether teaching specialization goes through stages

1.2.1 Perspectives and Approaches of Teachers' Professional Development

The models of the professional development of the teacher, presented in the literature by different researchers, can be classified according to perspectives that rely on different approaches (Friedman & Gavish, 2001):

1. The perspective of the lifecycle of teachers (according to age or experience) (Huberman, 1989; Sikes, Measor, & Woods, 1985).
2. The perspective of the formation of the professional identity (Bullough, Knowles, & Crow, 1989; Kagan, 1992; Kuzmic, 1994).
3. The perspective of the learning of the cultural norms of the school (Schempp, Sparkes, & Templin, 1999).
4. The perspective of the concerns of the beginning teacher (Adams & Krockover, 1997; Fuller, 1969; Fuller & Brown, 1975).

The approaches and the perspectives of the professional development of teachers are important, since they differentiate between topics that trouble the beginning teachers, the type of motivation that drives them, their ability to cope with conflicts, their degree of self-awareness, their degree of independent thinking and self-judgment, their opinions regarding the goals of education, and their role perception (Zozovsky, 1991).

(1) The Classic Perspective of the Lifecycle of Teachers

The perspective of the lifecycle of teachers relies on the classic-traditional approach that draws from Freud and his student Erik Erikson, the founders of the theory of development (Erikson, 1993). In addition, this perspective relies on the field of adult learning that maintains that teachers with different experience are found in

different stages of development, and their professional development entails lifelong learning. Every stage in the process of the professional development has specific behaviors that characterize it (Kremer-Hayon, 1992). According to this perspective of the lifecycle of teachers, the personal identity develops in universal stages through interaction with the environment, through confusion, search, investigation, experience, tension, and crises that are steadily resolved over the years and lead eventually to stability, choice, and formation of a defined identity (Dvir & Schatz-Oppenhaimer, 2011).

Huberman (1989), for example, examined the career stages of 160 teachers in high schools in Switzerland and found six stages that are organized according to the teachers' experience, when the stage of entry into teaching is a distinct stage from the stages of the teacher's development during his professional career:

1. The stage of survival and discovery – A stage of the entry into teaching. The survival addresses the coping with the complexity of the class management, many teaching tasks, gap between ideals and reality in the class and the engagement in the self. The discovery addresses the enthusiasm with the responsibility for students, class, curriculum, and with being a colleague. The discovery and survival co-exist, and the discovery is what enables the beginning teacher to cope with the survival difficulties.
2. The stage of stabilization – The final choice of the profession and the commitment to it. This is the stage of control of and comfort in teaching.
3. The stage of experimentation / activism. Attempts to influence the system search for new challenges, and experiences in new teaching methods and in new areas of responsibility in the school.
4. The stage of self-doubt – The 'midlife crisis'. Feeling of monotony that characterizes the routine, disillusionment after attempts to change the work in the school.
5. The stage of serenity – Gradual loss of energy, more mechanical activity, increasing sense of confidence and self-acceptance.
6. The stage of conservatism and engagement – Gradual release from the investment in work. Bitterness because of pressures to give the place to young people.

(2) The Perspective of the Professional Self-Formation

According to the approach of the professional development from the perspective of the construction of the teacher's professional self-formation, the beginning teacher builds his professional identity in the stage of the entry into the teaching, (Burn, Hagger, Mutton, & Everton, 2000; Dvir & Schatz-Oppenheimer, 2011). The understanding of the beginning teacher of himself is a preliminary and critical condition for the understanding of others (Conway & Clark, 2003; Kagan, 1992). The professional identity is the way in which the person perceives himself as having a profession (Volkman & Anderson, 1998). In the process of the acquisition of the professional identity the individual internalizes the identification with a specific professional field, learns the rules of the game, and acquires the capital necessary for an effective play in the field (Levin-Rosalis & Lapidot, 2010).

The teachers' professional identity is their perception of the elements of their role, their practical experience, and the way of presentation of their personal biography. The professional identity is influenced by the perceptions of society of the knowledge and role of the teachers and the expectations of them (Branch, 2002; Dvir & Schatz-Oppenheimer, 2011).

The perspective of the professional development as a process of the formation of the professional identity relies on the post-modernist perception, which developed a number of decades after Freud and his students, and disputes the universality of the identity structure and the model of development with orderly stages (Dvir & Schatz-Oppenheimer, 2011; Friedman & Gavish, 2001). According to this perception, the subject has certain professional identities that develop over the years (Beijaard, Paulien, & Verloop, 2003). The professional identities are contextual and culture-dependent, changing and built following experiences with diverse and conflicting events. The professional identities are developing in encounters with 'significant others', while dealing with the creation of tensions and gaps between the personal identity and the professional identity and with deliberations between different ideologies (Dvir & Schatz-Oppenheimer, 2011), sometimes conflicting (Lam, 2002). The tensions processing and the management of the gaps are subjective, complex, and central in the professional development and structuring of the professional identity of the beginning teacher. These processes accompanied by constant learning, internal

and external dialogue (Dvir & Schatz-Oppenheimer 2011; Zilbershtein & Ben-Peretz, 2006), self-investigation and search (Beijaard, Verloop, & Vermunt, 2003), and critical reflection (Dvir & Schatz-Oppenheimer 2011). These processes are central in the development and structuring of the professional identity of the beginning teacher (Beijaard, Verloop, & Vermunt, 2003). According to this approach, the beginning teacher is active in the process of the professional development and manages a complex negotiation between the ideal image as a teacher and the expectations of others from him and what he must do in order to survive (Friedman & Gavish, 2001).

Kagan (1992) defined professional development as “changes over time in the behavior, knowledge, images, beliefs, or perceptions of novice teachers” (p. 131). According to her, the experience in teaching a class is an inseparable part of the personal experience, and the learning how to teach requires a journey into the deepest layers of the individual’s self-awareness, where the failures, fears, and hopes are concealed. Kagan (1992) analyzed more than forty research studies on the learning of teaching and models of professional development of teachers and proposed a model with five elements of professional development during the first year of teaching in which the beginning teacher focuses inwards on the ‘self’. This focus has importance since the beginning teacher’s professional self-formation can exist only when his initial self-image will be examine and rebuilt – then he can convey his attention from the self to the tasks and to the students (Conway & Clark, 2003; Kagan, 1992). Kagan proposed a model of five components:

1. Development of the beginning teacher’s awareness of the initial knowledge and initial beliefs that he holds regarding teaching.
2. Re-structuring of the early images of the ‘self’ as a teacher and idealistic and imprecise images regarding the students.
3. Formation of the self-image as a teacher and transfer of the attention from the ‘self’ to the learning of the students.
4. Development of procedures for treatment of class management and discipline problems and the gradual transformation of procedures into automatic and unconscious processes.
5. Identification of problems, development of skills for solving more specific and multidimensional problems, adjusted to the context and the content (Kagan, 1992).

(3) The Perspective of Learning the Cultural Norms of the School

The perspective of learning the cultural norms of the school relies on the constructivist approaches that emphasize the importance of the social and cultural elements of the professional development (Fisherman, 2011). In the spirit of these approaches, the beginning teacher is a social product designed by the main culture bearers in the school ('significant others'): the principals, the colleagues, and the students. Regarding the expectations of these culture bearers and their actions, the beginning teacher develops and builds his professional identity (Friedman, 2005). He is found most of his time with the students and receives from them immediate feedback about his functioning. This has a great and immediate impact on his feeling of the ability and perception of self-worth. The principals are the main and primary factor in the beginning teacher employment and job retention. They control most of the factors related to the beginning teacher's work, they mediate with outside personnel, and serve as a source of support and hence their significant influence on the beginning teacher. The colleagues are an important factor in the supply of assistance and support to the beginning teacher while performing his assignments and coping with difficulties in the professional, organizational and personal-emotional fields (as will be described in the next chapter). Therefore, the colleagues have an influence on the development of the sense of self-esteem of the beginning teacher (Friedman & Gavish, 2001; Schempp et al., 1999).

The process of the beginning teacher's professional development from the perspective of the learning of the cultural norms refers to the school social and cultural components, which are defined as organizational literacy. Fisherman (2011) considers these elements as giving significance to the everyday life in the school. These components include the recognition of the physical environment of the school, the professional-human environment (students, administration, colleagues, parents, etc.), the environment related to the explicit and implicit norms of the school and the intelligent use of them in the relations with the students, peers, and superiors, the teacher's ability to use the resources of the school and the system to integrate and to develop professionally (Fisherman, 2011; Friedman, 2005; Friedman & Gavish, 2001; Herbert & Worthy, 2001). In addition, the laws and procedures define what is normal, what is accepted, and what is legitimate; the cultural codes differentiate between the important things and the less important things, and the identification of the sources of

power in the school and the significant ways to build the status in the school (Schempp et al., 1999). The successes or failures of beginning teachers are related to the degree to which they adopt the norms and culture of the school and understand the school fabric of forces (Fisherman, 2011; Sabar Ben-Yehoshua, 2001). Sabar Ben-Yehoshua (2001), for example, presents four stages in the learning of the school norms by the beginning teachers:

1. The stage of the planning of the career or the 'fantasy'
2. The stage of the 'culture shock' that appears with the entry into teaching
3. The stage of the 'reading the map' and the beginning of the adjustment
4. The stage of mastery and influence

(4) The Perspective of the Concerns of the Beginning Teacher

The perspective of the concerns of the beginning teacher relies on the classic developmental approach, according to which professional development occurs in continuous and consistent universal stages (Erikson, 1993), and on the area of adult learning, according to which teachers are found in different stages of development when each stage in the process of professional development has specific behaviors that characterize it (Kremer-Hayon, 1992). According to this perception of the stages of development, the concerns, needs, and main difficulties of the beginning teacher are explained by their positioning in the process of the ongoing development (Amir & Tamir, 1995b; Burn et al., 2000; Conway & Clark, 2003). Zozovsky (1991), who addresses the periods during the teacher's career in the approach of life situations, as 'age theorists', points out that every period is characterized by events, problems, roles, and topics of interest shared by all people found in the same period. The teacher's professional development is perceived as the transition from situation to situation on the continuum of the development of the career as a product of the accumulation of knowledge and professional experience and enhancement of executive skills (Burden, 1990; Fuller, 1969; Huberman, 1989; Zozovsky, 1991). The transition from stage to stage is accompanied by changes that pertain to the teacher's topics of interest and concerns (Fuller, 1969; Zozovsky, 1991), rewards, motivations, goals and aspirations (Zozovsky, 1991).

Furlong and Maynard (1995) proposed for example, a model built from five stages of professional development which relates to the beginning teachers' beliefs.

Day (1999) perceives the changes in beliefs as one of the elements of the beginning teacher's professional growth. Day (1999) noted that professional growth is the process in which teachers re-examine, in themselves and through others, their commitment to being agents of change regarding the moral-value goals of teaching (Day, 1999). The beginning teacher starts the path of the entry into teaching imbued with a sense of mission and belief in his ability to make changes in society and in education of students but shortly he discovers that the world of teaching, the reality, is significantly different from his ideal outlook of teaching. Dreams and ideals become a daily struggle for survival (Gavish & Friedman, 2007; Pritzker & Chen, 2010).

The main axis that accompanies the stages according to Furlong and Maynard (1995) that focuses on beliefs indicates progress of beginning teachers from the first stage of an idealist perception of the teaching-learning processes, disconnected from the class reality to the second stage that is characterized by survivalist behavior. The encounter with the class leads to the fading of the ideal image and the immediate adoption of survival patterns in efforts to obtain control in the classroom. The 'ideal' teacher becomes in this stage a 'teacher' and the espoused beliefs give way to beliefs in action (Furlong & Maynard, 1995; Laron & Shkedi, 2006). In the third stage the beginning teacher begins to identify the difficulties he faces and to cope with them through the adoption of the school 'teachers' language' and imitation of accepted ways of teaching and class navigation. In the fourth stage – the stage of stabilization, the beginning teacher begins to obtain basic confidence and the ability to manage class routines, but his mindset is not yet of a teacher. In the fifth stage, he starts directing his gradually built capabilities to professional directions and adopts teachers' thinking patterns. The gap between the idealistic vision with which he starts the teaching work and his current beliefs deepens in this stage (Furlong & Maynard, 1995; Laron & Shkedi, 2006). This perception of transition from a stage that is characterized by idealism to a stage characterized by pragmatism is emphasized in the professional literature that addresses the teacher's development (Fuller & Brown, 1975; Furlong & Maynard, 1995; Kagan, 1992; Laron & Shkedi, 2006).

The research studies of Strahovsky, Marbach, and Hertz-Lazarowitz (2002) and Strahovsky, Hertz-Lazarowitz, & Orland-Barak (2008) addressed the stations that the beginning teacher passes through in the first year. In these two studies the metaphor of the hurdle was chosen to lead the analytical discourse and directed the

formation of the findings into a development model called by the researchers 'journey of hurdles' (Strahovsky et al., 2002, p. 130) of six stations in the continuum of the first year – a journey of the professional development from station to station in dimensions of time and socialization. The 'hurdle' was chosen since it conveys the messages of walking versus stopping, of progress versus being stuck, and of the possibility of crossing the hurdle versus falling. However, the metaphor of a 'hurdle' is not a completely optimistic metaphor, since there is also the possibility of "not passing over the 'hurdle' of the first year" (Strahovsky et al., 2008, p. 75). Every station is a chronological stage in the professional integration of the beginning teacher in the new culture and is also a target for success that the he wishes to achieve. In every station there are hurdles that express a sense of difficulty or concern (Ibid). The stations and the hurdles as they arose from the research studies of Strahovsky, Marbach, and Hertz-Lazarowitz (2002) and Strahovsky, Hertz-Lazarowitz, & Orland-Barak (2008) are as follows:

1. The entrance into the school (on the doorstep of school). The initial encounter with the change in the role and the encounter with the school and with the role-holders and most importantly, the encounter with the students.
2. In the classroom. In this station a feeling of despair overcomes many of the beginning teachers. The 'hurdles' in this station are interpersonal communication that addresses primarily the problems of discipline and class navigation, the heterogeneity of students, and the motivation of students.
3. Sources of support, direction, and encouragement. The main 'hurdle' in this station is the raising of the internal and external support resources in every aspect of the beginning teacher work – personal, professional, and social.
4. Acceptance by authority. The beginning teachers noted three figures of authority on whose judgment they felt they depend on and by whose presence they felt threatened: the principal, the supervisor, and the subject coordinator.
5. Encounter with parents. The beginning teacher finds it difficult to create communication with the parents and primarily with the parents of students who have difficulties. Every encounter with the parents creates tension for him. The 'hurdle' at this station is fears and lack of confidence.
6. End of the year – looking back. The beginning teacher does some soul-searching and evaluates his successes and failures as a professional. In this station there are

disappointments, doubts, and anxieties, and the question of whether he will continue to be employed in the system arises.

The presented models of the professional development of beginning teachers from the perspective of their concerns describe models of development in stages. However, the model of Strahovsky, Hertz-Lazarowitz, & Orland-Barak (2008) and Strahovsky, Marbach, and Hertz-Lazarowitz (2002) present a state of existence of the beginning teacher that is not limited and one-dimensional. The beginning teacher's state of existence is not focused only on his survival in the classroom. He displays a systemic perspective and thinking that encompasses, simultaneously, all the stations of his journey, from the stage of the entry into teaching. He moves forward and backward between the stages when his occupational history and psychological and social aspects influence this process. This process is an active process in which the beginning teacher plays a main part in involvement in the processes of learning and development (Strahovsky et al., 2008).

A similar perception is presented by Borich (1999) that claims that the teacher's concerns do not always range in a continuous developmental manner. There may be returns to earlier stages of development that are depended on context and sudden demands. Individuals may be found in different stages at any given time as a result of different aspects of the role (Amir & Tamir, 1995b). Hence, there may be overlaps between the stages and the beginning teacher may be bothered by topics related to a number of stages in parallel (Borich, 1999). Indeed, some researchers hold that it is not possible to address the teacher's professional development in a uniform pattern (Beck, 2013) but rather as a dynamic and flexible process (Day, 1999).

1.2.2 The Professional Development of Beginning Teachers according to the Model of Stages of Fuller (1969) and Fuller and Brown (1975)

The most known model of professional development of beginning teachers that relies on the traditional developmental approach is the model of Fuller (1969) and its extension in the model of Fuller and Brown (1975). The model of Fuller and Brown (1975) constitute the theoretical model upon which the present research study relies, in the examination of the difficulties of the SENTs in the different frameworks where they work during the induction year. The choice of this model was made since it suggests a developmental perception that provides a clear conceptualization of the

problems and difficulties that beginning teachers experience with their entry into teaching. However, the viewpoint that Fuller and Brown (1975) suggested, will be extended, by relying on contemporary criticism and new studies that describe the process of professional development of beginning teachers.

Fuller's model (1969) is considered a groundbreaking model and a classic model in the theory of stages and has been frequently referenced (Richardson & Placier, 2001). Fuller (1969) described the professional development as occurring in a number of developmental stages. The main axis on which the model is built is the 'areas of concern' of the beginning teacher in which their attention is focused. Fuller (1969) defined a concern as a situation of arousal that demands resolution by the individual before more mature concerns can be considered. This model is characterized by being regular, continuous, and hierarchical (Conway & Clark, 2003; Richardson & Placier, 2001). The model includes four stages of development that begin in the phase of the teacher training: (1) 'pre-teaching' phase – lack of concerns, (2) 'early teaching' phase – concerns about the self and (3) overt concerns – adequacy in the classroom (4) 'later teaching' – late concerns about the students (Fuller, 1969).

The initial model of Fuller (1969) was developed and extended into its present structure as a three stages model, known today as the Fuller and Brown model (1975). According to this model, teachers at the beginning of their path undergo three stages of professional development, as depicted in figure 1: (1) the stage of survival – concerns about the 'self', (2) the stage of mastery – concerns about tasks/situations, and (3) the stage of impact – concerns about impact on students (Fuller & Brown, 1975). The models of Fuller (1969) and Fuller and Brown (1975) are characterized primarily by the fact that they describe movement outwards. Borrowing Hawkins' (1967/1974) terminology of concerns moves from 'I' to 'It' to 'Thou' (in: Conway & Clark, 2003, p. 467).

According to the model of Fuller and Brown (1975), in the stage of survival, the concern is for personal survival and the focus is on the 'self' as a teacher. This is the stage in which most of the beginning teachers' fears pertain to themselves and address questions such as the ability to control the class, the ability to be liked by the students, the capacity to learn, the adjustment to the teaching, and the encounter with the staff and the higher authorities in the school. Tam (2007), who relies on the research study

of Fuller and Brown (1975), defined the stage of survival as a ‘battle for existence’ (Tam, 2007, p. 10). This stage is characterized by the concerns and worries of the teachers at the beginning of their path about failure and not meeting the fulfillment of the expectations of others. The beginning teachers who will succeed in overcoming the obstacles that characterize this stage will face problems that characterize the next stage – the stage of mastery of the teaching performance (Fuller & Brown, 1975; Tam, 2005).

In the stage of the mastery the beginning teachers are concerned about the teaching performances and therefore focused on the teaching strategies and skills. Their fears primarily address situations such as coping with a large number of students in the class, time management, lack of teaching materials, adjustment of teaching methods to the teaching goals, the quality of teaching materials and so forth. The beginning teachers who will successfully handle the stage of mastery and will effectively cope with the teaching will advance on to the third stage, which focuses on the students and their achievements (Fuller & Brown, 1975; Tam, 2007).

The stage of impact is the stage of later concerns. This stage is characterized by a higher professional level, in which the concern and the focus of the beginning teachers are directed to the students, their needs, their emotions, and their achievements. In this stage they addressed the question of the students’ learning, the influence of the manner of their teaching on the acquisition of knowledge and students’ achievements. In this stage the beginning teachers are engaged in attempts to act fairly with the students, in the adjustment of the curriculum to the class, creating interest among students and in the giving of individual instructions. Alongside paying attention to the students, they adopt teaching routines and the willingness to assume responsibility for the quality of the teaching (Conway & Clark, 2003; Fuller & Brown, 1975; Tam, 2005).

Fuller (1969) and Fuller and Brown (1975) assume a continuous and cumulative order of development stages. Successful teaching experiences and overcoming difficulties at any stage are a condition of the transition to the next stage. The beginning teachers act according to the immediate requirements that derive from the sense of threat on their personal survival and the feeling of lack of confidence regarding the performance of the teaching tasks before they turn to see the students’

needs and onwards (Friedman & Gavish, 2001).

Figure 1 presents the three stages of professional development of beginning teachers according to the Stages Model of Fuller and Brown (1975).

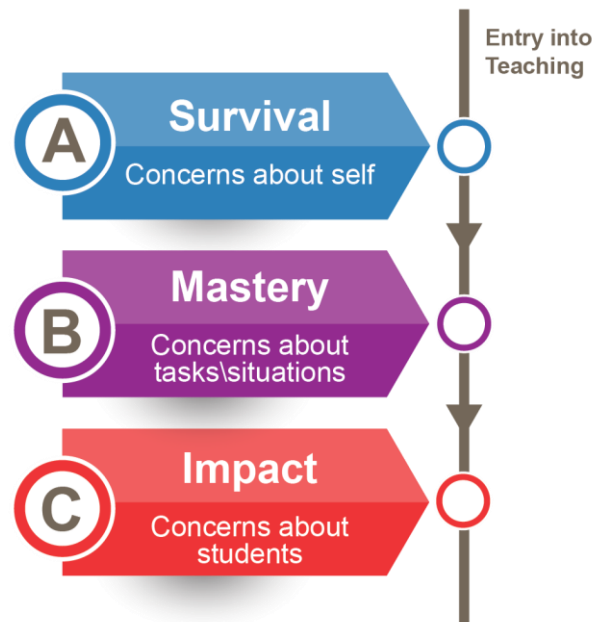


Figure 1. The Professional Development of Beginning Teachers according to the Model of Stages of Fuller and Brown (1975)

The professional development according to the model of Fuller (1969) and Fuller and Brown (1975) ranges from needs related to extrinsic aspects of the teaching – the focus on the self as learner and as teacher, through needs related to intrinsic aspects of the teaching – teaching processes and coping with additional personnel in the educational system, such as colleagues and parents, to the focus on the student who is the object of the teaching. Every stage in the model is characterized by its unique behaviors: the stage focused on the ‘self’ is characterized by anxiety and criticism, the stage focused on the ways of teaching is characterized by coping and search for beneficial ways of teaching, and the stage focused on the students is characterized by focus on their development and needs (Kremer-Hayon & Ben-Perez, 1986). In addition, the model presents development related to the beginning teachers’ personal needs, ranging from the personal-individual stage to the altruistic stage of focus on the student and his needs.

Some researchers attribute the survival of the model of Fuller and Brown (1975) over the years to the elegant way in which it presents the beginning teacher's professional development and the normative expectation that the concerns of the teacher will advance to the students and their learning and will not remain on the 'self' of the teacher or on tasks and situations. This model provides such a normative pattern. The model was granted over the years an ongoing validity by beginning teachers (Conway & Clark, 2003) and was confirmed in research studies (e. g., Conway & Clark, 2003; Kremer-Hayon & Ben-Perez, 1986; Tam, 2005). In the research literature that addresses this model there is an emphasis on the importance of the beginning teacher's professional development as transition from focus on the 'self as teacher' to focus on the ways of teaching and the students (Conway & Clark, 2003; Fuller, 1969; Fuller & Brown, 1975; Kagan, 1992; Kremer-Hayon & Ben-Perez, 1986; Pigge & Marso, 1997; Tam, 2005).

A seven-year research study conducted by Pigge and Marso (1997) followed up the professional development of beginning teachers according to the stages of Fuller (1969) and Fuller and Brown (1975). Pigge and Marso (1997) identified a connection between teachers' characteristics and stages of development. They indicated that the stage of survival and the stage of impact can be explained in terms of personal development, personality, and family characteristics. They emphasized that the personality of the beginning teacher constitutes a significant factor in his development (Pigge & Marso, 1997). Researchers note similarly that the stages in the beginning teacher's development occur in the background of his personal environment, his abilities, personality, and experiences as an individual, as a person. The system does not have considerable control on the personal data and the life experience outside of the professional occupation that the beginning teacher brings to the teaching and this should be seen as a given fact (Avdor, Reingold, & Kfir, 2010; Day, 1999). Milat (2001), who followed up after the processes of behavior and thinking of beginning teachers, found that the development of the 'self-knowledge' of the beginning teacher (the formation of a 'credo' and construction of personal philosophies) is influenced by the personal experience in problem solving and by his personal biography.

Conway and Clark (2003) suggested examining the concerns of the beginning teachers according to the main axis upon which the models of Fuller (1969) and Fuller

and Brown (1975) are built, but with the addition of their hopes and expectations regarding teaching. They claimed that the change of the starting point has a significant influence, since it presents a more balanced and extensive picture of the real experience of the beginning teachers and their expectation of their role as teachers, beyond their focusing on their concerns and difficulties. Conway and Clark (2003) found in their research that the teachers' concerns are circular during the first years of work. During every year of the first teaching years, similar topics arise and vanish in a circular manner as the beginning teachers advance, as a result of reflective processes that they undergo and self-regulated processes that they perform (Conway & Clark, 2003). Conway and Clark (2003) strengthen in their study the axis of concerns of Fuller (1969) and Fuller and Brown (1975) among the beginning teachers – an axis that moves outwards, from the teaching of a topic until concern for the students. But, they added to this axis also the movement inwards, which is related to the 'self', focuses on self-survival, identity, and self-development. Kagan (1992) perceives this focus of the beginning teacher on the examination and structuring of the self, an essential and valuable condition in the teacher's professional development. However, she perceives the initial focus on the self - according to the model of Fuller (1969) and Fuller and Brown (1975) to be an expression of weakness and as a stage that should be quickly passed and shortened. It is possible to understand the model of Conway and Clark (2003) from the zeitgeist, in which reflectiveness and self-regulation are set as an important goal in the development of the teacher and lead to the circular movement inwards, while during the publication of the research of Fuller (1969) and Fuller and Brown (1975) behavioral perceptions in teaching and in education were prominent.

Some researchers see the models of Fuller (1969) and Fuller and Brown (1975) as a conservative approach to the beginning teacher's stages of professional development (Kagan, 1992). The critics of the approach of stages argue that beginning teachers can engage in complex and sophisticated thinking of tasks and concerns typical of the later stages and refer to a variety of concerns at a given time (Burn et al., 2000). This reference joins the conclusions of research studies presented by Strahovsky, Marbach, and Hertz-Lazarowitz (2002), Strahovsky, Hertz-Lazarowitz, and Orland-Barak (2008), Conway and Clark (2003) and additional references presented by Amir and Tamir (1995b), Beck (2013), Borich (1999), and

Day (1999), who highlight the importance of examination of the concerns of beginning teachers in systemic, circular, multidimensional, and simultaneous reference, and the observation of the movement forwards and backwards and non-linearly between the stages, as Fuller (1969) and Fuller and Brown (1975) suggested.

The model Fuller and Brown (1975) will constitute the theoretical model – the base model, according to which I will examine the difficulties of the SENTs in the three frameworks in which they work. However, I will expand the observation, based on later studies and researchers' references that have been presented and are described schematically in the following diagram. Figure 2 presents multidimensional perspective of professional development of beginning teachers, based on the Stages Model of Fuller and Brown (1975). This perspective presents the complexity of the process that the beginning teachers go through in the path of the entry into teaching when there are several possible situations in which they can be found: Advances from stage to stage, remaining in the same stage, overlapping between two or three stages and even regressing to a former stage.

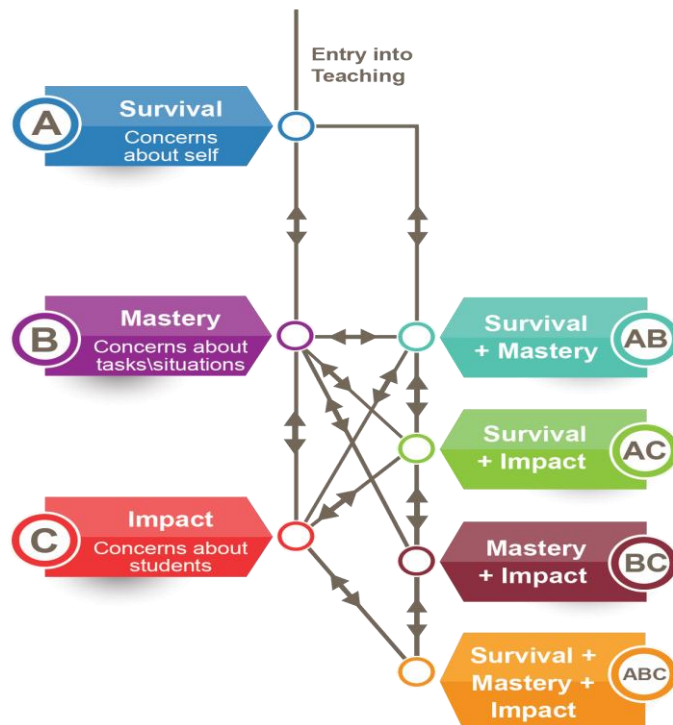


Figure 2. A Multidimensional Perspective of the Professional Development of Beginning Teachers, Based on the Model of Stages of Fuller and Brown (1975)

1.3 Difficulties of Novice Teachers during the Induction Year

The transition from the teacher education to teaching is a new stage in the teacher's life and entails many challenges (Rosenberg, Griffin, Kilgore, & Carpenter, 1997; Schatz-Oppenheimer, 2011a). The NT starts the path in teaching with expectations from the teaching as a profession and from the school as an organization. The research study conducted by Friedman (2005) about the teachers' expectations from their work at the beginning of their career indicates that the NTs' expectations focus on three aspects: the social aspect, the organizational aspect, and the psychological aspect. The expectations are for public-professional recognition (respect and esteem of the teaching profession), for support and collegiality on the part of the colleagues, the principal, and the parents, and expectations of an individual nature that the teaching work will serve as a basis for the reinforcement of the teacher's professional-self (Friedman, 2005). The NTs expectations and the characteristics of the stage of entry into teaching, as presented in the previous chapters, have implications on the many and diverse difficulties that they experience in the induction year.

The NTs difficulties as described extensively in the research literature refer to a series of difficulties that operate in interaction and are specific to the individual, to the learning environment, and to the tasks that the NT must perform (Rosenberg et al., 1997). The difficulties that are described as prominent and frequent are those related to the planning and organization of the learning material, the lack of appropriate learning materials, teaching in heterogeneous classes, creation of motivation among students, choice of appropriate strategies for teaching, evaluation of the learning, discipline problems, coping with individual problems of students, creation of a relation with students and with parents, recognition of the school's organizational climate, communication with colleagues, management and supervisors, their placement in the system, and more (Darling-Hammond, 2003; Fantilli & McDougall, 2009; Feiman-Nemser, 2003; Harrari et al., 2007; Moore-Johnson, 2006; Whitaker, 2003). Most of the NTs perceived their difficulties as personal and unique and find it hard to see them as a part of the process of their adjustment and professional development (Schatz-Oppenheimer & Dvir, 2014). The difficulties of the NTs entail feelings of frustration, exhaustion, powerlessness, loneliness, and lack of confidence (Abu-Ras, 2012; Lazovsky & Reichenberg, 2006; Sagee & Regev, 2002; Schatz-

Oppenheimer & Dvir, 2014; Zilbershtrum, 2013), sometimes to the point of paralysis (Schatz-Oppenheimer & Dvir, 2014).

It can be learned that in the research literature that focuses on induction stage, emphasis is placed primarily on the novice teacher's difficulties, and there is little reference to stories of NTs' success (Feiman-Nemser, 2001a; Herbert & Worthy, 2001; Sabar Ben-Yehoshua, 2001). The few research studies that focus on successful experiences of NTs indicate additional space of feelings (Herbert & Worthy, 2001). Solomon, Worthy, and Carter (1993) found that despite the challenges that are characteristic of the beginning of the path in teaching, some teachers succeeded in adjusting themselves to the situation, in developing self-confidence, in acquiring experience and in having a feeling of achievement. Huberman (1989) noted that the initial stage of the entry into the teaching profession is characterized by motives of survival and discovery. The motive of survival entails the feeling of 'Reality Shock', while the motive of discovery is accompanied by a feeling of enthusiasm from the teaching work, from the rapid learning that the teaching profession requires, and from the responsibility for the students, class, and learning curricula. According to Huberman (1989), these two aspects of survival and discovery appear frequently in parallel, when the feeling of excitement, enthusiasm, and a sense of challenge that characterize the dimension of discovery, are those that help teachers at the beginning of the path to succeed in overcoming the difficulties entailed by survival. Strahovsky, Hertz-Lazarowitz, and Orland-Barak (2008), claim that the young teachers who live at the pace of the 21st century undergo the traditional stages of the entry into teaching in an intensive process of one year. They think about the school from a broad perspective and end their first year after accumulating many experiences and insights (Ibid).

Along the years, efforts have been made to map and organize the difficulties of the NTs. In all proposed classifications, difficulties related to the teaching – planning, performance, evaluation, role definition, and more, and to the coping with discipline problems and special problems have been highlighted (Tam, 2005). Several classification examples are presented below:

Vonk (1995) developed a conceptual framework based on research, describing the main dimensions that comprise the process of professional development of NTs,

so as to facilitate their entry into work and their professional growth, through the identification of their main difficulties. The main dimensions that comprise the process of the professional development of the NTs according to the classification proposed by Vonk (1995) are: (1) the personal professional dimension – development of the teacher as a person, (2) the dimension of academic knowledge and professional skills, and (3) the ecological-organizational dimension in which the NT functions. Vonk (1995) concluded, on the basis of his research work, that there is no hierarchy between these dimensions and that the professional development of NTs occurs in all three dimensions simultaneously.

Like Vonk (1995), Schatz-Oppenheimer (2011a) classified the difficulties of the NTs and presented their difficulties in four main areas: (1) the field of the pedagogical content teaching, (2) the field of the learners and their characteristics, (3) the systemic-organizational field, and (4) the personal field.

Kalibanov (1990) and Tam (1993) grouped the difficulties into four main areas: (1) difficulties in coping with disciplinary problems, (2) difficulties in planning – of curricula, ways of teaching for different levels, teaching for a day, a month, a semester, use of textbooks, (3) difficulties in performance – activation of the entire class, work in heterogeneous class, development of motivation, creation of an intellectual challenge, explanation of complex learning content, establishment of cooperation, division of time in the lesson, and (4) difficulties in assessment – writing exams, setting indices for determining the score, evaluation of achievements that cannot be measured (Tam, 2005).

Amir and Tamir (1995a, 1995b) classified the difficulties into the following five categories: (1) skills of organization and class management, (2) definition of the role, (3) general skills of teaching, (4) adjustment to the school system, and (5) special problems.

Sagee and Regev (2002) divided the difficulties of the NTs into the following factors: (1) the didactic-methodic component, (2) the adjustment to the school system, (3) interaction with the students (including discipline problems), (4) sense of great load, and (5) sense of discomfort caused by the difficulties.

In this chapter, which addresses the difficulties of NTs, the difficulties will be

presented according to the classification suggested by Vonk (1995), with the division of the professional dimension to the dimension of the academic knowledge and professional skills and the dimension of the learners and their characteristics as suggested by Schatz-Oppenheimer (2011a), since these dimensions are comprehensive, inclusive, and expressive of the difficulties experienced by the NTs.

1.3.1 Novice Teachers' Difficulties in the School's Ecological-Organizational Dimension

The ecological-organizational dimension addresses the school's organizational environment, the professional-human environment that includes the staff and the role-holders (Fisherman, 2011; Herbert & Worthy, 2001). Researchers argue that the quality of the school environment, the school culture, and support system that exists in it are significant factors that influence the NTs' professional growth (Bickmore & Bickmore, 2010; Jones, Youngs & Frank, 2013; Kagan, 1992; Meristo & Eisenschmidt, 2014). Lam and Yan (2011) found in their research study that the way in which the school operates and is managed has direct and decisive impact on NTs' motivation, satisfaction, and ability to be focused on students and teaching, and on the professional development. A poor school environment can impair their enthusiasm and even drive them to leave the teaching profession (Lam & Yan, 2011). It should be noted that only a few research studies examine how school approaches methodically influence the NTs' entry into the profession. The lack of findings on this topic prevents a clearer understanding of the structures that the school must develop so as to effectively assist the NTs (Bickmore & Bickmore, 2010).

With the transition of the NTs from the 'greenhouse' of being a student to the school reality, they find themselves in the situation defined in the research studies as 'strangers in a new land', whose territory, laws, culture, and customs are not familiar. It seems to the NTs that they are familiar with the school from their time there as students. The scenes are indeed familiar to them as students but are not identical, since they have changed their status from 'audience' to 'actor' (Sabar Ben-Yehoshua, 2001; Strahovsky et al., 2008). In this new reality the NTs cope with many difficulties which derive from their need to adjust to the school organizational norms, systemic work patterns, and school culture in general (Gavish & Friedman, 2005; Sabar Ben-Yehoshua, 2001; Schatz-Oppenheimer, 2011a). The difficulties related to the load of

institutional methods to which the NTs are exposed at the beginning of their path and the difficulty to function with them, without adequate guidance, is perceived as critical by them (Beach & Pearson, 1998). They frequently put forth efforts to conceal their discomfort and to repress their fears in response to the organization's demands; sometimes out of the desire to integrate into the systemic norms as do the experienced teachers (Bullough Draper, 2004; Schatz-Oppenheimer & Dvir, 2014).

In addition, the NTs go through a process of development and building of a new identity, in which the human environment – the 'others', have decisive influence on it (Sabar Ben-Yehoshua, 2001). The theory of the symbolic interaction explains that our development and our identity as people and as professionals are shaped by our reciprocal relations with others and represents the sum of the influences of others on us. In such a way people build anew their actions and their meanings (Giddens & Sutton, 2017). This situation brings the NTs to be dependent on the good will of the members of the group to which they want to belong. Conversely, their need for people who understand them, cause them to hold onto their NT colleagues (Sabar Ben-Yehoshua, 2001).

On the light of the difficulties and complex situations that the NTs encounter at the beginning of their path, they expect and need the support of their colleagues and of their superiors in order to succeed in surviving and functioning. The support of the colleagues and the principals has a significant influence on their sense of self-efficacy (Meristo & Eisenschmidt, 2014). They expect that the school will be a caring organization, where there are the conditions of shared goals, collegiality, orientation of problems solving and support, cooperation, communication, and professional and effective interactions among the staff members (Friedman, 2005; Jones et al., 2013; Kilgore et al., 2003; Rosenberg et al., 1997). NTs expect that they will be appreciated and recognized as a professional (Friedman, 2005). However, schools do not engage in an orderly absorption of the NTs (Reingold, 2009). The NTs find themselves in a system that is not always friendly and the existence of support depends on the personality of the principal or the discipline coordinator but not on institutional policy (Strahovsky et al., 2008). NTs note the lack of support that they need to make their work easier, so that they can fill their role and be able to experience success, which they saw as the main and the real value of teaching (Moore-Johnson, 2006). Moreover, they indicate the lack of support as the one of the reasons for their dropout

from the educational system (Meristo & Eisenschmidt, 2014). The NTs describe a situation in which they generally operate in disconnection with their professional colleagues. Every person is 'hidden in his class', and they do not receive guidance from their experienced colleagues, as accepted in many other professions. Sometimes the schedule given to them does not allow them to meet colleagues who teach the same subjects matter or the same students, so that they can be assisted by them in the preparation of the study material or in the evaluation of the students' progress. Thus they cannot enjoy the experienced colleagues' knowledge and experience (Moore-Johnson, 2006). Sometimes the senior teachers in the school perceive the NTs as a threat to institutional patterns, to a comfortable routine, and to 'industrial peace', and therefore they emphasize the marginalization of the novice teachers and adopting a strategy of rejecting their proposals out of hand (Sabar Ben-Yehoshua, 2001). This difficulty of teamwork is often explained in the absence of a tradition of teamwork in the school (Strahovsky et al., 2008).

The lack of communication and work relations, cause the NTs not to know to whom and how to appeal for assistance when they face a difficulty (Rheingold, 2009). They report also a sense of social isolation (Beach & Pearson, 1998; Jenkins, Smith & Maxwell, 2009; Rosenberg et al., 1997) that is intensified in the light of the emotional cover that they had in the training institutions (Beach & Pearson, 1998) and indifference in the teachers' room. They indicate their inability or lack of courage to share their difficulties with the colleagues or to use the assistance of the different role-holders in the school, such as educational counselors, psychologists, subject coordinators, and others, sometimes out of a feeling that it is not legitimate to display weakness (Moore-Johnson, 2006; Rosenberg et al., 1997; Whitaker, 2003). Beach and Pearson (1998), who examined the areas of crisis among teachers at the beginning of their path, note that one of the areas of crisis is interpersonal relations, which address all the partners in the teaching role. Devos, Dupriez, and Paquay (2012) maintain that the NTs may feel negative emotions caused primarily because of the interaction with the colleagues and the principals (and less with the students).

The presence of the NTs in an isolated situation, in which phenomena of support and reciprocal help, exchange of views and shared work are rare, harms their ability to implement and improve the skills they acquired in the framework of teacher education (Strahovsky et al., 2008). Researchers indicate that the NTs' difficulties in

the ecological-organizational dimension address both the gap between their expectations of the system and the extant reality, and the gap that exists caused by the system's expectations from them for functioning as professionals. The gap between the expectations and the reality, which exists on opposite sides of the barricade, constitutes, according to the researchers' opinion, main difficulties with which the NTs must cope (Hagger, Mutton, & Burn, 2001; Schatz-Oppenheimer, 2011a).

The school principal has an important role in the process of the absorption and the integration of the NTs in the professional community of the school, in the inculcation of the knowledge of the system and the school procedures and the organizational and occupational elements, in the assistance in the coping with their difficulties, and in the prevention of their dropping out (Kapel-Green, Diab, Hijazi & Zedof, 2014; Kilgore et al., 2003; Rosenberg et al., 1997). The responsibility of the school principal is for the cultivation of a work culture based on reciprocal trust, honesty, and professionalism between the staff members and the NTs. In addition, he is responsible for setting meetings between the NTs and the experienced colleagues for the creation of collaborations and the development of effective action strategies with the students. These collaborations can improve the NTs' functioning and strengthen the sense of belonging to the school (Feiman-Nemser, 2001a). It was found in research studies that the principal is perceived by the NTs as the main figure in the relationship with the other role-holders (Moore-Johnson, 2006). There was a considerable influence of the NT's professional development when the school principal promoted such collaborations (Fantilli & McDougall, 2009). In addition, it was found that school principal that enables the NTs to express themselves freely and is attentive to the ideas and views that they express, may reduce the sense of threat and may develop a sense of trust and confidence in them (Bullough & Draper, 2004). A positive attitude on the part of the school principal to the NTs enables them to develop a personal and professional identity (Kapel-Green et al., 2014).

However, NTs noted the lack of consideration of principals. Instead of attentive, encouraging, and involved principals, they encounter indifferent, critical, and even destructive principals (Moore-Johnson, 2006). NTs sometimes perceive the principal as an enemy who threatens their identity and professional functioning (Bullough & Draper, 2004). Sometimes the principal, instead of instructing and helping the NTs, becomes a link or a mediator with different outside support

personnel or creates systems of examination and evaluation of the guidance and the adjustment to the school. This attitude that the principal adopted makes it difficult to create a positive system of relations and an atmosphere of trust required for the success of the NTs (Hoz, Keinan, & Assaf, 2003). NTs make attempts to achieve the school principal's appreciation and lead processes out of the desire to influence or change his perception and behavior towards them or towards their students. This indicates the extent to which the school principal's presence is important and significant and has impact on the NTs in the stage of his entry into teaching (Kapel-Green et al., 2014).

Revealing of the difficulties that the NTs cope with in the ecological-organization dimension has importance for the understanding the significance effect of the school environment on the NTs' development and growth. Additionally, the understanding of the difficulties in this dimension can assist in the identification and understanding of the areas in which the NTs need support for their optimal absorption in the school and the promotion of their professional functioning.

1.3.2 Novice Teachers' Difficulties in the Professional Dimension of the Teaching and the Learners

(1) Novice Teachers' Difficulties in the Content Knowledge Area and the Professional Skills

In the stage of the entry into teaching, the NT undergoes two processes in parallel in the framework of his professional work as a teacher. One is the process of becoming a teacher in the specific school into which he was placed, and the second is the process of learning to teach (Jenkins & Maxwell, 2009; Lazovsky & Reichenberg, 2006; Vonk, 1995). In this period, he is required to take upon himself all the teacher's areas of responsibility and simultaneously to fill his roles like an experienced teacher (Lazovsky & Reichenberg, 2006; Milat, 2001; Nasser-Abu-Alhija et al., 2006). The NT does not envisage just how complex the processes of education and teaching are, despite the knowledge he obtained during his training for teaching. When he faces the class, he learns for the first time the facts that go beyond the skills and abilities that he acquired in the framework of his training for teaching (Strahovsky et al., 2008). Instantaneously, upon entering the teaching, he copes with a range of difficulties related to the content knowledge and professional skills.

The NTs cope with difficulties related to the field of knowledge, which is divided into three types: general pedagogical knowledge, subject matter knowledge, and pedagogical content knowledge – PCK (Shulman, 1986). The general pedagogical knowledge includes difficulties in the familiarity with teaching strategies, generalization of topics, use of examples adjusted to the topic and the students, display of confidence in situations in which the mastery of the knowledge is not complete, adjustment of the teaching to the heterogeneity of students, and more (Feiman-Nemser, 2001a; Schatz-Oppenheimer, 2011a). These difficulties derive from the gap between the preparation in the training stage, which engages primarily in theories, and the knowledge that the NTs need in teaching in their first year of teaching (Billingsley, 2004a; Kilgore et al., 2003). In the area of subject matter – Rheingold (2009) notes the gap between the content learned in teacher education and the knowledge that the NTs must teach. The NTs characterized the knowledge they acquired in their training for teaching as sporadic, raw, and unformed. While in the training stage emphasis was placed on theories and knowledge about teaching, the teacher in the class is required to create an integrative knowledge (Rheingold, 2009). The difficulties of the NTs in the pedagogical content knowledge (PCK) address the NTs' difficulty translating content knowledge to knowledge in action. This difficulty may cause the teaching to be performed in a non-effective way in the class. The NTs find it difficult to separate the wheat from the chaff, in the formation of relations between different learned topics, in the presentation of examples, in the improvisation as needed, and more (Strahovsky et al., 2008).

In addition, the NTs cope with difficulties in planning programs and organizing the teaching for the short-term and the long-term, in integration of technological knowledge (Feiman-Nemser, 2001a; Schatz-Oppenheimer, 2011a), with difficulties that stem from the teaching tasks that require considerable preparation, sometimes in areas that are not their areas of knowledge (Kilgore et al., 2003), and with the engagement in considerable 'paperwork' that derives both from the learning processes that are conducted in the classroom, such as examination of tests and works, and from external processes of evaluation (Feiman-Nemser, 2003). Despite their training, the NTs lack the knowledge and skills for the combination of teaching and class management and need time to learn the teaching profession. They actually learn the teaching profession anew (Sagee & Regev, 2002; Tam, 2007; Tam & Tam 2007).

Sometimes the NTs are placed in age groups and specializations for which they were not trained (Zilbershtrum, 2013) in contravention of clear directives of the Ministry of Education in Israel (MoE, 2014b, sections 5.2.3b; 3.4.1b). The failure to meet these guidelines may intensify the NTs difficulties and influence their ability to teach appropriately.

The NTs, who encounter 'reality shock' and difficulties in the academic field and professional skills, ignore theories that they learned during the training and regress in a time of distress to instinctive, spontaneous, and defensive responses, while acting through trial and error. They use short-term solutions for handling burning problems, and withdraw to behavior patterns that they knew from their teachers in their childhood in order to survive rapidly. These strategies lead in part to the formation of styles that prevent effective and adequate teaching (Harrari et al., 2007; Kilgore et al., 2003; Strahovsky et al., 2008) and may determine the routines and practices that they will adopt in their teaching in the coming years (Billingsley, 2004a).

(2) Novice Teachers' Difficulties in the Dimension of the Learners

One of the significant influences on the professional development of NTs is their increasing knowledge and the broadening of their understanding about the students (Kagan, 1992). The NTs spend most of their time in interaction with the students and their experiences with the students have strongest influence on their socialization (Rosenberg et al., 1997). With their entry into the educational system, their expectations from the new reality and their students are not realistic (Hagger et al., 2001). They engage in a process of reconstruction of their ideal and mistaken perception regarding the students, which brings to a change in their outlook on teaching in general (Kagan, 1992). Friedman (2005) claims that the NTs expect to shape significant personal relations with students as a factor from which they will derive reward and great personal satisfaction.

The difficulties of the NTs described in the literature in the field of the learners address difficulties with class management and organization, handling discipline and behavior problems of students, inculcation of learning habits and work routines among students, development of learning skills, cultivation of motivation to learn, promotion of the class as a social group and development of the teacher's

ability to move between the individuals and the group (Devos, Dupriez & Paquay, 2012; Fantilli & McDougall, 2009; Sagee & Regev, 2002; Schatz-Oppenheimer, 2011a; Tam, 2007; Tam & Tam 2007; Zilbershtrum, 2013). The NTs who need to undergo a process of adjustment themselves need to function also as an agent of socialization for their students (Sabar Ben-Yehoshua, 2001). A research study conducted by Nasser Abu-Alhija, Reichenberg, and Fresko (2006), which examined comprehensively the induction program in Israel, found that the NTs have to cope with individual differences among students and with personal problems of students without adequate knowledge and experience. The coping of the NTs with student differences was examined in the research study of Parker and Bickmore (2012), which indicated that NTs tend to treat all the students the same approach, without distinction of their differences. In addition, they found that NTs act in their lessons in a reactive manner more than in an orderly and planned manner.

Researchers note that the pressures that the NTs face in the first year of work are expressed prominently in the coping with discipline problems and with class organization and management (Feiman-Nemser, 2003; Harrari et al., 2007; Kilgore et al., 2003; O'Neill & Stephenson, 2014; Moore-Johnson, 2006). Already more than four decades ago Fuller (1969) noted that discipline problems are one of the prominent difficulties with which the NTs cope during the entire year. The findings of contemporary research studies support this argument of Fuller. The researchers note in addition that the reasons for the dropping out of NTs from the profession already in the first year of teaching are their inability to cope with discipline problems and with difficulties that they experience in class organization and management (Harrari et al., 2007; O'Neill & Stephenson, 2014). Similar findings arise from the research of Moore-Johnson (2006), which addresses the reasons for the high rates of dropout of young teachers from their work. Moore-Johnson (2006) point out that in schools that focused on studies and attempted to prevent disturbances the NTs enjoyed a calm learning atmosphere. However, most of the participants in her research were forced to cope with discipline problems in the classroom on their own (Moore-Johnson, 2006). Many of the NTs avoid turning to the school management with a request for help, since they fear that their request will not be well received and that they will be perceived as incapable (Moore-Johnson, 2006; Rosenberg et al., 1997; Whitaker, 2003). This avoidance may lead to escalation of the problems with which the NTs

cope. Feiman-Nemser (2003) connects these difficulties with the fact that the NTs did not cope with discipline problems over time and significantly in the training framework. Another reason for the NTs' coping difficulties with discipline problems and class management lies in their placement in teaching, in many cases, in the most difficult and complicated classes, without any consideration of their inexperience (Kilgore et al., 2003; Moore-Johnson, 2006; Nasser Abu-Alhija et al., 2006; Rheingold, 2009). In other cases, the NTs are placed in a split schedule, in inconvenient hours, and in more classes than the school norm (Moore-Johnson, 2006). The NTs at the beginning of their path are unaware of their rights and do not feel confident so as to set boundaries for role-holders in the school.

The researchers add to the mentioned difficulties the general education NTs' coping with special needs students who integrate in their classrooms. Their difficulties derive from the lack of training and lack of experience in work with these students. The communication with the parents of the special needs students constitutes additional difficulty for them (Fantilli & McDougall, 2009; Strahovsky et al., 2008). These difficulties cause the NTs to feel a sense of failure and pressure (Fantilli & McDougall, 2009).

The NTs' coping with difficulties which are related to the learners, while they are not receiving any support, leads to feelings of pressure, anxiety, lack of confidence, and uncertainty. In some cases, they feel risk to their professional existence in the classroom. This situation may blur and erase principles and skills that they had acquired in the teaching training program, and they may search for sources of power through a hierarchical, conservative, and rigid approach that will last for many years (Fuller, 1969; Harrari et al., 2007; Kagan, 1992; Pigge & Marso, 1997). Under these circumstances the NTs focus more on themselves so as to hold on and survive (Fuller, 1969) and less on the students' needs (Kagan, 1992). The NTs who start to expect to establish meaningful personal relations with the students quickly find themselves facing the hostility of the students who exploit their lack of teaching experience. Facing the difficulties, the NTs turn to adopt a domineering and authoritarian approach that is not commensurate with the contemporary spirit of dialogue that is leading the educational system.

1.3.3 Novice Teachers' Difficulties in the Personal-Professional Dimension

(1) Novice Teachers' Difficulties in the Realm of Values, Beliefs, and Perceptions

The NT's start the teaching path holding various values, beliefs, and perceptions regarding the nature of the teaching, the interaction with the students and regarding themselves and their identity as teachers, they are not a '*tabula rasa*'. The models that engage the professional development of teachers indicate the 'crisis' with the entry into teaching that derives from the ideologies that the NTs hold and the school culture that they encounter (Fuller & Brown, 1975; Furlong & Maynard, 1995; Laron & Shkedi, 2006; Schatz-Oppenheimer & Dvir, 2014).

Beliefs are perceived as a solid basis of assumptions that nourish the person's perceptions and his attitude towards the physical and social reality. The beliefs have primary authority and personal validity (Tillema, 1998). Milat (2001) defines the ideologies and the beliefs as 'self-knowledge' of the NTs. This knowledge includes the personal goals, values, awareness, thoughts, beliefs, and attitudes that influence the planning of the studies and the teaching (Milat, 2001). Actually, the beliefs and perceptions of the NTs refer to the way in which the NTs perceive their role and the dynamics in their class which influence the educational act that they fulfill (Lam, 2002). The beliefs and perceptions of the NTs are influenced by their personal biography (their life story, personal data, and figures of teachers in the past, previous professional experience, and more) and by their everyday reality (Milat, 2001; Rosenberg et al., 1997; Schatz-Oppenheimer & Dvir, 2014). This is not disconnected from the specific context of the class, the students, the staff, the school, the educational system, and the society (Kagan, 1992; Milat, 2001).

Lam (2002) notes two ideological approaches that the NTs can adopt. The first approach originates in an ideology of socialization, according to which the NTs engage in the inculcation of knowledge, behaviors norms, and positions. Such a perception may bring the NTs to perceive their role as solely the giver of knowledge. In contrast, there is the approach that is based on the ideology of acculturation, which places at the center the shaping of the students in the spirit of the values embodied in the culture instilled in them. According to this approach the NTs' role is perceived by them as intellectual-cultural inculcator (Lam, 2002; Laron & Shkedi, 2006). In the stage of the entry into teaching, the NTs are filled with ideals and undergo a process

in which their previous schema and the practical experience of them and their colleagues drive them to adopt new ideas through the examination of their beliefs. This process indicates the gap that they encounter between the ideologies and the reality that causes the dreams and ideals to become an everyday struggle of survival (Gavish & Friedman, 2007; Pritzker & Chen, 2010). This struggle brings them to make a transition from ideals to practices, in light of the conflicts that they encounter in the classroom situations – this is a compromise for survival. The described model of Furlong and Maynard (1995) presented stages of professional development that reflect the NT's beliefs. This model indicates the progress from an idealistic perception to survival-oriented reference, to task-oriented reference, and to the striving for influence (Furlong & Maynard, 1995). In this process, the NTs experience changes that are translated into behaviors, some of which come into conflict with the NT's personal educational-professional philosophies and some are verifying them (Milat, 2001). It is possible to see in this, a part of the NT's process of professional growth, when one of its components is the changes in beliefs (Day, 1999; Kagan, 1992).

The gap between the ideologies and reality bring the NT, whose professional identity is still not formulated, to cope with dilemmas that derive, on the one hand, from the values in which he believes and on the other hand, from the school values and his belonging to the public of teachers and sometimes identification that he feels with the students. According to Milat (2001), “the dilemmas are defined as situations in which values conflict and require a decision” (Ibid, p. 21). Milat (2001) found in her research study that the dilemmas that NTs deliberated are related to the values of teaching and to the place of the student and the teacher in the complex system in which they function. In addition, she found that the dilemmas and intrapersonal conflicts of the NTs are one of the things that hinder everyday life and impede their adjustment to the new reality (Milat, 2001). Beach and Pearson (1998) defined these clashes as crises in the field of the self-concept of the role. The NT that feels the need to be loved is found in internal deliberation between being an authoritarian, adult, independent figure and helping and cooperating with his colleagues. He tries to be a friend of his students and maintains the perspective of a student, and this creates tension with the new perspective of being a teacher (Beach & Pearson, 1998). The dilemmas that bother the NT express professional, moral, and cognitive development

(Milat, 2001), and this is commensurate with the model that Furlong and Maynard (1995) proposed.

The encounter of the NT with unfamiliar worlds brings him to a continuing process of professional development related to values, beliefs, and perceptions that feed his attitude toward them and influence his behavior in the complex physical and social reality in which he functions. The beginning of the encounter is a ‘crisis’ between the ideologies that he holds and the school culture that he encounters, and it continues in a process of changes in which his beliefs are examined and he comes into conflict with his personal educational-professional ideology, and verifies parts of it. This process in which the NT re-examines, on a daily basis, his beliefs may create feelings of confusion, frustration, and anger. The hope is that this process, which leads to the formation of ‘new’ beliefs in the NT, will not harm the feeling of mission that many NTs hold in the beginning of the path of entry into teaching.

(2) Novice Teachers' Emotional Difficulties in the Induction Year

Positive and negative emotions shape the teachers’ professional image and facilitate the development and construction of a professional identity (Schatz-Opppenheimer & Dvir, 2014). Zembylas (2007) argued that the research literature in the previous two decades is rich primarily in topics related to the teacher’s pedagogical content knowledge, to thoughts, beliefs, approaches, and practice in teaching, and less in the emotional dimension related to the NT’s world and influencing him. The absence of ‘emotional influence’ has a decisive influence on the NT’s functioning (Zembylas, 2007).

The stage of the entry into teaching is characterized by difficulties the NTs are facing, as described in the previous chapters. In this situation they are found in the gap of expectations between themselves, between them and different personnel in the system, with the parents, and more; in constant testing by their students, colleagues, principal, supervisor, and the parents and the fear that they will not meet the expectations – even the personal ones of the ‘self’; in the deliberation regarding the choice of profession; in the workload and the management of the professional and private time. The feeling of load and lack of time are mentioned as the prominent difficulties of the NTs (Fantilli & McDougall, 2009; Pritzker & Chen, 2010). NTs who took part in the research study of Moore-Johnson (2006) noted that no attempts

were made to ease their sense of load so that they would have time to learn the profession. This creates difficulties in the emotional dimension (Strahovsky et al., 2008) and has a significant impact on the satisfaction of the NTs (Lam & Yan, 2011).

This situation confronts the NTs with complex emotional difficulties (Sagee & Regev, 2002; Schatz-Oppenheimer, 2011a; Strahovsky et al., 2008) that expressed in a range of feelings such as shock, physical tiredness, mental pressure, loneliness, anxiety, tremendous pressure, concern, frustration, lack of effectiveness, sense of great load, decline in the self-confidence, doubts about the choice of profession, and desire to abandon the fight (Abu-Ras, 2012; Harrari et al., 2007; Sagee & Regev, 2002; Zilbershtrum, 2013). Lam and Yan (2011) found in their study that 80% of the NTs reported that they feel exhausted. The NTs invest great effort in defense and in the denial of the feelings of frustration, anger, disappointment, and helplessness. Schatz-Oppenheimer (2011a) links the difficulties with which the NTs cope in the personal-professional dimension to the difficulties related to the ambiguity that they feel about their professional identity (which has not yet been formed), that leads to tensions (Schatz-Oppenheimer, 2011). The research study of Sagee and Regev (2002) found that the predictors of the feeling of 'dissatisfaction with teaching' and especially the sense of failure to meet personal expectations towards the 'self' among the NTs, are subjective and are related to the expectations from the system and understanding of it and the feeling of shock and loneliness that accompany the NTs during the first year of work (Sagee & Regev, 2002).

To the emotional difficulties with which the NTs cope are added difficulties related to their family situation. Among many of the NTs, the stage of teaching begins at the same time as the stage of the construction of the family unit. The novice teacher who is bothered with problems of pregnancy and child rearing, in addition to her work as a teacher, feels that she neglects her family. The setting of boundaries for herself, which will allow her to function appropriately in each one of her roles (mother, wife, teacher), causes her to feel frustration and feelings of guilt (Feiman-Nemser, 2003; Pritzker & Chen, 2010; Strahovsky et al., 2008). Comprehensive, empathic, and supportive reference on the part of the colleagues and especially on the part of the management may create a sense of security in the NT and allow her to cope more easily with the burden assigned to her in the professional field and with the burden accompanying her in the personal field (Pritzker & Chen, 2010).

Understanding the difficulties that the NTs experience and that make the process of their absorption difficult, increases the importance in providing a response to the emotional characteristics of the entry into teaching, as described in this chapter. This will allow the NTs to be emotionally available from their preoccupation in their difficulties and feelings and to focus on the main role for which they reached the world of teaching – the teaching and the promotion of the students.

1.4 Special Education Novice Teachers' (SENTs) Difficulties in the Induction Year

Most of the SENTs start their path in teaching with considerable optimism. They want a change in the students' lives, and they enthusiastically anticipate the first day of studies. However, many do not survive, and thus they leave their job (Billingsley, 2004b). It can be learned from the literature that the SENTs have unique difficulties, in addition to those of the NTs in general education. The understanding of the SENTs' unique difficulties has considerable importance in light of data that indicate that the rate of the beginning teachers in SE who may leave their work is high, and higher than that of the general education teachers (Billingsley, 2004a; Conderman & Johnston-Rodriguez, 2009; Griffin et al., 2009; Ingersoll & Strong, 2011). The greater percentages of dropout are among the better SE teachers, a factor that can influence the quality of service that the special needs students get (Billingsley, 2004b). Moreover, shortage of teachers for SE is a critical problem in the provision of services to special needs students who require SE services, especially when the number of these students is steadily increasing (Swanson & Murri, 2006). The SENTs who dropped out from the education system reported being unconfident, lacking support and appropriate preparation for their role, and exhausted (Rosenberg et al., 1997). In addition, the support programs and other activities for the NTs are not specifically designed for the SENTs (Bay & Parker-Katz, 2009; Griffin et al., 2003). Therefore, the identification and understanding of the unique difficulties of SENTs who work in different frameworks may shed light on planning and executing appropriate support solutions for coping with their difficulties, in order to lead them to better and effective professional functioning and their remaining in the educational system.

The previous chapters described the difficulties of the NTs in the educational system. However, there is extensive research literature that addresses the difficulties of the NTs in general education, while there are only few research studies on the topic of the stage of entry into teaching of the SENTs (Billingsley, 2004a; Griffin et al., 2009; Whitaker, 2003). The majority of the information about the needs and difficulties of the SENTs is obtained from the works that address the burnout of SE teachers in general (Whitaker, 2003). In addition, considerable emphasis is placed in the literature on the difficulties of the SENTs in general and mainly on those who work in the inclusion framework. There is no emphasis in the literature on the unique difficulties of the SENTs who work in the separate SE frameworks.

It can be learned from the literature review that addresses the stage of entry into teaching of the SENTs that the difficulties of the SENTs are similar to those of the teachers in general education (Boyer & Lee, 2001; Busch et al., 2001; Carter & Scruggs, 2001; Conderman & Stephens, 2000; Kilgore et al., 2003; Lovingfoss et al., 2001; MacDonald & Speece, 2001; Mastropieri, 2001). Those difficulties relate to understanding of the school system, the adjustment to the teaching environment, availability of suitable learning materials and resources, provision of adjusted teaching, motivating of the students to learn, the management of the class, the communication with parents, and the receiving of emotional support (Billingsley, 2004a; Darling-Hammond, 2003; Feiman-Nemser, 2003; Swanson & Murri, 2006). However, it can be learned from the literature about unique additional difficulties of the SENTs (Billingsley, 2004b; Kilgore et al., 2003). These difficulties derive from the roles of the SENTs in the integration of special needs students in the general educational system, that are accompanied by extensive procedural requirements and paperwork, work with students who have a range of diverse and complex disorders that necessitate adjusted teaching, coping with students who present complicated behavioral challenges, cooperation with peers, and difficulties associated with the lack of resources, load, and lack of time.

1.4.1 SENTs' Difficulties Stem from the Special Education's Policy

(1) SENTs' Difficulties Derive from Implementation and Assimilation of the Special Education's Policy

The inclusion of students with special needs in regular classes is the main

approach in education and teaching in the world and in Israel presently (Ainscow & Miles, 2008; Reiter, 2007). The inclusion approach enables special needs students to learn in the framework of the general education classes with appropriate support and resources. This approach derives from a broader trend of integration of special needs persons as part of the community, according to a value-based perception regarding the rights of individuals in democratic society (Igel & Malichi, 2007; Marom et al. 2006). According to the philosophical and ethical perception of the individual with special needs in every country, laws were enacted, addressing the rights of the individual with special needs to integrate into the general educational frameworks (Marom et al., 2006). As an example, 'The Individuals with Disabilities Education Act' (IDEA, 1990) in the United States, that is confirmed once every five years by the Congress (Kuzminsky, 2004). In Israel the SE Law was enacted in 1988, and the section addressing inclusion that was added to the law in 2002, and is still in the process of assimilation (Igel & Malichi, 2007).

The assimilation of the inclusion approach, by its nature, requires changes both in the SE system and in the general education system. The changes are required in the organizational structure, in the curricula, and in the attitude towards the individual. The SENTs enter the teaching this against this background (Billingsley, 2004a; Conderman & Johnston-Rodriguez, 2009). Whitaker (2003), who examined the needs of SENTs, found that the field in which they needed considerable support that actually was not provided is the field of knowledge about the SE policy and systemic information related to SE and its procedures. Actually, the SENTs who begin their work encounter with school philosophy, strategies, and structures existing in the school that are not commensurate with the implementation of the inclusion (Kilgore et al., 2003). The school principals do not always have the knowledge on the topics of SE and basic understanding of the SE teaching aims and the challenges that the SE teachers are facing (Billingsley, 2004a).

In addition, the difficulties of SENTs, described in the literature emphasize the ambiguity about the role (Billingsley, 2004a; Boyer & Lee, 2001; Busch et. al, 2001; Carter & Scruggs, 2001; Jones et al., 2013; Youngs, Jones & Low, 2011). Necessary information about the specific roles that the SE teacher must fulfill is not accessible (Billingsley, 2004a). Klingner and Vaughn (2002) point out that the experienced SE teachers in the inclusion framework are struggling as well to understand their new

role as experts in inclusion. The work of inclusion assigns to the SE teacher different types of responsibility, many and sometimes conflicting, which make it difficult to function effectively. The SENTs do not always have knowledge and skills required for this role. They don't have a 'solid rock' to lean upon; since they have little experience and in many cases, the preparation they received is not adequate (Billingsley, 2004a; Klingner & Vaughn, 2002). Furthermore, the implementation and assimilation of inclusion in the educational system transformed the role of SE teachers into a role that necessitates expertise in the area of inclusion and skills of partnership and collaboration. The SENTs should present these skills alongside their coping with the fact that they are new in the educational system in general and in their role in particular (Billingsley, 2004a). SENTs describe the complexity of their role in the inclusion framework by that they require adjustment, change of role, and dependency on the personality and preferences of the general education teachers and the needs of the included children (Klingner & Vaughn, 2002). Researchers report consistently that the difficulties of the SENTs are related to the inclusion of the special needs students in general education, difficulties that increase the level of frustration of the SENTs (Swanson & Murri, 2006).

The view regarding the aims of SE programs is often experienced as inconsistent, as are the feelings of the SENTs regarding their role and the organization of their work. Therefore, they may experience confusion regarding their role in the school (Billingsley, 2004a; Boyer & Lee, 2001; Carter & Scruggs, 2001; Griffin et al., 2009; MacDonald & Speece, 2001; Mastropieri, 2001; Whitaker, 2003). The difficulties of the SENTs that derive from the implementation and assimilation of the SE policy are related to all three dimensions suggested by Vonk (1995): the ecological-systemic-organizational dimension such as missing knowledge of principals on the topic of inclusion and the school philosophy that does not suit the inclusion, the dimension of knowledge and professional skills such as lack of knowledge about the SE policy and skills of implementation of inclusion, and the personal-professional dimension that addresses the frustration that the SENTs feel about the difficulties that derive from the inclusion of their special needs students and lack of consistency regarding the organization of their work, and more. The identification of the difficulties in these dimensions is important, since they compose the process of professional development of the novice teachers and have influence on

their entry into work and professional growth.

(2) SENTs' Difficulties Result from Regulations, Procedures and Paperwork

The legislation and implementation of the inclusion approach imposed mandatory procedures and paperwork that are significant part of the SE teacher role. SENTs feel that the procedural requirements in the framework of their work are exaggerated and the required paperwork, some of which is derived from the individualized adjusted work in the SE, constitute a source of difficulty (Bay & Parker-Katz, 2009; Billingsley, 2004b; Billingsley, et al., 2004; Busch et al., 2001; Mastropieri, 2001; Whitaker, 2003). Many SENTs report that they received little preparation, if any, regarding the required SE paperwork during the training period (Whitaker, 2003). The paperwork is perceived by them as confusing and burdensome (Griffin, 2009). In the past, the great workload, the considerable paperwork, and the lack of administrative support were dominant factors in the dropout of SENTs. With the inclusion of special needs students in the curricula of general education, the technology improved and increased the effectiveness of the paperwork related to the individualized educational plans (IEPs) (Swanson & Murri, 2006). Whitaker (2003), who examined the needs of SENTs found that they were troubled by the understanding of the SE policy, the many procedures and the requirements in the framework of the law, and the considerable load of paperwork and the many meetings. The SENTs that participated in this study noted their frustration with the steadily increasing bureaucracy in their work, when the support of the district management of this area was low. Vannest and his colleagues (Vannest, Soares, Harrison, Brown & Parker, 2010) found in their study that almost half of the day is spent by SENTs for administrative tasks and guidance.

1.4.2 SENTs' Difficulties in the Encounter with the School's Staff

The indicators influencing the difficulties and achievements of the SENTs at the beginning of their path address aspects in the school organizational climate and the management style (Griffin et al., 2009; Jones et al., 2013). These aspects are related to the ecological- organizational dimension in which the beginning teacher functions, which is one of the three dimensions suggested by Vonk (1995) comprising the process of the professional development of the beginning teachers. Billingsley' Carlson and Klein (2004) found in their study that the NTs who said that they would

remain in their work until they retire are those who work in schools where the school atmosphere is significantly positive and supportive. The study of Griffin and colleagues (2009), which examined the measures influencing the difficulties and achievements of the SENTs found a number of significant measures related to the school context: the class location, the interaction with the teachers of general education and SE, and the relationships with the principals and with the SE and general education teachers with whom they work in the same building.

(1) SENTs' Difficulties in their Working with Colleagues

Research findings support the fact that colleagues support influences the satisfaction at work, the success in teaching of NTs, and the remaining at work (Billingsley, 2004b; Ingersoll & Strong, 2011; Jones et al., 2013). The influence of the colleague's support can be considerable on the reduction of the difficulties that NTs experience (Gersten, Keating, Tovanoff & Harniss 2001; Rosenberg et al., 1997). Additionally, the professional relations and interactions with the colleagues may influence the NT's effectiveness at work (Griffin et al., 2009). However, collaboration with colleagues and service providers raises difficulties faced by SENTs as well (Billingsley, et al., 2004; Boyer & Lee, 2001; Busch et al., 2001; Carter & Scruggs, 2001; Jones et al., 2013; Mastropieri, 2001; Whitaker, 2003). The SENTs who need cooperation and support from their colleague's experience lack of belonging and are isolated from their peers in general education, and this reduces their access to the needed resources and manpower (Billingsley et al, 2004; Billingsley, 2004a; Kilgore et al., 2003). In many cases they feel separated from their peers in general education similarly to their students being separated (Kilgore et al., 2003). The SENTs feel that they belong to a separated school subculture in a larger school culture of general education (Rosenberg et al., 1997). Billingsley (2004b) found that a lack of support from colleagues and administrators is the primary reason given by special education teachers' for influencing their decision to abort teaching.

There is an extensive reference in the literature of SENTs' difficulties in the context of their work with colleagues in the inclusion framework, The attempts of the SENTs to cooperate with their colleagues in general education regarding the inclusion of their students fails. The reasons are the absence of the established and methodical knowledge of the general education teachers on the inclusion, the absence of planned

and systemic preparation mechanism for their work in the inclusion framework, and the lack of infrastructures in many general education schools for the inclusion of students with disabilities. In addition, in schools of general education there were no routines of communication and scheduling for shared work of teachers from general education and teachers from SE (Billingsley, 2004a; Gavish & Shimoni, 2006; Kilgore et al., 2003). Griffin et al. (2009) found in their study that the frequency of the interactions between the SENTs and their colleagues from general education is an important factor for the success of the cooperation between them. In addition, the general education teachers felt less equipped with skills related to SE area such as curricula preparation adjusted to the integrated students and to the assessment and use of personal tasks. Some of the SENTs released the general education teachers from these tasks (Conderman & Johnston-Rodriguez, 2009) – they perceived the inclusion as part of their role and responsibility (Kilgore et al., 2003). Gavish and Shimoni (2006) found in their study that the general teachers consider the inclusion system as chaotic. In this situation they feel unfairness, failure, and burnout. To minimize the harm to them and to their students, they do the obligatory minimum for the inclusion and transfer all the responsibility to the SE teachers. Conderman & Johnston-Rodriguez (2009) found some collaborations between the general education teachers and the SE teachers in the construction of the individual plans for the integrated special needs students; discussion of the integrated students' needs, problems solving, presentation of teaching techniques, sharing of resources, and in the creation of relationships with professionals and outside personnel (Conderman & Johnston-Rodriguez, 2009).

The SENTs understand that strong relations with the general education teachers are critical to the success of their students in the integration into general education. Since their colleagues in general education are not partners in this feeling of responsibility, the SENTs feel frustrated in their efforts to provide their students with opportunities for inclusion (Kilgore et al., 2003; Swanson & Murri 2006). In places where the collaborations were low, the SENTs found themselves as the 'defense attorneys' of their students (Griffin et al., 2009). The SENTs understand that they must have the organizational and interpersonal abilities necessary to support their integrated students in all that pertains to the relationship and partnership with the general education teachers (Conderman & Johnston-Rodriguez, 2009; Swanson &

Murri, 2006), but they have not been trained for these role duties (Conderman & Johnston-Rodriguez, 2009; Kilgore et al, 2003).

The SENTs acknowledge the fact that they need more help from the general education teachers but generally indicate supportive relations with their SE colleagues (Billingsley, et al., 2004; Griffin et al., 2009; Kilgore et al., 2003; Whitaker, 2003). About 60% of the 1,100 research participants of Billingsley and his colleagues (2004) that took part in the induction programs indicated that the support that they had received was provided to by SE teachers in their school. However, it can be learned from the study's findings of Kilgore and her colleagues (2003) and of Whitaker (2003) that the SE colleagues of the SENTs did not devote considerable time to them in their first year. The SENTs note that they did not receive adequate support, in general, and they had few opportunities for cooperation with the general education teachers and with the SE teachers (Griffin et al., 2009). Conderman and Stephens (2000) emphasize that in order that the cooperation between the SENTs and their colleagues will be effective it is necessary to have methodical and ongoing meetings, professional feedback, methodical assessment of problems, and opportunities for consultation. In addition, it is important to have the support of the entire school community of the novice teacher, and not just of a few teachers.

The emotional support given by the peers is found with high effectiveness for the SENT, although the research participants noted that there was a gap between the emotional support they needed and what they actually received. This need for emotional support on the part of the peers was found to be the greatest need of the SENTs, and it was provided effectively in comparison to the rest of the needs, although not fully (Whitaker, 2003). These findings can be explained on the basis of the model of Fuller and Brown (1975), which describes the first stage in the development of the NTs as the stage of survival – a ‘battle for existence’ according to Tam (2007, p. 10), in which the NT’s concern is for his personal survival and his focus on the ‘self’. In this stage the NT needs considerable emotional support from his peers.

The work of the SENTs with colleagues is related also to their work with the para-professional staff and the teacher assistants assigned to work with their students. The SENTs find that they must manage, supervise, and assess this staff (Conderman

& Johnston-Rodriguez, 2009; Morgan, Ashbaker, & Forbush, 1998; Swanson & Murri, 2006; Vannest et al., 2010), although they start their first year of work without being prepared at all to fulfill these duties. Sometimes they are even required to hire new teacher assistants and train them. These roles add to the lack of confidence, confusion, and frustration that they already feel with their entry into the job. The SENTs who took part in the research study of Swanson and Murri (2006) and who worked in the programs for autistics, noted the sense of frustration that they felt in their role as managers of the support staff (Swanson & Murri, 2006). The SENTs note the importance of obtaining preparation for their entry into the job that includes different types of responsibilities and collaborations related to different programs. It is clear that it is not possible to prepare the SENTs for every role they will encounter, but listening to their voice can lead to their exposure to different models of responsibilities and the supply of services and collaborations (Conderman & Johnston-Rodriguez, 2009; Swanson & Murri, 2006).

(2) The Implications of the School's Management Support on the SENTs

The support of the school management is perceived by the SENTs as related to the instrumental support that addresses the obtaining of resources, space, and time for teaching. In addition, the SENTs are expecting to receive emotional support from the school management that includes indications of appreciation, creation of open communication, and expression of interest and development of trust in them. All these factors have an influence on their degree of satisfaction (Billingsley, 2004a). However, the level of support that the SENTs receive from the school management is mentioned in the literature as a consistent factor that creates frustration, pressure, and lack of satisfaction, and influences their decisions about the continuation of their career (Billingsley, 2004b; Gersten et al., 2001; Griffin et al., 2003; Kilgore et al., 2003; Swanson & Murri, 2006; Whitaker, 2003). The principal has an important role in helping the SENT in the integration of his special needs students in general education, since he is responsible for different areas in the life of the school, such as setting shared goals, values, and opportunities for professional growth; determining the frameworks and routines of collaborations between staff members, and ensuring the familiarity of the school community with the SE classes in the school that can contribute to greater understanding and communication between the professionals and services providers (Billingsley, 2004a; Kilgore et al., 2003). However, SENTs report

that the principals were frequently seen as disinterested in education of students with disabilities (Boyer & Lee, 2001; Carter & Scruggs, 2001; Griffin et al., 2009; MacDonald & Speece, 2001; Mastropieri, 2001; Whitaker, 2003), and that their principals did not understand the nature of the teaching in SE (Billingsley, et al. 2004). The SENTs in the research study of Griffin et al. (2009) that indicated collaboration and communication as measures with a high level of difficulty also gave a significantly lower score to the relations with their principals.

1.4.3 SENTs' Professional Difficulties in the Realm of the Teaching and the Learners

The factors influencing the difficulties and achievements of the SENT at the beginning of his path address the daily patterns of teaching, the teacher-student relations, the accessibility of resources, and time (Griffin et al., 2009). These difficulties are related to the dimension of academic knowledge and professional skills in which the beginning teacher functions (Vonk, 1995), and to the dimension of the learners and their characteristics (Schatz-Oppenheimer, 2011a).

(1) SENTs' Difficulties in the Content Knowledge Realm, Teaching Skills and Teaching-Learning Materials

One of the main roles of the SE teacher is the construction of individualized education plans (hereafter: IEPs) and performing of teaching adjusted to his students. These roles of the SE teacher are anchored in legislation such as the SE Law (1988) in Israel and the IDEA Act (The Individuals with Disabilities Educational Improvement Act, 2004) in the United States, which grant every student with disabilities adequate education that meets his unique needs. The topic of the construction of IEPs and the adjusted teaching presents unique difficulties to the SENTs (Bay & Parker-Katz, 2009; Billingsley, 2004a; Busch et al., 2001; Mastropieri, 2001; Whitaker 2003). Many SENTs report that they did not receive training in the period of their studies related to writing IEPs (Whitaker, 2003) and that they lack materials for adjusted teaching (Griffin et al., 2009). The SENTs are required to prepare adjusted plans in many different knowledge areas (as required from every SE teacher), some of them described their situation as impossible (Kilgore et al., 2003). It can be learned from research findings that the SENTs have responsibility for too many students and thus they fail to deliver the adjusted teaching essential for the student (Griffin et al., 2009;

Kilgore et al., 2003). The students under the responsibility of the SENTs had a broad and complex variety of disabilities and functioning profiles, which creates difficulty in effective teaching and in effective implementation of the curriculum (Kilgore et al., 2003). Examination of the implementation of effective teaching skills of SENTs indicates that they have technical knowledge and technical skills of teaching but they neglect the implementation of long-term processes and quality practices that sometimes are not familiar to them. They have difficulty using the 'knowledge in action' (Strahovsky et al., 2008) that addresses the knowledge of when and why to use a certain teaching technique. This knowledge is most important when adjusting the teaching to students with a broad range of disabilities and abilities (Billingsley, 2004a; Rosenberg et al., 1997). There is a danger that the severely disabled students who need greater support would lose significant and critical learning opportunities (Billingsley, 2004a).

The inclusion of special needs students in general education and the laws that were legislated in the spirit of the inclusion approach, require necessary knowledge and access of the SE teacher to the general education curricula, to unique teaching methods, and to teaching contents of knowledge taught in general education to which they are not familiar. The SENTs who are qualified for teaching of students with disabilities rather than for teaching specific disciplines, feel unprepared to promote students as expected from them, when they are not familiar with the curricula and the content of knowledge of general education (Swanson & Murri, 2006). One of the teachers who took part in the research study of Swanson and Murri (2006) said: "How can you modify something you don't know? They expect you to figure out how to help kids when you don't really know about the curriculum" (Ibid, p. 187). Griffin and her colleagues (2009), who examined the factors that influence the difficulties and achievements of the SENTs, found that the great difficulty of the SENTs is the topic of the curricula. Reports of SENTs indicate the gap between the greater assistance that they need and the actual support offered to them in the fields of the curricula and the teaching in general. It is especially in these fields that the knowledge of the general education teachers can help them (Billingsley et al., 2004; Griffin et al., 2009; Whitaker, 2003).

The lack of teaching-learning materials for the teaching of students with disabilities is a difficulty that is consistently raised by the SENTs (Billingsley, et al.,

2004; Boyer & Lee, 2001; Busch et al., 2001; Carter & Scruggs, 2001; Griffin et al. 2009; Jones et al., 2013; Mastropieri, 2001; Whitaker, 2003). The teaching of many disciplines to a broad range of ages and levels of abilities create necessity for far greater teaching materials than those actually available to them and enable them effective to teach effectively (Kilgore et al., 2003). Because of their lack of experience, they have few scholastic resources. Such a lack may also harm the effectiveness of the teaching (Rosenberg et al., 1997).

The difficulties that the SENTs experience – in the construction of IEPs, the delivery of adjusted teaching, sometimes for students with disabilities they were not trained to, their commitment to teach subject matters and curricula that are not familiar to them and that they were not prepared to, and the lack of teaching-learning materials – lead them to feel frustration, pressure, and lack of efficiency at work (Billingsley, 2004a; Swanson & Murri, 2006). These difficulties have considerable meaning since they have significant influence on the students (Whitaker, 2003).

(2) SENTs' Difficulties in Coping with Students who pose Complex Behavioral Problems

The SENTs note difficulties that derive from the work with students who pose complex behavioral challenges, and difficulties in controlling the class (Billingsley, 2004b; Busch et al., 2001; Carter & Scruggs, 2001; MacDonald & Speece, 2001; O'Neill & Stephenson, 2014). This difficulty is mentioned also as the greatest difficulty among the general education NTs (e. g., Harrari et al., 2007; Feiman-Nemser, 2003; Moore-Johnson, 2006; Reichenberg, Lazovsky & Zeiger, 2000). The SENTs note that they struggle to develop effective strategies of management and guidance that will allow them to cope with these difficulties (Boyer & Lee, 2001; Busch et al., 2001; MacDonald & Speece, 2001; Mastropieri, 2001; O'Neill & Stephenson, 2014; Whitaker, 2003). Kilgore and her colleagues (2003), which examined the difficulties of the SENTs and the contextual factors that influence their work, found that the field of management and control of the SE class is less related to traditional class management and addresses more the control of students with especially challenging problems, with which even experienced teachers would have difficulties coping with. The SENT, who has so little experience in the stage of entry into the teaching, must deal with many and severe behavioral problems, without any

special preparation for it (Kilgore et al., 2003). One of the reasons mentioned in the literature for the difficulties in coping with behavioral problems of students is the teacher training that is focused on theoretical aspects rather than practical training for coping with behavioral problems (O'Neill & Stephenson, 2014).

(3) SENTs' Coping with Workload, Lack of Time and Control over Time

The personal-professional dimension mentioned by Vonk (1995) is one of the dimensions in which it is possible to identify prominent difficulties of beginning teachers. This dimension is expressed among the SENTs by workload, lack and control over time for planning their work (Bettini, Kimerling, Park, & Murphy, 2015; Billingsley, Griffin, Smith, Kamman & Israel, 2004; Billingsley et al., 2009; Mastropieri, 2001; Whitaker, 2003). These difficulties characterize teachers at the beginning of their path in general (Kilgore et al., 2003) but are also related also to the unique elements of the work of the SENTs, as described – the extension of the procedures and paperwork, the need to provide adjusted teaching to many students with diverse and complex disabilities, and the necessity to work with colleagues from general education. SENTs are torn between critical teaching tasks and burdensome bureaucratic requirements, so that the efforts that they invest in their work are great, their teaching time is reduced, and their students are harmed (Billingsley, 2004a; Rosenberg et al., 1997). The combination of lack of experience, the great number of tasks that the SENTs must perform, and challenging class assignments does not enable them to complete their work (Griffin et al., 2009). The lack of time does not allow the SENTs to play a significant part in collaborations with their colleagues, something they greatly need in their work setting (Rosenberg et al., 1997).

It can be concluded from the literature review about various areas in which SENTs are facing difficulties during the induction year – lack of sufficient knowledge in the context of the inclusion policy and the deriving procedures, inclusion of special needs students in the general educational framework, delivering adjusted teaching to many students from wide range of disabilities and complex behavioral problems, the general education curricula imposed on them, lack of support on the part of colleagues and management and relative isolation, role ambiguity, workload, lack of time and resources. All these factors unite into a picture in which the SENTs feel frustrated and disappointed thus high level of dropout is measured among them. Understanding of

the SENTs difficulties with their entry into teaching and ensuring of suitable support are important to improvement of their ability to meet the challenges they face. Without these steps, the SENTs will continue to be confused about their role and engage in roles that do not enable them to express their expertise. In such a situation the educational opportunities for special needs students will be reduced. Qualified SE teachers, with special expertise, are scarce in today's reality with the implementation of the inclusion approach, and they must be cultivated.

1.5 Circles of Support in Induction Programs for Novice Teachers

1.5.1 Induction Programs and their Goals

The support of the NTs is mentioned in the literature as from the middle of the 20th century (Bickmore & Bickmore, 2010). Over the years, the policy makers understood that the NTs need assistance and support at the time of the transition from student teachers to teachers (Norman & Feiman-Nemser, 2005; Rippon & Martin, 2006). During the past twenty years, support programs began to be formulated, operate and institutionalized in different places worldwide and in Israel, and they are called 'induction programs' (Lazovsky, Reichenberg, & Zeiger, 2007; Lazovsky & Zeiger, 2004; Norman & Feiman-Nemser, 2005). The 'Induction' is an inclusive name for the various support programs, guidance, and direction of beginning teachers who have accomplished their formal studies and enter their first role in the school (Bickmore & Bickmore, 2010; Nasser Abu-Alhija et al., 2006). The participation in the induction program is a pre-condition for obtaining a permanent teaching license and for the appointment of the NTs to a regular position in the educational system (Nasser Abu-Alhija et al., 2006). In 1989 'Support in Absorption' Program for NTs began to operate in Israel, as an experiment. The origin of the program was the recommendations of the 'Ezyuni' state Educational Committee (1979) that was established to examine the status of the teacher in Israel. The program was implemented in seven teaching colleges in Israel. The goals of the experimental program were to help the new teachers at the beginning of their path, to increase the percentage of those turning to teaching and to reduce the dropping out from teaching at the end of the first year of work. In addition, to provide feedback and influence on the teacher training institutions programs. In 1999, after a four-year experiment, the Ministry of Education established a mandatory national program for induction in

teaching (Zilbershtrum, 2013; Tam, 2005).

The goals of the induction programs include support and evaluation (Arends & Rigazio-Digilio, 2000; Darling-Hammond, 2003; Ingersoll & Smith, 2004; Rippon & Martin, 2006). The goals of the induction program in Israel derived from the perception of teaching as a profession and therefore the emphasis is on the NT's professional development and on the need to allow him to enter into the teaching profession in a gradual manner. However, the common motives for the implementation of induction programs in the world are combination of the acceleration of the professional development of the NTs and the need to reduce the rate of their dropping out from the profession (Nasser-Abu-Alhija et al., 2006).

Induction programs focus on easing of the NT's difficulties and facilitating his survival in the dramatic transition from being a student to being a teacher who acts independently (Fantilli & McDougall, 2009; Ingersoll & Strong, 2011; Nasser-Abu-Alhija et al., 2006; Zilbershtrum, 2013), and during the process of socialization that he undergoes to the profession and to the specific school where he works (Feiman-Nemser, 2001b; Lazovsky & Reichenberg, 2006). The goals of the induction program are to ensure optimal absorption of the NT through his exposure to tasks and teaching roles in 'real time conditions' in the unique school culture in which he works (Johnson, 2004). In addition, to provide a solution to his professional needs, to improve his abilities, skills, and professional strategies, and to meet his personal needs through the development of a sense of effectiveness, self-esteem, and self-confidence (Bickmore & Bickmore, 2010). Eventually, the goal of the induction program is to help the NT to survive his first year of work and to prevent his dropping out of the profession (Arends & Rigazio-Digilio, 2000; Fantilli & McDougall, 2009; Lazovsky et al., 2007; Nasser Abu-Alhija et al., 2006; Schatz-Oppenhimer, 2011b). The prevention of the dropping out from the teaching profession is an important consideration in Israel and around the world in the implementation of support programs for the NTs, primarily in areas and in disciplines in which there is a severe and continuous lack of teachers. It can be learned from studies' findings from Israel that participation of NTs in support programs may prevent their dropping out (Nasser Abu-Alhija et al., Tam, 2005). However, a review by Arends and Rigazio-Digilio (2000) of 119 research studies that address support programs, mostly from the United States, found moderate reinforcement of the fact that the support programs improve

the retention of the NTs in the educational system in the short term. Moreover, they did not find any reinforcement of the fact that the support programs improve the rates of retention of the teachers in the long term.

The induction programs have an additional goal – the evaluation of the NT for the examination of his efficacy to perform the duties of teaching and his suitability to the school where he was placed. In many countries of the world, such as the United States, China and Israel, positive assessment at the end of the induction program is a condition for the NT to obtain a permanent teaching license (Lazovsky & Zeiger, 2004; MoE, 2014b; Nasser Abu-Alhija et al., 2006).

The induction programs implemented in different places in the world have different forms, and they may be based on local needs (Feiman-Nemser, 2001b; Howe, 2006; Ingersoll & Smith, 2004; Johnson, 2004) and serve slightly different aims, even in different regions of the same state (Nasser Abu-Alhija et al., 2006). In the United States, for example, the responsibility for supporting the NTs is assigned to the school, while in Japan the position of the NTs is part-time so that they will be integrated gradually into the school (Wong, 2004). Differences between the programs can be found in their level of formality, which ranges from the performance of actions of induction according to regulations defined by the educational manager of the region, district, or state, such as in Japan, Korea, New Zealand, Singapore, and China, to induction programs of an informal nature, such as those in some of the states of the United States, in Canada, and in some of the regions of Australia. In recent years there is recognition of the importance of the involvement of the training institutions in the NTs' induction, and it is possible to find programs based on collaborations with the schools, local education departments, and teacher training institutions (Nasser Abu-Alhija et al., 2011).

As the induction programs became mandatory and as their contribution to the absorption of the NTs and to the prevention of their dropping out from the system was proved, it is possible to find a steadily increasing number of researches in the world and in Israel that address the study of the teaching induction programs (Bullough & Draper, 2004; Rippon & Martin, 2006). There is an emphasis in the research literature on the importance of professional support for NTs during their first year of teaching (Eisenschmidt, 2006; Jones et al., 2013). From studies it can be concluded that the

induction programs are vital and are perceived by the NTs as having a positive contribution for them (Ingersoll & Smith, 2004; Ingersoll & Strong, 2011; Kupermintz & Maskit, 2016; Lazovsky & Zeiger, 2004). An international research study conducted by the Ministry of Education in the United States with the education forum of APEC (Asia-Pacific Economic Cooperation) reviewed support programs that present different models of successful programs in the stage of the entry into teaching in the eleven countries of APEC (Australia, Brunei Darussalam, Canada, Indonesia, Japan, Korea, New Zealand, Papua New Guinea, Singapore, Chinese Taipei, and the United States) (Moskowits & Stephens, 1996). The researchers presented the common characteristics of these successful support programs:

1. Professional approach to mentoring. The mentoring programs are defined and the mentors perceive their role as having professional responsibility.
2. Modeling. The NTs' observation in experienced teachers is an integral part of the program.
3. Preparation and guidance. Acquaintance meetings and workshops on specific topics are held for a period of time of a week till a month.
4. Support and assistance for the NT and less evaluation.
5. All the school teachers perceived their support of the NT as part of their responsibility.
6. Encouragement of constant interaction between NT and the experienced school staff.
7. Allotment of time for the NTs and the mentor teachers to participate in the support program ((Moskowits & Stephens, 1996).

A review of the research studies presented by Arends and Rigazio-Digilio (2000) indicates that it is important that the support programs deal with difficulties of the NTs in the field of class management, ways of teaching, time management, and relations with students, parents, peers, and management, and must address the topic of pressure and workload that the NT feels. A multiyear study (2000-2005) conducted by Tam (2007) in Israel compared the professional development of NTs who participated in the induction program and that of NTs who did not participate in the program. Tam (2007) found that NTs who participated in the induction program and were supported in their absorption into the school reach more quickly a higher stage of professional development in comparison to the NTs who did not take part in the program and did

not receive support.

1.5.2 Supporting Actions for Assisting Novice Teachers in the Induction Year

The concept of the support for NTs is defined as an interactive process that includes the NT as a person, the school context, the interpersonal relations, and the support. These elements may create a safe environment for the NT in professional and emotional terms, so that he can develop his professional life (Tam, 2005). There is an agreement regarding the need for the support of the NT (Eisenschmidt, 2006; Jones et al., 2013; Wong, 2004). However, the mentioned difference between the various support programs in the world is also expressed by the types of actions used for supporting NTs, based on unique needs in the local contexts (Lazovsky & Zeiger, 2004). The common actions, some of which are planned and methodical, though not always, include personal mentoring in the absorbing schools (which will be discussed in detail later) (Bullough & Draper, 2004; Norman & Feiman-Nemser, 2005; Rippon & Martin, 2006) and mentoring in the form of **‘internship’**, in which the NT gains experience during six months to a year in the school, with support, guidance, and supervision. This period begins for the most part after the end of the studies and ends before the actual entry into teaching and therefore it is a transition period between the training and the work. This period is considered a test period in the school and is intended for focus on the beginning teacher’s ability (Nasser Abu-Alhija et al., 2011). Additional support actions are orientation encounters before the beginning of the school year, workshops, group guidance sessions during the school year, support and consultation by experienced peers, written materials in which information is given about procedures, employment conditions, and so on and cooperative teaching with experienced teachers (co-teaching), and observations in the lessons of experienced teachers (Fantilli & McDougall, 2009; Lazovsky & Zeiger, 2004).

In the framework of the induction program in Israel, circles of support for the NTs are defined both on the national and district level and on the level of the education institutions in which the NTs are placed. The responsibility on the national level is for the formation of the professional perception and budgeting. The responsibility on the district level is for the assimilation of the professional perception, focusing of the relevant pedagogical and organizational activities to the NTs, and conducting study days and district meetings on the topic of the induction. In

the framework of the school support circle, the roles of the supervisor and school principal were defined in the processes of the integration of the NT in teaching. These roles include the placement of the NT according to the areas of his training and, in addition, the matching of the classes composition and the student population to his abilities, holding of meetings with him upon his entry into work and during the year, and appointment of a mentor for him. Additional roles of the school principal are integration of the NT among the school staff, reduction of the workload and alleviation of tensions and concerns, observation and evaluation of his work in a way that empowers and promotes him, and supply of assistance and back-up in cases where special difficulties arise with students, parents, and staff members (MoE, 2014b).

Two main support elements are included in the framework of the induction programs in the world and in Israel: (1) mentoring; (2) group meetings. In Israel, NTs are required to participate in induction workshop in the institutions where they have been trained for teaching (Zilbershtrum, 2013).

(1) The Mentor Teacher as a Source of Support for Novice Teachers

Comprehensive and ongoing mentoring of the NT is considered to be a significant source of support for the NT (Bay & Parker-Katz, 2009; Eisenschmidt, 2006; Lazovsky & Zeiger, 2007; Wong, 2004). In the framework of the mentoring, the NT functions as an independent teacher and is accompanied by a mentor teacher. The mentor is an experienced teacher and in some cases has a role in the school; he accompanies the NT, guides, and counsels in all aspects of his work in the professional-pedagogical, social, and organizational field and supports him emotionally (Orland-Barak, 2010). The mentoring program is held over the course of a year, for the most part during the NT's first year of work, and is generally held on a weekly basis. The NT in Israel has obligation to be supported by a mentor teacher during his year of induction, who is, for the most part, a teacher in the school into which the novice teacher is placed. The perception at the basis of mentoring is that NTs who are required to adjust to a new role in a new organizational system cope with challenges and difficulties in the professional and emotional realm in the process of the structure of their professional identity. Hence, they need the assistance of a professional teacher – mentor, who will enable them to create the continuity between

the stage of theoretical training and the professional-practical stage, will assist them in their adjustment to the new environment, will support in their process of professional socialization, and will prevent their dropping out from teaching in light of the difficulties (Eisenschmidt, 2006; Lazovsky et al., 2007; MoE, 2014b; Schatz-Oppenheimer, 2011a; Wong, 2004). It can be learned from the literature that the support provided by the mentor teacher, who is a member of the school staff and is involved in the educational activity in the institution where the NT works, is the most effective aspect in the process of the socialization of the NT into the profession, and on his perseverance in teaching (Bay & Parker-Katz, 2009; Feiman-Nemser, 2001b; Lazovsky & Zeiger, 2004; Schatz-Oppenheimer, Mandel, & Zilbershtrum, 2014; Wong, 2004). Moreover, the mentor teacher is a main factor that helps the NT in his absorption in the school and in his professional development (Schatz-Oppenheimer et al., 2014). A review of research studies presented by Arends and Rigazio-Digilio (2000) indicates that there is a connection between regular meetings between the mentor teacher and the NT, in the framework of a formal and methodical program, and the success of the support program.

There is a difference between mentor teachers in their role and in the way they perform the role. It is impossible to define this role by predetermined characteristics since the mentor teacher determines the role definition himself (Lazovsky et al., 2007). Lazovsky and Zeiger (2004) found in their study that the work of the mentor teacher in the aspect of the implemented contents and processes is characterized by a certain ambiguity and is subject to the creativity and the personal interaction of every mentor teacher with the NT he guides. In the mentoring work a dialectic process is usually occurring, consisting of behaviors of remembrance, interpretation, and reconstruction of knowledge and experiences (Strahovsky et al., 2008). The roles of the mentor teacher are in different fields. In the professional field the mentoring teacher's role is to help the NT in the learning of the curricula, method of student assessment, class management, and fostering of the professional thinking. In the emotional field the roles are in the cultivation of a professional self-image of the NT, in supporting him in moments of loneliness or frustration, and in the building of trust between him and the teaching staff, the students, and the parents. The roles in the ecological-organizational field are – assisting the NT in getting to know the system procedures, his rights and duties, and ensuring his integration into the teaching staff

and absorption into the school (Schatz-Oppenheimer et al., 2014). Arends and Rigazio-Digilio (2000) point out these mentioned actions as those which characterize a professional and effective mentoring teacher.

The nature of the mentor teacher's work can be explained by a number of perspectives. It can be explained in the light of approaches in teacher training. In the spread of the roles of the mentor teacher, it is possible to identify the approach in teacher education which perceives the teaching as applied science. According to this perception, the bodies of content knowledge of the teaching profession and the use of them and the educational-didactic theories are at the center of the teaching. In addition, according to this perception, the acquisition of skills is a hierarchical process that occurs through observation and imitation of experienced teachers (Ben-Peretz, 1990). However, examination of the characteristics of the support indicates the mentoring work is integrating between the perception of teaching as an applied science and the prevalent perception in teacher education processes, of teaching as a reflective practice. According to this perception, teaching should be taught from teaching. It is necessary to rely on the teacher's personal experience, from the fundamental assumption that the experiential knowledge is the most significant and stands at the center of the support (Darling-Hammond, 1994). In the spirit of this perception, the mentor teacher adjusts himself to the dynamic and changing needs of the NT (Schatz-Oppenheimer et al., 2014). He supports and guides the NT through an approach of inquiry (Kremer-Hayon, 1991), constant dialogue and reflective conversations in connection to the NT's experiences, the educational topics to which he is exposed, and observation of his lessons. In the mentoring process, the mentor teacher provides opportunities for reflection on the relation between theory and practice (Lazovsky et al., 2007). In Israel, these functions are regulated (MoE, 2014b). Moreover, the support strives for the development of a 'contextual situational knowledge' that helps the teacher make decisions and execute them in changing contexts and unique situations in teaching (Zilbershtein, 1994). It is possible to find characteristics of each one of the approaches in the different support actions but it is impossible to unequivocally affiliate the support actions of the NT with one of the perceptions (Lazovsky et al., 2007).

Another way to explain the work of the mentor teacher is by the examination of the processes that occur in the framework of mentoring in the context of the

construction of the NT's professional identity from three points of view:

1. The personal-humanistic viewpoint, according to which the NT and his needs are at the center of attention, and the process of mentoring is intended to allow him to cope with the 'reality shock' and to remain in the teaching profession, through professional support and the promotion of his self-confidence (Bickmore & Bickmore, 2010; Schatz-Oppenheimer et al., 2014). The origin of this viewpoint lies in the affective therapeutic approach (Strahovsky et al., 2008).
2. The professional-instructional viewpoint according to which the mentoring perceived is a process of providing professional support and the development and reinforcement of teaching skills in the stage of the transition from the status of a student to the status of a teacher. In this stage the NT lacks practical knowledge related to teaching skills, curricula, and knowledge about the school (Schatz-Oppenheimer et al., 2014). This perspective is the apprenticeship perspective (Bickmore & Bickmore, 2010), and it is commensurate with the perception of teaching as an applied science.
3. A critical constructive perspective, according to which the mentoring is a process of structuring of knowledge in an active manner, through experience, investigation, dialogue, active thinking, raising questions in the field of teaching and education in general, disputation of the extant situation, and proposal of other approaches (Lazovsky et al., 2007; Schatz-Oppenheimer et al., 2104), as arising from the perception of teaching as a practical-reflective engagement.

The mentoring work can be also explained by the inherent structured tensions arising from it. While the NT is busy in survival and expects assistance in the form of rapid and immediate solutions, the mentor teacher seeks to empower him in his new role and to cultivate his professional and autonomous path through an ongoing educational process (Schatz-Oppenheimer, 2011a, 2011b; Schatz-Oppenheimer et al., 2014). The expectation from the mentor teacher is to act through an empathic approach and full listening to the NT's needs, while he faces the need to provide practical and judgmental advice. The framework of mentoring entails a regular and consistent weekly meeting as opposed to the demand from him for flexibility and availability according to the events. In addition, the mentor aims at the needs of the individual – the NT, but is committed to the needs of the system in which the

mentoring occurs (Schatz-Oppenheimer, 2011b). The same is true for the knowledge that alongside the support there is the element of assessment in the framework of the mentoring and sometimes the element of classification of NT who is not suited to the teaching profession (Arends & Rigazio-Digilio, 2000; Darling-Hammond, 2003; Schatz-Oppenheimer, 2011b). The knowledge of the NT that the mentor teacher is capable of preventing him from obtaining the teaching license may cause him to feel under threat and may create an unequal relationship with the mentor teacher (Tam, 2005; Zilbershtrum, 2013). It was found that mentors are concerned that the obligation of assessment will affect their capability to provide the required professional support for the novice teachers (Arends & Rigazio-Digilio, 2000). Understanding this complexity, Schatz-Oppenheimer and her colleagues (2014) emphasize that “The mentoring role includes support from closeness, empathy, and understanding of difficulties, alongside the requirement to adopt a neutral objective attitude and even to criticize as needed, as a part of the duty of assessment that requires judgment” (Schatz-Oppenheimer et al., 2014, p. 6). Strahovsky and her colleagues (2008) note that the relationship between the mentor and the NT has a valuable contribution, if it is based on personal esteem, flexibility, and attention of the mentor teacher to the NT’s needs.

The influence of the mentoring processes on the coping of NTs during their induction year is prominent in the research literature (Bickmore & Bickmore, 2010; Johnson, 2004; Smith & Ingersoll, 2004; Kupermintz & Maskit, 2016). Most of the NTs in the research study of Ingersoll and Smith (2004) which examined the effectiveness of the induction programs indicated that the mentoring was beneficial for them. Darling-Hammond (2003) and Fantilli and McDougall (2009), who reviewed the advantages of mentoring for NTs, note its influence on the teachers’ remaining in the educational system and its contribution to significant professional development, to the improvement of the novice teacher’s self-observation and problem solving abilities, to the adoption of teaching strategy and teacher practices, to the increase in confidence and self-esteem of the NT, and to the reduction of the sense of loneliness.

Research studies performed in Israel have drawn similar picture while emphasizing the contribution of the mentor’s support in the emotional field and the lower contribution in the ecological-organizational field (Lazovsky & Zeiger, 2004;

Nasser-Abu-Alhija et al., 2006). These findings can be understood in the light of the fact that the NT is preoccupied with his entry into teaching of his survival, coping with the new reality, and building his personal image. The reports of the mentor teachers in the research study of Nasser-Abu-Alhija and his colleagues (2006), which examined the induction program in Israel, indicate that the main topics discussed in the mentoring sessions are coping with discipline problems, adjustment of the learning material and teaching methods to the students' needs, and assistance with orientation in the curricula (Nasser-Abu-Alhija et al., 2006). A satisfaction survey conducted among NTs in Israel in 2008 found that the conversation with the mentor is very significant and improves the equilibrium between the NT's beliefs and his view about teaching and the experience in teaching in actuality, and his challenges and failures in the first year. It was also found that the weekly personal mentoring is adjusted to the NT's needs and ranges from a situation of pro-active activity in the beginning to a situation of collegiality and mutual professional relations in the continuation (Zibershtrom, 2011). Survey conducted in Israel by Kupermintz and Maskit (2016) indicates the high satisfaction of the NTs with the mentoring as a source of significant support in their coping with difficulties and in their integration in the school. It is apparent from the literature and the research that the mentor teachers have a significant role in the absorption of the NTs, in their integration into work, in the prevention of their dropping out, and in the determination of their suitability to the teaching profession. At the same time, there is a consensus that mentoring alone cannot meet the diverse needs of the NTs (Bickmore & Bickmore, 2010).

(2) Group Meetings as a Source of Support for Novice Teachers

Supporting of NTs in the framework of group meetings includes workshops, in-service training courses, meetings, and additional group induction actions. The group meetings are intended to prepare the NTs for their role as teachers in the school, to improve their skills as teachers, and to facilitate their absorption in the school. The dates of the meetings, the topics of the meetings, the structure of the meetings, and the staff involved in them differ from one program to another. The meetings are held by academics, role-holders from the school, and local, regional, or national administrative workers. The group meetings offer the NTs meetings with the peer group, in which they raise dilemmas and questions and share their experiences (Nasser Abu-Alhija et al., 2006). Wong (2004) maintains that it is necessary to see in

these meetings a step in the perception of lifelong learning. A review conducted by Howe (2006) found that the opportunity to learn together in a supportive environment that incorporates peer sharing and self-reflection, with focus on personal assistance, creates an effective environment for assistance for the NT. From a review of research studies presented by Arends and Rigazio-Digilio (2000) it can be learned that the NTs appreciate and benefit from the group discussions with the peer group, with the school colleagues, and with teachers from the teacher's training institutions.

In Israel, as a part of the perception of the continuum between the training and the induction and professional development of the teaching worker, the induction program operates according to a model that integrates between the educational field (the absorbing school) and the training institution. The institutions for teacher training in the colleges and universities in Israel are responsible to support their graduates in the stage of their entry into teaching (Zilbershtrum, 2013). The NT has the obligation to participate during his induction year in **induction workshop**, generally once a week, held in the institution of teaching training where he studied. The workshop is accompanied by a professional instructor from the academic faculty of the training institution (MoE, 2014b). The induction workshop in its current format is unique to Israel – it is an empathic, supportive and structured framework for a meeting between peers (Schatz-Oppenheimer, Maskit & Zilbershtrum, 2011).

The workshop, like the mentoring, focuses on the NT's professional development (Lazovsky et al., 2007). Its purpose is to assist the NT to form professional work patterns at the beginning of his path in teaching, while providing personal support and cultivating of professional empowerment (MoE, 2014b). The NTs share their experiences, difficulties, and ways of coping; they discuss topics and dilemmas from their work in school, and this done through the interaction with their peers – the NTs. In addition, in the workshop pedagogical-didactic, organizational, and administrative events are raised and analyzed methodically, in a reflective process (Lazovsky et al., 2007; Schatz-Oppenheimer, Maskit, & Zilbershtrum 2011; Zohar, 2012). The reflective approaches implemented in the workshops perceive the guidance as a process that moves from 'inside-out' and 'bottom-up'. The guidance according to this approach advocates the growth as a process, the dialogue as a value and in the cooperation between the instructor and the people instructed (Strahovsky et al., 2008; Zohar, 2012). The process is reflective and focuses on the NT's personal

experiences and in a common reflective discourse (Darling-Hammond, 1994; Lazovsky et al., 2007; Zohar, 2012). The workshop is based on the humanistic approach that perceives the person as having unique qualities and accepting him in a non-judgmental manner. On the other side of the continuum line there are outlooks that perceive the guidance as a product that ranges from 'outside-in' and 'top-down', according to which the guidance is a mentoring that directs to the acquisition of defined patterns of behavior based on imitating the instructor (Strahovsky et al., 2008) – these approaches are not prevalent in the induction workshops in Israel.

The encounter of the NTs in the induction workshop with the peer group created a community with high cohesion that empowers its participants. The participants' feeling of belonging to the group and the feeling of safety enable them to bring up difficulties without fear of criticism or accusations, to obtain feedback without opposition, shame, or fear (Shechtman, 2010; Israel, 2012). Lazovsky and Zeiger (2004) found in their study that the added value of the workshop is the characteristics of a learning community that develops through the dynamic between its participants. In addition, the raising of topics in the workshop reduces the level of anxieties and concerns of the NTs as beginning teachers. A similar picture arises from research studies conducted in the United States, according to which participation in this type of workshops reduces the teachers' anxieties and enables them to progress in the goals of teaching and educational activity (Ingersoll & Smith, 2004).

From research studies findings that examined the induction frameworks it can be learned about high level of satisfaction with the activity of the workshop (Kupermintz & Maskit, 2016; Lazovsky & Zeiger, 2004). The NTs that participated in the study of Lazovsky and Zeiger (2004) evaluated the workshop as positive and as having a contribution in the professional and emotional dimension. The dimension of knowledge and skills is ranked second in its importance and the lowest contribution was found in the ecological dimension. These research studies also pointed out of the insights of NTs about processes that they undergo as new teachers, improvement of skills of teamwork, increase in the level of professional efficacy, and about process of socialization into the profession, and development of the ability of mediation between theory and practice (Lazovsky & Zeiger, 2004). It can also be learned that the activity in the induction workshop has a positive contribution to the NT's professional development and his integration into the educational system and improvement of

teaching processes (Sagee & Regev, 2002; Maskit & Yaffeh, 2007), and the development of the professional identity (Nasser Abu-Alhija et al., 2006). The steady increasing number of the induction programs indicates the understanding about the importance of these programs for the NTs on the part of the policy makers on the national level, on the part of the leaders on the district and local levels, and on the part of the NTs. The research literature indicates the importance of supporting of NTs in the personal-emotional dimension, the professional dimension, and the ecological dimension, and the contribution to the support for the promotion of their independent functioning.

1.6 The Continuum of Frameworks for Students with Special Needs in the Israeli Educational System

The present study examines SENTs' perceptions of their difficulties in the induction year in the continuum of frameworks for students with special needs in Israel – the inclusion framework in general schools, SE classes in general schools and SE schools. Therefore, this chapter will present the conceptual foundations and the developments underlying the basis of these frameworks in Israel. Additionally, the characteristics of the three frameworks in the Israeli educational system and the work of the SE teacher in these frameworks will be described, in order to understand the educational field in which the SENTr operates and the building blocks of his work.

1.6.1 The Conceptual Foundations and Developments on the Basis of the Special Education in Israel

For more than three decades, the subject of special needs students has been on the educational agenda in Israel, as in many countries around the world. During these years accelerated processes have occurred, in order to enable children with special needs to take an active part in the society in which they live and to make decisions affecting their lives. The developments and the changes set demands and new challenges for the SE teachers in Israel as well as for the SENTs. The understanding of these developments and changes can shed light on some of the difficulties with which the SENTs cope in their first year of work

The public discussion and formation of policy on the topic of the education of children with special needs began in Israel already in the 1950s. The prevalent

perception at that time which lasted until the 1970s was that the special education school had clear advantages over any other framework (Avissar & Bab, 2010; Ronen, 2007). During this period the number of SE schools in Israel increased (Ronen, 2007). The reference to the child with special needs was categorical according to which the type of disorder determines the type of treatment, the teaching methods focused on the teaching of the learning material at a slow pace, through the use of many ways of illustration, without the adjustment of the contents to the learners' age (Marom et al., 2006; Reiter, 2007; Ronen, 2007). In this period the SE framework operated separately from the general education (Marom et al, 2006). In the 1970s in the Western world there was a change in the approaches towards people with disabilities that affected also the special education in Israel. These approaches focus on the ideology of normalization (Nirje, 1985), according to which every individual in the society has the right to a 'normal' life style (Reiter, 2007) – People with disabilities have the right to live in conditions similar to those of people without disabilities and it is necessary to educate the society to accept people with disabilities among them and not to perceive them as a marginal group (Nirje, 1985).

On the background of this ideology, began to grow the mainstreaming movement that relied on the philosophical perception emphasizing that the child with special needs has equal rights to the child who is not disabled, and therefore the child with special needs has the basic right to learn together with his peers, the members of the age group, in one educational system (Avissar, 2010; Marom et al., 2006). An important milestone of the mainstreaming movement was the Salamanca Statement (UNESCO, 1994). The international conference summary included the statement that schools operating according to the mainstreaming approach are the most effective way in the struggle against discrimination, in the construction of an inclusionary society, and in the achievement of education for all. Schools that integrate students with special needs provide effective education for most of the children and in the end create effectiveness for the entire educational system.

Two main approaches of inclusion developed: the mainstreaming / inclusion approach and the full inclusion approach. These approaches will be presented below as they constitute the basis for understanding of the SE frameworks continuum development in Israel. The two approaches were based on a different interpretation of the principle that developed with the discussion about the integration of the child with

special needs in the regular environment – the principle of the least restrictive environment (LRE). According to the mainstreaming / inclusion approach, it is necessary to place the child with special needs in a framework that will least limit his development, quality of life, and achievement of goals and aims for his education (Avissar, 2010; Avissar et al., 2013; Crockett & Kauffman, 1999; Ronen, 2007).

This approach supports the creation of a continuum of educational frameworks that will provide an appropriate solution for the needs of the diverse population of the children with special needs. According to the second approach – the full inclusion, the inclusion is first and foremost a value-oriented, moral, and ideological matter and equality is a basic moral value that should be defended unconditionally (Ronen, 2007). The individual with special needs, also with severe disabilities, is not different in essential-qualitative terms from the 'regular' child and he should learn only in the regular environment (Kauffman & Hallahan, 1995; Ronen, 2005). The movement of inclusion called to eliminate the separate frameworks that cause discrimination and lack of equality and to adjust the regular framework to a broader range of students, whether with disabilities or without (Mittler, 2000; Ronen, 2007; Stainback & Stainback, 1996).

The inclusion approach, as opposed to the full inclusion, is the prevalent approach in Israel since the 1990s. It calls for maintaining of a continuum of frameworks. The assumption in Israel is that the population of students with special needs is diverse in terms of the types and severity of the disabilities and in terms of the child's needs, therefore – as the framework is more separate, the services provided to the student will be more comprehensive and will provide a more appropriate solution for students with the most severe and complicated disabilities. According to this approach, in Israel there is a continuum of educational frameworks for students with special needs – the school of SE, a SE class in the general school, and framework of inclusion in the regular class. The guiding principle in the placement of the student with special needs into one of the frameworks is the placement into an environment that will limit less his development. This – just after it is found that the assistance and services given to him in the framework in which he learned, and the severity of his disability do not allow providing him with satisfactory education (Ronen, 2007). This approach, which is implemented in Israel, is supported by the quality of life approach that developed in the past two decades and constitutes a redefinition of the principle

of normalization (Reiter & Schaolock, 2008). The quality of life approach addresses the degree of correlation between the individual's needs and the environmental conditions, according to which it is not enough to strive to include the individual in a more normative framework; it is necessary to allow him an environment that enables him to express his values, aspirations, and choices (Avissar, 2010; Good, 1994; Reiter, 2007; Ronen, 2007; Schalock, 2005; Schalock & Alonso, 2002).

The Special Education Law that was legislated in Israel on July 12, 1988 constitutes a milestone in the developments that occurred in SE in Israel. The SE Law was enacted so as to defend and to legitimize the rights of the student with special needs in the educational system. The law (SE Law, 1988) extended the obligation of the educational system to the students with special needs from age three to age twenty-one, who have physical, intellectual, mental, or behavioral disabilities, and are entitled to receive SE services (Blas & Laor, 2002; Neon, Milshtein, & Marom, 2012). It was clarified by the law that SE includes not only methodical learning but also the supporting treatments and services. The law granted priority and preference ahead of time of the general educational system over the SEal system (Marom et al., 2006)². The preference given in the law is to the general education system over the SE system and led to the transition of students with learning disabilities from the separate SE schools to SE classes in the schools of general education and the transition of students from the SE classes in the general school to the regular classes, with the provision of support to these students. The students with severe difficulties remained in the SE schools (Blass & Laor, 2002; Margalit Committee, 2000; Marom et al., 2006; Neon, Milshtein, & Marom, 2012). The number of SE classes in general education steadily increased. The research study of Reiter, Schanin, and Tirosh (1998) indicated that the teachers did not support the inclusion framework and preferred the opening of SE classes in their schools.

Since the legislation of the SE Law (1988), the implementation of the inclusion has been examined in Israel. In the year 1994 a masterplan was constructed for the implementation of the SE Law in which the Ministry of Education undertook

² The SE Law prefers the placement in general education over SE. However, the law defines that only the students with special needs who were placed in a SE institution or in a SE class in the general school are entitled to extended services (Blass & Laor, 2002; Marom et al., 2006). This wording reflects a contradiction that is expressed in the public discussion that is held in Israel, since it has impact on the decision of the parents regarding the framework where their child is placed.

the full commitment to the Law and its implementation (Avissar et al., 2013; Marom et al., 2006; Neon et al., 2012). As part of the masterplan (1994), Sixty-Seven Regional Community Support Centers, called in Israel – 'MATYA', have been established. The MATYA is the Ministry of Education professional organizational and operational arm for the implementation of the SE law in the regional and the community level. The MATYA serves as a support system for the general and special education frameworks for the SE law implementation and for providing the required services for the inclusion students in the general education frameworks (Marom et al., 2006; Neon et al., 2012). MATYA is responsible for the development of knowledge, services, and support required for teaching and caring for students with special needs who study in the educational system (Igel & Malichi, 2007). In addition, it has responsibility for the ongoing activity of training and courses designed to deepen and enrich the professional knowledge of SE teachers and the para-medical therapists in their work and specialization areas (MoE, 2010, section 9.2)

Later, several of professional committees were established at the initiative of Ministers of Education and as a result of public pressure: The Committee for the Examination of the Realization of the Ability of Students with Learning Disabilities (Margalit Committee, 1997); Dorner Committee (2009) for the Examination of the Ministry of Education Policy on the topic of the Education of Students with Special Needs and the Budget Allocations for This Topic. Amendments were made to the SE Law accordingly (Avissar, 2010). The recommendations of the Margalit Committee (2000), petitions filed by social organizations and parents' associations and the ruling of the Supreme Court of Israel (following the petition of the Yated Organization for children with 'Down Syndrome' in July 14th, 2002) in which Judge Dorner defined the entitlement of students with disabilities to obtain SE services in the general educational system as well as the commitment of the general system to provide an appropriate solution for their unique needs – led to the addition of an amendment to the SE Law in 2002 (SE Law, Amendment Number 7(b), 2002). The SE Law Amendment is called the Inclusion Chapter. The essence of the Amendment to the SE Law is the arrangement of the inclusion implementation of the disabled students in general education and the anchoring of the rights and services given to them according to the law (Avissar, 2010; Avissar & Bab, 2010; Avissar, et al., 2013; Neon, Milshtein, & Marom, 2012; Ronen, 2007).

Over the years, a constant effort has been made in Israel to realize the recommendations of the committees and considerable thought is invested in the formulation of policies that indicate the commitment of the educational system to provide an appropriate educational solution for every child (including the child with special needs). The preference is to a solution in the general 'regular' educational framework (Avissar, 2010; Avissar et al., 2013). An example can be found in the Director General's Circular, (MoE, 2003), where it was stated that:

One of the touchstones of the educational system in Israel is its ability and willingness to provide an appropriate educational-scholastic solution for the special needs of students who find it difficult to adjust in scholastic or social terms to the norms accepted in the general education framework, and to avoid, as much as possible, their referral to the SE frameworks. There is no dispute that there are students with special needs who have significant complex and comprehensive problems in different areas of functioning that necessitate comprehensive multidisciplinary intervention for most of the days of the studies and therefore they need a special educational-therapeutic framework adjusted for them. These students, and only these, are intended for the frameworks of SE. Most of the students with special needs can fit into the framework of the regular class using the inclusion program and can derive benefit from this both scholastically and socially-emotionally.

The increasing social call in Israel in recent years to integrate students with special needs was expressed in 2012 with the addition of the inclusion goal by the Ministry of Education to the eleven aims of the educational system strategic plan. The goal of inclusion addresses the integration of students with learning, functional, and developmental difficulties in the general education system and their promotion. The aspiration is to further increase their inclusion ability and to provide a range of responses to their needs before addressing them to the inclusion committee³ (Avissar et al., 2013; Ministry of Education, Book of Inclusion, 2012; Shavit & Tal, 2013).

The number of students with special needs who learn in the general education system, in Israel as in the Western world, is steadily increasing. In 2001 73,500 'inclusion students' studied in general education, when about 7,600 of them were students with severe and complex disabilities. 39,000 students studied in separate frameworks (Ronen, 2007, p. 30). In the year 2009 more than 80,000 students with

³ The Inclusion Committee is a school committee headed by the school principal. It determines, on the basis of an acceptable assessment, whether a student is entitled to be included in the inclusion program. The student who is included in the inclusion program ('inclusion student') is given support from the resources of SE (MoE, 2014a).

special needs receive SE services in the regular classes in the framework of the inclusion program and about 62,000 students learned in separate frameworks of SE (Vorgan, 2009, p. 4). In the year 2013 117,000 students learned in the framework of inclusion in the general schools and 74,000 students learned in separate frameworks of SE (Dekel, 2013). It can be learned from the data that in Israel the number of students who learn in separate frameworks has been steadily increasing in parallel to those integrating in the inclusion framework.

The engagement in the realization of the rights of students with special needs continues to be the main part in the public discourse in Israel. The SE Law and its implementation reflect in the last decade the way in which the educational system in Israel is striding. Its basis is the humanistic perception and the principles of the equality of rights and the equality of opportunities, according to which students with special needs are entitled to an equal opportunity to fulfill their abilities in educational environments suited to them. The quality of life principle outlining the way for the services provided to people with special needs in the different frameworks through the examination of the degree of compatibility between the person, his abilities, his disabilities, and his desires and the environmental conditions (Igel & Malichi, 2007).

1.6.2 Continuum of Educational Frameworks for Students with Special Needs in Israel

The perceptions and developments underlying SE in Israel, as described in the previous section, have implications on the continuum and characteristics of the different SE frameworks in Israel and on the challenges faced by the SE teacher, as well as by the special education novice teachers. Their presentation is important for the understanding of the challenges and difficulties the SENTs are facing in their first year of teaching who work in the different SE frameworks of the educational system.

The term 'continuum of frameworks' refers to the provision of a continuum learning possibilities to the student with the special needs – from a separate framework to full inclusion. The perception is dynamic and directed at possibilities of movement and transition between the existing frameworks (Ronen, 2005). The continuum of frameworks of SE in Israel, which is based on the principle of the 'least restrictive environment' (LRE), is intended to provide an appropriate solution to the needs of the diverse population of children with special needs (Ronen, 2007). This

population includes children with diverse learning disabilities, children with mental retardation who are found at different levels of functioning, children with emotional and behavioral disorders at different levels of severity, children on the autistic spectrum (ASD), children with mental disturbances, children with sensory disorders (deaf and hard of hearing children, blind and visually impaired children), children with severe physical disabilities, and children with developmental delays and language delays (Margalit Committee, 2000; Talmor, 2007).

The continuum of frameworks in Israel addresses three forms of educational frameworks they are ranked according to their degree of distance from general education: the segregated SE framework – the day or boarding school of SE; the SE class in the general school; and the framework of inclusion in the regular class (Avissar et al., 2013; Neon et al., 2012; Ronen, 2005). The hierarchy which exists in the continuum of the frameworks in Israel addresses the severity of the disability of the student with special needs. In the separate schools of SE there are students whose their disability is most severe, and the SE given to them is comprehensive, in-depth, and most intensive. As the framework is more inclusive, the children's disabilities are less severe and the SE provided for them is more limited (Ronen, 2005). The policy of inclusion in Israel strives to reduce the number of students with special needs who learn in separate frameworks and to increase the number of students with special needs who learn in the more inclusive frameworks, as described in figure 3.



**Figure 2. Continuum of the Frameworks of Special Education in Israel
(According to Ronen, 2005)**

The principles that lead the placement of the student with special needs in the educational framework according to the policy of inclusion implemented in Israel are:

the preference for the more normative framework; the placement in the framework that least restricts the development, quality of life, and achievement of the goals and aims set for the education of the individual; the transference of the student to a separate framework only after all the possibilities have been realized and the student does not benefit from the framework in which he is learning; and only when it is clear that the separate framework will better meet his needs (Ronen, 2007).

The goal of the work process that takes place in all the SE frameworks derived from the SE Law (1988). It is to promote the students academically, socially, and emotionally and to prepare them for their future lives as adults who integrate and participate in the society and in the community. The hierarchy of the frameworks, which is based on the recognition of the difference between the students and the need to address this difference, in accordance to the SE goal, is expressed in practice in some aspects. The first is the construction of an **individualized educational plan (IEP)** as the main component in the design of the services of SE and in the support adjusted to the students with special needs who learn in the different frameworks (Igel & Malichi, 2007; Shavit & Tal, 2013). The IEPs constitute a framework for the planning of the work with the student according to his personal needs and are built in connection to the curricula (Avissar, 2010). The IEP that is constructed every year for the student with the special needs describes his unique educational needs: his disorder, age, and description of his level of functioning at the time of the preparation of the program. The plan includes the scholastic goals and aims for the current school year, the time period to achieve them, the means and the teaching methods, the assessment methods at the middle and the end of the year. The parents and the student participate in the process (Igel & Malichi, 2007; Ronen, 2007).

The second aspect is the **adjusted of the curricula** in all the frameworks in which special needs students study, to the continuum of the functioning levels, when the starting point is the curricula of the general education⁴ (Igel & Malichi, 2007). The integration of the student in the class curriculum in all the frameworks is performed

⁴ In recent years the Department of SE in the Ministry of Education in Israel developed curricula according to the areas of disability. The conclusion was that there are knowledge, skills and values common to all the students and are expressed in the subjects shared to all the schools in the state, despite the difference between them in the characteristics of the students' disabilities. Hence, it was decided that The curricula of the general education in these subjects will constitute the core curriculum of SE with the performance of adjustments, changes, and alternatives according to the students' functioning.

through adjustment strategies, according to the student's needs. These strategies address *accommodations* – changes in the way in which the learning material is presented to the student; *modifications* – changes in the contents of the curriculum, such as *contraction* of part of the study material or *expansion* of the material by the addition of secondary topics; *alternatives* – addition of a subject or unique topic that does not appear in the curriculum of general education but is necessary due to the unique characteristics of the students, such as a curriculum in the field of personal independence. As the level of the cognitive functioning of the students with special needs in the different frameworks deviates from the norm, the number of accommodations and alternatives is greater relative to the age group (Tal & Leshem, 2007).

The principle of flexibility is one of the prominent principles applied in the different frameworks in which students with special needs are studying – flexibility in the planning of the studies, in the ways of teaching, in the teaching materials and in the way of using them, in the location of teaching, in the daily schedule and more. The flexibility enables providing a solution to the individual's changing personal needs and allows students to develop their unique personality and their scholastic and social abilities (Shavit & Tal, 2013). The principle of flexibility is commensurate with the universal design approach, which is implemented today in the planning of the studies, and in the presentation of the learning products and the progression in the SE frameworks. This attitude addresses to education that adjusted to the abilities, needs, and personal style of the student. The assumption is that the range of human functioning in general and of students in particular is broader and includes functions in different areas: cognitive, visual, auditory, communicative, motor, emotional, social, mobility, and personal behavior conduct, (McGuire, Scott, & Shaw, 2006; Wehmeyer, Sands, Knowlton & Kozleski, 2002).

(1) The Characteristics of the SE Schools and the SE Teachers' Work within it

The schools of SE operate in Israel by virtue of the SE Law (1988). The Margalit Committee, which was established in February 2000 so as to examine the implementation of the SE Law, noted in its recommendations:

Although it is possible to predict that the consistent decline in the percentage of students in the SE schools will continue, it is impossible to give them up ... the

members of the committee recommend that despite the decline in the percentage of students, it is necessary to continue and maintain in every region ... a school of SE for students with similar special needs ... (Margalit Committee, 2000, p. 17)

The schools of SE in Israel are regional, daily or boarding schools and the learners in these schools are entitled to free education from the age of three to the age of twenty-one. Every school has the main characterization according to which students with special needs are referred. The classes in these schools are homogenous in terms of the classification of the disorders of their students (Blass & Laor, 2002). However, there is considerable difference between the students in the same class, in the same grade, and between the grades, because of the difference in the students' functioning and in the broad range of ages in the same school (Tal & Leshem, 2007). Students with special needs who learn in the SE schools have diverse disabilities, severe and more complex, and need intensive, multidisciplinary, and comprehensive special education during most of the hours of the day (Margalit Committee, 2000; Ronen, 2007). These students include students with different levels of intellectual developmental disabilities, Autism Spectrum Disorders (ASD), students with severe behavioral and mental disorders, students with cerebral palsy, and students with multiple learning disorders (Margalit Committee, 2000).

The students entitlement for studies in SE is obtained in the placement committee and is determined only after it has been proved that the less segregated framework (the SE class in the general school and inclusion in the regular class) does not provide a solution for their needs and they can obtain this solution in the framework of the SE school (Igél & Malichi, 2007; Ronen, 2005).⁵ The goal of the placement of students with special needs in the school for SE is to assist them in coping with their disorders and difficulties and to realize their abilities towards their integration in the community and in society (Reiter, 2007).

The studies in the SE schools entitle their students, according to the SE law (1988), to a variety of services such as a long school day, study in the official educational system vacations, and obtaining services from teachers with specific and diverse specializations, specialists from the paramedical professions, therapists in the

⁵ There are few students from the schools of SE in Israel who transfer to less separate frameworks. Some argue that the inclusion of students with severe disabilities can occur only if the regular class will undergo a thorough change for the absorption of the student with complex special needs (Ronen, 2005, 2007).

emotional realm, and other specialists. The service given to the students in the SE school is through IEPs construct by the interdisciplinary school team and implemented individually, in groups, in the adjustment of the curricula, the teaching materials and teaching methods and in the adjustment of the educational environment (Igel & Malichi, 2007; Ronen, 2005). The IEPs refer to all areas of functioning of the student (SE Law, 1988, section 19).

The planning of the studies in the SE school is a complex process because of the considerable differences that exists among the students. The curriculum includes an adjusted 'academic axis' (language education, mathematical education, ICT – information communication technology, science and technology, civics, arts, and physical education) and an axis called 'preparation for life'. The planning of the studies is according to the continuum of the ages (for the most part, ages 6 to 21) and includes strategies for connecting between the IEP developed for each student and the class curriculum, so as to ensure the implementation of the individualized plan. Additional subjects of study are included in the curriculum according to the characteristics of the students (Tal & Leshem, 2007). From the goal to promote the participation and integration of students with special needs in the society and in the community and to create reciprocal familiarity between the students in the SE school and the students on the continuum of the frameworks, unique programs are being built in the SE schools. In the framework of these programs connections are created with the community and with the general schools, and students from the SE schools join the variety of activities held therein (Ronen, 2005).

The work in the SE schools in Israel is based on a support system of professionals who specialize in a variety of areas and who create in their shared work an interdisciplinary team. The teamwork is a support factor in the activities related to the planning of the studies, the exchanges of knowledge about the students' functioning, and the planning of special initiatives. The main focus for cooperation among members of the interdisciplinary team is the preparation of the IEP for every student and the follow up after its implementation. The variety of professional skills of the members of the interdisciplinary team and the sharing of the information are essential for the holistic view of the student when preparing and implementing the IEP (Manor-Binyamini, 2007, 2009). Gavish and Friedman (2000) found that interdisciplinary teamwork is critical because of the special needs of the students.

The work of the SE teacher in the SE schools with his students, as well as the work of the SENT, is intensive, complicated, and demanding (Hillel Lavian, 2008a), since the students with whom he works have severe, complex, and diverse disabilities and present many challenges. The relationship of the teacher with his students in the SE school is highly complex in terms of intensiveness, closeness, vulnerability, and commitment of the teacher (Gavish & Friedman, 2000; Hillel Lavian, 2008a). The SE teacher feels commitment to meet the needs of the students in all the areas even beyond working hours (Gavish & Friedman, 2000). The work of the teacher in the SE school is performed through the creation of a climate suited for SE of personal safety, interpersonal relationship, and sense of belonging (Ronen, 2005, 2007). The homeroom teacher in the SE school is responsible for the constructing of the comprehensive IEPs for all the students in his class, in cooperation with their parents while holding an ongoing process with them (Hillel Lavian, 2008a; SE Law, 1988). The teacher adjusts the curricula, the ways and methods of teaching, the teaching materials and the ways of assessment, and learning environment to the great differences that exists among the students. He must know the curricula of general education and on their basis has to build the curricula for his class, through implementation of adjustment strategies. In addition, he must build programs in topics that are adjusted to his students' characteristics (Tal & Leshem, 2007). In the framework of all his roles, the teacher holds close and continuous reciprocal relations with the interdisciplinary staff and with the school principal following the needs of his students (Gavish & Friedman, 2000). In working with the interdisciplinary team, the teacher of SE must demonstrate the skills of organization, partnership and collaboration and dedicate considerable time resources (Manor-Binyamini, 2007, 2009; Ronen, 2005).

The direction of the students' progress is not always uniform and linear and sometimes obstructions and regressions are discovered (Ronen, 2005). The great challenge that the SE teacher faces in the SE school is the promotion of his students whose disabilities are severe and complex, towards their integration in the community and in society, a challenge of great responsibility.

(2) The Characteristics of the SE Class in General Education Schools and the Work of the SE Teachers within it

The SE class in the school of general education is intended to provide the student with special needs an adjusted, special, and separate framework, which nevertheless is a framework that will allow him to be in the general school and will avoid his separation from his peers. The SE classes in the schools of general education in Israel are regional classes. Every class has the main characterization according to which students with special needs are referred to it (Ronen, 2007). The number of SE classes in the general school ranges from one class to a few classes, thus in some cases the SE teacher assigned to SE class finds herself alone (Hillel Lavian, 2008b). The students that are placed in the SE classes include children with mild intellectual developmental disability, children with different levels of severity of learning disabilities, children with emotional and behavioral disorders, PDD (pervasive developmental disorder), sensory disabilities (deaf and hard of hearing; blind and visually impaired), and children with developmental delay and language delay. These students are entitled to paramedical treatments, emotional therapy, psychological and educational services, and a constant accompaniment by a personal assistant for those who need it (Neon et al., 2012).

The referral of student to the SE class in the general school is performed according to the decision of the placement committee that determines that the student needs special education and support services intensively. This is after it was proven that the regular class doesn't meet his needs, despite the assistance given him there and after it was found that the SE class can provide a solution for his needs. The fulfillment of the education in the regular class before the students are placed in the SE class is examined painstakingly in the placement committee. One of the reasons for that is that sometimes students are referred to the SE class even though they are not suited to its definition because of the failure of the general education to cope with them (Ronen, 2007). The goal of the student placement in the SE class in the general school is identical to that of the separate SE schools and it is to assist students to cope with their disabilities and their difficulties and to realize their abilities. In addition, to impart contents and skills to the students which are suited to their age, their disabilities, and their levels of development (Reiter, 2007), as well as skills of self-treatment and preparation for life that will help them integrate into the community and

society (Marom et al., 2006).

Like the SE schools, so too, in the SE class in the general school the needs of the students are provided through learning in a class that contains a small number of students; through a teacher who was trained for teaching in SE; implementation of an individual approach towards the students of the class; constructing IEP for each student, implemented individually or in group, includes strategies connecting it with the class program; and adjusting the teaching methods, teaching materials, ways of assessment, and the educational environment for the students' needs (Igel & Malichi, 2007; Ronen, 2007). The study planning for the SE class in the general education school is based on planning of the studies of the general education age group in the school that constitutes for the SE teacher a conceptual basis for planning.

The study is planned by implementation of strategies of adjustments – accommodations, modifications, alternatives, according to the students' functioning. The basing on the curriculum of general education is intended to reduce gaps in the level of the achievements of the students who learn in the SE class in contrast to their peers from the regular class and to facilitate the integration of those who are suitable in a number of subjects in the general education class. Like the SE schools, the study planning of the SE class includes a unit in the field of preparation for adult life, adjusted to the students' age and functioning. The assessment processes held in the SE class are based on assessment methods and tools used in general education, with performance of required accommodations through quantitative and qualitative instruments built by the class staff (Tal & Leshem, 2007).

Out of the aspiration to integrate the students with special needs with their age group there are several models of relationships between the SE classes and the general school implement in Israel: (a) Local inclusion, in which SE classes are found physically in the general school but because of severe behavioral problems of the class students, the school finds it difficult to integrate the class. In such a situation the inclusion is most minor and is expressed only in the use of the school facilities by the SE class students. This type of inclusion is rare; (b) inclusion of the SE class students only in general events and projects in the school (ceremonies, trips, and so on); (c) functional participation of a number of students from the SE class in non-theoretical learning activities of the parallel regular class in the school (sports, art, etc.); (d)

scholastic inclusion of student or a number of students from the SE class in one or a number of study subjects (Ronen, 2007). This task of the inclusion of the SE class students in the regular classes constitutes a challenge in the daily reality of the schools in Israel, which are based on achievements and excellence in the studies and are less prepared professionally to handle students with difficulties (Marom et al., 2006; Reiter, 2007). This perception of achievements and excellence also has an influence on the composition of students in the SE class. The schools in Israel use the criteria of overt academic success for decisions regarding the students. Students who do not succeed are sometimes transferred to the SE classes, although they do not suit the definition of the class, which in any case is multi-problematic (Marom et al., 2006; Reiter 2007; Ronen, 2007).

The work of the SE teacher in a SE class located in the general education school, as well as the work of the SENT in such a class, is complex. The teacher's work is often accompanied by a sense of professional loneliness, isolation from colleagues, and few possibilities for professional support as a result of the small number (two to three) of SE teachers in the school (Hillel Lavian, 2008b). The work of the SE teacher in the class is intensive and demanding. His relations with the students are close and intensive and characterized by a high degree of commitment (Hillel Lavian, 2008a). The expectation is that the SE teacher will meet the students' instructional, physical, social, and family needs both during the study hours and after the study hours (Gavish & Friedman, 2000; Hillel Lavian, 2008a). The important role of the SE teacher is in the significant integration of his students – functional, academic, and social – in the school in general and in the regular classes with the age group in particular. This role necessitates the involvement and support of the school principal and the general education teachers and creating collaborative processes, which are critical in his work (Gavish & Friedman, 2000).

Like the work of the teacher in the SE school, the work of the teacher in the SE class necessitates the constructing of IEPs for a variety of disabilities and levels of functioning (SE Law, 1988, section 19). The SE teacher should have knowledge and skills in the field of functional assessment, in setting of goals, in assessment methods, and more, and he must establish an ongoing process of connection and shared work with his students' parents (Hillel Lavian, 2008a). The commitment of the SE teacher is to adjust the curricula to the characteristics of the learners in his class, while basing

on the curricula of general education. This necessitates the in-depth familiarity of the SE teacher with the curriculum of the age group in the regular classes, the ability to build curricula adjusted to the students' characteristics, and programs intended to the preparation for life and integration of the student into the community and society. The SE teacher is required to adjust the teaching methods and ways, the teaching materials, the ways of assessment, and the learning environment to the ability and levels of functioning of the students of his class (Hillel Lavian, 2008a). In addition, he coordinates the work of the staff members who work with the students of his class – the classroom assistant, the counselor, additional teachers, paramedical therapists, emotional therapists. This role obligates work of coordination, allocation and dedication of time, and skills of organization and staff leadership.

The findings of research study of Hillel Lavian (2008b), which was conducted in Israel, indicate that the teaching in the SE classes in the general school is perceived by the SE teacher as complex and related to the class dynamics and the situation of standing in front of the class and guiding it (more than among the SE teachers in the inclusion framework). This complexity increases the pressure and burnout that the teacher feels (Hillel Lavian, 2008b). In another research study conducted by Hillel Lavian (2008a) on the topic of the complex role of the SE teacher it was found that the SE teachers, both in the SE schools and in the SE classes in the general education, emphasize the multiplicity of the roles and the tasks and the need to cope simultaneously with different problems, as factors that characterize the work of the teacher in SE, causing difficulties and accelerating burnout (Hillel Lavian, 2008a).

(3) The Characteristics of the Inclusion Framework in General Education Schools and the Work of the SE Teachers within it

The framework of inclusion addresses the 'regular' homeroom class in which students with special needs are integrated, called in Israel 'inclusion students'. The teacher of SE who teaches the inclusion students is called in Israel the 'inclusion teacher'. The studies in the regular class in which students with special needs are integrated are held according to the inclusion model in which in a shared learning space, students with different functioning are learning, with full cooperation between students with special needs and the peer group (Marom et al., 2006; Shavit & Tal, 2013). About 90% of the students with special needs mainstreamed in general

education have mild disabilities (Vorgan, 2009). These students include students with learning disabilities, students with mild mental retardation, students with mild behavioral and emotional disorders, students with attention disorders, and students with language delay (Almog & Leyser, 2011). About 10% of the students who are mainstreamed in the regular classes have moderate and severe disabilities or have complex problems (Vorgan, 2009). They include students with mental retardation with severe functioning difficulty, students with autism, and students with severe mental or behavioral disorders, students with sensory disorders (hearing and vision disorders), and students with physical disability and health problems (Almog & Leyser, 2011). The insufficient allocation of support hours for the mainstreamed students leads to the situation in which the students with the severe and complex disorders who are mainstreamed in general education have far fewer help hours, in comparison to students with similar disorders and at the same level of functioning, who learn in the framework of SE (SE schools and classes) (Neon et al., 2012). The inclusion students have a variety of difficulties in different areas: difficulties in the emotional-behavioral realm, in the social realm, in the cognitive realm, and in the scholastic academic realm (primarily in the basic skills in reading and reading comprehension, in writing, and in arithmetic) (Almog & Leyser, 2011).

The discussion on the matter of the inclusion students is held in the school inclusion committee headed by the school principal. Following the decisions of the committee, their entitlement to variety types of support is determined: individualized or group support from a teacher who specialized in SE, paramedical therapists, emotional therapists, psychological and educational services, a personal assistant for students with defined special problems (SE Law, 2002, Amendment 7(b); Neon et al., 2012). The supports provided to the inclusion student are in addition to the regular curriculum. The main teaching is held in the regular class with teachers who are not trained for SE (Shavit & Tal, 2013). The scope of the support given to the inclusion student (beyond the classroom assistant that is an integral part of the inclusion framework) is in the discussions of the interdisciplinary staff of the school. Most of the resources allotted to the inclusion students are for the teaching and some are for paramedical therapy (Blass & Leor, 2002). The mean number of hours of support is about three weekly hours per each student, some in individualized support and some in group framework. The support for the inclusion student is given in the homeroom

class but generally in other frameworks outside of the homeroom class with additional students from the age group (Marom et al., 2006; Shavit & Tal, 2013)⁶.

In Israel there are two main models of the inclusion of students with special needs in the general education system:

1. The model of individual placement of students with mild disorders in regular classes with the assistance of a SE teacher called in Israel 'inclusion teacher' – The student receives individualized learning or learning in smaller learning groups inside, but usually, outside of the class (Marom et al., 2006; Talmor, 2007). The goal is for the homeroom teacher and the inclusion teacher to work together in order to integrate the inclusion student in the class, with the aspiration that he will be an integral part of the class. The inclusion teacher counsels and works in cooperation with the class teacher, adjusts the study material, and assists in the preparation of adjusted teaching aids and assessment methods to the needs of the inclusion students. He meets with the inclusion students personally to form strategies for their inclusion (Marom et al., 2006).
2. The model of inclusion classes in which a number of students with special needs learn (up to eight generally) along with the 'regular' students – In this class there are two teachers: SE teacher – the inclusion, and the general education teacher, who together determine the curriculum. Some of the lessons are held together and in some of the lessons the students with special needs learn separately with the inclusion teacher (Marom, 2006; Talmor, 2007). This model based on two principles – the principle of flexibility and the principle of the universal design in all processes of teaching, according to which the class curriculum is adjusted to the students and not the opposite (Wehmeyer et al., 2002). The teacher who plans the teaching in the class is required to take into consideration the difference between the students in the aspects of knowledge, preparedness for learning, language, scholastic achievements, areas of interest, and levels of responsibility (Shavit & Tal, 2013). In the framework of the studies and as a part of the individualized plan, basic skills and complex skills are imparted, and skills of self-care and preparation

⁶ A research study conducted by the Ministry of Education in Israel indicates that the different authorities in Israel have a different policy regarding the manner of the use of the inclusion resources. Nearly half of the authorities adopt a policy of 'a few (hours) for many' and some adopt a policy of 'many (hours) for a few'. This indicates the difference in the allocation of resources in the different municipal authorities in Israel (Blass & Laor, 2002).

for life (Marom et al., 2006). All along, the two teachers collect up-to-date information from the field in order to plan the teaching effectively. They plan the teaching environment, implement methods of teaching adjusted to students with special needs such as direct teaching, teaching of learning strategies, peers teaching, computer aided teaching, behavior modification, and more. In addition, they use diverse ways of assessment in order to evaluate the change in the student functioning (Hillel Lavian, 2008a; Manor-Binyamini, 2007; Ronen, 2005). The aspiration is to integrate the students with the special needs in all the theoretical subjects studied in the class, even if the learning material and the teaching method are different (Marom et al., 2006).

For every inclusion student who is mainstreamed in one of the two described models, an individualized educational plan (IEP) is built, adjusted to his needs and his abilities, in the areas in which he receives support from the inclusion program (SE Law, 1988, section 20 (g)). The goal of the plan is to integrate the student in the regular curriculum. The plan is determined by the homeroom teacher, the inclusion teacher, and other professionals (if required) and defines the expectations from each inclusion student (Marom et al., 2006). The IEP is built at the beginning of every year, and is summarized at the end of the year. The IEP includes the description of the inclusion student's functioning level at the time of its preparation, the learning goals and aims, the period of time to achieve them, the means required to achieve them and the standards for the examination of their achievement. The plan includes the accommodations, modifications and alternatives (including the adjustments in testing) required according to the needs of the student, his functioning, his disabilities and his age, and the support given to him, such as the personal assistant, devices, and unique aids. The student and his parents are partners in the process of the construction and implementation of the IEP (Leshem & Tal, 2007). In order to teach all class students and simultaneously to integrate the students with the special needs optimally, the teacher in the class and the inclusion teacher define the connections between the IEP and the class study program so as to adjust it to the students with special needs (Avissar, 2010; Shavit & Tal, 2013).

The inclusion trend and the students' characteristics influence the expectations from the inclusion teachers, the areas of their responsibility, and the roles and tasks assigned to them. **The work of the inclusion teacher in the framework of the**

general education entails a process of identification, assessment, collection of information, follow-up, control, and evaluation (Igel & Malichi, 2007; Hillel Lavian, 2008a); the preparation of IEPs for students with diverse needs who come from different classes; taking part in processes of shared and continuous work with the teachers of the regular classes of the inclusion students that they teach; it entails discourse with the service providers and professionals who work inside and outside of the school (Almagor & Leyser, 2011; Hillel Lavian, 2008b); the participation in the interdisciplinary team of the school that discusses the professional process carried out with the inclusion student and includes the SE teachers in the school, the school counselor, evaluators of learning functioning, the MATYA instructors, educational psychologists, therapists and more (Almog & Leyser, 20011). The inclusion work requires of the inclusion teacher to display abilities and skills of cooperation, partnership, sharing, teamwork, organization, CO work. These require engagement in considerable paperwork and the dedication of significant time, beyond his work with the inclusion students.

The findings of research studies performed in Israel on the topic of inclusion present a picture similar to that in other countries (e. g., Avissar, 2002; Avissar, Reiter, & Leyser, 2003; Gavish & Shimoni, 2006; Reiter, Schanin, & Tirosh, 1998). The attitude of the general education teachers on the topic of inclusion is positive. The reservations and difficulties that the general education teachers bring up in the fulfillment of the idea of inclusion can indicate the difficulties that the inclusion teachers encounter in their work with them. The teachers of general education raise the need for the adjustment of the educational environment to inclusion, including: allocation of appropriate time for the teacher to collaborate, plan, and consult with other school teachers and people outside the school, preparation of a flexible system of hours, physical adjustment of the learning environment, and inclusion of a number of students that is not too large in the regular class where 'regular' students and special needs students are studying (Talmor, 2007). It can be learned from the research study of Hillel Lavian (2008b) that the inclusion teachers who work with the inclusion students in the regular class are a part of a complex system of reciprocal relations with the environment and environmental variables of pressure factors, school organizational structure, and professional interactions that influence their work.

The described characteristics of the educational frameworks in Israel in which

students with special needs study have an influence on the role of the SE teacher in the past decade. This role has become complex and demanding as well as challenging. The SE Law (1988) constitutes a turning point in the work of the SE teacher in general and in his work in the different educational frameworks in particular. Two directions of professionalization of SE teachers have developed that are distinct from one another in perception, in work environment, and in ways of teaching – inclusion teachers who integrate inclusion students in regular classes of general education. They serve as expert counselors for the professional team on the topics of learning and behavior, and – SE teachers who work in frameworks of SE (Gavish & Friedman, 2000). However, in both directions of professionalization the SE teacher is required to take on many areas of responsibility. He must work with students with diverse and complex disabilities, he must build IEPs, he must know the curricula of general education and adjust them to his students, he must adjust the methods of teaching, the ways of teaching, the learning materials, the ways of assessment and the learning environment to the changing needs of his students. His roles obligate considerable paperwork and the support and cooperation with the school management, teachers, interdisciplinary staff, parents, outside personnel, and more.

A similar picture relates to the SE teacher many challenging roles and, at the same time, the difficulties in his work is described in the research literature in the world that examine the dropout of SE teachers from the educational system (e. g., Billingsley, 2004a; Billingsley, 2004b; Billingsley et al., 2004; Busch et al., 2001; Conderman & Johnston-Rodriguez, 2009; Feiman-Nemser, 2003; Fore, Martin, & Bender, 2002; Gersten et al., 2001; Griffin et al., 2003; Mastropieri, 2001; Swanson & Murri, 2006; Whitaker, 2003; Zabel & Zabel, 2001).

2. RESEARCH METHODOLOGY

This chapter details the research goals, the research problem and the resulting research questions. The assumptions underlying the constructivist-qualitative paradigm on which the present study is based will be described, and the considerations in the researcher's choice of this paradigm and the involvement of the researcher according to it.

The longitudinal research design will be presented and will include the research techniques and tools and the procedures for the data collection; the process of the data analysis up to the stage of producing the research text that will enable a response to the research questions and the development of grounded theory; and the research participants and the considerations in choosing them. In addition, the ethical aspects that are an inseparable part of this research study that ensured the privacy and the safety of the participants will be presented, as well as the ways for preserving the trustworthiness necessary in qualitative research.

2.1 Research Goals

The present research study has two primary research goals:

The first goal is examination of the SENTs perception at the three frameworks (inclusion framework, SE classes in general education, Se schools), regarding their difficulties on the continuum of the induction year, their expectations for support for coping with their difficulties, and the support they actually received.

The second goal is examination whether there are differences between the three frameworks in terms of the difficulties experienced by SENTs over the continuum of the induction year, their expectations for support for coping with their difficulties and the support they actually received.

2.2 Research Problem

The present study addresses the important stage of the entry into teaching from the aspect of the difficulties experienced by special education novice teachers (SENTs), who are assigned to work in the three different educational frameworks, on

the continuum of their induction year: inclusion framework in the general education schools, special education classes in general education schools, and special education schools. The research problem has four main aspects: (1) although many studies focus on novice teachers in general, only few of them refer to SENTs (Billingsley, 2004a; Griffin et al., 2009; Whitaker, 2003). (2) Moreover, SENTs experience additional difficulties to those of NTs in general (Boyer & Lee, 2001; Busch et al., 2001; Carter & Scruggs, 2001; Conderman & Stephens, 2000; Kilgore et al., 2003; Lovingfoss et al., 2001; MacDonald & Speece, 2001; Mastropieri, 2001); therefore, the unique difficulties of SENTs should be studied and defined in order to enhance the knowledge about them on the one hand, and on the other hand to assist SENTs in their first year of entry into teaching, in order to facilitate their absorption and decrease the risk of their dropout (Billingsley et al., 2004; Ingersol & Strong, 2011; Fantilli & McDougall, 2009). (3) Furthermore, no distinction was found in the literature review regarding the SENTs' difficulties in the three different frameworks they were assigned to. Identifying these differential difficulties is important for planning unique, relevant and tailored supports for each framework. (4) Finally, it is important to understand the professional development of the SENTs on the continuum of their entry into teaching in light of the unique difficulties they cope with, in order to test and adapt the theoretical viewpoint regarding the professional development of beginning teachers. This understanding is important for the expansion of knowledge about the professional development of SENTs and carrying out of necessary interventions at critical stages in their entry into teaching.

Following the presented research goals and research problem, the following research questions were determined:

Research question 1 (SENTs Difficulties, expected and actual support):

How do the SENTs, in the three frameworks to which they are assigned to work, perceive?

- a. The difficulties they experience during the induction year
- b. The support that they need and expect for coping with their difficulties
- c. The support that is given to them for coping with their difficulties

Research question 2 (differences between the three frameworks regarding to SENTs difficulties, expected and the given support):

What are the differences between the frameworks in the SENTs perceptions regarding:

- a. The difficulties they are coping with during the induction year.
- b. The support they expect to receive for coping with their difficulties.
- c. The support they actually received.

2.3 The Research Paradigm: The Qualitative-Constructivist Paradigm

Every research is based on a research approach, a paradigm that designs the meaning that is given to the data in the study (Denzin & Lincoln, 1998; Sabar Ben-Yehoshua, 2016). A paradigm is a worldview, a general and broad perspective of phenomena (Guba & Lincoln, 1989). The paradigm explains the phenomena in a comprehensive manner, reflects broad fundamental assumptions about the nature of the researched reality, and provides the broadest framework in which the research is conducted and the researchers act and operate⁷.

The assumption that define a research paradigm are based on the responses to three fundamental paradigmatic questions, which are connected to the understanding of how we learn via research about the phenomena around us; (1) The ontological question – which deals with the general fundamental assumptions about what exists in the world and its nature, and that focuses on the nature of the reality; (2) The epistemological question – which thrives to discover the nature of human knowledge and examines how we can be confident in knowing what we know; (3) The methodological question – which is focused in research methods, data collection and analysis. the chosen methodology depends on the responses to the two first questions (Denzin & Lincoln, 1998; Shkedi, 2015).

⁷ Over the years attempts have been made to map the interpretative paradigms in qualitative research so as to assist the researchers position the type of research that they are performing and to explain to themselves and to other researchers the ways of research they are using. These mappings indicate a clear and essential distinction between the positivist paradigm, which is also called the quantitative, conventional, or scientific paradigm, and the constructivist paradigm, which is also called the qualitative, hermeneutic, phenomenological, or interpretative paradigm (Shkedi, 2015).

The qualitative-constructivist paradigm constitutes the paradigmatic basis of the present research study⁸. From an **ontological perspective** that deals with the nature of the reality, qualitative-constructivist paradigm is characterized by its holistic approach to the phenomena and perceives phenomena and situations as whole entities whose elements are interconnected, complex and inseparable (Sabar Ben-Yehoshua, 1990; Shkedi, 2015; Stake, 1995). The assumption is that understanding the context of phenomena: time contexts and the entirety in which they occur - is essential to understanding the phenomenon's reality (Stake, 1995). In addition, reality is perceived as a human structure that is shaped by the individual's cultural and personal conditions (Giddens & Sutton, 2017; Sabar Ben-Yehoshua, 2016).

From an **epistemological perspective** that deals with the nature of human knowledge, boundaries of human knowledge and confidence in knowing – the constructivist paradigm focuses on the understanding of the complex world of human experiences from a perspective which is close to those who live it (DiCicco-Bloom & Crabtree, 2006; Shkedi, 2015; Shlasky & Arieli, 2016). The reality does not exist without the individual, and is built and changes through the way in which he interprets the world around him. Since people are intelligent creatures, they give meaning to their actions, to others' actions, and to phenomena, and they constantly structure the reality and change it through their experiences (Giddens & Sutton, 2017; Sabar Ben-Yehoshua, 2016; Shlasky & Arieli, 2016). The interpretations direct the individual behavior and therefore are important. Hence, subjectivity is not perceived as something that should be negated but rather as a factor that is important to understanding and being confident in knowing (Giddens & Sutton, 2017; Stake, 1995).

Moreover, according to the constructivist perception, the meaning that people attribute to the 'worlds' in which they live is created by construction in light of the constant experiences and interactions (Giddens & Sutton, 2017; Guba & Lincoln, 1989). The reality is multifaceted and complex, and the multiplicity of perspectives of the reality is central in the constructivist perception (Sabar Ben-Yehoshua, 2016; Shkedi, 2015). Therefore, it is not possible to speak about one reality but rather about

⁸ The qualitative-constructivist paradigm began to develop at the end of the 19th century and reached maturity in the second half of the 20th century (Guba & Lincoln, 1989; Shlasky & Alpert, 2007).

multiple realities, which are perceived as multiple constructions that are socially and experientially based. These constructions are local and specific in nature and their form and content are depend on the individuals or groups that hold them (Shlasky & Alpert, 2007; Shlasky & Arieli, 2016). Hence, the meaning of human action and interaction can be understood only if the knowledge, common sense, and interpretations of the participants are taken into account (Jorgensen, 1989).

It is only natural that a research study that addresses difficulties of novice teachers in different frameworks over a continuum of time, will be designed according to a research methodology that relies on the qualitative-constructivist paradigm – a paradigm that seeks to examine the complexity of a reality and its multiple facets, and which assumes that “a phenomena can be understood only from the perspective of those who experience it” (Shkedi, 2015, p. 36). A paradigm that assumes that other individual is an independent personality and hence it is necessary to understand him through his language, outlooks, approaches to events, requirements from his life, and expectations of the future (Sabar Ben-Yehoshua, 1990), and perceives the context of the phenomena as vital to understanding its reality (Stake, 1995).

From a methodological perspective, **the researcher** who acts on the basis of the interpretative-constructivist paradigm is the main research tool. The qualitative researcher is involved as an observer on the one hand and as an analyst and an interpreter on the other hand. The researcher is a naturalist, due to the fact that he does not attempt to influence the research environment and the research objects. The qualitative-constructivist researcher observes the entire phenomenon, from a certain distance, and aspires to interpret it through the reconstructing the reality from the perspective of those participating in it (Shkedi, 2015; Creswell, 2013). Thus, two levels of interpretation exist – the interpretation of the research respondents who construct their everyday reality and explain their world to themselves and to the researcher, and that of the researcher who creates an interpretative description of his own as a person who observes the phenomenon from the side, links his findings with additional knowledge, and seeks to address something more general on the actions of people (Shkedi, 2015). The researcher’s absorption ability, sensitivity, openness, and his insights into the occurrences are what bring him to delineate new meanings of the reality, with its multiple facets, complexity, essence, and meaning, as are perceived by

him and as the present research in this work seeks to do (Sabar Ben-Yehoshua, 2016; Shkedi, 2015).

2.4 The Research Design

The present research study sought to examine the perceptions of SENTs from the three different educational frameworks which SE teachers are assigned to in Israel, about their difficulties on the continuum of the induction year, their expectations for support and the supports they actually received. Therefore, **a qualitative longitudinal study** design was constructed. Thirty SENTs participated in the research study – ten in each framework. The frameworks are:

1. **Framework of inclusion in general education schools** for special needs students who study in regular classes.
2. **Special education classes in general education schools** for special needs students. Each class has its unique characteristics based on the type of disability by which students are assigned to the class.
3. **Special education schools** – each school is characterized according to the type of disorder by which the students are assigned to the school.

The examination of SENTs difficulties **on the continuum of the induction year** constituted the consideration in choosing a qualitative longitudinal research design. The qualitative longitudinal study was conducted during one school year – a duration that suits the core definition of a longitudinal study (Young, Savola & Phelps 1991; Woodfield, Molloy & Bacon, 2003). The data have been collected at three points of time: at the beginning of the school year – interviews were conducted with the participants; at the end of the first half of the school year – open-ended questionnaire was submitted; and at the end of the second half of the school year – interviews were conducted.

Qualitative longitudinal research is predicated on the investigation and interpretation of change over time and the process in social contexts (Holland, Thomson & Henderson, 2006). It is characterized as long-term process whose effectiveness increases as the duration lengthens (ISER, 2002). The three principles that define a study as longitudinal are: duration, time and change, which are basically contextual processes (Saldana, 2003). The qualitative longitudinal research serves in

depth and over time the interest in the notion of the career perceptions and development. It provides insight into the interplay of teachers' personal developmental processes and school policies seeking to influence these processes. In addition, it provides unique and new viewpoints of the school's field, focusing on the processes that are based on experience and practice through which social outcomes are generated (Holland et al., 2006). This method is highly context-specific and lead the research goals, questions, conceptual framework and methodology (Saldana, 2003), and the analysis of the data is guided by them (Holland et al., 2006). Many studies applied a longitudinal research design in order to investigate educational transitions, including the transition to work (e.g. Griffin, 1985; Kuhn & Witzel, 2000; Taylor, 2003). Similar to the present research, qualitative longitudinal designs were used also to investigate identity construction, formation, change and process of individuals as well as groups, communities, organizations and institutions (Holland et al., 2006). In the present research, three groups of SENTs participated.

Figure 4 presents the research design used for the examination of the perceptions of the SENTs regarding their difficulties in the three frameworks on the continuum of the induction year.

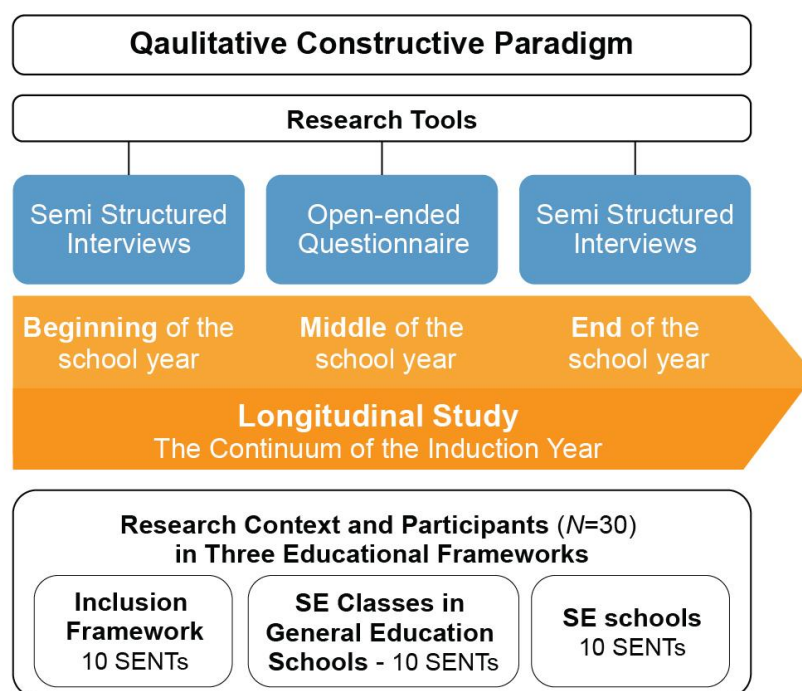


Figure 4. The Research Design

2.5 Research Tools

The present research study used the interview and open-ended questionnaire for the data collection in order to answer the research questions. Two interviews were conducted with the participants – at the beginning of the school year and at the end of the second half of the school year. At the end of the first half of the school year, the participants were asked to fill out an open questionnaire.

2.5.1 The Considerations for Selecting the Research Tools

Interview – The interview is one of the most common techniques for collecting data in qualitative research in which an individual is interviewed through a set of questions (Creswell, 2013; Sabar Ben-Yehoshua, 1990; Spradley, 1979). The choice of the interview was based on the assumption that underlying constructivist-qualitative research according to which the most powerful way to understand people is to let them speak and listen to them (Shkedi, 2015). The unique characteristics of the interview are commensurate with this assumption in a research that focuses on the difficulties of SENTs. The interview allows the interviewees to make their voices heard freely and authentically and to express, in a clear and detailed manner, facts, perceptions, feelings, and experiences. Thus, it enables the understanding of processes that they experience, their thoughts and their interpretation to issues that the study deals with (Fontana & Frey, 2005; Shkedi, 2015).

There are three types of interviews in the qualitative research: the structured interview, semi-structured interview and unstructured interview. In the unstructured interview, there are no preconceived questions and the questions emerge from the immediate context. In the structured interview, the participants are asked the same open-ended questions, in the same order (Ayalon & Sabar Ben-Yehoshua, 2010; Shkedi, 2015). The third type is the semi-structured interview that was chosen for the data collection in this present study. The decision to choose the semi-structured interview was made due to its unique characteristics. This type of interview combines both the flexibility of the open interview and the framework of the structured interview. It has the nature of free conversation, yet it enables to design questions that serve as a framework that ensures systematization and reference to the key points of the research (Spradley, 1979). Although the interviewees are asked the same set of

general questions, the questions are there as a guide for the interviewer and he can probe for more information, and adjust varied questions at any time, depending on the nature of the situation. The semi-structured interview enables the interviewer to be open to the emerging worldview of the interviewees and to new ideas on the subject under discussion. It enables him to listen, and to 'flow' with the interviewee and to encourage or seek further clarification or explanation on topics that arise and direct him when he is giving information that is irrelevant (Sabar Ben-Yehoshua, 2016; Shkedi, 2015). Semi-structured interviews, therefore, allow the researcher to get a deep understanding of the researched subject by providing an opportunity to probe and expand the participant's current responses to it.

Open-ended questionnaire – The use of an open-ended questionnaire in the framework of qualitative research enabled data collection from the research participants through a written verbal response to predetermined open-ended questions (Foddy, 1993; Sabar Ben-Yehoshua, 1990. See for example: Billingsley et al., 1995 in: Billingsley, 2004b; Finefter-Rosenbluh & Perry-Hazan, 2016; Hadar, 2011). The open-ended questionnaire enables the research participant to express himself freely and authentically in the context of his experiences and feelings and his interpretation to the researched phenomenon. In this respect, the open-ended questionnaire is similar to the semi-structured interviews (Hadar, 2011).

The decision to use the open-ended questionnaire has been taken in order to enable the extensive data collection through increasing the number of research encounters with the participants in a process performed at three points of time during the school year (overall 90 research contacts). This could be achieved by offering to the research participants an open and flexible time for reflective introspection of their work and the difficulties they experience in its framework in the loaded period of the middle of the year. This period in the educational system in Israel is characterized by considerable workload, which derives from performing of intensive tasks – parental meetings, assessments and examinations for the middle of the year report, student's report cards and more. The load is greater on the NTs since they perform the mentioned tasks for the first time. The open-ended questionnaire that was submitted at the end of the first half of the school year enabled to perform crosschecking of the findings collected in this time point and the findings that arose from the interviews performed at the beginning and at the end of the school year. Collecting data by using

two types of tools in three sessions allowed the examination of different viewpoints on the research subject and the interpretation given to them by the participants and thus, enabled validating the findings and increasing of the research reliability and trustworthiness (Ayalon & Sabar Ben-Yehoshua, 2010; Lieblich, Tuval-Mashiach, & Zilber, 2010; Shkedi, 2015).

Limitations of using an open-ended questionnaire have been examined thoroughly. Reja and his colleagues (2003) note that the questionnaire necessitates the participants' self-administration. Therefore, the way of shaping the questionnaire and phrasing its questions is important, as well as the manner of the writing of the instructions for filling the questionnaire out, which can have influence on the quality of the data and the response or non-response to the questionnaire. To surmount these limitations, the designed questionnaire was meticulously examined and presented to two judges for their consideration, as will be explained below. The questions that were phrased were known to the participants, with the exception of one question, from the interview at the beginning of the school year. Reja and his colleagues (2003) and Sabar Ben-Yehoshua (1990) add that in sources produced by the research respondents themselves the quality of the materials is not uniform. This limitation was well considered and the choice of the open-ended questionnaire relied on the knowledge that during all the training stages of the student teachers in Israel they are asked to regularly write reflective reports on their experience in the educational field – their experiences, their feelings, and their insights. The response to the open-ended questionnaire requires the participants to use language they know and have experienced intensively during their training – the language of the reflective writing.

2.5.2 Description of the Research Tools

(1) Beginning of the School Year Semi- structured Interview Including Three

Parts:

a. An introduction presenting the subject of the research study and its goals, the research process, the stages and manner of participation of the SENTs in the research, and the ethical principles of the research (See appendix I).

b. Questions regarding the personal and professional background of the participants: (1) personal details of the participants (age, sex, family status); (2)

information about the participants' education (institution of education, degree, type of teacher education program, field of specialization in SE, practical training frameworks); (3) information about the participants' work in the educational system (type of school, the school level, type of framework in SE, type of disorder of the students and previous training for their teaching, role(s) in the school (See appendix III).

c. The interview questions – open-ended questions referring to the SENTs perception of the difficulties they coped with at the beginning of the school year on the following topics (See appendix IV).

1. The choice of teaching in special education.
2. The feeling in the entry into the school.
3. Difficulties experienced by the SENT with the entry into teaching.
4. The feelings of the SENT as a result of the difficulties he faced.
5. The support that the SENT expected to receive and the support that was actually given for coping with the difficulties – asked or didn't ask for assistance/support, type of support he received, the personnel that gave him support, degree of the support matching his difficulties.

(2) Middle of the School Year, Open-ended Questionnaire

The middle of the School Year, Open-ended Questionnaire included questions in four topics, identical to those in sections 2, 3, 4, 5, of the beginning of the year interview detailed above. Additional topic related to the difficulties of the SENTs in the perspective of the continuum of the school year and their professional development. This section included questions about difficulties that the SENTs coped with from the beginning of the school year and continued to cope with till the end of the first half of the year; difficulties that only at the stage of the end of the first half of the school year they were able to identify that they had been coping with them from the beginning of the school year; and difficulties that they coped with during the beginning of the school year but do not constitute a significant difficulty for them at the end of the first half of the school year (See appendix V).

(3) End of the School Year, Semi- structured Interview

The end of the School Year, Semi- structured Interview included open-ended

questions in four topics identical to the questions the participants were asked in the beginning of the school year interview (sections 2, 3, 4, 5, detailed above) and in the middle of the year interview (sections 1, 2, 3 – see appendix V). Similar to the mid-year questionnaire, section 4 in the end of the school year interview referred to the difficulties of the SENTs in the perspective of the continuum of the school year and their professional development. This section included questions about the difficulties the SENTs coped with from the beginning of the school year and continued to cope with them until the end of the school year. As well, difficulties they coped with during the beginning and the first half of the school year but do not constitute a significant difficulty for them at the end of the second half of the school year (See appendix VI).

In order to **validate the questions** of the interviews and the open-ended questionnaire they were put up for the judgment of two **expert referees** in the field of teacher education and induction: (1) head of a Learning-Teaching Department in a research university; (2) manager of Induction and Entry into Teaching Unit at a research university. Following the remarks of the judges, corrections were made and the final version of the research tools was constructed.

2.6 Data Collection Procedure

The data collection is a series of interdependent actions, intended to collect valuable information in order to answer the developing research questions (Shkedi, 2015). The process of the data collection in the present research study included semi-structured interviews with SENTs and open-ended questionnaire filled out by the SENTs. The purpose was to collect data that will enable a response to the research questions regarding the perception of SENTs about their difficulties, expectations for support for coping with the difficulties, and the support they actually received, on the continuum of the induction year. Therefore, the data collection process was performed at defined three stages that are points of time spread out over the course of the complete school year of the SENTs' entry into teaching (See appendix VII):

Stage 1: At the beginning of the school year (October-November) a one-on-one semi-structured interview was conducted with the research participants – the SENTs, for collecting data about their difficulties, expectations for support and the actual support they received. In this stage, each participant signed the form of consent

of participation in the research (See appendix II).

Stage 2: At the end of the first half of the school year (end of January) an open-ended questionnaire was sent via email to the research participants – the SENTs, for collecting data about their difficulties, expectations for support and the actual support they received during the first half of the school year. The participants were asked to fill the questionnaire out and send it via return email (during February).

Stage 3: Towards the end of the second half of the school year (May – June) a one-on-one semi-structured interview was held with the participants the SENTs, for collecting data about their difficulties, expectations for support and the actual support they received during the second half of the school year.

The interviews were held in the teacher education institutions where the SENTs took part in an induction workshop and in other places, out of the school space. The interviews took place out of the school space where the novice participants taught, in order to provide them with a calm space, disconnected from the school intensiveness during the time of the interview and thus to allow them an open, reflective, calm, and in-depth introspection. The duration of the interview with each participant was between an hour and a quarter to an hour and a half. All the interviews were recorded and transcribed with the the participants consent.

2.7 Data Analysis Process

“The process of the data analysis in the qualitative research is an analytical process... with the goal of providing meaning, interpretation, and generalization to a researched phenomenon.” (Gibton, 2001, p. 195). The data analysis was carried out in the present research study according to the **Grounded theory** approach, which relies on the qualitative-constructivist paradigm assumptions. This approach theory goes beyond existing theories and predetermined conceptual frameworks and searches for new understandings of phenomena (Shlasky & Alpert, 2007). The starting point is that in human behavior there are repetitive patterns of contexts and structures, from which it is possible to identify ‘main themes’ that will provide a complete explanation of the researched phenomenon that will be accepted by the research participants themselves and which can be generalized, integrated with the existing theoretical knowledge (Creswell, 2013; Gibton, 2001; Shlasky & Alpert, 2007). Based on this approach,

methods were developed (by Glaser, 1978 and Strauss and Corbin, 1990) for systematic analyzing of the collected data in the field until the construction of the theory (Shimoni, 2016). The data is analyzed cautiously, methodically, dynamically and inductively, piece by piece, through a multi-level reading of the findings and thus enriches the interpretation and the understanding of the text (Ayalon & Sabar Ben-Yehoshua, 2010; Gibton, 2001; Lieblich et al., 2010; Shkedi, 2015; Strauss, 1987). The data analysis in the present research study was performed through content analysis of the transcriptions of the interviews and the open-ended questionnaire (Sabar Ben-Yehoshua, 1990; Shkedi, 2015). The process of analysis included a number of stages:

Stage 1: Open coding (Strauss, 1987) – **Division into units of content and the identification of primary categories** (Ayalon & Sabar Ben-Yehoshua, 2010; Shimoni, 2016). In this stage, the initial analysis of the data was obtained from the transcripts of the interviews and from the open-ended questionnaires. The data have been marked and separated into analysis units. The analysis units are statements and occurrences with independent content (Sabar Ben-Yehoshua, 1990) for distinction between different topics, ideas, positions, and stories. After the division into content units, a structured and methodical search after repetitions of topics and themes that can be characterized and named was performed and the primary categories were crystalized (Ayalon & Sabar Ben-Yehoshua, 2010; Gibton, 2001; Lieblich, Tuval-Mashiach, Zilber, 2010; Shimoni, 2016) (See figure 5).

Stage 2: Axial coding (Strauss, 1987) – **Mapping of the data**. This mapping stage is an analysis process on the categories axis that were already formulated in order to improve them, being precise in their formulation, and in order to combine categories that enabled to distinguish the linkage existing between categories. The titles of the categories were phrased in this stage so that they indicated the unique and dominant contents of the categories, as arising from the data collection and the identification of thematic linkage between the categories (Ayalon & Sabar Ben-Yehoshua, 2010; Gibton, 2001; Lieblich et al., 2010; Shimoni, 2016).

These two stages were performed in parallel. In every stage of the data collection and the data analysis there was a return to the re-design of the categories according to the content and nature of the collected data (Gibton, 2001).

Stage 3: Selective coding (Strauss, 1987) – **Focusing the analysis and determining of the core categories.** In this stage, the research focus was defined by determining the core-categories that create hierarchy between the categories and serve as the main thematic direction that will constitute the framework for presenting and analyzing the research findings (Strauss, 1987). The criteria for the identification of the core categories were the degree of their centrality – the number of their links to other categories, the frequency of their appearance, the degree of the clarity in which they are linked to other categories (Ayalon & Sabar Ben-Yehoshua, 2010; Strauss, 1987). The outcome of the performed analysis process was a comprehensive picture that enabled the explanation of what occurs in the researched reality and the orientation in the analysis document that was obtained (Ayalon & Sabar Ben-Yehoshua, 2010; Gibton, 2001).

Stage 4: Theoretical analysis – "Understanding people and their actions has meaning beyond the understandings and conceptualizations that serve them in a specific place and time, if we know to connect them with broader contexts and with theory" (Shlasky & Alpert, 2007, p. 33). Through the researcher's interpretation processes, the findings and the categories, based on the participants' understandings, were connected to the literature and theoretical conceptualizations in order to draw generalized conclusions on the subject of difficulties experienced by SENTs in different educational frameworks, on the continuum of the induction year till the production of a grounded theory (Ayalon & Sabar Ben-Yehoshua, 2010; Lieblich, Tuval-Mashiach, Zilber, 2010).

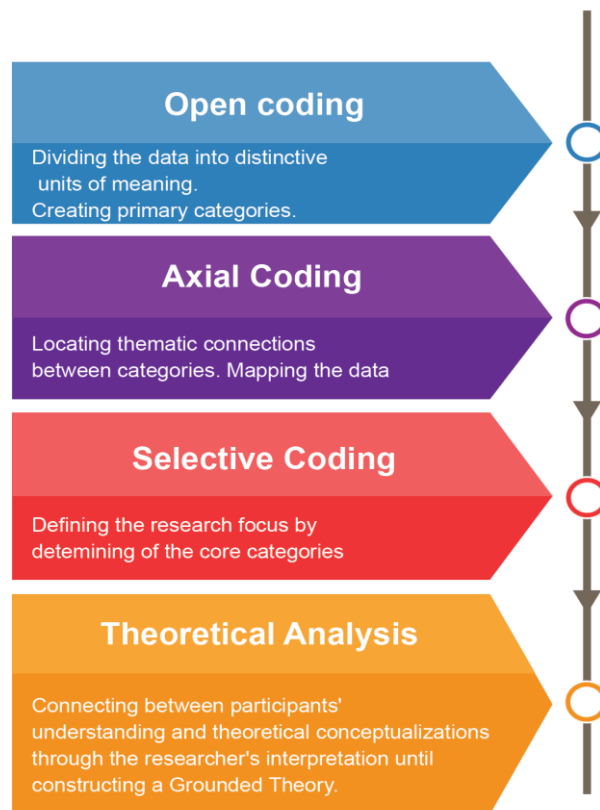


Figure 5. The Stages of Data Aanalysis

2.8 The Research Participants

The way in which researchers examine a phenomenon according to the qualitative-constructivist paradigm is through the people who experience it, through the experience of the individual who is part of the phenomenon (DiCicco-Bloom & Crabtree, 2006; Stake, 1995). The perceptions of the SENTs about their difficulties in the continuum of the induction year were examined among 30 SENTs who worked in the educational frameworks in which students with special needs study that committed to participate in three stages of the research process throughout their induction year. The participants were located by approaching SENTs who participated in induction workshops in Research University as part of their obligations during the induction year. In addition, through publication in relevant Facebook groups that includes graduates of colleges. Personal telephone call has been made with the SENTs that gave their consent to participate in the research study.

The goals and the process, and ethical principles of the research study have been explained during the conversation with the SENTs. The SENTs have been asked some

background questions regarding their institution of education; type of teacher training; the type of framework of SE and school level in which they work and type of disorder of their students. Finally, 30 participants were selected from – graduates of three Universities and seven colleges – ten SENTs from each of the three frameworks as representatives of each group.

The selection of ten participants from each of the frameworks was determined in order to enable extensive data collection in the present qualitative study whose research methodology was based on three points of time during the course of one school year: the beginning of the school year; the middle of the school year; and the end of the school year – summarizing 30 research encounters with each group and 90 researches encounters overall during the school year in which the research was conducted. This extensive database enabled to examine how the novice teachers perceive the phenomenon under study from their perspective as novice teachers, and to capture the way they interpreted their world as reflected in their words (Shkedi, 2015).

The ten participants in each group were chosen in '**purposeful sample**' focusing on deliberate selection of participants representing in the best manner a wide range of novice teachers in the researched population (Creswell, 2013; Shkedi, 2015) according to the following criteria:

1. SENTs from the three educational frameworks for special needs students in Israel, who work with students from a wide range of disabilities. The student's disabilities that the SENTs worked with during the induction year, in the three frameworks are listed in table 1.

Table 1. List of the Disabilities of the Students the Participants (SENTs) Worked with in the Different Educational Frameworks during the Induction Year

Participants	Framework	Inclusion	SE Classes in general education	SE Schools
1		Learning disabilities; AD(H)D	Multi problematic learning disabilities; developmental delay	Moderate and severe developmental disability
2		Learning disabilities; AD(H)D	PDD	Autism
3		Multi problematic learning disabilities	PDD	Emotional and behavioral disorders
4		Learning disabilities; AD(H)D; developmental delay	Multi problematic learning disabilities; mental and behavioral disorders	Autism
5		Hearing impaired	Behavioral disorders	Mental and behavioral disorders
6		Learning disabilities	PDD	Multi problematic learning disabilities; AD(H)D
7		Learning disabilities	Emotional and behavioral disorders	C.P. – Cerebral Palsy
8		Learning disabilities – dyscalculia; learning disabilities	Autism	Mild and moderate developmental disability
9		Learning disabilities	Multi problematic learning disabilities; AD(H)D	Autism
10		Learning disabilities; AD(H)D	Multi problematic learning disabilities; AD(H)D	Multi problematic learning disabilities; AD(H)D
<i>N</i> = 30				

2. SENTs who work in the inclusion framework and in SE classes from elementary and middle schools in the schools of general education. SENTs from these two frameworks who work in high schools did not take part in the present research study because in the upper classes of general education there are differences in various aspects of the work in SE (structure of the hours, the nature of supervising provided by the Ministry of Education and more). However, as some of the SE schools in Israel are designated for students aged 6 to 21, some of the research

participants worked with students from these ages. Table 2 presents the distribution of the SENTs according to type of framework and level of school they were teaching in.

Table 2. Distribution of the Participants (SENTs) according to Type of Framework and School's Level in which they Work

School Level		Elementary school	Middle school	High school (up the the age of 21)
Framework	N	n	n	n
Inclusion	10	7	4	
SE classes	10	5	5	
SE schools	10	4	7	4
Total	30	16	16	4

According to table 2 the majority of the SENTs were teaching in elementary schools (n=16) or in the middle schools (n=16). Four SENTs from SE schools that were teaching in high schools, were also teaching in other school' levels, as is common in SE schools.

3. SENTs who have graduated from colleges and from universities and that belong to the different tracks of teacher education. Table 3 describes the distribution of the SENTs according to educational framework, higher educational institution, academic degree and SE teaching track.

Table 3. Distribution of Research Participants (SENTs) according to Framework, Higher Educational Institution, Academic Degree and SE Teacher Education Track

Educational Institution		University			college	
Academic degree & teaching track		BA in SE+ SE Teaching Certificate	BA+ Retraining for SE Teaching	Fourth year in SE Bachelor of Education (BED) studies	BED in SE	BA+ Retraining for SE Teaching
Framework	N	n	n	n	n	n
Inclusion	10	3	2	3	1	1
SE classes	10	2	3	2		3
SE schools	10	3		2	2	3
Total	30	8	5	7	3	7
Total		13			17	

More than half of the SENTs (n=17) were trained in a college and the rest in a university (n=13). Five of the learners in the university and seven of the learners in the college have an undergraduate degree that is not in SE and were retrained for teaching in SE.

4. SENTs that fill different teaching roles. Table 4 presents the distribution of the SENTs according to framework of SE and roles they filled in the induction year.

Table 4. Distribution of Research Participants (SENTs) according to Framework and Role in the School

Role in the School		Homeroom teacher	Subject teacher in SE classes	Inclusion teacher	Inclusion teacher & subject teacher in SE class
Framework	N	n	n	n	n
Inclusion	10			8	2
SE classes	10	5	4		1
SE schools	10	5	5		
Total	30	10	9	8	3

According to Table 4 ten of the SENTs were homeroom teachers; nine were subject matter teachers who teach number of subjects matter in SE classes in general education or in SE schools. Eight of the SENTs were inclusion teachers. The rest (n=3) were both, inclusion teacher and subject teacher in a SE class in general school.

5. Six selected participants out of the 30 participants were SENTs who belong to the non-Jewish sectors equal to their portion in the population of the State of Israel (20% of the population) – two participants from the non-Jewish sectors in each of the three SE frameworks. It is important to emphasize that the SE regulation, supervision and control is uniform for all the sectors in Israel.

In addition to the data that present the profile of the participants according to determinate criteria, Table 5 presents personal background data of the research participants.

Table 5. Distribution of the Participants (SENTs) according to Framework, Age and Gender

Framework	N	Gender		Age	
		male	female	24 – 30	31+
		n	n	n	n
Inclusion	10		10	7	3
SE classes in regular education	10		10	9	1
SE schools	10	3	7	8	2
Total	30	3	27	24	6

Most of the SENTs that took part in the research study were women (n=27) with the exception of three teachers who teach in the SE schools. The age of most of the SENTs (n=24) was 24 to 30 years old.

2.9 The Research Trustworthiness

The concept of trustworthiness is proposed as a substitute for the validity and reliability required in quantitative research studies and in traditional qualitative research studies (Ayalon & Sabar Ben-Yehoshua, 2010). The trustworthiness of the findings more than depending on objectivity and lack of involvement of the researcher depends on the appropriate disclosure of the ways to achieve the information, on the multiplicity of the convincing details of the research objects, on the linkage of the interpretation with previous knowledge, and on the moral position that the researcher adopts (Shkedi, 2015; Shlasky & Alpert, 2007).

This research study sought to maintain the trustworthiness necessary in qualitative research in several ways – Presenting of the research process in detail, in transparency and expansion, so that it will be possible to examine the logic that guided the thinking and actions in every stage. The use of two types of tools and increasing of the number of research encounters with the SENTs in a process performed at three points of time during the induction year, all these, have been made in order to enhance the validity of the findings and enhance strengthen the research design in general (Shlasky & Alpert, 2007). The use of four stages of analysis and coding ensured transparency in the process of the analysis. In addition, it enabled

reconstruction of the research process and examination of the analysis process. In addition, the use of a 'thick description' (Ayalon & Sabar Ben-Yehoshua, 2010) in the present research study enabled the research readers to judge the data material and the processes of drawing the conclusions. As part of the 'thick description', and with the aim of ensuring the reliability of the research, the most prominent findings in each category presented noting the number of SENTs from each of the three groups who raised them, according to the following categories: up to three SENTs – few NTs; four SENTs – some NTs; five SENTs – half of the NTs; six to nine SENTs – most of the NTs; ten SENTs – all NTs. Finally, in order to enable the authentic spirit of the participants' statements to be felt and their trustworthiness to be examined, the reports were enriched with quotes from the interviews and the open-ended questionnaire (Shlasky & Alpert, 2007).

2.10 Ethical Considerations

For all the research participants the ethical principles related to the research study with people were maintained – ensuring the privacy and confidentiality, using the collected data by research tools solely for the purpose of the research, emphasizing the right to leave the research study at any time, performing clarification conversation about the nature and the aim of the research study, and obtaining the participants consent to record the interviews with them.

During the interviews with the research participants the researcher adhered the following principles:

1. Creating a space of time and place for the participants in order that they will be able to participate appropriately in the research study.
2. Listening to the participants' voices without intervening in the direction of their responses (Shkedi, 2015).
3. Respect of the participants and the difficulties raised by them.
4. Enabling space to the participants to structure their statements (Shkedi, 2015; Smith, 1995) without committing to immediate declarations, and with the possibility of changing their opinions and interpretations during the interview. In addition, providing a possibility to participants to raise new topics related to

the subjects of the interview, while deviating from the planned course of the interview (Smith, 1995).

During the data analysis painstaking attention has been given to the authenticity of the process of interpretation –to commitment and faithfulness to the contents and messages that the participants raised (Shlasky & Alpert, 2007). Namely, sticking closely to the participants' statements without changing them or distorting them and while distinguishing between the contents raised by the participants and the researcher's interpretation. During the editing and the quotes selection care would be taken that the passages and abbreviations will not harm the spirit of the findings and the main messages that the participants chose to bring up.

Integrity and willingness to put forth considerable effort in the process of the data collection and the data analysis according to all the rules, without shortcuts, are the best defense against ethical and methodological pitfalls.

3. FINDINGS AND DISCUSSION

The focus of the present study was the perceptions of SENTs from different frameworks regarding their difficulties during the induction year.

The findings and the discussion in this chapter are an outcome of the qualitative analysis of semi-structured interviews and an open-ended questionnaire held with special education novice teachers (hereafter: SENTs) from three frameworks into which special education teachers in Israel were assigned (hereafter: the three frameworks): (1) the framework of inclusion for students with special needs who learn in the regular classes (hereafter: inclusion framework), (2) special education classes in schools of general education (hereafter: SE classes), and (3) separate schools of special education (hereafter: SE schools). In response to the research questions, the difficulties with which the SENTs cope will be presented, in the three frameworks during their induction year (at the beginning of the school year and during the school year – in the first half [semester I] and the second half [semester II] of the school year), their expectations of support in their coping with the difficulties, and the support they received in actuality.

Figure 6 presents the conceptual framework that was developed for the purpose of the analysis and description of the findings, according to the research questions.

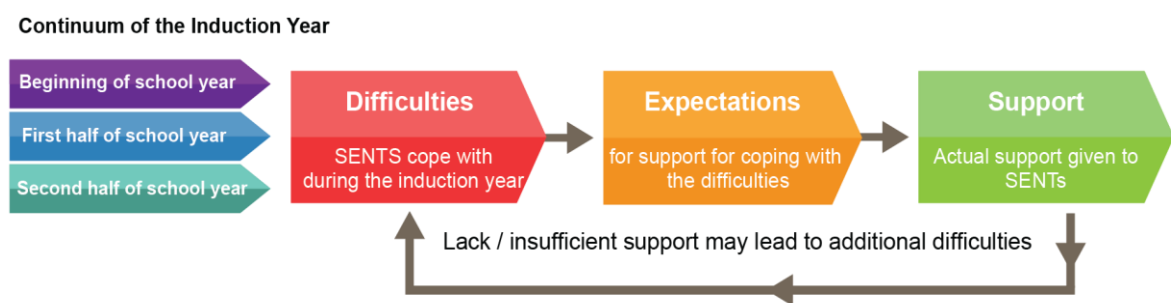


Figure 6. Conceptual Framework for the Analysis of the Findings

The findings indicate that the SENTs' difficulties during the induction year derive from situations of crisis in the transition between the two worlds: from the 'learning world' to the 'working world'. It is possible to call these spaces 'world', since

they include a wide set of practices, contents, behaviors, and expected behaviors of the person who is staying there. In the 'learning world' – the pre-service stage, before the formal entry into the position, the student learns in different formats, both in the lessons and in the field. He is still not a 'working person' in the sense that he does not have the legal responsibility of a 'teacher in SE'. The learning is professional and the demonstration of concerns and professional responsibility is limited. There is a wider space for mistakes, a long period of time that allows the learning process (theoretical and practical) in the peer group, which enables a process of growth in the professional community of learners, a close relationship with supportive professional figures, both in the academic institution and in the educational institution, in which the student is undergoing his practicum (training in teaching, practical teaching), close personal support and professional instruction, emotional support that enables the airing of personal emotions, and the cultivation of personal empowerment.

In the 'working world' (in-service), the novice teacher, as a 'working person' and as a professional, has the legal and professional responsibility towards his students and he is subject to laws and regulations. In this world, there is an everyday intensive encounters with a variety of students who have special needs, demand for professional responsibility, there are regulatory components, requirement for immediate and relevant action alongside the display of optimal flexibility, work in a multi-disciplinary staff of senior and experienced workers, but the accompaniment, guidance, and support are limited.

Based on the findings, I would like to argue that the sense of crisis that is created in the transition of the SENTs from the 'learning world' to the professional world – the 'working world', derives from the conflicts between the two worlds, especially when the professional transition between them is not smooth. This argument is supported by the differences found between the three frameworks – in the framework, in which the SENT was allowed to be more a 'learning person' in the process of continuous learning, he succeeded in coping with his difficulties more effectively, his integration in the school was easier, and the crisis was reduced. In the frameworks in which the SENTs were required to shift immediately to the status of a 'working person' – a professional, the feeling of crisis was tougher and the personal feeling was of drowning, getting lost, and powerlessness.

Three main focal points of difficulty that act simultaneously were found in the present research study: (1) emotional difficulties and difficulties in the ecological field, (2) difficulties in the professional integration as SE teachers in the school, and (3) professional pedagogical difficulties in coping with the teaching in the classroom. From the analysis of the findings, it can be concluded that these difficulties and the coping with them are closely related to the professional development of the SENTs and the nature of the transitions from the stages of survival, mastery of the teaching tasks and situations, and focus on the students (Fuller & Brown, 1975), as will be presented at length in the discussion.

3.1 Emotional Difficulties and Difficulties in the Ecological Field that SENTs Experience in the Process of Entry and Absorption into School

The prominent difficulties with which the SENTs cope in the teaching of SE in the three frameworks in their entry into the school are focused in the emotional field and the ecological field. These difficulties are connected to one another and have influence on the emotions of the SENTs, the process of socialization in which they become participating members in the community of teachers, the process of their absorption in the school, and their professional development in the induction year. In the **emotional field**, the SENTs experience difficulties in coping with the reality shock and the struggle for survival in the entry into school. In the **ecological field**, the difficulties are related to organizational knowledge about the school: the familiarity with the physical environment and the professional-human environment, the culture, and the norms (both explicit and implicit), the expectations of the management and the colleagues from the novice teacher (hereafter: NT), and the intelligent use of this knowledge for integration and professional development, similar to the difficulties reported in the professional literature (Fisherman, 2011; Friedman, 2005; Herbert & Worthy, 2001).

3.1.1 "From Stable Ground to Swimming without a Floater" – the Reality Shock and Struggle for Survival

With the entry of the SENTs from the three frameworks into the school, most experienced shock and crisis that were created by the encounter at the beginning of

the year with the new reality that caused them emotional distress, loss of way, and powerlessness. *"First of all ... shock"* (Dahffy, SE school); *"Shock ... nothing there is clear"* (Gili, SE school); *"A totally different world ... there are the bells ... many classrooms, many students, and lots of noise ... and this was a shock."* (Roni, SE class); *"They put me directly into the meeting ... and I did not understand what they want ... who are these people in the meeting ...everything landed on me with a boom, I did not succeed in digesting who is who"* (Vered, inclusion); *"Every time I would leave the classroom – I had a feeling of strangulation. What am I doing here?"* (Nurit, inclusion). The metaphor 'jumping into the deep water' used by the SENTs indicates feelings of anxiety from the entry into a wide and unknown space, lack of safe ground and powerlessness, which reflect the crisis that derives from the transition from the 'learning world' to the 'working world': *"I felt that I am jumping into the water – without too much direction ... I hope to do the maximum and not to drown"* (Vered, inclusion); *"Jumping into the water, and swimming without a floater"* (Tamar, SE class); *"At the beginning of the year I rather felt that they are throwing me into very deep water"* (Meirav, SE school).

The feeling of shock and crisis was strengthened among the SENTs from the inclusion and SE classes frameworks in the middle school, which entered to large schools with many staff members: *"When I saw that this is such a large school and many teachers I was pressured"* (Liat, SE class); *"Shock ... more than one hundred staff members"* (Shany, SE class). In the educational system in Israel, the middle schools are an intermediate stage between the elementary school (which is generally small) and the high school. Generally, the middle schools are large and therefore new pupils experience in them a crisis (Kizel, 2011). However, while the teachers in general education who work in the middle schools generally chose them and were trained for work in them, the teachers in SE chose first to work in a small framework which characterizes the special education schools: *"A large teachers' room, everything is large, not necessarily what I wanted and imagined. Ideally ... I would prefer something small and intimate"* (Zivit, inclusion).

Analysis of the findings allows the identification of two factors of the feelings of crisis and shock: (1) the encounter with the intensiveness and load and (2) the absence of organizational knowledge.

1. Encounter with the Intensiveness and the Load that Characterize the School 'Life'– The initial and sharp encounter of the SENTs with a wide variety of figures, the load of tasks and requirements, the simultaneity of the commitment to perform them, and the scope of the responsibility created feelings of burden and intensiveness: *"The responsibility and the challenge that surrounded me were frightening"* (Ella,

inclusion); *"Many many requirements ..."* (Galit, SE class); *"Flooding with different professionals, requirements ... versus my lack of experience ... these difficulties cause much frustration"* (Gili, SE school); *"I felt exhaustion at a relatively early stage. The entire experience ... of the entire load ..."* (Dahffy, SE school). The SENTs who take their first steps at the beginning of the year as SE teachers in the school find themselves busy in a process of getting to know students, conducting assessments for the students, tailoring IEPs, preparing group and class learning programs, and more. These tasks, which are a part of every SE teacher work and duties routine in the beginning of the year, are added to the SENTs encounter with a new and unfamiliar work environment and intensify the feelings of shock and surprise: *"... you need to prepare the IEPs, you need to know the students and to begin [to participate] in the meetings and to tell about the students, and also begin teaching them in parallel"* (Galit, SE class); *"To attempt to prepare materials for the students ... to assess them and to understand in what situation each one is found, also to cope with a class ... to begin to write IEPs that I did not know this before ... this does not end. And the engagement in all the forms, the class programs and the curricula ..."* (Dahffy, SE school).

The SENTs cope both with challenges in the physical dimension, getting to know the work environment and the conditions of the place and with challenges in the dimension of time, the requirement to perform various actions at limited time. The difficulty in the coping is intensified following the clash between their early expectations as student teachers in the practical experience in the schools and the load and intensiveness they experience during their entry into teaching. Their experiences in the school in the framework of the 'learning world' occurred under 'laboratory conditions': a stay, limited in time, in the school, commitment limited to restricted areas of responsibility, and a cover of support on the part of the training institution and the coaching teacher in the school. This sudden and dramatic transition characterizes the entry into teaching of beginning teachers in general (Furlong & Maynard, 1995; Maskit, 2013; Milat, 2001; Pritzker & Chen, 2010; Tam, 2005; Zilbershtrum, 2013). From the present research study findings, it can be learned that the SENTs expect that in the induction year the absorbing institution will allow them to be at the status of a 'learning person', if only for a short period, before they are assigned full responsibility; a desire to remain another short period of time in the 'dressing room' before they go on stage as 'actors' (Goffman, 1959). However, the expectations of the professional 'working world' are that they will function as skilled professionals from the first moment and will fill the range of requirements and tasks assigned to them.

In attempting to cope with the load, the intensity, and the variety of commitments, the SENTs adopted survival mechanisms that will help them hold onto the status and survive, while focusing on themselves – a strategy that characterizes beginning teachers in general (Fuller, 1969; Moir, 2000). It seems that these mechanisms were expressed in survival thinking that focuses on the ‘here and now’ and on behavior that focuses on activity that is intended for the shortest range. In this situation, they cannot develop meta-cognitive conceptualization of their actions and the actions of others, which is important to their professional development: *“All the time the thought runs in my head that I have to survive, and in essence all my energies were directed to there. Without one ‘hundred days of grace’ there is a war for survival ... the responsibility and the challenge around me were frightening. I felt that I am on a ‘conveyor belt’ ... everything, even the simplest thing, took from me energy and considerable resources ... this situation greatly exhausted me”* (Ella, inclusion).

The behavior that focuses on the short term vision for the most part is emotional, less rational, impulsive, lacking the ability to experience professional satisfaction and enjoyment from the work: *“It was most bothersome – to survive the day. To go through the day with the feeling that I am doing what I need to do”* (Shelly, SE class); *“This is tiring, this is all the time to run, and to examine that you did not miss something by mistake, that some date is not approaching, some deadline that you need to submit something and you did not manage, and you did not begin to work on it. This is confusion, huge pressure”* (Gili, SE school). This situation can be compared to a sprint – a short-distance race; the moment that the race is started, the SENTs are found in a race for survival, which sometimes takes a whole day and sometimes a single lesson – an intensive race in which they are committed to perform requirements and tasks. The survival race is accompanied by feelings of stress, tiredness, confusion, feeling of being flooded, and frustration when entering into teaching in a new school into which they were placed, as described also in the literature (Abu Rass, 2012; Eisenschmidt, 2006; Harrari et al., 2007; Moore-Johnson, 2006; Sagee & Regev, 2002; Vonk, 1995).

2. Lack of Organizational Knowledge – The entry into an organization with unique and unfamiliar structure, norms, and culture introduced the SENTs with additional difficulties: *“I did not know the structure of the school, the school staff, the hierarchy of role-holders, the school policy about important topics ... my authorities, the relationship between me and the staff ... and who to turn when I encountered problems, doubts, or just a need to let go and share?”* (Vered, inclusion). As a result, they felt lack of certainty, pressure, anxiety, lack

of understanding of the way the school operates and the figures that act in it and the expectations about their behavior as teachers were unclear to them: *"I was really under stress and anxious, if I am doing correctly, am not doing correctly, just a moment – what I am supposed to do?"* (Rotem, inclusion); *"Who do I turn to? How do things happen in the school? What is expected of me?"* (Shany, SE class); *"A new place, new people ...at first, an initial shock, what to do? Who is against whom? What is happening here?"* (Alon, SE school); *"This difficulty of ... uncertainty – this is something that accompanies everything"* (Ofek, SE school). Researchers, who examine the NT's professional development from the perspective of learning the school cultural norms, attribute high importance to the organizational literacy as providing meaning to the teacher's everyday life (Fisherman, 2001; Schempp et al., 1999). In additional research studies, it was found that the difficulties associated with the institutional load to which the NTs are exposed at the start of their path and the difficulty coping with them create among them crises (e. g., Beach & Pearson, 1998). Therefore, it is important to allow them time to understand how the school system operates and where they are situated in it (Huberman, 1989; Furlong & Maynard, 1995).

Although the emotional difficulties and difficulties in the ecological area: the encounter with the intensiveness and the load that characterize the 'life' of the school and the absence of organizational knowledge, characterized the SENTs in the three frameworks all year long, the findings indicate differences between the three frameworks in coping with these difficulties throughout the year. Most of the SENTs from the inclusion framework and the SE classes framework noted in the first half of the year the continuation of coping with the feelings with which they coped at the beginning of the year. *"Confusion, frustration, fear"* (Gili, inclusion); *"Frustration, great tiredness, load, desire to leave, lack of motivation, anger ... disappointment with myself that I do not succeed in controlling all the things."* (Shelly, SE class); *"I am still learning how the system functions"* (Roni, SE class). However, alongside continuing difficulties, a slow and gradual improvement in their feeling, in their self-confidence and professional confidence was discovered, as well as a decline in the initial feeling of load: *"Today I feel ... less scared, more daring ... I feel more confident."* (Vered, inclusion); *"At the end of the first half of the year I ... understand more what I am coping with. The sense of dizziness of the beginning of the year in all channels lessened"* (Galit, SE class). In the second half of the year, the improvement continued: on the one hand: *"There are still the same difficulties – but on a far lower level. There are no issues that were completely resolved"* (Maya, inclusion); *"In the general feeling perhaps it is less difficult – but no difficulty was completely resolved"* (Liat, SE class), but on

the other hand: *"I am far more relaxed ... less pressured ... feel really different"* (Nurit, inclusion); *"I am calmer, less afraid"* (Tamar, SE class). However, a few SENTs from the framework of the SE classes did not feel an improvement: *"I feel that I am a bit on the edge"* (Shelly, SE class); *"My feeling has not really changed ... frustrated"* (Smadar, SE class).

The gradual improvement alongside the continuation of coping with difficulties was accompanied by mixed emotions: *"My range of emotions was very very wide, days of frustration with the chaos ... excitement about the small and big successes ... and creation of positive significant relationships ... tiredness and anger on days that I collapsed under the load of assignments, and conversely great power that I discovered exists in me to learn and to develop"* (Galit, SE class). The conclusion that emerges from the findings is that the focus on the 'self' should not be seen only as an expression of weakness (as a result of the lack of progress from the initial stage in the professional development, the stage of survival) but as an essential and valuable condition of professional development among the SENTs, as suggested also by Kagan (1992).

A different picture is evident among the SENTs from the SE schools. Most of them experienced during the first half of the year a decrease in the feelings of load and uncertainty and an increase in the self and professional confidence: *"Today I felt far better than at the beginning, less pressured, less burdened"* (Dahffy, SE school); *"Today I feel more confidence in myself, understand more what I must do and the challenges that I face"* (Shaked, SE school). A few of them reported mixed feelings: *"I feel very good in the school, I feel that I experienced and learned ... in the professional, personal and social aspects. However, I still have feelings of pressure and lack of confidence"* (Amit, SE school); *"Today I feel more confident ... I am very satisfied and enjoy every day as if this is the first time ... [but] I still cope with the difficulty understanding how the system operates. Who are the acting people"* (Meirav, SE school). In the second half of the year, most of the SENTs from SE schools were absorbed in the school, as can be learned from their statements: *"It is far more relaxed. Far calmer. I am happy about the place where I am found ... every morning I get up and thank God that I received this place"* (Meirav, SE school); *"This began very traumatically. I wanted to flee. In the middle of the year ... there was a turning point ... there I felt that I am beginning to blossom ... at the end of the year I can say that I enjoy coming to the school, and I really will be happy to continue"* (Rinat, SE school); *"The feeling ... far more confident. I feel more like I am **at home**"* (Alon, SE school). Although the SENTs from the SE schools are still troubled in their emotions, the feeling of the struggle for survival they reported at the beginning of the year has begun to gradually

dissipate and they are starting to feel 'at home' in their school.

Prominently, analysis of the findings indicates that the changes that occurred in the intensity of the emotional difficulties and the difficulties in the ecological area of the SENTs and in coping with them are intertwined. In other words, the improvement that occurred in the organizational literacy contributed to the improvement that occurred in the feelings of certainty already in the first half of the year – awareness of what is happening, calmness, and confidence: *“I feel more confident in myself, I succeeded in understanding how the system is built, what is expected of me”* (Maya, inclusion); *“I am far more considered ... I understand more the place where I am found ... on the school level and on the personal level”* (Galit, SE class); *“Today, I am found in a different place, a place where it is possible to identify many things in the system, to work according to them and to manage things differently. I feel more self-confidence, I have greater awareness of all that happens”* (Tom, SE school); *“I feel ... far more stable and confident than I had been. Today I know already more the procedure, how it is customary to behave in such situations and others”* (Alon, SE school). A similar picture is evident at the end of the second semester: *“In terms of the school – I feel more confident, I more understand my place ... and what I am supposed to do and what I am not supposed to do”* (Rotem, inclusion); *“My place ... it is becoming clearer, so then the feeling is more comfortable, I am more confident”* (Noa, SE class); *“My feeling has improved ... my familiarity with the staff, the understanding who is against who, how things work, this is something that has an effect”* (Rinat, SE school).

To conclude, coping with the emotional difficulties and the difficulties in the ecological area influenced the SENTs in the transition from the stable ground of the 'learning world' to the shock of reality and the struggle for survival that characterized their first year in the 'working world'. The findings emphasize the importance of learning the school's ecological-organizational components and their implications for the absorption of SENTs at school. According to the literature, the successes or failures of the NTs are associated with the degree to which they adopt the culture and norms of the school and understand the power relations in the school (Fisherman, 2011; Sabar Ben-Yehoshua, 2001). Hence, the assimilation of the perception that sees the NT to be a 'learning person' at the beginning of his work in the school is important, and therefore part of the schools' role is to proactively instill in the NTs' specific organizational knowledge.

3.1.2 “Feeling like ‘Air’ ... I am Not Seen” – Feelings of Loneliness, Alienation, and Lack of Belonging

Most of the SENTs from the frameworks of inclusion and SE classes experienced at the entry into the school loneliness, alienation, and lack of belonging: *“A feeling ... that ‘they don’t count you’ ... this is a feeling of alienation and foreignness that I felt in the school”* (Nurit, inclusion); *“Everybody knows one another – and only you do not know”* (Roni, SE class). According to the Adlerian approach, the feeling of belonging constitutes a basic existential need for the person, almost like air for breathing, since the person is a social creature (Adler, 2009). These feelings were strengthened among the SENTs from the large middle schools: *“Where am I situated? Where should I be situated? Where am I?”* (Zivit, inclusion); *“Everything is very very large ... I feel myself a small screw in the system ... because of all the size you feel that you do not have your part [place]”* (Liat, SE class). Similar findings were found in previous research studies that examined the working conditions and the induction support of early career SENTs (e. g., Billingsley et al., 2004).

The feelings of loneliness, alienation, and lack of belonging derived in the frameworks of inclusion and SE classes from the lack of contact of the SENTs with their colleagues: *“To be alone every day in the school, without holding a conversation with anybody, without sharing experiences. A feeling of foreignness, alienation”* (Nurit, inclusion); *“I did not go into the teachers’ room ... I felt that I did not really belong, I am not connected, [I felt] an outsider”* (Tamar, SE class). This is the main difficulty that leads to crises among beginning teachers (Beach & Pearson, 1998). The way in which the school staff tends to accept new colleagues influenced their feeling: *“I felt in the teachers’ room ... hostility towards me ... it was harder for me in the teachers’ room than in my classroom.”* (Ella, inclusion); *“I felt ... that it does not matter if I will be or I will not be [in the school] ... the feeling of getting up in the morning to the workplace and you are like ‘air’ there, is very difficult ... the feeling that I am not seen”* (Nurit, inclusion).

The number of the inclusion teachers who work in the general education school in Israel may shed some light on the prominent feelings of alienation, foreignness, and lack of belonging reported by the SENTs from this framework. Generally, only one inclusion teacher works in a general education school, when in large schools there are up to three teachers as also mentioned in the literature (Jones et al., 2013; Hillel Lavian, 2008b). Moreover, generally teachers tend to encounter as a routine their colleagues from the same discipline, age group of their students, position, and so on.

In this situation, the inclusion teachers cannot always rely in their absorption on the connection with their colleagues. The personal and professional loneliness of the inclusion teachers contributes to their feeling of lack of belonging, like immigrants who come to a foreign country. This image (suggested by Sabar Ben-Yehoshua, 2001) leads to a conclusion that the SENTs' transition from the 'learning world' to the professional 'working world' is similar in nature to the transition of immigrants from one known culture – the 'learning world' to a new culture – the 'working world', which is cohesive, well established, and foreign to him.

The reinforcement of this conclusion arises from the fact that for some of the SENTs from the SE classes the members of the staff constituted an initial response to these feelings of loneliness and lack of belonging that they experienced with their entry into the school, and they created with them initial connections: *“Automatically ... I am more connected to my staff of special education, both in the everyday work with them and in discourse and in feeling”* (Noa, SE class). Some even felt in their class a place of refuge from the loneliness and lack of belonging and tended to stay in their classrooms a considerable amount of time: *“In the first months I did not even know how to call the teaching staff ... I did not enter the teachers' room ... I felt that they are not trying to get to know me so I am not pushing in ... in the breaks as well I was a lot with the children in the class ... I have a place of refuge, I have the classroom”* (Roni, SE class); *“This is my 'little piece of heaven' ... it is fun to be with the students and with the staff of special education”* (Noa, SE class). However, it seems that the remaining in their classroom and with their students reduced the opportunities to get to know and connect with the school staff and thus inhibited the process of their absorption in the school. The topic of the integrating with the broader staff continued to trouble them: *“It's a fear ... how I will succeed in fitting in?”* (Galit, SE class); *“The most troubling – that I do not feel I belong”* (Noa, SE class).

While some of the NTs from the inclusion framework still reported loneliness during the year and at its end, some of them and most of the NTs from the framework of SE classes reported the formation of a relationship with the school staff: *“I am already not as lost as I was”* (Neta, inclusion); *“The feeling of belonging in the teachers' staff has improved”* (Roni, SE class); and even *“I fit very well the school, and this greatly encourages me to continue my role as a teacher”* (Galit, SE class). In the middle school: *“The difficulty of the entry into the school, the initial shock of being a part of such a large school, appears to me to be less great ... more familiar”* (Zivit, SE class). Their statements during the second half of the year indicate a relationship that is growing closer: *“I feel far more comfortable entering the*

teachers' room or turning to all sorts of teachers, what I did not feel comfortable at the beginning of the year" (Gili, inclusion); *"Today, my situation has improved ... I fit rather well with the teachers staff and they have accepted me as a part of them"* (Maya, inclusion); *"My relationship has deepened even further with the staff ... but I still do not feel completely my place over there"* (Roni, SE class).

The findings indicate that the creation and tightening of the relationship with the staff constitute for NTs a factor that alleviates the loneliness and alienation. These findings are supported by constructivist approaches at the basis of the models that examine the professional development of NTs from the perspective of the learning of cultural norms. These approaches emphasize the importance of the social and cultural components of the teacher's professional development (Fisherman, 2011; Schempp et al., 1999). In other words, the manner in which the NTs are accepted by the school staff and the creation of a relationship between them has an important contribution to the promotion of their belonging and their absorption in the school. According to the theory of symbolic interaction, our development and identity as people and as professionals are shaped by the reciprocal relationships with others and represent the sum of the influences of the 'significant others' on us. In their light, people build and structure their actions and meanings (Giddens & Sutton, 2017). Hence, the staff members, who are the 'significant others' in the context of the school, have a decisive impact on the process of the development and construction of the new identity as a 'working person' of the beginning teacher (Friedman, 2005; Sabar Ben-Yehoshua, 2001). However, in this situation the novice teachers depend on the goodwill of the members of the group to which they want to belong as mentioned also in the literature (Friedman, 2005; Sabar Ben-Yehoshua, 2001a): *"I entered the classroom where I will teach in the coming school year. A classroom empty of decorations, a slightly cold atmosphere, and I began to decorate it. Not a single staff member entered that day to express an opinion on the slogans and decorations that I worked hard on ... nobody praised the decorated class that encouraging learning. And the days pass and nobody, with the exception of the students, comes to visit my class. There is no recognition"* (Nurit, inclusion).

While the entry into the school in the inclusion and SE class frameworks was accompanied by loneliness, foreignness, and lack of belonging, most of the SENTs from the SE schools, as from the beginning of the year, did not mention these feelings explicitly. However, some of them expressed their personal concern regarding their integration in the school and the way they were accepted by the staff. These concerns characterize the stage of the survival of the entry into teaching (Fuller & Brown,

1975); *“Entry into a new workplace – fears ... will I fit into the staff? How will the staff accept me?”* (Amit, SE school). Already in the first half of the year, most of the SENTs from the SE schools noted a feeling of belonging to the school and the fact that they are a part of the staff. Like the findings that were found in the frameworks of inclusion and SE classes, it can be concluded that the relationship with the staff constituted a significant factor in the development of the SENTs’ sense of belonging to the school: *“The difficulties of the beginning of the year subsided. The feeling of belonging and confidence in the place increased ... the deeper feeling of the belonging and familiarity with the school staff enabled me a more comfortable access to everyone”* (Gili, SE school). In the second half of the year, most of them expressed feelings of involvement, family, connection, cohesion, and even friendship, from which it can be concluded about their absorption in the school and their professional development: *“I feel more like I am at home ...to the point that I love the place ... I have connected to the school, to the staff ... I love very much that the atmosphere is very familial, very cohesive ... everybody is unified and everybody is together and one is for another”* (Alon, SE school); *“My relationship with the people, with the staff, with the assistants, with the management is really good. There is such a feeling of family”* (Amit, SE school).

The differences that have been found between the frameworks of inclusion and SE classes and the SE schools can be explained on the inherent perception upon which the work in the SE schools is built, a perception, which places the containment of the individual and his needs at the center (Ronen, 2005, 2007). In other words, this is the language of action prevalent in the SE schools – the emotional ability to accept and bear the emotions of the other, to be empathetic and attentive to the other, to identify with him, and to provide him with a safe space for the expression of feelings and emotions. The findings reflect this perception, which applies for all school comers, including the SENTs. Another explanation of the rapid process of absorption and the feeling of immediate belonging is that the SE schools are small and intimate, and therefore there is direct and immediate contact among the staff members. In addition, generally the work in the SE schools is performed in an interdisciplinary team and invites reciprocal relationships among all the school staff, and the SENTs in general (Gavish & Friedman, 2000; Manor-Binyamini, 2007 2009). Moreover, the work in the interdisciplinary staff provides the NTs with many diverse opportunities for exposure to different aspects related to the school as an organization and thus allows them to be a learning participant. The organizational culture of the SE schools constitutes a solution to the SENTs’ emotional and ecological difficulties and

promotes their absorption.

To conclude, the findings about the SENTs' difficulties in the emotional and ecological domains are commensurate with the difficulties of the NTs described in the literature and it can be learned from them about a feeling of shock and emotional distress as a result of the encounter with the new reality that places them in a daily struggle for their survival. They are accompanied by a feeling of loneliness and lack of belonging. However, as of the innovation of the present research study, which derives from the collection of data at three points in time over the course of the year of their entry into teaching, it was found that during the year of entry into teaching the coping with difficulties is dynamic and different in the three frameworks in which the SENTs are placed. In the frameworks of inclusion and SE classes there is a slow and gradual improvement in the SENTs' feelings during the year of the entry into teaching, an improvement that indicates a gradual process of absorption. However, in the SE schools there is a rapid improvement, and already during the first half of the year most of the NTs reported relief, self-confidence, ease, security, and belonging, which indicate their absorption in the school and professional development.

The summary of the SENTs' difficulties in the emotional and ecological fields is presented in Table 6.

Table 6. Difficulties of the SENTs in the Emotional and Ecological Fields during the Induction Year

Continuum Framework	Beginning of the Year	Semester I	Semester II
"From Stable Ground to Swimming without a Floater"— Reality Shock and Struggle for Survival			
Inclusion	Most SENTs • Feeling of shock from - ○ Intensity & load ○ Scope of responsibility of the teacher's role ○ Lack of knowledge about the organization & conduct in it ○ Lack of certainty ○ sense of survival, powerlessness, anxiety, stress, confusion, tiredness, feeling overwhelmed, frustration SENTs from inclusion & SE classes – In the middle schools • Shock from the encounter with the school size (structure, number of teachers & students)	Most SENTs • Continuous difficulties along gradual & slow improvement in: ○ Organizational literacy that alleviates the uncertainty ○ Feeling of self-confidence in the school environment ○ Relief in the sense of of load & stress	
SE Classes			
SE Schools		Most SENTs • Improvement in the organizational literacy that alleviates the uncertainty • Feelings of security, relief, self-confidence, relaxation, alleviation in feeling of load. A few SENTs • Mixed feelings – positive feelings alongside lack of security, stress, & lack of familiarity with the school	All SENTs The school as a home, feelings of calm & relaxation – 'stable ground'
“Feeling Like ‘Air’ ... I am not seen” – Feelings of Loneliness, Alienation, & Lack of Belonging			
Inclusion	Most SENTs • Loneliness, foreignness & lack of belonging, lack of connection with staff, uncomfortable welcome, ignoring & distance from the staff SENTs from the Middle Schools • Sense of loneliness & foreignness are intensified due to the school size	Some SENTs • continuous difficulties along improvement & moderation in feeling of loneliness & lack of belonging resulting from the interpersonal relationship developed with the staff	
SE Classes	Most SENTs • Loneliness & lack of belonging – lack of familiarity with the staff & concern of not integrating into it SENTs from the Middle Schools • Feelings of loneliness & foreignness are intensified because of the school size	Most SENTs • Improvement & moderation in feelings of loneliness & lack of belonging resulting from the interpersonal relationship developed with the staff One SENT Feeling of belonging & integration into the school staff	
SE Schools	Some SENTs • Concern of lack of integration in the school & acceptance by the staff One SENT • Feeling of foreignness in the school	Most SENTs • Sense of belonging to the school & being a part of the staff	Most SENTs • Feelings of involvement, family, connection, cohesion, & friendship

3.1.3 SENTs' Expectations for Support in Coping with Difficulties in the Emotional and Ecological Fields

The SENTs need support at the start of their path so that they will succeed in surviving and functioning in the process of their entry into the school. In the frameworks of inclusion and SE classes, two main expectations for support were found. First, there was the **expectation for emotional support** – the understanding of their situation as beginning teachers, which will be expressed in containment, attention, encouragement, and answers to their questions: *“I expected to receive, before everything, containment ... [of] my shock at the beginning ... somebody that will answer me to all my questions”* (Neta, inclusion); *“That the atmosphere of the school be of support, help, and counsel ... that the educational staff support me as a new teacher ... from their experience and professional knowledge”* (Sigal, SE class). According to the literature NTs in general expect the school to be caring, with a supportive work culture, and they expect to receive support and consideration from their colleagues (Friedman, 2005; Kilgore et al., 2003; Rosenberg et al., 1997). The concept of ‘containment’, which recurred in the SENTs’ statements, is from the field of psychology and describes the ability to accept the individual’s emotions and difficulties as they are, without repelling or denying them, and the ability to give them interpretation or observation that enables them to be accepted and assimilated (Eshel, 2003). The second, **expectation was for regular professional accompaniment** of a teacher with experience and ability to provide emotional support: *“That I would have an hour with an experienced teacher, a teacher who has ... orientation to contain, to support, to guide and to provide a sense of security that you have an address to turn to ... I would expect that the support would be at a frequency of once every two-three weeks, a meeting of half an hour”* (Gili, inclusion); *“As a novice teacher – I need somebody who will accompany me ... it would make it easier for me if ... there were a figure in the school who is aware ... of all the processes that I must undergo and what she needs to do [with me]”* (Liat, SE class). These expectations of NTs were found also in previous research works (Arends & Rigazio-Digilio, 2000; Griffin, 2003). Support, encouragement, and methodical accompaniment of beginning teachers with their entry into the school may facilitate their integration and absorption into the school (Arends & Rigazio-Digilio, 2000; Fantilli & McDougall, 2009; Ingersoll & strong, 2011; Lazovsky & Reichenberg, 2006; Lazovsky et al., 2007; Naser-Abu-Alhija et al., 2006; Schatz-Openheimer, 2011b).

Analysis of the findings indicates that the SENTs expectations – *“That I would have an hour with an experienced teacher ... in which I could bring up*

difficulties and receive feedback" (Gili, inclusion) – indicate the existential need for a reflective dialogue with the staff members Schön, 1988), in which there is contextual reference to what they themselves bring from their experiences (Lazovsky & Reichenberg, 2006). In other words, the NTs need a framework that will allow them a multidimensional processing of their difficulties, emotions, and the meanings that derive from them. These expectations reflect their need for recognition of them and patience towards them as a "learning person" in the framework of the "working world". This expectation is expressed in the parallelization drawn by Ella from the inclusion framework between the teacher's containment of her students and a similar containment she expects to receive as a new teacher: *"I expected that the school management would support, counsel, and contain the distresses that derive from my work as a new teacher of SE as I contained my students"* (Ella, inclusion). The SENTs' expectations from the frameworks of inclusion and SE classes are commensurate with the findings that indicated their focus on the difficulties and concerns related to the 'self' and the search for the responses in their struggle for survival, which characterize the initial stage in the NT's professional development (Fuller & Brown, 1975). Moreover, their expectations focus on the concerns associated with the emotional aspects of their work, as found in previous study of Lazovsky and Zeiger (2004).

It was further found that explicit expectations of support in their coping with organizational difficulties were not expressed (in the ecological field). It is possible that the expectation for an available address for consultation includes also support in the organizational field, even if they did not say so explicitly. For the most part, the NTs' expectations focus on three aspects, as noted in the literature: organizational, emotional, and social (Friedman, 2005). However, in the present study explicit expectations of support with the entry into the school were not expressed by SENTs from the framework of the SE school – further evidence that the SENTs in this framework received support and acceptance already with their entry into the school and during the entire year, on the part of their peers and the management.

3.1.4 Support for the SENTs in their Coping with Difficulties in the Emotional and Ecological Fields

This section will address the presentation and analysis of the findings about

the support that is given to the SENTs by the absorption agents for their coping with the described difficulties in the emotional and ecological field, in the process of their entry and absorption into the school. The absorption agents of the SENTs' were defined in the induction program in Israel and they include the: supervisors (who were not mentioned at all by the SENT's), school principals, school staffs, mentors, and the induction workshop held in the academic institution in which the NTs were trained (MoE, 2014b). Another absorption agent unique for the SENTs from the frameworks of inclusion and SE classes in Israel is the Regional Community Support Center – MATYA, which constitutes a professional 'home' and source for support and guidance of special education teachers from these two frameworks (MoE, 2010, section 9.2a). The goals of the support for the NTs defined in the induction program in Israel refer to the reduction of the feelings of stress and powerlessness that they experienced in their entry into the educational system and to the assistance of the NTs' absorption into the school (MoE, 2014b). The assumption at the basis of the induction program is that when there is a positive relationship between the components of support and the level of support of the absorption agents, the NT will be satisfied with his absorption in the school and his role (Zilbershtrum, 2013). However, in the present study a different profile of support for the SENTs was found in each one of the three frameworks, primarily in their coping with their emotional difficulties.

(1) The School Principal's Support for the SENTs

The principal's roles in the processes of the NT's absorption in the school were defined in the framework of the induction program in Israel. The principal's roles include the integration of the novice teacher in the extant staff, the alleviation of tensions and concerns, and the supply of assistance and support in cases in which there are special difficulties (MoE, 2014b, sections 5.2.2; 5.2.3; 5.2.4). Despite the regulation that determines the principal's responsibility for the NT's absorption into the school; different profiles of support and involvement of the principal in the absorption of the SENTs were found in the present research study. In the inclusion framework, most felt a lack of support and even a negative attitude on the part of the principal. In the framework of the SE classes, some of the SENTs received the principal's support, but in contrast, in the SE schools, most of the SENTs received support from the principal.

a. Lack of Principal's Support for the SENTs from the Inclusion Framework

Most of the SENTs from the inclusion framework noted lack of support and negative attitude that became a source of additional emotional difficulties: “[The principal] did not showed any intention of supporting me despite the fact that I am a new teacher and did not encourage me to turn to him or to other personnel in the school as necessary” (Mor, inclusion); “The principal in my opening conversation told me that my channel of communication is supposed to be in a very hierarchical manner, when I can turn to her only if all the other involved personnel have addressed the problem and it is impossible to solve it” (Gili, inclusion). They described at the beginning of the year and in the first half of the year the lack of connection and interaction with the principal: “The principal and I are not in much interaction” (Yarden, inclusion); “I did not have ... too much connection with her [the principal] ... the feeling is that she is not available” (Neta, inclusion). A similar picture arises from the statements of half of them during the second half of the year: “I do not feel any sort of interaction with her [the principal] and this does not seem proper to me” (Gili, inclusion); “Hi, hi in the corridor – this is my relationship with her, unless she needs something from me” (Yarden, inclusion). The connection and interaction with the principal are important in the transition of the NTs from a status of a 'learning person' to a 'working person'. Moreover, their acceptance by the main figure in the school, the principal, is significant for them in legitimizing their status as teachers in the school: “That she [the principal] will address me with minimal respect like she addresses everyone else, that she will address me like a teacher” (Neta, inclusion). However, half of the SENTs in the inclusion framework were subject to an attitude on the part of the principal that eroded their feelings. Emotional support and display of interest in the NTs are perceived by them as important (Billingsley, 2004a). The absence of a positive attitude by the principal was prevalent throughout the all year. At the beginning of the year: “In the first days of the studies, when I would come in the morning, from politeness I told everybody ‘good morning’ – but from the school principal I did not receive feedback. Sometimes, she would look at me and turn her head” (Nurit, inclusion). In the first half of the year: “A number of times I told her good morning and she totally ignored me ... she is not interested in creating any connection or knowing me” (Neta, inclusion). In the second half of the year: “I was like a ‘foreign plant’. He did not involve me[in school activities] ... I received positive feedback only when the principal came to observe me as part of the requirements of the induction year. In essence, these were the only opportunities in which I felt that the principal learns to know me. From my perspective, this was too little and too late.” (Vered, inclusion).

It is possible that the absence of the support and the negative attitude on the part of the principal make it difficult for the SENTs to cope with their difficulties and

therefore throughout the entire year they continue to focus on the ‘self’ – on their emotions and on their concerns and they remain in the stage of survival for a long period of time (Adams & Krockover, 1997; Fuller & Brown, 1975). The question that arises in light of the findings is whether the fact that the SENTs in the inclusion framework work with small groups of students (students that are under the homeroom class teacher responsibility) causes the lack of the relationship and interaction of the school principal with them. A similar attitude of the principals to the NTs was found in previous research studies. It was found that the NTs may feel negative emotions that are caused by the interaction with the principals (Devos et al., 2012) and even emotional distress, as a result of the principals’ attitude devoid of empathy (Pritzker & Chen, 2010), and lack of consideration, indifference, and distress with the encounter with principals who are not attentive, encouraging, and involved (Moore-Johnson, 2006). A low level of support on the part of the management of the NTs is a consistent factor that creates frustration, pressure, and lack of satisfaction (Billingsley, 2004b; Gersten et al., 2001; Griffin et al., 2003; Kilgore et al., 2003; Swanson & Murri, 2006; Whitaker, 2003).

Nevertheless, in the inclusion framework, a few SENTs reported the indications of emotional support on the part of the principal. Even if this support was minor, it was important for them, and it could illuminate their desire for reference to them on the part of the principal, who is the authority in the school. They noted at the beginning of the year: *“Her attitude towards me is a friendly attitude, it is always warm, and when she sees me she gives me some sort of a smile. She is hearty, although I am new”* (Rotem, inclusion). In the first half of the year: *“After the observation ... I felt that I can turn to her on questions and issues and she is willing to answer. When I began to ask her help and question her ... then she began to create with me a greater connection, to be interested in things that are not necessarily related to my role, and of course to respond good morning and even with a smile”* (Nurit, inclusion). A few of them even noted an improvement in the principal’s attitude towards them during the second half of the year: *“The principal now is more attentive ... I approach her with more confidence ... today she appreciates me more, today she listens to me more”* (Ella, inclusion).

b. The Principal’s Support for the SENTs from the Framework for the SE Classes

A different picture of support on the part of the principal arises from the statements of the SENTs from the SE classes’ framework. Some of them did not mention the principal in the context of the support in their coping with their emotional

difficulties and their difficulties in the ecological field. In contrast, some noted that they received emotional support from the principal that was characterized by containment and empowerment. The feeling that the principal gave them, that he supports them and believes in them, was important for them and can be understood in the light of the building of their professional identity as teachers. At the beginning of the year the novice teachers noted: *"She is very empowering ... she is very praising ... she greatly strengthened me at the start of the year ...she gave me a feeling that she believes in me"* (Tamar, SE class); *"She is in the background and she is for me ... she gives me the feeling that she greatly relies on me and for a new teacher this is the most amazing feeling in the world"* (Galit, SE class). During the first half of the year: *"Once a week I met with ... the principal ... processing difficulties and coping"* (Galit, SE class). In the second half of the year: *"It will be said to her benefit that she is available and containing and sees [me]"* (Shelly, SE class)

c. The Principal's Support for the SENTs from SE Schools

In the SE schools, the principal is for the most part perceived as a supportive factor, as an available source for bringing up difficulties and asking for help, and as a source of emotional support. The SENTs noted at the beginning of the year: *"The principal ... supports all that I need, if this is only for telling her something that happened ... or if I need help"* (Meirav, SE school). *"One hundred percent cooperation. This is something that is very pleasant here. There is an open door to many topics –personal, that suddenly it is possible to contact with them, and of the school and of [bringing up] dilemmas"* (Hadas, SE school). The use that some of the NTs made of the expression 'open door' reflects the principal's availability and regular support of them: *"The door of the principal is always open ... even if in the middle of the day it is I found it hard for me, I simply go in and talk to her ... there is somebody to turn to"* (Shaked, SE school). In the first half of the year: *"The principal always is here to help. She is involved in everything and is found at all hours of the day for us [the new teachers] even if she is full at work. She is a listening ear and a supporting shoulder, in the full sense of the word. The vice-principals ... help us in everything that we need, are interested in us and ask consistently how we are"* (Dahffy, SE school); *"I raised the ... unpleasantness, or the fear of asking the incorrect questions. The principal's response was that the only way to learn is through questions and mistakes, and this is her role to direct and give advice if needed. She asked that I share with her and feel more comfortable going in with her. Following the conversation I became more open to help, I felt more comfortable to approach ... [to] the principal and the vice-principal"* (Meirav, SE school). Ofek from the SE School summarized at the end of the second half of the year the principal's contribution to his absorption process in the school: *"I had a crazy year ... I look at myself and I say that it is not logical what happened ...and if not the management ... if I had not felt that I had such backing and such support and such belief in me ... I would not have succeeded in lifting my*

head”. The presence of the principal and the available support of the principal constitute a very influential factor on the success of the novice teachers in coping with their difficulties in general and with their emotional difficulties in particular as also mentioned in the literature and found in previous studies (Feiman-Nemser, 2001a; Griffin et al., 2009; Kapel-Green et al., 2014; Kilgore et al., 2003; Rosenberg et al., 1997).

Summary of the principal’s support for the SENTs in the three frameworks is presented in Table 7.

Table 7. Principal's Support for the SENTs' Coping with Emotional Difficulties during the Induction Year

	Actual Support			Lack of Support		
Continuum Framework	Beginning of the Year	Semester I	Semester II	Beginning of the Year	Semester I	Semester II
Inclusion	One SENT • Warm & friendly attitude	A Few SENTS • Emotional support		Most SENTS • Lack of support & negative attitude, Lack of connection & lack of interaction, assigning the NTs to roles that are not part of the teacher’s roles, Ignoring, Lack of interest in the NT as a worker & as a person	Half the SENTS • Lack of connection & lack of interaction Ignoring Lack of interest in the NT as a worker & as a person	
SE Classes	Some SENTS • Containment • Empowerment • Sense of trust in NT			—	—	—
SE Schools	Most SENTS • Emotional support, interest in the NT, involvement, availability			—	—	—

(2) The Support of the School Staff for the SENTs in Their Coping with Emotional Difficulties

The support of the school staff for the SENTs in their coping with emotional difficulties during their year of the entry into teaching was mentioned by all the SENTs from the three frameworks. The ‘staff’ consisted of the teachers and the role-holders in the school who are not principals – the counselor, the psychologist, and the grade coordinators. In each one of the three frameworks, a different profile of support was found. In the inclusion framework, few SENTs reported support throughout the

year and most did not receive support from the staff. In the SE class framework, some received support from the general education staff and from the special education staff, but a few did not receive any support. In contrast, most of the SENTs from the SE schools received support from the staff throughout the year.

a. Support of the School Staff for the SENTs from the Inclusion Framework

Most of the SENTs from the inclusion framework experienced at the beginning of the year lack of support of them as new teachers and the lack of commitment to support them on the part of the school staff. Their reports indicate the absence of emotional support and an available address they can turn to when questions arise. This hints indirectly at the absence of support of them in their coping with difficulties in the ecological field: *"I do not receive support ... I even do not have ... a place to pour out and tell about the difficulties"* (Ella, inclusion, beginning of the year); *"It is not that somebody has a defined role to mentor me"* (Neta, beginning of the year). The lack of support continues during the year: *"They did not try at all to connect with me and help me as a new teacher"* (Mor, inclusion, first half of the year); *"I am alone, I am with myself, and I do not have somebody to turn to"* (Neta, inclusion, first half of the year); *"I am a friend with everyone ... but in terms of the support ... I less feel that they are helping me"* (Maya, inclusion, second half of the year). The lack of support of the staff constituted for the SENTs another difficulty with which they had to cope. Apparent difficulties of NTs with adaptation are expressed in the communication with the staff (Gavish & Friedman, 2005; Schatz-Oppenheimer, 2011a). These findings are worrisome, since the SENT in the inclusion enters the framework in which he is sometimes the only professional in this field and he has no group of belonging that will support him and will assist him with the absorption: *"Because my work is not together with them, I feel that in the general school – everyone is for himself. This is not like a SE school, where everyone is in the same boat and everyone is together and is seeking the advice of one another all the time and understands one another"* (Neta, inclusion). A few novice teachers praised the direction and support they received from teachers and role-holders in the staff at the beginning of the year: *"I felt that the greatest support that I received is from the seventh grade coordinator ... she is asked a question and she was patient ... she understands that you are new"* (Vered, inclusion). In the first half of the year: *"I feel comfortable asking and seeking advice with the teachers and always receive from them a response and help"* (Nurit, inclusion). They even noted improvement in the support they received from the staff in the second half of the year: *"The experienced teachers, who were hostile towards me at the beginning of the year, are now no longer hostile, they hug, contain and support"* (Ella, inclusion).

The lack of support of the staff of most of the SENTs throughout the year can explain the continuation of their coping with the described emotional and ecological difficulties and their standing alone in the struggle for survival. The interpersonal relationship created between the SENTs and the staff members was perceived by half of them in the first half of the year and by most of them in the second half as a type of support, which gradually improved their feeling and reduced their loneliness: *“Today, my situation has greatly improved ... I have integrated rather well with the staff of teachers and they have accepted me as one of them”* (Maya, inclusion, first half of the year); *“With the staff I succeeded in developing close relationships ... I found my place in the staff. The staff is very accepting, very open. It is fun to sit in the teachers’ room”* (Yarden, inclusion, second half of the year). The connection that the SENTs from the inclusion framework made between the improvement in their feeling and the attitude of the staff towards them emphasizes once again the influence of the staff’s support on the NTs’ satisfaction in the process of their absorption in the school, which is similarly mentioned in the literature (Billingsley, 2004b; Jones et al., 2013; Rosenberg et al., 1997).

b. The Support of the School Staff for the SENTs in the Framework of the SE Classes

Throughout the induction year, some of the SENTs from the SE classes received consistent support from the school staff and primarily from the role-holders, in their coping with emotional difficulties; while on the other hand, a few of them noted the lack of support. At the beginning of the year, the school staff constituted for some of them a source for sharing, for the processing of difficulties with which they coped, and for raising questions: *“[With] the grade coordinator, the counselor and also with all the homeroom teachers – I feel that there is much sharing ... I can approach them and ask them any question”* (Shany, SE class). The emotional support strengthened and empowered them in their coping with the emotional difficulties: *“I always had somebody to approach ... to unload and to think together”* (Galit, SE class); *“I do not feel alone. I feel all the time that there is support. And this is something that is very empowering and very strengthening”* (Tamar, SE class). Conversely, a few noted the lack of the emotional support they had expected and even a negative attitude on the part of the staff and said: *“I found teachers who focus on the negative things more than on the positive ...instead of helping and supporting ... and encouraging ...– I was angry, I was insulted”* (Sigal, SE class). The listening and containment some of the SENTs received were also noted in the first and second half of the year: *“Once a week I meet with the school counselor, the school psychologist, and the special education manager. We discuss and process difficulties and challenges ... I am feed off their experience and support. Everyone*

was a professional and mental help for me – if I needed a place to vent my experiences ... or my tiredness that accumulates under pressure” (Galit, SE class).

However, a minority noted the lack of emotional accompaniment and a feeling of discomfort to turn to support when encountering a difficulty: *“The lack of close accompaniment in all the areas was the most troubling [among them] the emotional area” (Liat, SE class); “I less feel comfortable turning to them when the difficulty is on the level of my personal feeling ... I feel that this has less place in the school” (Shany, SE class, first half of the year); “It is impossible to bring up a difficulty and it is impossible to bring up the lack of your ability to cope, since there is the feeling that they will mark it” (Shany, SE class, second half of the year).*

The **new teachers in the school** who are undergoing similar experiences constituted an anchor for few of the SENTs and the discourse with them constituted a type of support in the situation of the complete lack of familiarity with the school staff: *“I connect to the younger teachers since I do not know so much with whom to speak” (Shelly, SE class, beginning of the year); “Luckily for me, the school recruited this year a number of new teachers into the staff and naturally all the newbies connected” (Tamar, first half of the year).* The connection to the new teachers emphasizes the SENTs’ search for the emotional support that will lead to the calming of the feelings of loneliness and foreignness that they experience with their entry into the school.

The special education staff in the general school, which addresses a similar content world to that of the SENTs from the frameworks of inclusion and SE classes, was mentioned by a few novice teachers as a source of support throughout the year: *“The source of support that was meaningful for me is the members of the special education staff” (Zivit, inclusion); “I feel ... that I am separate a bit from the general education staff ... that the only ones who can understand me and my heart, they are the one who touch on special education or who have a connection with it” (Neta, inclusion); “I have a wonderful staff in the classroom ... both the homeroom teacher and the assistant – the staff, is very very supportive” (Roni, SE class).* It is possible to explain the few SENTs who noted the support from their colleagues from special education in the school in the light of the low number of teachers from special education in the school of general education. According to the SENTs’ statement, it can be learned that the contribution of the support was in the assistance at the initial entry into the school. The special education staff constitutes an address for consultation and asking questions, supply of emotional support when coping with difficulties, and giving a feeling that their SE colleagues trust them although they are new. The trust in the NT has importance in the initial stages of the entry into the

school, in which the NT's self and his professional confidence are at the beginning of the construction.

The initial help in the entry into the school and the emotional support that arose from the novice teacher's statements are commensurate with their described expectations for emotional support and accompaniment: *"The inclusion coordinator ...the most supportive figure there ... accepted me nicely and extended a hand for help. It was enough that she told me that for anything I need I can turn to her ... sometimes you do not need something tangible to give you tools, it is enough this mental support, that she sees you"* (Mor, inclusion, beginning of the year); *"The staff of my class contributed greatly to the fact that my landing would be soft ... I was let to feel that they rely on me"* (Liat, SE class, first half of the year); *"They gave me emotional support in frustrating situations"* (Roni, SE class, first half of the year); *"In our staff [special education staff] ... we seek advice from one another, we give emotional support – that you are not alone, that everybody goes through this ... this is the most meaningful support for me"* (Maya, inclusion, second half of the year); *"Relationships were formed and I feel more comfortable to say and to turn"* (Noa, SE class, second half of the year). It is important to emphasize that the SENTs who work in the frameworks of general education need more help from the general education teachers but generally they describe supportive relationships with their colleagues from special education (Billingsley, et al., 2004; Kilgore et al., 2003; Whitaker, 2003). It was found that most of the SENTs who participate in the induction programs note the support that most helped them has been provided by the SE teachers in their school (Billingsley, et al., 2004).

c. The Support of the Staff for the SENTs from the SE Schools

The support of the staff for the SENTs from the SE Schools was found to be different from the support provided in the frameworks of inclusion and SE classes. Most of the NTs felt already from the beginning of the year that the entire community of the SE school is found there for them and is willing to provide them with help: *"They cover you ... they are happy to accept you, they want you to be a part"* (Alon, SE school). The support that was given to the NTs in the SE schools, from the beginning of the year, had a number of characteristics:

a. Assistance with orientation and the initial organization in the entry into the school, which facilitates the coping with the lack of knowledge on the organization and the lack of certainty. *"At first, it was the most initial attachment ... with the deputy of the principal ... schedule for arrival, what class I am in, who is the mentor teacher. She connected me to*

the homeroom teacher, to the assistants. She also said that if I need something ... I can turn to her for help” (Alon, SE school).

b. Ensuring an 'open door' for every question and issue by all the staff, which enables the reduction of anxiety, shock, lack of certainty, and loneliness: *“There is no such thing that you do not have somebody to ask a question and there is no such thing that somebody will not help me when I need. Everything is at a hand’s reach, everybody really contributes”* (Dahffy, SE school); *“One hundred percent sharing ... 'open door' for many topics, personal ... school and also [related] to dilemmas”* (Orna, SE school).

c. Partnership of the staff and the management in the process of the absorption of the SENTs, from interest and caring: *“Starting from the first day everyone [asked] – how are you? Who are you? [They said] come sit with us ... be a part of us ... this lifts you up, you feel that they want to be here for you”* (Alon, SE school); *“I could not have expected better in terms of the emotional support ... I have a pleasant feeling to come to the school and to cope with what occurs and together with them. Although I am new and they are experienced I feel that we are here together ...this is not obvious at all”* (Ofek, SE school); *“In the first period ... the containment of the staff members ... was amazing. They give you a feeling that they are with you – if you need help we will help, we will teach you”* (Amit, SE school). The support of the staff was described as obvious, routine, and continuing and as not depending on the good will of individuals – but was of the entire staff. The partnership of entire school community is important; since it has the power to enhance the NT’s feeling of security that he is not alone in the process that he is experiencing and that there is personnel upon which he can rely in his coping with his difficulties. In other words, he is covered by a circle of support from the entire school community, as mentioned similarly in the literature (Conderman & Stephens, 2000; Jones et al., 2013; Rosenberg et al., 1997). An international research study performed by the Ministry of Education in the United States with the forum of education of APEC (Asia-Pacific Economic Cooperation), which reviewed support programs that present different models of successful programs in the induction, found that the perception of all the school teachers of the support for the NTs is a part of their responsibility and the encouragement for constant interaction between the NTs and the school staff characterizes successful support programs (Moskowits & Stephens, 1996).

d. Legitimization of 'mistakes' and their perception as something natural in the process of the NT’s absorption in the school, as a part of the characteristics of the learning process: *“The understanding that we are all people ... the world is not destroyed if you did not do something right”* (Ofek, SE school); *“I have full support ... this gives a very good feeling. I do*

not feel that I am walking in the school and am being judged for everything that I do. They let me make my mistakes, which is alright, and they always know to encourage” (Dahffy, SE school).

e. Regular support sessions for the NTs. These sessions were mentioned by a few of the SENTs. *“I have once a week a conversation with the vice-principal ... about what I am working on, about what I feel ... this encouraged me since she gives me examples, out of empathy and attention, of what she had when she entered the school”* (Rinat, SE school); *“The educational counselor opened ... guidance groups for the new teachers who are found in the school ... that will provide an answer to the difficulties”* (Amit, SE school).

To conclude, in the SE schools the school staff enabled the SENTs to continue to be a 'learning person' who needs time for the organizational absorption and the extension of his learning spaces into the school framework, for the increase of his personal and professional efficacy. The frameworks of support in the SE schools built for the NTs a 'working world' that has a space of learning. In other words, they did not accelerate the jump into the water, on the contrary – they enabled a stay, patience, and time for learning. This can be reinforced by the fact that these support characteristics were expressed in the assistance given to the NTs by their colleagues throughout the entire year, as their statements indicate: *“The teachers in the staff always were pleasant. They always helped with every problem, always give good advice, they are always available for us ... there is reciprocal assistance, caring, and lack of judgment”* (Dahffy, SE school); *“In the school there is a staff that supports and pushes ... this helped me a lot in the field. This gave me quiet in my presence in the school. I receive the response required from all the staff ... I greatly needed help and I received it with warmth and love. This helped me integrate best into the system”* (Tom, SE school).

Moreover, in SE schools the NTs were given a solution both in the cognitive aspect of the organizational socialization for the school, since the school staff constituted an address for the supply of information and of an ongoing answer to the questions that bother the NTs, and in the emotional aspect through support and accompaniment. From the way in which the NTs described the support provided for them, it can be said that support that integrates between the cognitive aspect and the emotional aspect has critical importance in the process of absorption. This support in essence is 'optimal support', which answers the SENTs' difficulties, it legitimizes them to be a 'learning person' during the absorption into the school and demands of the absorbing staff the commitment for multidimensional support for the NTs. The absorbing organization serves in this period as an 'academy in the field', and therefore it enables a process that called in the literature 'lifelong learning' (LLL) in the literature, which perceives the professional development as a continuum of

continuous and ongoing processes (Alt & Raichel, 2018; Avdor et al., 2010; Beck, 2013) that the 'learning person' experiences. The analysis shows a humanistic perception of the colleagues in the SE schools, who set the NT and his needs at the center of the attention, so as to allow him to cope with the crisis and the shock he experienced in his entry into the school and to raise his self-confidence, which is also noted in the literature (Bickmore & Bickmore, 2010; Schatz-Oppenheimer et al., 2014).

As aforementioned, this perception is commensurate with the perception of containment that is assimilated in the SE schools and it seems that it is implemented for all those who come into the school. This can explain the rapid transition that SENTs from SE schools made from the sense of shock, uncertainty, and the struggle for survival to a positive feeling in the school, the understanding of the organization in which they must function, and their professional development: *"The support that I received both emotional and professional helped me greatly ...understand the field and the situations created in it and the correct analysis of them. This strengthened my confidence and my everyday behavior ... and the belief in my self-ability to cope with the different challenges that arise"* (Alon, SE school). Researchers noted, similarly, that the support of the school staff can soften and even prevent the sense of shock of NTs from encountering the new reality (Sagee & Regev, 2002).

The summary of the school staff's support given to the SENTs in the three frameworks is presented in Table 8.

Table 8. Support of the School Staff for the SENTs' Coping with Emotional Difficulties during the Induction Year

	Actual Support			Lack of Support		
Continuum Framework	Beginning of the Year	Semester I	Semester II	Beginning of the Year	Semester I	Semester II
Inclusion	A few SENTs • Direction & initial support from role-holders A few SENTs • SE staff as a source of emotional support: ○ Support with the initial entry into school ○ Trust in the NT as a teacher ○ Support in coping with difficulties & frustrations	Half the SENTs • The interpersonal relationship developed with the staff as a support in the feeling of loneliness & lack of belonging One SENT • The staff as a source of support, address for advice & questions A few SENTs • The SE staff as a source of support ○ Support in the initial entry into the school ○ Expression of trust in the NT as a teacher ○ Support in coping with difficulties & frustrations	Most SENTs • Perception of the interpersonal relationship developed with the staff as a kind of support A few SENTs • Emotional support, containment, acceptance • The SE staff as a source of support: ○ Trust in the NT as a teacher ○ Address for advice, questions, & emotional support	Most SENTs • Lack of support, especially Lack of emotional support • Lack of commitment for supporting the NT • Lack of available ‘address’ for questions	Some SENTs • Lack of support - the staff is not an ‘address’ for assistance	
SE Classes	Some SENTs • The staff & role-holders as a source for support, sharing, processing of difficulties, empowerment, ‘address’ for questions A few SENTs • The new teachers in the school as an anchor & source of support • The SE staff as a source of emotional support, assistance in initial entry into the school, trust in the NT as a teacher, support in coping with difficulties & frustrations			A few SENTs • Lack of emotional support & negative attitude from the staff	A few SENTs • Lack of emotional support • Discomfort to turn the staff for help while facing difficulty	
SE Schools	Most SENTs • Availability of the staff for the NTs on any matter • Assistance with orientation & initial organization in the school • Interest in the NT • Partnership in the absorption process • Containment • Relaxation • Legitimization of the SENTs' mistakes					

(3) The Support of the Mentor Teacher for the SENTs in their Coping with Difficulties in the Emotional and Ecological Fields

In the framework of the induction year in Israel, every NT is accompanied by a mentor teacher from the school. The role of the mentor teacher is to accompany the

NT and to guide him in all aspects of his work in the professional, social, and organizational fields. In addition, he has to support the NT emotionally, in order to help him develop professionally and adjust to the new environment into which he was absorbed (Eisenschmidt, 2006; Lazovsky et al., 2007; Wong, 2004). In previous studies it was found that the emotional support and the transfer of information about the norms and procedures in the workplace are among the main actions that characterize the professional mentor teacher (e. g., Arends & Rigazio-Digilio, 2000). However, according to the findings of the present research study the mentor teacher's support was mentioned only by a few SENTs from the frameworks of inclusion and SE classes and by some of the SENTs from the SE schools, throughout the induction year. This finding is surprising given the fact that the emotional response and the response in the ecological field provided by the mentors are anchored in a regulatory manner in Israel. "The roles of the mentor ...in the emotional field – cultivation of a professional self-image, assistance in situation of feelings of loneliness or frustration, assistance with building trust between the NT and the teaching staff, the students, and the parents" (MoE, 2014b, section 5.2.7a); and "In the systemic field – the study of the procedures of the system, the rights and the obligations of the NT and the assurance of his integration into the teaching staff" (Ibid, section 5.2.7b).

The statements of the SENTs who received support from the mentor teacher indicate his importance in their coping with difficulties in the emotional field. This support was expressed in containment, interest in them, and empowerment of them – in line with the expectations for support that were presented by the SENTs from the frameworks of inclusion and the SE classes. At the beginning of the year, the availability of the mentor teacher was primarily noted, and that she was the address for questions and advice – a perception of the NT as a 'learning person' who needs accompaniment and support: *"She answered me about everything ... she really prepared me for everything she could ... she contained and supported"* (Nurit, inclusion); *"She helps me a lot ... there are many questions and topics that I seek her counsel ... she is very available and answers with great tolerance every question, it helps me greatly in dilemmas and fears ... there is no doubt that she is a very significant figure in my process of learning"* (Roni, SE class); *"What saved me [was] her support ... really close support. A rapid response"* (Orna, SE school).

In the first half of the year the SENTs emphasized the emotional support that the mentor provided them, which was characterized by interest in them, concern for them, calming them, empowering them, and accompanying them when they coped

with difficulties: *“The mentor teacher ... strengthens, provides hope, empowers, motivates”* (Neta, inclusion); *“I received the full support and interest on her part, concern, counsel and guidance – sometimes beyond what was anticipated. ... She guided me with the coping with difficulties ... and helped me in the development of the personal confidence”* (Tamar, SE class); *“The conversation with the mentor teacher greatly helped and influenced ... through this conversation I would calm down, find my self-confidence”* (Alon, SE school). At the end of the second half of the year the SENTs noted: *“The mentor ... takes me for conversations ... at her initiative ... she is very containing and very interested”* (Nurit, inclusion); *“She was very significant for me ... she gave me the feeling that although I am a young teacher and a new teacher ... they greatly rely on me ... She also provided me with a refuge with her for many feelings. I did not feel ever judgment ... every feeling that arose in me was legitimate for it to rise”* (Galit, SE class); *“[She gave me] emotional support ... she gave me legitimacy for what I feel”* (Amit, SE school). Similar characteristics of successful mentoring experiences, which were characterized by containment, availability, and caring were found associated with the reduction of burnout (Whitaker, 2003) since emotional support was found to be most effective.

The greater emphasis that the SENTs placed on the mentor teacher's support in the emotional field in the present research study is understood in the light of their being troubled with their entry into teaching in their survival and coping with the new reality and the feelings that accompanied it, similar to the findings that arose from the previous research studies (Conway & Clark, 2003; Fuller, 1969; Fuller & Brown, 1975; Tam, 2005). However, only one NT noted explicitly the assistance of the mentor teacher in getting to know the school as an organization: *“She would also help me know the school as an organization ... she always encourages me to fit in and to connect to the organization”* (Roni, SE class). In research studies performed in Israel a similar picture was drawn, according to which the emphasis on the mentor's support is in the emotional field, while his contribution is lower in the ecological field (Nasser-Abu Alhija et al., 2006; Lazovsky & Zeiger, 2004). However, survey conducted in Israel by Kupermintz and Maskit (2016) indicates the high satisfaction of the NTs with the mentoring as a source of significant support in their coping with difficulties and in their integration in the school, which includes aspects in the organizational field. However, no distinction was made in this survey between teachers from general education and SENTs.

Although the accompaniment provided by the mentor is anchored officially in the procedures, the SENTs did not receive uniform support and accompaniment and it

seems that the procedures were not perceived as mandatory. This finding is important in light of the perception of the significant mentor's role in the creation of the continuum between the 'learning world' and the professional 'working world' and the NT's adjustment to his new role as a 'working person' in the new organizational system to which he enters (MoE, 2014b) and the construction of his professional identity. Moreover, while the SENTs from the SE schools have sources of support upon which they can rely (staff and management of the school), as found in this research study, the regular professional support of the mentor, as mandated by his role, is especially required by the SENTs from the frameworks of inclusion and SE classes.

In the inclusion framework, unique difficulties arose in relation to the mentor's support. The Ministry of Education in Israel has defined the conditions necessary for the fulfillment of the role of the mentor teacher. The conditions include "Ability and willingness to provide emotional and professional support for the NT and serving as an available address for his questions and dilemmas and as a source for his empowerment" (MoE, 2014b, section 5.2.9). However, six of the SENTs from this framework were assigned a teacher mentor from the school, while four of the SENTs were assigned a mentor from outside of the school⁹. The support of a mentor from outside of the school was not available and adequate: *"The mentor teacher ... is not available – since she is the district instructor"* (Maya, inclusion). In many cases, the SENTs from the inclusion framework noted the mentor's inappropriate support, characterized by lack of caring and by a disrespectful attitude towards them, by lack of availability, lack of consistency, and lack of systematization: *"I did not feel that this is structured, I did not feel that she is meeting with me and truly cares, I felt that she is laughing at me a bit"* (Gili, inclusion, beginning of the year); *"She never had the time for orderly guidance"* (Ella, inclusion, beginning of the year); *"I greatly need emotional support ... sometimes it is more important to me than giving me unequivocal solutions for the difficulties ... I less felt emotional support [from the mentor]"* (Mor, inclusion, first half of the year); *"The mentor has her own class and very complicated children and she is not available"* (Zivit, inclusion, first half of the year); *"She does not truly want to hear"* (Gili, inclusion, second half of the year). Similar to these findings, one third of the SENTs in the research study of Bilingsley, Carlson, and Klein (2004) mentioned that they do not

⁹ The assignment of a mentor from outside of the school to the SENTs from the inclusion framework is undertaken in cases in which the NT in the inclusion framework is the sole teacher of special education in the school, in cases in which there is another teacher in the school who is also NT, and sometimes when the SE teacher in the school has rich experience in teaching in a SE class but lacks experience in work in inclusion.

see the mentor as helping. However, this research study did not address the frequency and contents addressed by the mentors. The SENTs in the inclusion framework, who sometimes are the only ones in their field in the school, who need prominently support in their entrance into the school from a professional who understands their experiences, the challenges they face, and their difficulties, encounter the lack of availability and effective support on the part of the mentor, who is the official figure whose role is to help them. The summary of the support provided by the mentor teacher to the SENTs from the three frameworks is presented in Table 9.

Table 9. Support of the Mentor Teachers for the SENTs' Coping with Emotional Difficulties during the Induction Year

	Actual Support			Lack of Support		
Continuum Framework	Beginning of the Year	Semester I	Semester II	Beginning of the Year	Semester I	Semester II
Inclusion	A few SENTs from inclusion & SE classes & some SENTs from SE schools • Availability of the mentor • Accompaniment & support, 'address' for bringing up difficulties, & immediate response for question in the entry to the school • Interest, concern, containment One SENT from the SE classes • Support in the familiarity with the school as an organization	A few SENTs from inclusion & SE classes & some SENTs from SE schools • Emotional support ○ Interest ○ Concern ○ Containment from lack of judgment ○ Empowerment		Some SENTs • Lack of availability • Lack of regular support • Lack of emotional support – lack of caring & contempt Some SENTs Who had a mentor outside of the school • Lack of availability of the mentor		
SE Classes				—	—	—
SE Schools				—	—	—

(4) Lack of Support from the Regional Community Support Center (MATYA) for the SENTs' Coping with Difficulties in the Emotional and Ecological Fields

The Regional Community Support Center (MATYA) on behalf of the Ministry of Education in Israel constitutes a 'professional home' and an address for instruction and support for both the teachers and the SENTs from the framework of inclusion and the framework of SE classes. However, MATYA was not mentioned as a factor that supported the SENTs. Throughout the induction year, only a few SENTs asserted that the MATYA supported them emotionally and constituted an address for questions: "Each time I went to the MATYA. [I felt] security, empowerment (Tamar, SE class, beginning of the

year). Tamar added: *“The instructor ... said to me – every question, even the stupidest – call me”*; *“I brought up before her [the MATYA instructor] the difficulties that I am experiencing and asked her advice ... often the support provided a solution to my questions and doubts”* (Mor, inclusion, first half of the year). *“She was available and answered tolerantly every question, thus helping me greatly with dilemmas and concerns”* (Roni, SE class, first half of the year); *“I turn to her [the MATYA instructor] in every case that comes to my mind”* (Rotem, inclusion, second half of the year). In the inclusion framework, a few NTs mentioned at the beginning of the year the lack of availability of the MATYA to help them in their entrance into school: *“The MATYA ... there is somebody to turn to – but they are not sufficiently available”* (Neta, inclusion). The lack of support from the 'professional home' of the SENTs from the frameworks inclusion and SE classes, the MATYA, contributes to the understanding of the loneliness, powerlessness, and need to cope throughout the year with emotional difficulties. Hence, the following question is asked – is the absorption of the SENTs in the schools perceived by the MATYA as a part of its areas of responsibility?

(5) The Induction Workshop as a Source of Emotional Support for the SENTs

The induction workshop in Israel is a supportive and structured framework in which the NTs are required to participate, once a week, during the year of induction. The workshop is held in the institution in which the NTs were trained for teaching and focuses on the novice teachers' professional development (Lazovsky & Zeiger, 2007; Maskit & Yaffe, 2007). The defined roles of the workshop are to empower the NTs personally and professionally, to constitute for them and their colleagues a support group, and to allow them to share experiences, difficulties, and ways of coping (MoE, 2014b, section 6.4.2). In the frameworks of inclusion and SE classes it was found that the induction workshop constituted for the SENTs a significant source for emotional support in the first and second halves of the school year¹⁰. In contrast, in the SE schools a few SENTs noted the emotional support they gained from the participation in the workshop. According to the findings the contribution of the support of the workshop lies in two aspects: (1) the fact that it is a protected and safe space for consultation and (2) the fact that it is a place of meeting with colleagues who constitute a support group that lessens their loneliness as NTs.

¹⁰ The **induction workshops** start at the beginning of the academic year (end of the month of October – beginning of the month of November). Therefore, there is no reference to the support provided to the NTs in the induction workshops at the beginning of the school year (beginning of the month of September)

First, the workshop as a 'safe space', protected and not judgmental, enables sharing, advice, bringing up difficulties, and asking questions: *"The workshop provided a place that allowed me to share thoughts, wonderings, and dilemmas that arise from the field. In the school I had no place to share"* (Mor, inclusion); *"I felt that the workshop gives me security that I can cope with almost anything I will encounter"* (Vered, inclusion); *"The workshop that is found in disconnection from the school enables me a safe space to share and seek professional advice without being judged"* (Shelly, SE class); *"The workshop ... like a home in which you calm down and pour out all that troubles your heart"* (Smader, SE class); *"The workshop is a place in which I can say in it things that I cannot say in the school"* (Dahffy, SE school). These descriptions emphasize the contribution of the workshop, as arising in previous research studies (e. g., Ingersoll & Smith, 2004; Lazovsky & Zeiger, 2004; Nasser Abu-Alhija et al., 2006).

The perception of the workshop as a significant source for support for the SENTs from the frameworks of inclusion and SE classes can be understood in the light of their expectations for understanding their special situation as beginning teachers, and hence for emotional support, containment, attention, encouragement, empowerment, and an answer to their questions: *"This workshop is the safe space that allows us, the new teachers, to enter into the system in a safe and pleasant manner ... throughout the entire path I felt that the workshop gives us the place to ask all the questions that are not clear to us, to unload frustrations and difficulties"* (Zivit, inclusion); *"The workshop contributed to me greatly personally and to the reduction of the sense of alienation and to the increase of the self-confidence as a teacher"* (Nurit, inclusion); *"The induction workshop was for me a place of support and help, a place for the expression of concerns and the negative feelings that accompany every novice teacher ... the instructor reminded us always that we are teachers ... and all that we are afraid of and all that trouble us happens to every new teacher"* (Smadar, SE class); *"The induction workshop was for me a place to share with outside people the situations that I undergo"* (Tali, SE class). The expressions 'to share thoughts and dilemmas', 'to share and seek advice without being judged', and more, indicate that in the workshops there is a reflective dialogue, in the group-collective framework with 'friends', which enabled processing and understanding of experiences and difficulties. This process is based on the understanding that the NT is found in the transition space between the 'learning world' and the 'working world' and enables a stage for the 'self' of the NT and a place of respect for the feelings of crisis and survival that he feels.

The additional expectation that the SENTs raised for the accompaniment of a professional with experience and ability to provide emotional support also was met in the induction workshop: *"[The instructor] comes pleasantly, calm, with great patience and listens*

to us to the end. Without cutting us off, without judging, leading us to find the solution to the problems ourselves ... betwixt and between she teaches tools for coping with problems, teaches to look between the lines ... and not to respond immediately but to understand the situation, and the most important – to remember that it is not personal but professional” (Nurit, inclusion). This reflective discourse allowed the NTs’ observation from multiple angles in situations and difficulties with which they coped, with the help of the professional instructor for the production of insights that can be implemented in similar situation in the future, as described also in the literature (Schön 1988; Zohar, 2012): *“In the darkness we were in, I and a group member, there was a small light that slowly we saw fully – the instructor of the workshop. She was a listening ear for our problems and concerns, she heard, she listened, she helped, and she supported us all the time”* (Smadar, SE class).

Second, the induction workshop constituted a source of support for the SENTs from the frameworks of inclusion and SE classes by the encounter in the workshop with the peer group, NTs who encountered similar difficulties, and the alleviation of the feeling of loneliness in the coping process: *“This greatly put me into proportion, that I am not alone, that what I feel is natural, that all the girls who are found with me undergo similar experiences ... to know that I am not unusual”* (Gili, inclusion); *“In the end, the difficulties are the same difficulties ... it is a bit calming”* (Noa, SE class); *“They caused me to feel that I am not alone in the dark”* (Smadar, SE class). The individual’s recognition of the universality of the difficulties has the main role in the mental relief (Yalom & Leshetz, 2006). The encounter of the SENTs in the induction workshop with the peer group created a community with high cohesion that empowers its participants, as found similarly by the survey of NTs conducted in Israel (Kupermintz & Maskit, 2016). From the findings it can be learned about the participants’ feeling of belonging to the group and the safety to bring up difficulties without fear of criticism or accusations, to obtain feedback without opposition, shame, or fear, as noted also in the literature (Shechtman, 2010; Israel, 2012): *“Already in the first lesson of the workshop I felt relief. First, I am found in a place where everyone identifies with one another. We bring up experiences and discover that we all have the same feelings of shock, loneliness, foreignness. We all have difficulties ... suddenly they [the difficulties] appear less threatening”* (Nurit, inclusion).

The availability of the support for the emotional difficulties helps the NTs in the development of survival mechanisms and in the promotion of their professional development from the focus on themselves (Arends & Rigazio-Digilio, 2000; Howe, 2006; Ingersoll & Smith, 2004; Lazovsky et al., 2007; Maskit & Yaffe, 2007; Naser-Abu-Alhija et al., 2006). Accordingly, in the frameworks of inclusion and SE classes

the SENTs perceived the induction workshop as a significant source of emotional support, while in the SE schools only a few thought this way, since they received broad support in their school.

The summary of the support of the absorption agents external to the school – the MATYA and the induction workshop, of the SENTs from the three frameworks is presented in Table 10.

Table 10. Support of the Extra-School Absorption Agents (MATYA & Induction Workshops) for the SENTs' Coping with Emotional Difficulties during the Induction Year

		Actual Support			Lack of Support		
Absorption Agent	Continuum Framework	Beginning of the Year	Semester I	Semester II	Beginning of the Year	Semester I	Semester II
MATYA	Inclusion	—	One SENT • Address for questions, advice, & sharing difficulties	One SENT • The MATYA as an address for answering questions	A few SENTs • Lack of availability of the MATYA staff	—	—
	SE Classes	One SENT • Address for answering questions • Emotional support & providing a sense of confidence	One SENT • Available address for sharing difficulties & dilemmas	—	—	—	—
	SE Schools	(Accompaniment of the teachers from SE schools is not part of the professional responsibility of the MATYA)					
Induction Workshop	Inclusion	(The beginning of the workshops is at the start of the academic year – about two months after the start of the school year)	Most SENTs • Accompaniment by regular professional instructor • The workshop as a safe, protected, & non-judgmental place for expression, sharing, advice, bringing up difficulties & questions • The workshop as a source of emotional support, containing, listening, encouragement, & empowerment • The peer group in the workshop enables a calming perspective of the difficulties		—	—	—
	SE Classes				—	—	—
	SE Schools		A few SENTs • The workshop constitutes a place for sharing & relief		—	—	—

3.2 Difficulties in the Professional Integration of the SENT as Special Education Teacher in the School

The professional integration of the SENTs in the school involves familiarity with the role (Levin-Rosalis & Lapidot, 2010); the perception of the role by the others (Branch, 2002; Dvir & Schatz-Oppenheimer, 2011; Jones et al., 2013); and its consistency with the NT perceptions and beliefs (Jones et al., 2013; Katz & Kahn, 1978). These components are imperative for the development of the SENTs professional identity (Burn et al., 2000; Dvir & Schatz-Oppenheimer, 2011; Friedman & Gavish, 2001) and how they perceive themselves as professionals (Volkman & Anderson, 1998).

An analysis of the findings reveals difficulties in the professional integration of the SENTs as SE teachers in the schools, resulting, for the most part, from a gap between the ideology with which they reached to teaching and the reality they faced upon entering into school. SENTs from the three frameworks noted that they have chosen to engage in special education out of a sense of mission, a belief in the value of helping others, and a desire to contribute to students with special needs, promote them and make a difference in their lives: *"I [come] with a sense of mission ... to help children in a meaningful way, to reach out to the child more intensively"* (Vered, inclusion); *"To really influence ... not just put a plaster on"* (Shani, SE class); *"I really believe in the value of helping others ... [my ambition] to promote them, to take care of them ... to make their lives easier, better. That despite their disabilities they will be able to enjoy what they can get"* (Alon, SE, school). While the SENTs came to the teaching imbued with ideals, the findings revealed that they soon learned that the teaching world was very different, and found it challenging to integrate professionally as SE teachers in the school. The focal points of the difficulties in the professional integration of the SENTs presented in this section were not uniform in the three frameworks, as displayed in Table 11.

Table 11. Focal Points of SENTs' Difficulties in their Professional Integration as Special Education Teachers in School

Difficulty Focal Points Framework	Lack of Clarity of the Role	Gap in the Perception of the Nature of Work with Special Needs Students between the SENTs & the School Staff of General Education	Feeling of Reference to the Novice Teacher as Having a Non-Professional Role
Inclusion	✓	✓	✓
SE Classes		✓	
SE Schools			✓

3.2.1 “Being Thrown into the Water and Swim” – Lack of Clarity of the SENTs' Role in the Inclusion Framework

The lack of clarity of the SENTs' role in the inclusion framework created uncertainty that led to distress. Most SENTs expected that the school as an organization would clarify for them the elements of their role – their duties, the areas of authority and responsibility. Only a few took a proactive approach to understanding their role, especially toward the end of the year.

(1) Lack of Clarity of the Teacher Role in the Inclusion Framework

Most of the SENTs in the inclusion framework noted that at the beginning of their work they were struggling to understand their role as inclusion teachers: *"The most disturbing – lack of understanding of the role definition"* (Gili); *"I did not understand the role ... I did not understand what I was expected to do"* (Nurit). The concept of 'role' refers to the behaviors expected of the individual who performs his role in a satisfactory manner (Katz & Kahn, 1978). The structure of a role definition in the school includes the following elements: the nature and purpose of the role; the responsibilities in the various areas of the position holder; the professional activities and the organizational plans required in the framework of the role; and the role requirements in the context of the relationships to other personnel (Branch, 2002). The SENTs came indeed with a clear understanding of the nature and purpose of their role: *"To make a change"* (Neta); *"Helping children in a meaningful way"* (Vered). Nonetheless, at the beginning of the school year, the role components were still unclear to them: *"What am I supposed to do every day?"* (Gili); *"What is my responsibility? What is your responsibility? [The teacher in general education]... What is the nature of the cooperation between the inclusion teacher and the subject matter teacher?"* (Mor). Although the sense of mission reported by the SENTs is an elementary precondition

for choosing the teaching role and is an important component in the development of a distinct professional identity (Branch, 2002), it seems that this component is not sufficient in itself to perform the role when entering into teaching and the SENTs struggle to understand their new role in the inclusion framework. Similar difficulties of SENTs related to the vagueness of the role are described in the literature (Billingsley, 2004a; Carter & Scruggs, 2001; Griffin et al., 2003; Jones et al., 2013; Klingner & Vaughn, 2002).

Already at the beginning of the year, the SENTs felt distressed: "A feeling of great insecurity ... not quite knowing what is expected of me" (Gili); "I was out of control, in mess because I did not understand the role ... because I did not understand how to do it ... I am wasting my time; I am not helpful to anything" (Nurit). The expressions they used to describe their feelings regarding the lack of clarity of the role indicate the helplessness they experienced: "being thrown into the water and swim" (Gili), and – "I just felt like floating in the air" (Rotem). It seems that their approach is passive and that they have expected their areas of responsibility to be clarified by others, as a kind of survival mechanism, because they are new and lack personal and professional confidence in a new and unfamiliar reality as NTs (Fuller, 1969; Fuller & Brown, 1975).

A similar picture emerges during the first half of the year: *"What bothers me most is the lack of clarity of the inclusion teacher role"* (Vered). Nevertheless, a few of the SENTs adopted a proactive attitude and took responsibility for clarifying and understanding the role: *"The most important difficulty for me in the first half of the year was the lack of knowledge and frustration about what to do. I was not ashamed that I do not know, I consulted, I asked. Slowly, I started to understand what I need to do, what is the inclusion role, and what is expected of me"* (Nurit). In the second half of the year, they continued to cope with the ambiguity of the role: *"It's all about the lack of clarity of the role ... They did not tell me what I should do – be in touch with this and that teacher; you are invited to the meetings ... I went in there and 'had to swim'"* (Vered). However, they also continued to show initiatives to understand the role: *"Now it's clear that I understand my role ... I understood it ... by imitation. I kept looking at how the inclusion teachers who are more professional than me ... are conducting their work and what should be done"* (Rotem). A possible explanation for the initiative manifestations is the described gradual improvement in their integration process into the school as an organization. As time passes, there is a gradual development of few SENTs from focusing on looking inwards at "self" and holding on to survival mechanisms, towards a broader

observation at the external environment and taking initiative. Taking initiative opens up possibilities of learning about the role and identifying professionals that can be approached for assistance in the purpose of professional development towards the stages of mastery of the of teaching performance and impact focused on students. The gradual outward observation corresponds to earlier studies that engage the professional development of the beginning teacher (Conway & Clark, 2003; Fuller & Brown, 1975; Kagan, 1992).

The SENTs imposed the responsibility for the ambiguity of their role in inclusion on teacher education programs, and on the practical field experiences during their studies: *"Even if I know what is the definition of inclusion, I did not deal with it before ... If you have not experienced something before you do not know much about it ... everything is new to me and it's not simple"* (Mor). In other words, there is a gap between the perception of the preparation at the training stage, which focuses mainly on theories, and the knowledge that SENTs need in the specific framework of their work: *"There is a huge gap between ... the theories we learned in the academia and the field ... and I have to deal with this [the ambiguity] alone"* (Maya). This gap explains the sense of distress of the SENTs as described also in the literature (Billingsley, 2004a; Kilgore et al., 2003).

The difficulty in coping with lack of clarity of the role in the inclusion framework may have implications on the professional development of the SENTs, since the professional identity is part of the professional development of the NTs at the stage of entering into teaching (Burn et al., 2000; Dvir & Schatz-Oppenheimer, 2011; Friedman & Gavish, 2001). Clear perceptions and expectations from the role partners contribute to the structuring and shaping of professional identity (Branch, 2002; Dvir & Schatz-Oppenheimer, 2011). The concern is that the lack of clarity of SENTs role from the inclusion framework during the year of entry into teaching may affect the difficulty in formulating a precise, distinct and agreed role perception, as well as on difficulties in the development of their professional identity (Branch, 2002).

(2) SENTs' Expectations for Support in Clarification of the Role in the Inclusion framework, and its Unavailability

The SENTs' expectations for clarifying their role in inclusion have become more focused throughout the year. As time passed, they could point to their needs in

defining the role. At the beginning of the year, upon entering the schools, while everything was new for them, it was clear that the SENTs could not accurately indicate their needs. Hence, they expressed a general expectation that their professional role in inclusion would be clarified to them: *"That someone will explain to me clearly ... what is expected of this inclusion"* (Zivit). In the first half of the year, with the initial familiarity of the school, it became evident that the SENTs began to understand that the inclusion realm was not clear to everyone at school. At this stage, their expectations focused on their desire to receive guidance from a professional who knew the field of inclusion well: *"I expected to receive professional guidance to obtain more knowledge about inclusion"* (Mor); *"I expected to receive guidance ... support and assistance from an inclusion teacher who knows the field"* (Nurit). During the second half of the school year, in light of continuous struggle with the lack of clarity of the role, some of them already recognized the specific elements they needed to be clarified, for example: *"sitting with the principal together with the team ... in order that he will say what is expected of me, what is expected of them [homeroom teachers]"* (Vered). Vered adds: *"What should I do – be in touch with this and that teacher, you are invited to the meetings and so on"; "What is my responsibility? What is her responsibility? [The general education teacher]... This is something that needs to be constructed ... in an organized manner ... the cooperation between the inclusion teacher and the subject matter teacher"* (Mor). It is clear that the SENTs expect to be treated as a "learning person" who is in the process of learning. Thus, they expect the school to take responsibility for their professional guidance for the clarification of the components of their role. Here, too, the findings indicate that the SENT needs time – a kind of space – for continued context-dependent learning, which is different in nature from the "learning world".

The SENTs' expectation for clarifying their role in the inclusion framework did not materialize: *"I thought that they understood that I have never been an inclusion teacher and I did not imagine that they would throw me into the 'water', and I would have to learn so many things on my own"* (Neta). Moreover, an analysis of the findings reveal a gap between the SENTs expectations – the 'learning person', for support, and the school's expectation that they will function as professionals by virtue of their training and as expected from the professional 'working person': *"She [the principal] did not say that explicitly, but you could read it between the lines ... that you came from special education, you earned your degree, you received the teaching certificate, you received tools, so come and implement them here at school"* (Ella).

The lack of support from the school management and the staff regarding the definition and clarification of their role is voiced in the statements of some of the SENTs only at the beginning of the year: *"They do not really define for you what you need to do ... I just felt like 'floating in the air'"* (Rotem); *"I did not meet with the principal and the rest of the team to define my role as inclusion teacher ... and therefore the role remains vague and incomprehensible"* (Vered); *"He [the principal] did not sit with me, and we did not managed expectations ... I feel lost because I do not know anything"* (Mor). The SENTs explained the lack of support in the unfamiliarity of the general education staff of the inclusion realm: *"They do not know very well what the role of the inclusion teacher is"* (Nurit); *"No one knows the [role] in inclusion on such a professional level that can provide me answers"* (Neta); Neta continued: *"My role involves so many things that are different ... that no one could explain the role to me"* Moreover, few of the SENTs noted that they could not be assisted by the SE teachers who teach in the SE classes in the school because, according to their words, they, too, lack knowledge of the role of the inclusion teacher: *"She cannot tell me what to do ... She was not an inclusion teacher. Inclusion teacher is a specific role. Her daily routine is different than mine, and mine is different than hers"* (Neta). It is evident that the SENTs in the inclusion framework experience helplessness and professional loneliness throughout the induction year, due to lack of knowledge and understanding of their role in inclusion. In light of the findings, the question arises whether under conditions of lack of clarity and understanding of the role, SENTs in the inclusion framework can fulfill their role or whether their reports indicate a clear and predictable scenario of their inability to integrate professionally as SE teachers in the general education school in the induction year.

3.2.2 "In a Struggle to Give the Children what they Deserve" – Gap in Perception of the Work Nature with Special Needs' Students between the SENTs and the General Education Staff

(1) Clash between SENTs' Perceptions of the Work with Special Needs' Students and the Conduct of the General Education Staff

Analysis of the findings indicates that the SENTs from the inclusion framework and the SE classes' frameworks faced a gap that can be defined as a dichotomous clash between them and the general education staff. This is a gap between their beliefs and their personal perception of the work with special needs students and the general education staff's lack of knowledge and understanding,

according to their words, of the nature of the work with these students and their conduct that does not suit their needs. This clash constitutes difficulty in the SENTs' professional integration as SE teachers in the general education schools. The beliefs at the center of the difficulty that will be described in this section are perceived as a solid basis of assumptions that nurture the person's perceptions and his attitude towards the reality in which he operates (Tillema, 1998). It is possible to define them as 'knowledge of the self', which includes the NT's personal goals, values, thoughts, beliefs, and attitudes that influence his work as an educator and teacher (Milat, 2001).

The SENTs from the inclusion framework described a perception centered on the work with the special needs student according to his needs, towards his preparation for life: *"I perceive ... my role as performing remedial teaching ... I want to give them tools for life, I want to improve their confidence, I want to improve their abilities ... I am not ready to give it up"* (Yarden, inclusion). However, most of them faced at the beginning of the year the requirement of the general education teachers to teach and to complete the same contents learned in the homeroom classes: *"They think that the inclusion is simply to take out students and to teach them in a small group what is learned in the class"* (Nurit, inclusion). They believed that they had to focus on the unique needs of the inclusion students through concern for their development in the long term ('tools for life') while the school was focused, according to their perception, on the provision of knowledge 'here and now': *"The subject matter teachers and the homeroom teachers ... are certain that I need to teach exactly the content learned in the class ... in inclusion the whole idea is the adjustment the lessons to the student ... according to his needs"* (Neta, inclusion); *"In my opinion, it is less important if I will finish now what was learned in the class, I want to give them tools for life ... this is perhaps their goal [acquisition of the class contents] – but this is not my goal"* (Yarden, inclusion). It is apparent that the difficulty the SENTs faced perceived by them as a clash between perceptions – the instrumental-purposive perception of the school of acquisition of learning contents and the value-based ideology perception that they represent.

The curriculum in general education in Israel constitutes a basis for the curricula that students with special needs learn in all the frameworks in which they are placed. Despite the differences existing among the students, there is knowledge, skills, and shared values to all the students ('regular' students and special needs students). These are expressed in the shared subjects that must be taught in all the frameworks (Igel & Melichi, 2007). It is apparent that the SENTs from the inclusion framework perceive the interpretation of the general school of the Ministry of

Education decision as narrow, adhering to curriculum and to output. It was further apparent from their statements that they believe that the staff perception lies in the mistaken understanding of the goal and principles of the inclusion: *"There is always this demand that I will be at the pace of the class, and this is not the goal of inclusion ... there is a problem in the understanding of the role of the inclusion teacher"* (Mor, inclusion). The SENTs, who just had completed their academic studies in the field of SE (in its center the Special Education Law in Israel and its principles), present a broad interpretation of the work with the inclusion students under their values and in the spirit of the law (See: Israel, Special Education Law, Amendment no. 7, 2002). According to it, the goal of the work with the special needs student is to promote and to develop his skills and ability for his inclusion in society and in the labor market. The conclusion is that the NTs' perception, in accordance with the spirit of the law, created difficulty that derives from the clash between them and the school staff regarding the nature of the work with the inclusion students. This clash is perceived as an encounter with school philosophy and strategies that are not suited to the inclusion, mentioned also in the literature (Kilgore et al., 2003).

The SENTs from the SE classes also reached to their new role filled with ideals and motivation to help, to support, to contain, and to integrate the special needs students: *"To make a change ... to help ... to be a comfort for them"* (Galit, SE class); *"Their containing ... is critical for me"* (Rony, SE class). However, already at the start of the year they faced the clash between their perception and the requirements, expectations, and the conduct of the school staff. In their opinion, the clash is rooted in lack of understanding of general education of the needs of the SE class students: *"I came this year to the system with the goal to promote these children as much as possible and to lead them as high as possible, but ... the expectations of the experienced teachers and the management are very low, they do not believe in them and do not succeed in seeing them as individuals but as an entirety of a problematic class that needs to be 'carried' ... this is a chase of explaining and convince"* (Rony, SE class). Shany proposed a systemic solution for this difficulty: *"[It is necessary] to take the entire staff of the school ... to hold for them a sort of workshop ... that they will understand what is the meaning of a student who learns in the SE class ... how to work with such a class and what necessitates from all the colleagues in the school"* (Shany, SE class). These clashes constitute crises for the SENT in the context of the self-perception of the role, as noted also by Beach and Pearson (1998).

The SENTs from the framework of the SE classes noted two additional aspects

of this difficulty. (1) The absence of acceptance and containment of their students from the SE class in the school – Some of them faced rejection and lack of acceptance of their students, which hurt them personally, saddened them, and angered them: *“They were given the feeling that there is nothing to do with them ... The class students felt that they are unacceptable and rejected, by all the staff and students, and that influenced me”* (Smadar, SE class); *“It is most difficult for me ... how the school perceives the students ... they are ashamed, they do not go outside, they are closed in the class ... angers me very much”* (Shany, SE class); *“There is not much a connection with the rest of the students ... depressing, sad”* (Sigal, SE class). (2) Failure to properly integrate their students into school activities and events and in lessons in the general classes. This made it difficult for them, caused them frustration and pain, and need for defending their students: *“They are found in the general school, the goal is to include them, and there is no internalization of this among the other teachers ... each one takes ... the stigma of special education according to which the children are not alright”* (Tamar, SE class); *“It hurts me mainly that all the time they are talking in great statements about integrating the 'different' and acceptance of the other but in practice, when you have the opportunity to do it ... in the home court, you do not implement it because ... it is hard to integrate them, ... it is something that requires effort ... I always feel the need ... to say ... that they are normal and they are alright and they are just have learning disabilities”* (Shany, SE class).

Although these SENTs have a perception rooted in ideals and beliefs, in the beginning of the year they addressed their difficulties from an instrumental perspective (Difficulty in imparting contents to their students that taught in the homeroom class, and difficulty resulting from an unsuitability of the school's conduct, demands and emphases to their students' needs, absence of an acceptance attitude toward them and their non-inclusion). In the first half, they still coped with the described difficulties: *“One of my difficulties is the attitude of the other teachers to the inclusion teacher and the expectations from her. For instance, when I go into the class to take the children, immediately the teachers in the class show me in what pages the children are found on in the book or what pages they missed and they ask that I catch up with them what they missed”* (Mor, inclusion); *“There is a lack of a full understanding of the principal regarding the special education needs and the needs of my class, which is different from the other classes”* (Tali, SE class). Half of them said that coping with the difficulty resulted from the attitude towards their students – the stigma, the lack of tolerance, and the lack of opportunity for their inclusion, as well as from the frustration they felt that as new teachers, their status does not enable them to change the situation: *“I do everything so that the class students will fit into everything. However, the stigma still exists. It is hard for me that there is no tolerance on the part of the students and the teachers from general education”* (Rony, SE class); *“It was difficult for me to see my students as a*

separate unit and not belonging to the school, and I did not know what it was possible to do ... I am a new teacher ... I do not have a strong position to turn to the principal ... and to report this lack that causes the students in special education greater frustrations and difficulties in their adaptation to the school” (Sigal, SE class).

However, in the first half of the year the instrumental perspective of SENTs from the two frameworks was gradually broadened and they primarily perceived their difficulties lying in the absence of the school understanding of the nature of the inclusion and the work in the SE classes, their objectives, and the challenges that they set: *“I believe and feel that this derives from the lack of knowledge, lack of understanding ... and lack of awareness about what is special education and what is the importance of the inclusion” (Zivit, inclusion); “They do not understand the nature of the SE class in the general school, the nature of the difficulty of the students” (Shelly, SE class); “When all the personnel involved in the care of the children do not have the same goal in front of their eyes and each one draws to another direction it is harder to succeed and advance the children” (Shany, SE class).* This finding is supported by the literature that addresses the difficulties of the NTs in SE, who work in the schools of general education (Billingsley, 2004a; Kilgore et al., 2003).

It is necessary to see the difficulties of the SENTs from the inclusion and the SE classes frameworks, who have just completed their academic studies in the field of SE, in the light of their perception planted in the values of the Special Education Law (Israel, Special Education Law, 1988) and the Israeli policy of the educational system (MoE, 2014a) that are drawn from the humanist perception, upon which they were educated in the teacher education institutions. According to these values, students with special needs are eligible to realize their abilities in educational settings tailored to them (Avisar, 2010; Igel & Malichi, 2007; Marom et al., 2006). Therefore, the difficulty of the SENTs stems, among the rest, from the gap between the perception with which they came to the teaching and the reality they encountered in their entry into teaching.

These difficulties continued in the two frameworks in the second half of the year: *“In actuality there are teachers that I work with who do not truly know what is the goal and what is the importance [of inclusion] ... they want for instance that I will finish with them [the students] this and that text” (Neta, inclusion); “In this half I understand that the school does not know what to do with SE” (Shelly, SE class); “Still, there is a stigma ... this stigma about the SE class, that the children there are not alright ... I am insulted for them ... they are found in the general school, the goal is to include them and there isn’t internalization among the teachers” (Tamar, SE class).*

At the end of the year, the SENTs in the two frameworks still feel frustration, anger, and disappointment with the reference and conduct of the general education schools towards their work with special needs students: *"It is hard for me that they do not really attribute importance to the issue of inclusion in the school ... nothing is organized, everything is not orderly. The teachers do not truly understand the inclusion subject and think that ... they what they teach in the class is what we need to teach in inclusion"* (Yarden, inclusion); *"During the year I felt rejection on the part of the staff towards the students of the SE class ... this influenced me as a teacher who is responsible for these students. I succeeded to understand in this year, as a new teacher of SE in the general school, the importance of the inclusion of the students with special needs ... for the expression of their abilities and successes in academic and social terms"* (Smadar, SE class).

In the literature it is agreed that the difficulty of SENTs in general education derives from the inclusion of their students (Billingsley, 2004b; Kilgore et al., 2003), and it caused them great frustration (Swanson & Murri, 2006). However, these findings indicate prominently that in the second half of the year the NTs from the SE classes framework reported **more** that they were compelled to cope with difficulty that stemmed from the absence of acceptance and inclusion of their students. This finding indicates that the decline among the NTs in the feeling of shock they experienced in their initial entry into the school, allows them to dedicate attention to additional aspects of their work and to focus on the inclusion of their students in the school and their peers: *"They are found in the general school, the goals is to include them"* (Tamar, SE class). Moreover, instead of focusing on the description of their difficulties and their emotions themselves (which stemmed from the attitude towards their students), in the second half of the year some of them created a parallel between their students' emotions and their own feelings. Namely, they compared the integration of their students in the school and their integration themselves as SENTs in the school which was expressed in statements such as: If they were forgotten they forgot me; if they are not accepted I am not accepted; if they are not seen I am not seen; if they do not have a place then I do not have a place: *"In the end I understood why the students behave this way ... I understood them ... if I were in their place ... rejected here and there ... so why learn? Why invest? Why come at all to the school?"* (Sigal, SE class); *"This class and its students ... I feel that they have been forgotten. Indeed, I as well"* (Shany, SE class); *"Towards the end of the year the issue of the inclusion began to bother me more and more ... on the holidays we did not performed before the school as the other classes did, in the school gathering on Fridays we were not taught to dance the school anthem like the other classes learned, and in the end of the year party we celebrated separately in our class ... I felt that **we** are 'invisible' (Tali, SE class); *"The SE students, they are not accepted in the school, so I am not accepted .. I do not have a place if they do not have a place in the school"**

(Smadar, SE class). The SENTs statements indicate a sense of separateness that they experienced from general education on the one hand and belonging to the subgroup that includes them and their students within a larger group of general education on the other hand. A similar finding arose from the research of Kilgore et al. (2003), who found that the SENTs feel separation from general education, as their students are separate. However, from the findings of the present research study it is possible to learn that their over-identification with their students, which was characterized by the creation of identity between them and the students, by the emotional identification with their inferior status, and by the non-adoption of an action to change the situation, blurs the boundary between their world and the students' world. It is apparent that they are trapped with the students in 'the same boat' ('**w**e are invisible') and the identification does not enable them to support actively and effectively their students. The identity between them and the students also indicates the lack of professional clarity and lack of a formed professional identity that characterizes, according to the literature, the NT's first stage of development (Burn et al., 2000; Dvir & Schatz-Opppenheimer, 2011).

Over the course of the year, the findings indicate that the SENTs from the two frameworks were passive in coping with their difficulties that derived from the clash between their perception and the school conduct, apparently, following their being new teachers who lack professional confidence to act to change the situation, and their status in the school still was unclear and not crystallized. A few of them (from the SE classes) presented a proactive leadership approach, in the aspiration to struggle for change of their status and their students' status. In the first half: *"The staff that is not accredited to teach in SE faces a difficulty ... to understand the needs of the class and the students that are fundamentally different from those of a regular class. The recruitment of these teachers and my accompaniment of them give me a feeling of great responsibility and in parallel fear since I am new"* (Galit, SE class). Galit added: *"I do not think this is from lack of importance, truly, but from lack of knowledge and understanding"*. In the second half: *"This takes me to a place of even more to do ... I want to change ... I I'm just struggling to give the children what they deserve"* (Shany, SE class).

In the framework of inclusion, the SENTs coped throughout the year with the clash between the demands to provide the inclusion students the contents learned in the homeroom classes and their perception centered on the work with the special needs students according to their needs towards their preparation for life. In the

framework of the SE classes they coped with the clash between the inappropriate conduct, the rejection, the lack of acceptance, and the lack of inclusion of their students in the school, which according to their beliefs and perceptions are not adjusted to their students' needs. It is possible to learn that the values and beliefs have a central place in the professional world of the SENTs from the two frameworks, and their frustration and disappointment in their encounter with a perception that is not commensurate with their belief made their professional integration in the school difficult. The research study of Milat (2001), which followed up teachers' behavior and thinking processes, found that the dilemmas and intra-personal conflicts are one of the things that make the professional everyday life difficult and that burdened their adaptation.

Despite the SENTs' need as NTs to be absorbed into the school and integrated in it, as professionals, they continued to adhere throughout the induction year to their values, idealist perception and belief that they outline the correct way for the promotion of their students, as their statements at the end of the year indicate: *"I am most bothered ... whether I succeed in achieving the goal of the inclusion, which is to promote them in relation to themselves and to give them tools and strategies"* (Neta, inclusion); *"There is still the issue that they [the general education teachers] expect of them less, this is not something that changed ... my approach is exactly the opposite. I felt that I am simply in a struggle to give the children what they deserve. They deserve to try ... they deserve to fit in"* (Shany, SE class). The continuous engagement of the SENTs from the two frameworks in the difficulties that stem from the clash with their beliefs and values characterizes NTs, who in the process of their personal growth re-examine by themselves and through others their commitment to their ideology and the moral and value-oriented objectives of teaching (Day, 1999; Fuller & Brown, 1975; Furlong & Maynard, 1995). This is an idealist stage that some researchers consider to be the initial stage in the professional development of NTs (Furlong & Maynard, 1995; Kagan, 1992).

(2) SENTs' Expectation for Changing the Attitude towards the SE Class Students and Their Inclusion, Facing Absence of Cooperation

The SENTs from the inclusion framework did not indicate expectations for support in their coping with the difficulty related to the requirement to teach the inclusion students the contents learned in the class, in contrast to their perception (as aforementioned, perhaps due to their lack of confidence in their professional status).

In contrast, in the framework of the SE classes, the NTs expected support that would be expressed primarily by help for their students (and not necessarily for themselves): *"If they help the students, then they will help me"* (Smadar, SE class). These expectations reinforce the explanation about their identification with their students' situation.

The **principal** is perceived by a few of the SENTs from the SE classes framework as a central figure in this support: *"[I expect] cooperation ... from the senior echelon ... some kind of statement ... regarding all the issue of integration"* (Noa, SE class, beginning of the year); *"the agenda of the school is determined by the principal and ... I expect that the principal [will be] with some orientation for SE"* (Noa, SE class, second half). The principal indeed has an important role in providing support and assistance, since he is responsible for setting the values, objectives, and routines of collaborations and their promotion in the school. The principal is able to assist in the integration of the students in the school, in creating opportunities to strengthen the familiarity of the school community with the SE classes and its students, by focusing on cooperation between the staff and the NT (Billingsley, 2004a; Kilgore et al., 2003; Rosenberg et al., 1997). Failure to take these actions by the principals, as found in the present research study, caused the NTs distress, sadness, and frustration: *"I felt that the inclusion process was undertaken incorrectly and that the school is not prepared for an effective inclusion of the children ... Even when I spoke with the principal about this, he did not do anything tangible about it"* (Tali, SE class, first half). *"This is something that should come from the principal ... that the school will be an inclusive school, that the school will be inclusive in the full sense of the word ... this is something that she can influence greatly and she does not do this. This frustrates me; this is not ok towards my class. Sadness"* (Tali, SE class, second half). Previous research studies delineated a similar picture, according to which principals show only slight interest in the education of special needs students (Boyer & Lee, 2001; Carter & Scruggs, 2001; Griffin et al., 2009; MacDonald & Speece, 2001; Mastropieri, 2001; Whitaker, 2003).

Additional expectations for support were directed by the SENTs from the SE classes framework towards their **colleagues** from general education: *"I want support from all the staff ... that they will let them [the students] feel they are a part of the school, that they learn like the rest of the children"* (Smadar, SE class, beginning of the year); *"I need help and support from the educational staff ... for their [the students] integration with the rest of the students in the*

school” (Sigal, SE class, first half). Nevertheless, they expected the staff support primarily in the context of the learning inclusion of their students in the regular classes. In the beginning of the year, some of them described lack of interaction and lack of orderly cooperation with the general education teachers of the classes their students were included in: *“I have less interaction with the regular teachers that integrate my students in their lessons ... there is some sort of fear ... I am responsible for them [for the students] but I ... cannot know what truly happens with them [in the regular class], how they feel, whether something happened that needs to be addressed”* (Liat, SE class); *“With the subject teachers [the inclusion teachers] ... I find myself in incidentally conversation in the teachers’ room ... there is nothing orderly ... this lack of synchronization ... that there are no totally clear things – undermines my confidence”* (Noa, SE class). It seems that the concern and lack of confidence of the NTs stems from the fact that the responsibility for students is new for them, and that as a result of their inexperience, the presence of their students outside the range of their sight increases their lack of confidence. It can be concluded from their words that support and cooperation from their colleagues were likely to dispel their concern and lack of confidence as new teachers who are responsible for their students.

In the first half, the concern of the SENTs for the safety of the students integrated in the regular classes, altered to concern related to the burden assigned to them as a result of the limited responsibility the general education teachers towards the inclusion students in their lessons: *“The teachers in general education agree to integrate but are very concerned ... they take her out [the included student] when she puts her head on the desk or bursts out furiously. They do not cope ... this creates a very great burden for me, both to complete with her [the learning material] and also to prepare her towards her inclusion lessons ... the general education teachers take upon themselves responsibility but till a certain limit”* (Rony, SE class). In the second half: *“There was thought to integrate her [the student] ... she [the general education teacher] was not really enthusiastic over the idea ... the difficulties are more with the teachers ... I feel that they really do not want ... there is a stigma about the SE class ... they think that this will undermine the class climate”* (Tamar, SE class).

Like the need for the principal’s support, also regarding the colleagues support, the NTs did not adopt a proactive approach to the promotion of their student’s inclusion. A possible reason is that the implementation and assimilation of the inclusion in the educational system necessitate expertise in inclusion and abilities of collaboration and cooperation, with which even the senior SE teachers have difficulty (Gavish & Shimoni, 2006). Apparently, alongside being new in the educational system and in their position and following their lack of experience, they do not have

anything to rely on, as argued also in the literature (Billingsley, 2004a; Klingner & Vaughn, 2002).

Moreover, the findings indicate that as the time passes, the number of the SENTs from the SE classes framework who noted coping with the difficulty that derived from poor inclusion of their students, steadily grew. In contrast, the number of NTs who addressed the principal's and the staff's support on this issue steadily declined over the year. From the statements of half of the SENTs in the second half of the year it is possible to conclude that they were 'left alone in the battle' in their coping with the attitude their students receive and with the difficulties in their inclusion: *"actually, the problem of the inclusion remains my problem ... and it does not relate or touch upon to the rest of the school staff although it needs to be a shared problem of the entire organization"* (Tali, SE class). The understanding that *"the school does not know what to do with SE"* (Shelly, SE class) raises the question of how the NTs, as new in the schools, deal with the knowledge that they have no one to rely on in their coping: *"There is no guidance for the staff of what it means to include students, there is no instruction about what is the meaning of SE students. The moment there is decision to integrate, there is no guidance about the manner of the inclusion, how to do this properly ... there is no instruction, then the expectations are not matched ... and hence many difficulties are derived. When a new teacher arrives these difficulties are greater"* (Shany, SE class). These findings are commensurate with previous research studies (e. g., Gavish & Shimoni, 2006).

3.2.3 "Teacher for a Moment" – A Sense of Reference to SENTs as having an Unprofessional Role

(1) Reference to the SENTs as Having an Unprofessional Role

The professional status of the NT in Israel is a status of teacher for all intents (Zilbersthrum, 2013). In the entry into the school, the NT expects to be recognized and to be appreciated as a professional (Friedman, 2005). However, most of the SENTs from the inclusion framework and those from the SE schools who were not homeroom teachers, perceived the attitude of the school staff towards them as having unprofessional roles and inferior. This attitude was expressed (a) In the role they were asked to fill in during the lessons in the framework of the teaching and (b) By assigning them to tasks that, according to their statements, are not of the teacher's roles.

a. The perception of the SENTs from the inclusion framework and the SENTs from the SE schools who are not homeroom teachers of the roles they filled during the lessons: The general education colleagues' perception of the role of the inclusion SENTs as teaching and completing the contents taught in the students' homeroom classes, was interpreted by some of them as reference to them at school as substitute teachers or classroom assistants. In Israel, this personnel lack professional academic training: *"Sometimes, they refer to us as substitute teachers, as if there is no value to the inclusion"* (Yarden, inclusion). This perception was prevalent in some of the cases all over the year: *"They do not perceive you always seriously ... they perceive you as if you are a kind of assistant, that you need to complete the learning material of the class"* (Mor, inclusion, beginning of the year); *"The attitude towards the inclusion teacher is often like the attitude towards the classroom assistant, in other words – to finish with the child the missing materials. There is no real understanding of the inclusion teacher role"* (Mor, inclusion, first half); *"I need all the time to remind that today I am not working according to the material taught in the class ... if you leave this for a moment then there is the expectation that you will work exactly like a classroom assistant"* (Mor, inclusion, second half). It is possible to see the origin of this difficulty in the clash between the perceptions discussed at-length in the previous section – The ideological perception that they represent as professionals, as special education teachers, of imparting tools to their students that will help them in the future to integrate into society, versus the school perception experienced by them as instrumental-purposive, leading to requirement from them to fill a role perceived by them as nonprofessional – impartation and completion of scholastic contents taught in the classroom.

A similar difficulty of perceiving the SENTs as having an unprofessional role was found in the statements of half of the study participants from the SE schools that were not homeroom teachers (see Table 4). Four of the five SENTs who were not homeroom teachers noted that for the most part, they helped during their teaching hours to individual students from the class during the teaching of the homeroom teacher in the lessons. This role, as the homeroom teacher's assistants, constituted a difficulty for them throughout the year from a number of aspects. (1) The role as assistants reflected in their viewpoint the lack of recognition them as ordinary SE teachers in the school: *"The most difficult for me is ... that I do not feel like a regular teacher ... I feel like a guest for a moment"* (Rinat, SE school). (2) The role as assistants did not allow them to realize the aspirations that led them to choose to engage in teaching in special education, such as helping, contributing and being meaningful in their doing: *"When I*

think about SE it fills me. I feel that I am meaningful ... that I do well to others" (Rinat, SE school); *"I felt that I can contribute ... and then I chose the SE area"* (Tom, SE school); *"I chose to help as much as I can to the people who need ... to the weak populations"* (Amit, SE school). (3) Their role as assistants did not allow them to fill the role for which they were trained for as SE teachers and that they expected to fill: *"I learned four years honestly not to be an assistant ... Somewhere I feel I'm missing out ... I came to teach but this is still not happening"* (Amit, SE school). (4) Their role as assistants caused them to feel that they lack authority as teachers and are even superfluous, as it was found in their words at the beginning of the year: *"I don't have hours that I am alone with the teacher assistant in the classroom, I am always with a teacher [who teaches] ... I do not feel that I have the authority as a teacher to come and to decide something because I am not alone"* (Rinat, SE school); *"I felt ... that perhaps it is superfluous that I am here"* (Amit, SE school). The feelings of lack of authority and superfluosity may cause harm to the self-esteem in this important stage of the construction of the NTs' professional identity. (5) The SENTs claimed that the fact that they assist the homeroom teacher in the lessons caused their role in the school not to be clear to the school staff and this eventually led to a lack of familiarity with them and treatment of them not as serious: *"I feel that nobody knows exactly what I am in the school, what my role is, and they do not take me seriously"* (Rinat, SE school); *"I was most bothered by what they would think of me professionally ... they do not know me. I am not certain of my place"* (Meirav, SE school).

The statements of the NTs from the two frameworks reflect already at the beginning of the year, a 'person -role conflict' (Katz & Kahn, 1978), as a result of the contradiction between the expectations and the requirements of them and their needs, values, and perception of themselves and their role, which have influence on the professional integration in the school.

In the first half of the year, most of the SENTs from the SE schools who were not homeroom teachers noted continuation of coping with the difficulty of being assistants to the homeroom teacher in the lessons, which perceived by them as underestimation of them as teachers. However, it is clear from the statements of some of them that although they experienced difficulty in their professional integration as teachers in the school they 'grasp' the moments of professional work as finding a 'great treasure'. Thus, for example, Rinat noted that on the one hand: *"I feel that I am a 'teacher for a moment' ... There is a sense of less commitment toward me on the part of the assistants, the teachers and the students"* (Rinat, SE school); and on the other hand she said: *"At the beginning of the year, I did not have a defined role, I was a type of 'closing holes'. They thought that I am a student and did not take me seriously. The staff did not know what my role in the school was. But*

today it is defined – *I am a teacher of social activity and sport*”. However, at the end of the year and from a perspective of the whole teaching year, the statements of most of the SENTs who were not homeroom teachers indicate a sense of missing out of the experience of being a teacher in the entry into the profession. At the second half of the year, there is a noticeable regression in their feeling of recognition of their professional role as SE teachers in the school. They used piercing words to illustrate their feeling – *'teacher for a moment', 'less meaningful', 'present but idle', 'situation of nothing'*. It seems that they believe that they do not do the work of an ordinary teacher and that the work that they do is less meaningful: *"I do not teach to read, to write ... [I teach] social games. Teacher ... is a teacher who teaches academic studies ... I do not teach anything that is academic. I am 'a teacher for a moment' ... I do not have my students ... my class, I also do not see the development, the change ... I miss it very much ... I am less meaningful, less influencing in the professional field"* (Rinat, SE school). The SENTs that wanted to be treated as learners in the 'working world' hoped that the school would develop their competence and not their professional 'impotence': *"Since Passover [holiday] when I am in the classroom ... I more watch the homeroom teacher lessons ... I feel that I am a sort of present ... but idle in terms of the role. I came to the teaching to do something and ... it misses ... this returned again to a situation of nothing"* (Alon, SE school).

It is apparent from the statements of the SENTs from the inclusion framework who were required to teach the contents learned in the class, and from the statements of the SENTs from the SE schools (that were not homeroom teachers) who were placed as assistants in the lessons of the homeroom teachers, that they cannot realize their role as SE teachers throughout the year, as they had perceived it. A professional worker defines himself through his occupation, and his professional identity stems from it. Recognition, appreciation and respect for the profession on the part of the people in the environment of the NT have been found in studies as likely to be support for his self-esteem, as reflected in his eyes, and as he thinks that "significant others" see him (Friedman, 2005). Hence, the lack of recognition of the NTs as regular SE teachers, which lasted throughout the induction year, in the stage in which they build their professional identity and in which others have a decisive influence on them, may delay the development of their professional identity as Alon from the SE school noted: *"This returned again to a situation of nothing"*.

b. Assigning the SENTs from the inclusion framework and from the SE schools to tasks that are not of the teacher's roles, by the principals posed them in

the beginning of the school year in a different status from that of the regular SE teachers in the school: *"On the first day of the school I was like a school server ... they treated [me] ... as a substitute teacher ... they gave me to do all sorts of things not related to inclusion at all"* (Yarden, inclusion, beginning of the year); *"The high point was even more humiliating ... that the secretary went to some treatment ... and they put me [in her stead]"* (Neta, inclusion, beginning of the year). The SENTs who are not homeroom teachers from the SE schools perceived the tasks they assigned to them as the role of the classroom assistants, who constitute a nonprofessional assisting personnel for the teacher in the SE classes in Israel. These tasks caused them a sense of lack of recognition of their professional role as teachers and of lack of effectiveness: *"She [the principal] moved me to other things ... because in the other class they need more personnel"* (Amit, SE school, beginning of the year). Amit added: *"I really felt useless, not contributing and not being contributed to. [I felt] really like a class assistant"; "I, for example, accompany a girl to Intel [Corporation], she is supposed to work there ... I feel that I am like an assistant in this case, only accompanying"* (Rinat, SE school, beginning of the year). Rinat described the continuation of the performance of this task throughout the year: *"Every Monday I accompany the girl to work ... we go on the bus and there I help her, mediate ... she arranges all sorts of things in a warehouse ... there are also assistants who do this role"* (Rinat, SE school, second half). The principal is a central figure in the school and has an important role in the NT's professional integration in the school (Ingersoll & Strong, 2011; Kapel-Green et al., 2014; Kilgore et al., 2003). The SENTs attributed importance to the principal's attitude towards them as the seal of their status in school, as can be learned from Neta's words: *"That she [the principal] will address me with the minimal respect like she treats everyone else that she will look at me as a teacher"*.

Taking out of the SENTs from the two frameworks from their regular lessons in which they needed to stay and teach and placing them as substitutes, constituted for them another expression for their perception as substitute teachers, not professional and unimportant. Most of the SENTs from the SE schools who were not homeroom teachers noted, throughout the year, their difficulty with their assignment as substitutes. They emphasized the harm this caused to the relationship they had created with their students and on their learning process of the students' needs in the classes in which they had to be found regularly: *"On days that I am supposed to be in my classroom ... I need to fill a place [in another classroom] ... this prevents me ... from seeing how she [the homeroom teacher] works with the students and adjusting to them the topics that they need to learn"* (Alon, SE school, beginning of the year). He added: *"This created difficulty in the understanding of the students"; "When I am present in the class and attempting to form a connection with the students and*

then they taking me out from the classroom, it is less effective for me and also for the students” (Amit, SE school, beginning of the year); *“During the half year I was a substitute in other classes .. Unfortunately In this way I cannot be expressed”* (Meirav, SE school, first half); *“What still exists is the substitution, when this happens while I need to be present in my class”* (Alon, first half). A few SENTs from the inclusion framework perceived their placement as substitute teachers as part of a general approach that underestimates the importance of the inclusion at school (which is discussed at-length in the present chapter): *“Frequently it happens that for the school needs they take me ... to substitute in the regular classes and therefore the inclusion hours are lost. The issue is very frustrating and causes a feeling that the inclusion is less important to the system”* (Zivit, inclusion, first half). In the second half too, the SENTs from the two frameworks were assigned for substitution and they emphasized the negative feelings this caused them – frustration, disrespecting of their role, confusion, and loss of the experience of teaching in the class: *“This was really hard for me, that somehow the inclusion teacher is perceived as a ‘substitute teacher’. Suddenly, this teacher does not come – so ‘you go there’ ... this is frustrating for me. Sorry, I did not come here as a substitute teacher! ... This is a type of disrespecting of the role of the inclusion teacher”* (Rotem, inclusion). The assignment of the tasks outside of the framework of the role in general and the requirement to be a substitute in particular, harmed the SENTs who were supposed to learn in this year how to be teachers in the field, in the workplace: *“My class was missing to me because I was once again in many substitute positions in all the other classes ... I miss the teaching experience with my class ... for rather a long time I have not taught there something related to my work program”* (Alon, SE school).

Along with this, analysis of the findings indicates a prominent and interesting finding, according to which the experience of the professional integration of some of the SENTs from the SE schools who were not homeroom teachers was not fed only from the mentioned roles they were asked to fill. They referred to the positive attitude and evaluation they received on the part of the staff for their work in the school in general and from the support discourse prevalent in the SE schools. These constituted support for them in the context of the recognition of their work as teachers, as can be learned from their statements: *“The teachers praise my work, that I am ‘broad minded’ and initiate school activities ... If at the beginning of the year, I tried to fit in and to volunteer for activities, today the staff turns to me with a request to help with arranging activities ... I feel that they depend on me and they like my creativity and willingness* (Meirav, SE school, first half). *“I see that they appreciate my work, understand my place in the school, are happy and smile at me and yet there are difficulties”* (Rinat, first half).

Another conclusion is that SENTs from the SE schools who are not homeroom teachers examine their feeling and their integration as teachers in the school in a broad perspective and not only through lack of satisfaction with their assignment to roles that they perceive as nonprofessional. However, the filling of unprofessional tasks instead of the engagement in regular teaching raises concern about harming students with special needs who need assistance and promotion. Nevertheless, the NTs scarcely addressed the implications there may be on the students; they still focused on themselves, on their concern about the recognition of them as regular teachers, about their feeling and the way in which they were perceived by the school staff – a focus that is consistent with the literature about the concerns of NTs (Amir & Tamir, 1995b; Conway & Clark, 2003; Fuller & Brown, 1975). Hence, the school must be aware of the SENTs' unique situation and the implication of the roles and tasks assigned to them in the first year on their professional development. The creation of a new space between the 'learning world' and the 'working world' could, without a doubt, greatly help the SENTs in this stage. In the light of the SENTs un-crystallized professional identity and the ambiguity of the role definition, this finding is important since it indicates the need to ensure that they are assigned to fulfill tasks in the areas of their responsibility only – as a basic condition for their absorption, for the construction of their professional identity, and for their integration in the school, according to their expectations. Gaps between the expectations of the person filling the role and the role performed in actuality may awaken in professionals in general and in NTs in particular feelings of pressure (Gavish & Friedman, 2000), shock, and increased burnout (Branch, 2002). The requirement from the SENTs to perform nonprofessional tasks and tasks that are not of the SE teacher roles was not found in the research literature addresses the NT in special education.

(2) Expectation of the SENTs for Recognition of them as SE Teachers in School

The SENTs expressed expectation to be recognized as SE teachers in the school and to realize their aspiration to be significant – the aspiration that led them to engage in teaching in special education: *“In my opinion, it is less important whether I finish now what have been learned in the class, I want to give them tools for life”* (Yarden, inclusion); *“I came to teach but still this does not work out. There are these times that I teach a lesson, only then I feel that I am doing something”* (Amit, SE school); *“I will feel far more connected to the children when I will be a regular teacher in the class. [I now feel] less meaningful, less influencing ... in the*

professional area” (Rinat, SE school). Along their expectation, the SENTs from the inclusion framework did not note support they received in the context of the requirement from them to teach the contents learned in the class or to perform tasks that are not part of the SE teacher’s role. The statements of the SENTs who are not homeroom teachers from the SE schools about support for them were very sparse and mainly related to the minor intervention regarding their assignment as substitute teachers: *“I went to her [the principal] ... I explained to her ... that this is one time like this [in my class] and one time like that [in substitution]. She told me that my role is intended to help there [in my class] in arithmetic and if it will be different, I have to update her”* (Amit, SE school, beginning of the year); *“I and the teacher [the homeroom teacher] talked with the management ... and today this issue [of substitution] happens at a lower frequency”* (Alon, SE school, first half of the year); *“Parents’ day in my classroom with all the children and the parents together and on the other hand there was a trip in the school ... the management thought to take me out on the trip ... she [the homeroom teacher] did not agree ... she said it is not logical that I as a part of the class staff ... will be in another place and I will not know the parents”* (Alon, SE school, second half of the year). Only one NT noted the support she received in the induction workshop with her coping with the feeling of lack of recognition of her as a regular teacher, as a result of the roles she was asked to fill: *“The induction workshop first of all caused me really understand that I am a professional ... an educator, that I did not come to be a classroom assistant ... and in order to be like this I need to make my voice heard ... I ... try to do this ... in the meetings, in the summative evaluations ... to show that I am here, that I am active, that I am attentive”* (Amit, SE school, second half).

From this complicated picture, it is possible to conclude that the 'working world' in the inclusion framework and in the SE schools framework does not legitimize the end of the SENTs’ training. While the NTs want to work in a role for which they were trained, it seems that the school creates a 'gray area', undefined in time, during which it assigns to them roles that do not require training and are perceived by the NTs as inferior and raises in them emotional and professional dissonance: *“I feel that nobody knows exactly what I am in the school, what my role is, and do not take me seriously”* (Rinat, SE school). The status of the 'learning person; during the induction year means accompaniment and support in the 'working world' and in the framework of the role for which the NT was trained. This does not mean filling, in this period of time of the transition between the worlds, roles that are not professional that characterize the work of un-trained workers.

Summary of the difficulties of the SENTs from the three frameworks in their

professional integration as SE teachers in the school is presented in table 12.

Table 12. SENTs' Difficulties in their Professional Integration as SE Teachers in School

Continuum Framework	Beginning of the Year	Semester I	Semester II
“Being Thrown into the Water and Swim” – Lack of Clarity of the Role			
Inclusion	Most SENTs - Lack of clarity of the inclusion teacher role components - Sense of lack of: security, control, effectiveness stem from the lack of role clarity - Lack of appropriate training & adequate experience in teacher education for the role in inclusion framework Some SENTs - Lack of support from the principal & the staff for the clarification of the role results from their lack of familiarity with the inclusion field A few SENTs - Lack of support from the SE classes staff because their lack of familiarity with the inclusion framework	Most SENTs - Continuation of coping with lack of clarity of the role A few SENTs - Taking initiative for the clarification & understanding of the role	Half the SENTs - Continuation of coping with lack of clarity of the role A few SENTs - Taking initiative for clarification & understanding of the role
“In a Struggle to Give the Children what they Deserve” – Gap in the Perception of the Nature of Work with Special Needs Students between the SENTs and the General Education Staff			
Inclusion	Most SENTs - Difficulty with the lack of knowledge & understanding of the general education staff, the needs of the special needs students - Clash between the personal perception of the SENTs –providing students with tools for life & the school requirement for the imparting contents learned in the homeroom class	Most SENTs Continuous difficulties from the start of the year Half the SENTs - Coping with lack of understanding of general education of the SE nature, the inclusion work & its goals	
SE Classes	Most SENTs - Lack of knowledge & understanding of the general education staff of the needs of the special needs students - Clash between the personal perception of the SENTs of containment & promoting special needs students and the unsuited requirements, expectations, & conduct of the general school of the needs of the SE classes' students SENTs from the middle schools Difficulty with the school's emphasis on the scholastic field & use of standard tools for assessment Some SENTs - Coping with an attitude of rejection & lack of acceptance of the SE class's students & its accompanying negative feelings - Gap between expectations for inclusion & lack of inclusion of the SE class's students in the school activities & in the lessons in	Most SENTs Continuous difficulties – clash between perceptions stems from lack of general education understanding of the nature of the SE class, its objectives, & challenges Half the SENTs - Coping with the stigma, lack of tolerance, lack of opportunity for integration towards the SE class's students & the frustration accompanied it - Lack of ability, as new teachers, to act	Most SENTs Continuous difficulties from the first semester Some SENTs - Identification with the students' feelings of lack of acceptance and visibility & separation from general education A Few SENTs - Lack of adoption of actions for the inclusion of their students by the principal One SENT - Lack of willingness of the

Continuum Framework	Beginning of the Year	Semester I	Semester II
SE Classes – continued	the regular classes - Concern & lack of security with the lack of ability to follow up the functioning of the students integrated in the lessons in the regular classes - Lack of interaction & cooperation with general education colleagues, whose integrated students from the SE class in their lessons	for changing the attitude towards the students A Few SENTs - Lack of adoption of actions for inclusion by the principal - Sense of load due to the limited responsibility taken by general education teachers for the SE students integrated in their lessons	staff to integrate the SE students in lessons Half the SENTs Feeling of being alone in coping with the attitude towards the students and their inclusion
“Teacher for a Moment” – A Sense of Reference to the SENTs as having a Unprofessional Role			
Inclusion	Some SENTs - Sense of their perception as having a non-professional role (as assistants & substitute teachers) - With the requirement to teach their students the contents they missed in the homeroom class - With their placement, by the principal, in roles that are not of the teacher’s roles (caretaker, secretary)	A Few SENTs Sense of lack of recognition of them as having a non-professional role resulting from their assignment as a substitute teacher instead of teaching in the inclusion lessons – accompanied by sense of frustration	
SE Schools	Most of the SENTs who are not homeroom teachers - Their assignment as assistants in the homeroom teachers lessons & for tasks that are not of the teachers’ tasks (such as substitutes): - Sense of lack of recognition of them as SE ‘qualified teachers’ - Lack of ability to realize their choice to engage in SE teaching & to be meaningful - Feeling of lack of authority & being unnecessary - Sense of their perception as having a non-professional role – accompanied by sense of lack of effectiveness	Most of the SENTs who are not homeroom teachers Continuous difficulties as in the beginning of the year Some SENTs Improvement in the feeling as a result of grasping ‘moments’ of professional work they were asked to perform	Most of the SENTs who are not homeroom teachers Continuous difficulties as in the beginning of the year Negative feelings the reason stemmed from their placement as a substitute, such as: - Frustration - Sense of contempt for their role - Confusion - Missing out in the full professional integration in the profession

3.3 Professional-Pedagogical Difficulties the SENTs are Coping with, in the Teaching

The difficulties related to the teaching in the professional-pedagogical field reported by the SENTs, refer to pre-teaching components in the classroom and to the actual teaching in the lessons: (1) the individualized education program (hereafter:

IEP) that constitutes a basis for teaching in SE; (2) the preparation for teaching in the lessons; (3) the actual teaching; and (4) coping with students who pose complex behavioral challenges in the lessons.

3.3.1 “What is the IEP?” – SENTs’ Difficulties in the Construction of Individualized Education Program (IEP)

The IEP constitutes the main component in the formation and adjustment of SE services, the supports, and the teaching for special needs students in Israel, and is based on the recognition of the differences among them and the need to provide an answer to this diversity (Igel & Malichi, 2007; Marom et al., 2006; Shavit & Tal, 2013). The construction of the IEP is an obligation imposed on every SE teacher in Israel by law (SE Law, 1988, section 19; SE Law, Amendment 7, 2002, section 20f) as well as in other countries (for example, the federal law in the United States, IDEA – The Individuals with Disabilities Educational Improvement Act, 2004).

(1) Lack of Familiarity, Knowledge and Experience in Building IEP

The SENTs who are responsible for building of the IEP, noted already at the beginning of the school year their lack of familiarity with the IEP subject and knowledge of its building, which caused them frustration: *“If I hadn’t asked and I hadn’t been requested to do this (IEP) – I would not know how to do it”* (Rotem, inclusion); *“I never built an IEP”* (Shany, SE class); *“Start writing IEPs while I have no prior familiarity with this ... this is a coping”* (Dahffy, SE school); *“I knew ahead of time that this will be difficult since ... I am doing this for the first time ... I built it and I thought that this was an excellent IEPs. I discovered ... that what I did apparently was a class learning program”* (Ofek, SE school).

The SENTs explained their lack of knowledge in the building of IEP in the fact they did not learn this subject in the framework of the teacher education, or that the topic was learned superficially: *“In the college they did not teach us at all what IEP is”* (Rotem, inclusion); *“I do not really know to build an IEP ... in the teaching studies only ten minutes were dedicated to this and it was in the last lesson ... they did not really tell us how to build, they simply said – this is the pattern, go ahead”* (Vered, inclusion); *“At the end of the year [of studies] I learned it, really at the end ... and a moment before I started to teach. This year I built IEPs ... this requires far more professional discretion”* (Tali, SE class); *“To write an IEP – they did not teach us in the studies ... we learned to write it technically and really briefly”* (Dahffy, SE school). Similar findings arose in a previous research study conducted in the United States (Whitaker, 2003).

The SENTs' statements indicate fundamentally technical reference to the topic of the IEP, and they focused on the structure and components, with the goal of meeting the commitment and submitting it immediately as required: *"I must prepare the IEPs ... this is simply to prepare it in order that it will later be filed in the binder"* (Vered, inclusion). This technical approach characterizes the NTs' survival behavior at the start of their path (Conway & Clark, 2003; Fuller & Brown, 1975; Tam, 2005), and it is expressed in the technical performance of tasks to which they are committed in the shortest term, without deepening and without observation of their broad context. Reinforcement of the technical perception of the SENTs arises from the fact that only few of them addressed in the beginning of the year the IEP as a vital instrument for their professional work with the students in the class: *"Because I have not written the IEPs yet – I do not have something to work with. I do not have goals for each student"* (Neta, inclusion); *"For every child that I type the IEP ... I already think about the learning strategy ... the document greatly helps"* (Tamar, SE class); *"For specific children I received very specific goals [for instance] – 'the child will learn to wash his hands' ... I do this process according to the IEP"* (Amit, SE school).

While the IEP is supposed to constitute a basis for the SE teacher's work with his students throughout the entire school year, only one interviewee from the inclusion framework addressed in the continuation of the year the use of the IEPs in her work and to its contribution. In the first half of the year she noted: *"The building of the IEPs was the high point in terms of my difficulties ... but the moment I finished the building of the IEPs number of things started to change ... the IEPs helped me in the organization of the goals and the objectives for the students and focused me on the preparation of the teaching materials"* (Nurit, inclusion); And in the second half of the year: *"The IEPs is what helped me and got me out of the shock that I was in. I needed something that would guide me and this is exactly what the IEPs did. [A direction] about what to work, what to promote onward, and what to repeat in the lesson"* (Nurit, inclusion).

At the beginning of the year, the SENTs were required to dedicate considerable time to the building of the IEPs: *"On Saturday, I worked only on the IEPs ... since I did not finish preparing lesson plans ... I am filled with guilt feelings ... but [the building of] every IEP takes me a lot of time"* (Nurit, inclusion); *"Because my class students have a variety of functional difficulties – from high functioning autism children to low functioning autism children, the amount of practices and strategies that I had to plan and write for every child [in the IEP] was unperceived"* (Tali, SE class); *"This [the IEP] adds to me burden ... I devoted to this lots of time. If I knew to build [IEP], this could have been avoided. It could have already been over"* (Ofek, SE class). Their insufficient knowledge caused load, which burdened them in the first year of

their work: *"In the building of the IEPs ... my difficulty is mainly the issue of the burden. I did not think that I would experience in this way my entry to teaching, to the children. I would like to reach the children with a clearer head and with strength to invest efforts in them"* (Dahffy, SE school).

These difficulties are commensurate with difficulties of SENTs that have mentioned in the literature (Bay & Parker-Katz, 2009; Billingsley et al., 2004; Busch et al., 2001; Mastropieri, 2001; Whitaker 2003). However, a significant finding, which did not previously arise in the literature, indicated that most of the SENTs who are not homeroom teachers in the SE class frameworks and some of those who are not homeroom teachers in the SE schools were not involved in the building of the IEPs. They worked according to programs written by the homeroom teachers, as a fait accompli: *"We have the binders in the classroom ... they contain the IEPs. I read and look in them and acted accordingly"* (Liat, SE class); *"The homeroom teacher builds the IEPs herself"* (Alon, SE school). The absence of responsibility for building the IEPs gave one of the NTs a feeling that *"I am teacher but not a teacher ... I do not have responsibility ... to build the IEPs"* (Smadar, SE class). The recognition of the experience as a significant and essential component of learning received the main expression in the educational thought of Dewey in the beginning of the twentieth century. Dewey (1933) defined the learning as a re-organization of experience, which adds to the meaning of the existing experience and broadens the ability to direct the course of the following experience. The lack of experience with the building of the IEP in the year in which the SENTs are accompanied with support and instruction may have influence on their ability to build professional IEPs for their students in the continuation of their path.

(2) SENTs' Expectations for Support, and the Actual Support they Received in the Process of Building IEPs

Some of the SENTs who filled a role of homeroom teachers in the SE schools expected to receive instruction: *"that the teacher who begins to work will have instruction ... until the end of October, the deadline for completing the IEPs – what is IEP ... the table template, how to build it, what is expected of her. There must be more instruction"* (Nili, SE school); *"I would expect to receive an example ... to see how they expect it to be built ... from the teacher who accompanies me [the mentor] ... from the beginning and until the end, and tips from her how to do this more effectively"* (Ofek, SE school). In contrast, their colleagues from the inclusion framework and the SE classes did not bring up expectations on the topic of the IEP.

A possible explanation is that it is likely that they expect that the school will

continue to train them, as something obvious, from the recognition that they are in the transition stage between the 'learning world' and the professional 'working world', in which expertise in the writing of the IEP is required. Nevertheless, it seems that the schools assume that the SENTs, who are graduates for SE teaching, come to their role when they are equipped with the knowledge required of them in the field of their specialization: *"The school principal said that I need to build IEPs for the students. I asked how to build it and she said: 'you come from special education, you need to know'"* (Ella, inclusion). The conclusion is that there is an essential gap between the way in which the schools perceive the SENTs' knowledge with their entry into their role and the knowledge they actually obtained in their training.

Most of the SENTs received support in actuality in building of the IEPs, but the support was not uniform – they received support from different professionals and in different ways of support:

a. Instruction in the process of building IEPs: *"I told her [the mentor] that I need help in building IEPs ... within a few days we met"* (Yarden, inclusion); *"She [the MATYA instructor] determined for us an instruction meeting, to show us ... how to build [the IEP] for one specific child"* (Rotem, inclusion); *"I never built an IEP ... I have an instructor from the MATYA ... I am supposed to build the IEPs along with her"* (Shany, SE class); *"We [the new teachers] receive instruction gradually ... the principal did something called a 'gift child', which is to choose two children ... with whom it is hard to work and to write all their positive traits and the goals we set for them ... and gradually we begin to build the IEPs [for them]"* (Shaked, SE school).

b. A prepared example of an IEP as a model: *"The SE teachers gave me a prepared plan and showed me how to build IEP"* (Ella, inclusion); *"I asked for help from the more experienced teachers ... an example of an IEP they built, I read this in order to see what is expected of me"* (Nili, SE school).

c. Building of the IEP along with another staff member in the SE schools: *"I worked [on the IEP] along with the [para-therapeutic] caregiver"* (Ofek, SE school); *"The IEP – I built hand in hand with the mentor ... I do not know the students well enough ... she sharpened for me things that apparently I would not have noticed. A full partnership"* (Orna, SE school). The support and assistance the SENTs from the SE schools received, derived from the staff and school culture anchored in the teaching language of special education. In contrast, in the frameworks of inclusion and SE classes, the school staff does not have training in

SE and they rely, naturally, on SE professionals such as the mentor teacher and the MATYA instructor, whose role is to support them professionally.

3.3.2 “To Re-invent the Wheel” – The SENTs’ Difficulties in the Preparation for Teaching in Lessons

Throughout the induction year, all SENTs reported their lack of familiarity with the curricula and the learning contents they had to teach, the absence of teaching-learning materials and their unavailability, the difficulty of lessons preparation which are adjusted to the differences among their students, and the time and the workload entailed by the preparation for teaching.

(1) Lack of Familiarity with the Curricula and the Learning Contents, and Lack of Teaching-Learning Materials

The core program of special education in Israel is based on the national curriculum of general education. Alongside this, in the frameworks in which the students with special needs learn, there are periodic or annual curricula derived from the national curricula (according to the teaching subjects, learning topics, education for values, development of skills and learning strategies, development of functions). The curricula constitute a starting point for the preparation of lessons by the SE teacher and are adjusted to the differences among the students (Tal & Leshem, 2007).

Most of the SENTs from the three frameworks reported in their entry into teaching the lack of familiarity with the curricula and learning contents that they had to teach in the subject matters for which they had not be trained in. According to the literature, without sufficient expertise in knowledge the teacher cannot process the contents into forms of knowledge accessible to his different students (Jones et al., 2013; Shulman, 1986). In addition, the findings indicated that the many subjects matters that some of the SENTs taught increased their feeling of difficulty, already at the beginning of the year: *“To sit and study programs that you never encountered with in your life, that you did not specialized in them, and to begin to teach them is in my opinion not sufficiently professional”* (Neta, inclusion); *“Suddenly I understood that I need to teach many subjects that I did not have a connection with ... sciences and English and geometry ... subjects that I was not trained for ... this caused me stress that I will not always have enough knowledge ... I feel that I am learning with them [with the students] many times”* (Noa, SE class); *“I teach art in one of the classes ... I do not come from this world, I do not have a connection with art ... I enter a lot into YouTube and attempt to*

learn” (Tom, SE school). Alongside this, half of the NTs from the SE schools received prepared curricula: *“I teach according to [a program] that the mentor built ... that she uses already for a third year and it works”* (Shaked, SE school); *“The class curricula – some are prepared ahead of time, so it is only to tailor and to go down a level or go up a level according to the class. Then this is something that was less difficult for me”* (Dahffy, SE school). The meaning is that despite the lack of familiarity of NTs from the SE schools with the subject's contents they had to teach, half of them were provided with programs that directed the preparation of the lessons and the teaching. This is important in the dispersal of the “fog”, the uncertainty, in which the SENTs are found in their first year of teaching, as a result of their lack of familiarity with the curricula they had to teach.

Another difficulty in the preparation for teaching that arose at the beginning of the year is the lack of teaching-learning materials upon which they can rely on when building the lessons, such as prepared lesson plans, summaries of the teaching contents, learning booklets, worksheets, and more. The SENTs had to dedicate considerable efforts in the search for teaching-learning materials for their lessons and materials adjusted to their students. They felt powerlessness as a result, when on the one hand they had nothing to hold on to, when preparing the lessons and on the other hand they were committed to coming prepared to the lessons: *“Something that is very hard for me is preparation of the lesson plans ... the finding of the materials”* (Nurit, inclusion); *“At the moment I have nothing, and this is a tremendous difficulty. I do not have materials and I do not have materials in mind ... I do not have something to hold onto”* (Neta, inclusion); *“I would return every day home and think and search for materials ... that could help me”* (Smadar, SE class). The SENTs’ search for teaching-learning materials was based on trial and error and not on a professional guiding line: *“I work with myself at home ... I search on the Internet, attempt to explore ... according to my intuition, according to how I know the students ... trial and error”* (Ofek, SE school). The expression “to re-invent the wheel” used by the NTs emphasizes the difficulty that derives from the absence of adjusted materials and from the need to search for them and even to build them, sometimes from the beginning; *“I need every time ‘to re-invent the wheel’, to build my own lessons when I have no materials”* (Neta, inclusion); *“A stock of the learning materials could have greatly contributed ... so that we will not ‘invent the wheel’”* (Liat, SE class); *“It is not only to adjust the material, it is also to search for the programs ... to re-invent the wheel”* (Ofek, SE school).

In the first and second halves of the year, the SENTs still continued to cope with these difficulties: *“I do not feel that I sufficiently have mastered the contents and therefore the preparation for the lessons is more complicated and difficult”* (Neta, inclusion, first half); *“I have*

difficulty with the preparation of the learning material ... I do not have sources to rely on” (Smadar, SE class, first half); “It is a difficulty, because of the fact that I did not become a science teacher within half a year ... I need to learn about the electrical circuit – not only to learn it, to know to teach it. This really this caused me stress ... I am not a science teacher. Luckily I remember a little of the material from the high school” (Gili, inclusion, second half); “From the moment that I know what the subject that I want to teach is – until the teaching, years pass ... since in essence there are no worksheets, there are no adjusted workbooks ... From my perspective, this is a very great difficulty” (Shelly, SE class, second half). However, in the SE schools only a few NTs continued to cope with this difficulty in the first half of the year: “The most bothersome – the building of curricula, knowing them, the building of plans” (Alon, SE school). Half of them received in this stage prepared curricula, which directed and focused them during the preparation: “What greatly helps is that the curriculum is very available and accompanies me during the preparation of the learning materials, the plans, and the aids. It gives me direction and focuses me” (Dahffy, SE school). In the second half, most of them did not have difficulty in this field: “Finding materials ... on the level of retrieval ... part of them from the Internet, part from experienced teachers, part ... from curricula that are floating around” (Orna, SE school). The gap discovered between the reports of the SENTs from the frameworks of inclusion and SE classes and those of the SENTs from the framework of the SE schools emphasizes the importance of the availability of curricula and materials for the SENTs for the appropriate preparation of lessons for special needs students. In addition, it emphasizes the obligation to support the NTs through professional accompaniment so as to increase the accessibility of curricula, as noted also by Jones, Youngs, and Frank (2013). Analysis of the findings indicates a number of insights:

a. The broad range of ages of the students in the inclusion groups increased the difficulty of some of the SENTs from the inclusion framework. The need to prepare lessons for students in a wide range of ages necessitates the search, learning and preparation of diverse learning materials: “Because of the wide range that I have in the students’ ages, I need to teach material from the third grade to the ninth grade. I need to learn the material of all the classes” (Maya, inclusion). The Director General’s Circular of the Ministry of Education in Israel on the topic of induction determined that “the principal will adjust as much as possible the composition of the classes ... to the novice teacher and his abilities” (MoE, 2014b, section 5.2.3b). However, the research indicates that the failure to comply fully with regulations made it difficult for the SENTs to cope with appropriate preparation for the teaching in the lessons.

b. The difficulties in the preparation of the lessons, which derived from the lack of programs and materials, were described by the NTs from the inclusion framework with focus on themselves; only a few expressed concern that these difficulties might harm the students' progress: *"I do not feel that I sufficiently have mastered the contents ... I feel that I am not good enough for the students"* (Neta, inclusion, first half); *"I do not know ... the materials, the contents. I learned something else. I cannot lead the students to any success. I will cause them this year to 'tread on the spot'"* (Nurit, inclusion, second half).

Although the NTs in the inclusion framework, as beginning teachers, still focus on their survival in coping with the difficulty of achievement of curriculum, programs and materials, in parallel, they begin to see beyond the "self". They start to look also at their students' needs, at the importance to be fair with them, and to provide them with an adequate solution. The student-focused concerns characterize an advanced stage in the novice teachers' professional development (Fuller & Brown, 1975; Kremer-Hayon & Ben-Peretz, 1986). The conclusion is that in the process of the novice teachers' professional development, individuals are found in different stages in every given time, as a result of the different aspects of the role, as found also in the research of Amir and Tamir (1995b). In addition, the stages of professional development may be overlapping and the beginning teacher could be bothered in parallel by topics related to a number of stages of professional development (Borich, 1999).

c. In the framework of the SE classes in the middle schools, concerns arose about the teaching without expertise and specific professionalization to the subject matters, since they were required for intensively learning of unfamiliar curricula and contents in a short period of time: *"There are moments that I feel like I returned to the period of the high school ... [to learn] all the contents from zero ... I want to reach the children the most prepared I can be, with the maximum of knowledge that I can acquire at the minimum of time. It is important to me primarily not to face them without knowing the material ... with lack of professionalism"* (Shany, SE class, beginning of the year). Their concerns about the lack of mastery of the teaching contents were accompanied by concerns about their status while facing the students: *"The difficulty of the subject matters remains but diminished, since with time and with the experience, things are flowing better. However I still, many times, feel unpleasant toward the students because I do not know enough. Many times I do not have enough time to learn beforehand all the contents ... Many times I truly learn it with them [the students]. This ... many times it is not sufficiently respected by the students"* (Noa, SE class, second half).

Therefore, the SENTs in the middle schools were forced to teach material they had not mastered by themselves. They relied on their memory from their high school studies and sometimes even came unprepared to the lessons and reported that they learned the material with their students in the lessons. These descriptions reflect unprofessional learning of curricula and learning contents, which may influence the quality of the products of the teaching preparation and harm of the teaching itself – and consequently – the students’ progress. Hence, the SENTs were not provided with preconditions that would enable them professional preparation of lessons in different subjects, including subject matter knowledge and pedagogical content knowledge (PCK) (Shulman, 1986).

Most of the SENTs from the inclusion framework and half of the SENTs from the frameworks of the SE classes and SE schools attributed the difficulties they described to their **training for special education teaching** that addressed, according to their statements, the generic aspects of special education, such as theories, types of disabilities, assessments, and general teaching methods: *“There is a big gap ... of what we really need in the field ... they did not deal with many subjects [in the college]. Many times everything was focused on the assessments”* (Yarden, inclusion); *“In the university ... we were not taught how and what ... in general they spoke about all sorts of emotional disorders, behavior problems”* (Vered, inclusion); *“When you are studying special education you learn to be something general”* (Shany, SE class). Their training, according to their words, did not address specific curricula and learning contents: *“When I started to learn, I had the hope that I would finish and I would know well the learning content so that I could teach my students. I do not feel that I have sufficiently mastered the contents and therefore the preparation for the lessons is more complicated and difficult. I think that it was possible to forego many courses in the college since their contribution is negligible ... I learn at home by myself or by reading teacher guides”* (Neta, inclusion). The period of the practical field experiences during the study, in their opinion, was the appropriate time to teach them the curricula and learning contents: *“I needed that in the year of the practical experiences ... they will not teach me how ... to read academic articles ... I have [already] an undergraduate degree ... instead of teaching me teaching programs ... which is far more important* (Tali, SE class); *“Aside from SE studies, we did not have professionalization in the university in any discipline”* (Shaked, SE school).

It is apparent that the SENTs arrive to the educational field with large gaps in areas of knowledge that they must impart to their students: *“This is the world of special education ... you learn methods how to teach the subject, and you need to learn the subject itself alone in order to teach the students”* (Tom, SE school). A similar gap between the preparation in the

training stage and the knowledge the SENTs need in actuality is described also in the literature that addresses the SENT (Billingsley, 2004a; Kilgore et al., 2003). This gap is related apparently to the expectation that the NTs will have comprehensive disciplinary knowledge and ability to master the teaching methods (Sagee & Regev, 2002; Tam & Tam, 2007). In essence, the findings of the present research study show that in the first year, with their entry into school, the SENTs are still a 'learning person', also in the aspect of curricula and contents. This should be examined in the light of the outline for the teacher education studies in Israel, which constitutes a basis for the teaching training programs in all the recognized academic frameworks in the colleges of education and in the universities in Israel (Ariav Committee, 2006). In the curricula structure according to the outline, there are two possibilities in SE teacher education: degree studies that include two areas – SE and a specific discipline, or SE and a composition of two to three disciplinary units. The present research study indicates that the SENTs were trained only in one subject matter or engage at the most in different aspects of two to three subject matters. However, in the school they are expected to teach subject matters according to what is required of their students' curriculum. It is not for nothing that the race to achieve curricula and teaching-learning materials and the intensive learning of the contents of various subjects seems to them to be a 'struggle for survival' (Tam, 2007, p. 10) and indicates a technical-survival approach that they adopted for the preparation of lessons.

In this situation, for the purpose of meeting expectations and immediate requirements and 'survival' in the lessons of the following day they relied upon internet search engines and social media: *"There are many groups of Facebook for teachers ... one shares with the other ... and you get ideas"* (Ella, inclusion); *"Many [materials] I take from the Internet ... but many things are not suited for our children"* (Tali, SE class); *"I did not learn mathematics, but I am trying to learn ... I go on the Internet and learn"* (Tom, SE class). The question that arises is whether the reliance on the Internet, without professional supervision, ensures sufficiently professional preparation of lessons for students with special needs. Despite this survival approach, a few SENTs from the inclusion framework reported in the second half, the transition to a more professional approach that refers to the quality and significance of the preparation products: *"I prepare the lesson and refer to the quality of the things I do ... and how I will do so that I will be a good teacher, an excellent teacher"* (Mor, inclusion); *"The preparation of the learning materials ... is the essence of my work, and if I do not prepare lessons as necessary and as expected of me, then all my work is*

meaningless” (Maya, inclusion). These statements reflect initial steps in the professional development, from the stage that focuses on the self-survival to the stage that focuses on the mastery, performance, and quality of the ways of teaching (Fuller & Brown, 1975; Tam, 2005).

The difficulties that arose in the present research study also appeared in additional research works, according to which SENTs find it difficult to prepare lessons in areas that are not their knowledge areas (Griffin et al., 2009; Kilgore et al., 2003) and to obtain teaching-learning materials (Billingsley, 2004a; Swanson & Murri, 2006; Whitaker, 2003). The innovation of the present research study is that it indicates a difference that existed between the SENTs from the three frameworks in their coping with the difficulties presented in the preparation of the lessons. The novices from the inclusion and the SE classes frameworks were 'groping in the dark' and struggling for their survival in the preparation of the lessons during the year in the search for curricula and teaching-learning materials and in the attempt to learn unfamiliar contents they needed to teach. In contrast, the NTs from the SE schools received in the school prepared curricula, which enabled them focus and direction.

(2) Difficulties in the Preparation of Adjusted Lessons to the Differences among Students

The integration of special needs students in the curriculum in all the education frameworks in Israel is performed through strategies of accommodations according to their needs, as planned by the SE teachers, since every child has unique difficulties and unique strengths (Ronen, 2007; Tal & Leshem, 2007). The students' needs are determined on the basis of a professional collection of information about the students' characteristics: their cognitive, emotional, and social abilities, their physical disabilities, and their areas of interest (Ronen, 2007).

Some of the SENTs coped in the beginning of the year with difficulty in the preparation of lessons adjusted to the students, which derived from their lack of familiarity with the students' functioning profile. *“I did not receive anything, no information [I work] according to my intuition”* (Gili, inclusion); *“What is the level of these students? ... What are the levels in the class? How to adjust to the level of every student? ... Very large gaps between the students ... even on the level of the conversation I have to know – who understands me? ... Who will lose me?”* (Galit, SE class); *“It is hard for me to estimate all the levels of the students. It is preferably*

that I will know details about them ... [to] tailor for them correct lessons [I need] to know their levels" (Alon, SE school). This difficulty derived from the entry into teaching without prior professional information about the students (such as assessments, mappings in different functioning areas, IEPs, summaries of professional discussions, etc.) upon which they could rely in the preparation of accommodated lessons for their students. The students' many different levels of functioning constituted another difficulty focal point: *"Eight students – I need to prepare lessons for every student specifically and this is every day"* (Maya, inclusion); *"This difficulty to adjust to every level of each student ...while the gaps are very, very large between the students"* (Galit, SE class); *"There is a difficulty ... to tailor for the students – to the variety. I have a student on the level of reading and doing very technical instructions, and I have a philosophical student on a very high level. In other words, I need to be prepared for every lesson with a variety of materials"* (Orna, SE school).

During the year, some of them reported continuous difficulties with the preparation of lessons adjusted to the students at different levels of functioning, from the need to tailor the learning contents to the different students and from the burden in the preparation for different levels of students: *"This constitutes a difficulty since ... I am required to prepare for him [the student] lessons that are accommodated to him, and for the rest of the group other things. It is not enough that I prepare for the group. It is to prepare ... also to sub-group ... therefore I have to prepare twice."* (Nurit, inclusion); *"I encountered many difficulties ... in the adjustment of the learning contents to the different levels in the class"* (Galit, SE class); *"This is still difficult. To find materials, to adjust to the students. Something that I thought is suited and then it is not suited ... I reached a level of despair"* (Ofek, SE school). The familiarity with the students eased their coping with the preparation of adjusted lessons. The NTs from the SE schools noted already in the first half of the year: *"Gradually I began to understand what the level of each student is, what each student is capable of. I began to prepare learning workbooks for the students functioning on the low levels, the students at the edge who cannot learn with everybody"* (Orna, SE school). A few from the inclusion framework and some of the novice teachers in the SE schools described in the second half: *"It would seem that the levels are still different but ... I learned to know each and every one of the students in slightly greater depth, then I already learned to make the accommodations – who needs what more, and I learned more how to route this"* (Zivit, inclusion); *"I already know more ... the students and their level of difficulty in the classes then this is easier to adjust the material and the myself to the lessons"* (Alon, SE school). The preparation of adjusted lessons for the students continued to be based on the impression from the acquaintance with the students, like at the start of the year, and not on the professional information that they are supposed to collect on the students, in contradiction to the principles of teaching in special education (Hillel Lavian,

2008a; Igel & Malichi, 2007; Ronen, 2007). Eventually, the teaching in the lessons may be ineffective. Moreover, there is the concern that preparation that is not based on professionally collected data may determine routines and practices that the SENTs will adopt in their work in the coming years (Billingsley, 2004a). Similar findings arose in additional research studies, and it was found that only some of the NTs, like in the present research study, indeed improved in the preparation of adjusted lessons (Kilgore et al., 2003; Swanson & Murri, 2006).

It is important to emphasize that this issue represents progress in the SENTs' professional development – and they incorporate in their statements their difficulties themselves in the preparation of lessons adjusted to their students along with focusing on their students; *“I began to take upon myself responsibility towards my students and to build for them lessons that will realize their abilities ... to build for every student a lesson or a game or an activity suited from scholastic, auditory, and communicational aspects”* (Maya, inclusion); *“I search for new texts, prepare a page of questions so that they will be suited to the students' scholastic level. This issue accompanies me before every work day”* (Sigal, SE class); *“I need to be prepared for every lesson ... to get the best out of the students”* (Orna, SE school). The more the NTs allocate resources to the students, the more they enter into the professional 'working world'. The focus on the students characterizes the stage of impact, the stage of late concerns (Fuller & Brown, 1975). The focus on the self in parallel to the focus on the students indicates an overlap between the stages in the professional development, as found in previous research studies (Beck, 2013; Borich, 1999; Conway & Clark, 2003; Strahovsky et al., 2002).

(3) The Dedication of Time and the Load Entailed in Preparation of Lessons

Throughout the year, the SENTs from the frameworks of inclusion and SE classes and half of the SENTs from the SE schools noted that the great amount of time they are required to dedicate to the preparation of lessons and the sense of load from the considerable preparation required of them, constituted a difficulty for them. It is possible to learn about this from the expressions they used to describe their difficulties: *“Days upon days”*; *“hours upon hours”*; *“round the clock”*; *“tremendous load”*; *“where to begin and what to do first?”*; *“pursuit of my own tail”*; *“the work day never really ends”*; *“I did not have ... a moment to breathe”*; *“oppressive”*; *“I don't have a life”*.

Most of the SENTs from the frameworks of inclusion and SE classes emphasized throughout the year that the need to prepare lessons tailored to many

different levels of students increased especially the feeling of burden: *“My class is multi-functional ... this required of me considerable work at home ... I need to prepare for every child distinct materials for him, in different topics and subject matters”* (Tali, SE class). In contrast, half of the SENTs from the SE schools noted that the dedication of time and the load in the preparation of the lessons constituted a difficulty since the preparation was added to the various of tasks and assignments to which they are committed in the framework of their role: *“I feel that I do not do my work as necessary many times because all the ... paperwork I need to engage with ... which takes too much time – home visits, reports on home visits, parents’ days ... I could sit and prepare [in this time] more study plans”* (Nili, SE school, start of the year); *“The lack of time is the main difficulty in the work ... you do not know where to begin and what to do first”* (Dahffy, SE school, first half). Dahffy added: *“There are many things to do during the year, report cards, IEPs, formative assessments ... and then there is lack of time for the preparing of learning materials”*; *“It is a difficulty since it is not only to prepare a lesson now, it is also to prepare ... the monthly planning, to prepare the execution reports ... and everything is basically one on the other.. This is a burden ... this is many things to prepare”*. These findings reinforce the findings presented in the present study regarding the SENTs’ difficulties as a result of the load of tasks they faced in their entry into the school, in the encounter with the new reality in which everything is alien and unfamiliar to them, similar to what is mentioned in the literature (Billingsley, 2004b; Billingsley, 2009; Busch et al., 2001; Kilgore et al., 2003; Mastropieri, 2001; Whitaker, 2003; Youngs, Jones, & Low, 2011)

Some of the NTs from the SE schools noted in the first half of the year that the improvement in the coping with the load occurred as a result of the better familiarity with the students, which enabled a more informed preparation of the lessons: *“Since I work in the school where the students are on a low functioning level I teach every lesson plan that I prepare a number of times until the students succeed to internalize and implement it independently and without help. Thus it makes the preparation easier and it reduces the pressure for preparing every lesson anew”* (Rinat, SE school). In the second half of the year, some of them noted that the preparation of lessons no longer constitutes a difficulty for them and they felt relief: *“The preparation of the teaching materials is performed for each and every student ... in the past this took me a long time. Today this flows for me, I work quickly and enjoy the preparation, I do not feel that this takes me too much time”* (Shaked, SE school); *“In the second half, the preparation for the students was far simpler since ... over time I understood that this is not what the students need – simple cards, bingo game, path game, which I used it already beforehand, can be used again with a few adjustments and changes ... I got my life back”* (Nili, SE school). In the framework of the SE classes, a few NTs noted in the second half of the year an easing of the load and the time they dedicated to the preparation of the lessons: *“I invest in this fewer hours ... this*

requires of me ... less preparation time” (Shany, SE class); *“Preparing lesson plans – I still engage in this everyday but ... I succeed somehow in focusing this in fewer work hours outside of the school”* (Shelly, SE class). In the inclusion framework, they did not report easement and improvement, apparently following the considerable load in the preparation for a wide range of students and for the variety of subject matters.

The considerable time and load that derived from the preparation of the lessons influenced two important aspects:

a. The Professional Aspect. Some of the SENTs from SE schools noted in the beginning of the year that they came unprepared to the lessons and as a result postponed the students’ progress in the learning material: *“Often there is no time [to prepare] ... Often I get stuck with the preparing of the materials ... then I postpone the progress [in the class] and we in the meantime do revisions”* (Nili, SE school); *“I come to the class and I repeat the lesson plan many times, on many lessons that I have already taught beforehand ... at the moment we still have not progressed. I am a little bored”* (Dahffy, SE school). In the framework of inclusion and SE classes the quality of the lessons is harmed according to the NTs words: *“I have many ideas that it is hard to implement because of the load and lack of time ... and I am afraid that I am not doing enough ... I feel that I am not sufficiently professional for the students”* (Neta, inclusion, first half); *“Because of the lack of time and the load of preparation I write general points of general subjects and come ‘as is’ to the lesson”* (Tali, SE class, first half); *“Still, load and this is still hard ... I feel that I am already a little perhaps cutting corners”* (Gili, inclusion, second half); *“I do not have time to prepare adjusted materials for them ... I feel that this is not professional and I feel that this is not my fault, many times I come to the lesson ... and I improvise. Out of lack of choice”* (Tali, SE class, second half). In other words, the SENTs ‘abandoning’ the ideals with which they came to teaching, as also found in the research of Liron and Shkedi (2006).

b. The Personal Aspect. The load and the considerable time that the SENTs dedicated to the preparation of the lessons harmed their personal lives. They gave up time with their children and their spouses and lost sleeping hours: *“I have a group for which I have to prepare an individualized lesson plan for each one ... I sit on Friday and Saturday and on my free day ... I need to give up time with [my] children, to send them to grandma and grandpa and to sit and prepare lesson plans and programs”* (Nurit, inclusion, beginning of the year); *“In the preparation of the scholastic materials for the class ... and also handling four children [of my own] – finding the time is the main difficulty”* (Ofek, SE school, first half); *“I do not have currently the feeling that I have a personal life. I feel that I am found all day and all the time at work even when I am at home”* (Shelly, SE class, second half); *“This began to hurt me a little in the sleeping hours ... I am sitting after my son falls asleep ... it is difficult and it influences the next day since I am a little tired ... my body is more sensitive ... suddenly I am sicker”* (Shaked, SE school, second half). The harm to

their personal lives derives apparently from the fact that most of the novice teachers are young and are found personally in the stage of the building and establishing of a family, which includes the care of their young children. They were 'torn' between the preparation burden for lessons in the framework of their commitments to their new workplace and their commitments to their family members, as arises also in the literature that addresses the novice teacher (Sagee & Regev, 2002; Shatz-Oppenheimer, 2011a; Strahovsky et al., 2008).

It is apparent that the SENTs are found in an endless race of preparation that has become their daily survival war. Their statements describe adoption of shortest term actions as a survival mechanism – the preparation of lessons ‘here and now’, from day to day, to survive the following school day. Such a situation, beyond the fact that it does not allow comfort and enjoyment in teaching, does not allow meta-cognitive observation of the teaching contents and therefore may impair the professional preparation of the lessons and the advancement of students, as some of them even expressed openly. Summary of the SENTs’ difficulties in coping with the pre-instructional components – the IEP and the preparation for teaching in the lessons – is presented in Table 13.

Table 13. SENTs’ Difficulties in Coping with Pre-Instructional Components (Building IEPs and Preparation for Lessons) during the Induction Year

Continuum The Difficulty	Beginning of the Year	Semester I	Semester II
“What is IEP?” – Difficulties in the Building of an Individualized Education Program			
Lack of familiarity with the IEP & lack of knowledge of its constructing	Most of the SENTs from the three frameworks • Lack of familiarity with the IEP subject (goals, structure, & components) & lack of knowledge in its build • Lack of training or superficial training in the IEP subject • Dedication of considerable time & load from the building of IEPs in the intensive period of the entry into the role (The SENTs from the SE classes & SE schools frameworks who are not homeroom teachers were not involved in building the IEPs)	(According to the procedures in Israel, the construction of the IEP should be accomplished within two months from the beginning of the school year)	

Continuum The Difficulty	Beginning of the Year	Semester I	Semester II
“To Re-Invent the Wheel” – Difficulties with the Preparation for Teaching in Lessons			
Lack of familiarity with curricula & lack of teaching-learning materials	Most SENTs from the three frameworks - Lack of familiarity with curricula in the many learning subjects they were required to teach Some SENTs from the inclusion framework - Difficulty resulting from coping with unfamiliar curricula for a broad range of age groups Most SENTs from the SE classes who teach in the middle schools - Increased difficulty with the required disciplinary professionalization Half the SENTs from the SE schools - Receipt of prepared curricula - Lack of teaching-learning materials & dedication of considerable efforts in achieving it Most SENTs from inclusion and SE classes frameworks & half from SE schools - Lack of training for teaching curricula in different areas of knowledge	Most SENTs from the inclusion & SE classes frameworks Continuous difficulties as in the beginning of the year A few SENTs from the inclusion framework - Concern about lack of progress of the students due to the difficulties in preparation of lessons A few SENTs from SE schools Continuous difficulties as in the beginning of the year Half the SENTs from SE schools Improvement in preparation of lessons resulting from receipt of prepared curricula	Most SENTs from the inclusion & SE classes frameworks Continuous difficulties in the preparation of lessons due to the lack of familiarity with the curricula & lack of teaching-learning materials Most SENTs from SE schools - The curricula & teaching materials do not constitute a difficulty in the preparation of the lessons
Difficulty in preparation of lessons, adjusted to the students	Some SENTs from the three frameworks Difficulty with the preparation of lessons adjusted to the students, stemmed from lack of familiarity with the students' functioning profile & the preparation of lessons for many levels of functioning	Some SENTs from the three frameworks Continuous difficulties in the preparation of adjusted lessons A few SENTs from the inclusion framework & some from SE schools Improvement in preparation of adjusted lessons, resulting from the familiarity with students	
dedication of time & the load entailed in preparation of the lessons	SENTs from the three frameworks - Difficulty resulting from the considerable time required for preparing lessons & feeling of load from the extensive preparation SENTs from the frameworks of inclusion & SE classes Most – the difficulties derive from the need to prepare lessons adjusted to many different functioning levels Some – the difficulties cause harm to the quality of the built lessons SENTs from the SE schools Half – the difficulties derive from the preparation that is in addition to the commitment to tasks & assignments in the framework of the role Some – the difficulties cause them to come unprepared to the lessons SENTs from the three frameworks - The load & considerable time they dedicated to the preparation of lessons harm their private lives	SENTs from the three frameworks Continuous difficulties as a result of the time & load entailed in preparation for teaching in lessons Some SENTs from SE schools Improvement as a result of better familiarity with the students – eased the load in the preparation	SENTs from the three frameworks Continuous difficulties as a result of the time & load entailed in preparation for teaching in lessons Some SENTs from the SE schools & a few SENTs from SE classes - Easing of the load & time dedicated to preparation

(4) SENTs' Expectations for Support in Coping with Preparation for Teaching in Lessons, and the Actual Support they Received

The SENTs' expectations for support in the preparation for teaching focus on a number of focal points:

1. Regular guidance and accompaniment in the process of the lessons preparation to enable them professional preparation for teaching: *"A really professional guidance, that I will feel that I know what I am doing, that I have really an answer for everything"* (Neta, inclusion); *"Support ... in materials and in the subjects that I need to teach ... so I will know that there is somebody I can turn to in a time of difficulties [with preparation]"* (Sigal, SE class); *"I would like ... as is common in the general school ... that there is a subject coordinator who has curricula and programs – you take them and you have the materials you need ... and if I have a problem in mathematics [for example] I turn to the subject matter coordinator and she is available"* (Ofek, SE school). The SENTs indicate a recurring need for the understanding that they are found in an in-between time, the time of learning within the 'working world' that necessitates instruction and accompaniment.

2. Receiving prepared curriculum and teaching-learning materials they can rely on during the preparation: *"I expect support for the difficulty that is the most central of the multiplicity of learning subjects ... that there will be more orderly curricula, learning materials, and guidance"* (Noa, SE class); *"A prepared curricula ahead of time... this can make things much easier ... I will adjust the worksheets, I will tailor everything according to the needs of the students ... but I won't write it from scratch"* (Dahffy, SE school).

3. Expectation for a database of curricula and materials for the SE teacher, which is important for the NT who is new in the role: *"If there will be at least some sort of a basis ... like curricula but more detailed ... like compulsory lessons that must be taught ... and their gradualness ... for novice teachers"* (Neta, inclusion); *"A database of learning materials could greatly contribute ... we do not invent the wheel ... if the Ministry of Education would work to develop curricula not only in the writing the rationale but really in the teaching contents, this could contribute to everyone, mainly to the new teacher in the field"* (Liat, SE class). This expectation was not raised among the NTs from the SE schools, since at least half of them received prepared curricula and support.

The SENTs' expectations for guidance and accompaniment in the lessons preparation and in receiving curricula and teaching-learning materials are understandable in the light of their statements about their lack of training for teaching

a specific subject matters and the focus in teacher training on generic aspects of SE. Therefore, their expectations are also in the aspect of the recognition of them as a 'learning person' in the 'working world' who is eligible for support.

Supporting the SENTs in the preparation for teaching was different in the three frameworks. While the SENTs from the inclusion framework did not receive any support (because of the lack of contact and interaction with the staff), only some of the SENTs from the framework of the SE classes received support. In contrast, all the SENTs from the SE schools received support in the preparation for teaching in the lessons.

a. The Support for the SENTs from the Inclusion Framework in their Preparation for Teaching

The SENTs from the inclusion framework were required to teach in the inclusion lessons the contents learned in their students' homeroom classes, even if they were not trained for teaching them. Most of them reported that they encountered lack of contact and cooperation with the teachers during the school year, which were expressed in three different ways.

1. Non-receiving of the curricula and teaching-learning materials from the general education teachers. This difficulty was mentioned frequently relative to the other difficulties with which the NTs in inclusion coped during the year of the entry into teaching. At the beginning of the year, they felt they were 'groping in the dark', distress, and powerlessness. These feelings stemmed from a lack of familiarity with curricula and teaching contents and the lack of teaching-learning materials that they could rely on to prepare the lessons, in spite of the need to prepare the next study day and without the assistance and cooperation of the staff: *"It is hard for me to describe this ... aside from the word powerlessness"* (Vered, inclusion); *"A nightmare ... I twice a week sit, call the teachers [to ask] what she is teaching ... what subject that is taught now in the classroom"* (Rotem, inclusion). Most of them noted that *"there are meetings of the mathematics teachers but they do not call me to [participate] the meetings ... I do not know exactly where I am in the teaching material and the lesson comes and then I need to ask [the students], where did you reach?"* (Vered, inclusion, beginning of the year); *"Each one [of the teachers] holding her bag. Nobody opens her bag for somebody, to see how he can help"* (Neta, inclusion, second half). A few of the SENTs linked the fact that did not receive the curricula and the lesson subjects

to their arrival un-prepared to the lessons, which, in their opinion, harmed their students' progress: *"Without receiving teaching plans I did not know what to prepare. Why am I here? I am not advancing the students ... I feel that I am wasting my time and the child's time"* (Maya, inclusion, beginning of the year); *"The moment there is no cooperation between the two sides the students are hurt. I feel powerlessness. I attempt to guess the subject of the lesson"* (Rotem, inclusion, first half); *"When I came unprepared for the lesson due to lack of cooperation with the general education teachers I saw that the students are not being 'lifted' [improved]"* (Rotem, inclusion, second half). Concurrent with the survival concern of the SENTs that was expressed in their many statements regarding the non-receiving of the curricula, the lessons topics, and teaching-learning materials for the preparation of the lessons, a more professional approach of a few of them was apparent. This approach focuses, already from the beginning of the year, on the concern for the students and on their advancement that characterizes, according to the literature, a later stage of professional development (Fuller & Brown, 1975).

In actuality, only a few SENTs had contact and cooperation with the general education teachers regarding receiving curricula and teaching-learning materials. However, these were partial and minor: *"An annual program was built and was conveyed to me by every teacher and beyond this there is no contact ... the desire is for 'industrial peace'"* (Ella, inclusion, first half); *"I took the lesson plans from the homeroom teachers ... but this was not enough ... we never sat in an orderly manner to prepare materials"* (Mor, inclusion, first half); *"They do not really help me ... they tell me up to where they reached in the teaching subject ... and this is it – just in titles"* (Maya, inclusion, second half).

Half of the SENTs received teaching-learning materials for the preparation of the lessons from professionals that were not related to their students' homeroom classes: *"[The SE teachers in the school] give the materials without any problems"* (Ella, inclusion); *"In arithmetic ... I less know what to do... [the MATYA instructor] sent materials by email In language subject – she gave me exactly the way how to teach the lesson"* (Mor, inclusion); *"She instructed me in a number of words. She did not really send me materials ... only orally. She explained to me in ten minutes what I need to do and left and I need to cope with it alone"* (Maya, inclusion); *"In the induction group – the support is both emotional and professional. In consultation and in ways that I have to act on and in providing materials"* (Yarden, inclusion); and from the **mentor teacher**: *"All these materials that I do not have – I attempt to draw from her. All that I can"* (Rotem, inclusion).

In the present research study no structured and orderly process was found that obligates the transference of curricula and lesson subjects to the SENTs from the inclusion framework, so that they can prepare properly for teaching in the lessons.

This can be interpreted as an absence of a space between the 'learning world' and the 'working world', both in the formal definition and in practice. Lacking such a space, the SENTs used the help of any personnel that offered it. Moreover, the SENTs' statements address the support that was summarized, for the most part, in the supply of teaching-learning materials. Their statements did not indicate a relationship, accompaniment, and assistance that they received in their coping with their difficulties in the additional aspects of the preparation: in the process of the building of lesson plans in areas of knowledge they were not trained to, in the greater deepening of the nature of the topics and contents that they needed to teach and their adjustment to their students in the inclusion lessons, and in the increasing the effectiveness of the preparation manner of the lessons that might prevent the great load they experienced.

2. One-sided active connection for receiving curricula and teaching materials: *"I did not give in to her, and I called her, and in the middle of the school corridors I stopped her and I asked what she is teaching and in what way she is teaching ... only at my initiative"* (Rotem, inclusion, beginning of the year); *"I make phone conversations with every teacher ... I have some five-six teachers that I need to coordinate this with them [the subjects and contents]"* (Gili, inclusion, beginning of year); *"Some of them ignored me, run away from me ... as a result ... I did not receive curricula and not guidance ... I greatly attempt to be polite and not to let them feel that I am chasing them"* (Maya, inclusion, first half); *"Nobody ever updates me at her own initiative ... I depend on other teachers, it is exhausting"* (Gili, inclusion, second half). The common use of the word "chase" used by some of the SENTs reflects the sense of frustration from the unilateralism that characterized the relationship with the general education teachers: *"I turn to the teacher ... to know where they are in the teaching material ... I would be happy to have an orderly and regular meeting with the teacher ... that I would not have to chase her in the teachers' room"* (Zivit, inclusion, beginning of the year); *"There are teachers that I am chasing after them a month already, pleading them ... that they will give me teaching plans they prepared"* (Maya, inclusion, beginning of the year); *"I always feel that I need to chase after her since I cannot come to the lesson without knowing the subject, the learning materials and the lesson planning"* (Rotem, inclusion, first half of the year). The 'chase' as a result of the lack of reciprocity and cooperation between the general education teachers and the SENTs hints at the inferiority position in which they are found, in the stage in which their confidence and professional identity are found in construction. Correspondingly, the literature emphasized that the absence of contact, exchange of opinions, and shared work may harm the NT's ability to implement and improve the skills he acquired in his teacher

training framework (Strahovsky et al., 2008). However, constant interaction between the NTs and the experienced teachers characterizes successful support programs for novices (Jones et al., 2013; Moskowitz & Stephens, 1996).

3. Too late timing of the transfer of programs and study subjects learned in the homeroom classes. Some of the teachers even sent the study subjects to the NTs the evening before the teaching in the class which did not allow them to prepare professionally for the lessons during the year: *“I really want to prepare before every lesson ... but only the day before, for the most part, the teachers transfer to me the materials and I need ... to organize them for the next day”* (Gili, inclusion, beginning of the year); *“Every Saturday night ... I receive an email with the weekly program from the teachers, according to which I need to prepare the lesson plans ... it is hard since I am already teaching on Sunday morning ... At ten at night I need to begin preparing the materials and lesson plans ... in such a way I feel that I am not at my best”* (Nurit, inclusion, first half); *“I receive programs on Saturday night ... the ideal from my perspective is to receive them on Thursday and then I have the entire weekend to prepare the lesson plans for the coming week and to come prepared ... but there is the desired situation and there is the actual situation”* (Nurit, inclusion, second half). Moreover, some of the SENTs received the study subjects they needed to teach the moment before their entry to teach the lesson: *“There are some teachers who only in the moment I enter to the class give me an update on what I am going to teach ... [I] lack confidence because I do not know all the topics in the world ... then I learn this [in the lesson] along with the students”* (Yarden, inclusion, beginning of the year); *“I come to work and discover that day what the students are learning. I open the book to in order to know what the students are learning”* (Vered, inclusion, first half); *“... this is problematic. Sometimes I need to 'Google' while teaching”* (Yarden, inclusion, first half). In the second half, this situation is perceived as routine. The word 'improvisation' recurred in the interviews and it reflects the NTs' spontaneous and defensive reaction in the lessons, as a result of non-receiving of study subjects and the programs beforehand so that professional preparation for the lessons and effective teaching in the class would be possible: *“Before the entrance into the lesson with the student, only ten minutes before, I know what is the topic I need to teach and then ... I improvise in the lesson ... this feels like a waste of time, I am not focused, and I do not adjust the lesson exactly to the student's needs”* (Maya, inclusion); *“I simply improvise at that moment, take out the computer, search for material”* (Yarden, inclusion).

The lack of support was expressed in the present research study and in additional research studies in the absence of routine communication and schedule for joint work of the NTs from the inclusion framework with their colleagues from general education (Billingsley, 2004a; Kilgore et al., 2003) and in very few

opportunities for collaboration between them (Griffin et al., 2009; Kilgore et al., 2003; Whitaker, 2003).

b. The Support for SENTs from the SE Classes Framework in their Preparation for Teaching

The support given to the SENTs from the SE classes' framework in the preparation of the lessons was not uniform. Some SENTs received guidance in the preparation and received curricula and teaching materials, while others received no support. The support was not orderly and for the most part was sporadic and unstructured as a part of an orderly process of the accompaniment of the NT. Three main factors gave support throughout the year to some of the NTs: (1) **the school staff**: *"The grade coordinator gave me many materials and books ... but this was primarily my research with myself, to take the contents and to process them"* (Galit, SE class, beginning of the year); (2) *"My **mentor teacher** greatly directed me, she also gave me materials she had"* (Tamar, SE class, beginning of the year); (3) *"I turned to the **MATYA instructors** and received from them guidance. Today I hold regular meetings with the instructor from the MATYA who is responsible for the area of mathematics and I receive guidance from her"* (Noa, SE class, first half).

Some of the SENTs noted the lack of availability of assistance and accompaniment primarily on the part of two factors: (1) **the school staff**: *"The teachers do not have the available time to sit with me and to explain"* (Liat, SE class, beginning of the year). She explains: *"This is not the first year that this subject is being taught in special education ... I felt that I greatly need to chase after teachers who already taught the subject in order ... to achieve the basis for the learned material"; "Sciences I teach and I do not have guidance, English I teach and I do this [the preparation] alone"* (Noa, SE class, second half); (2) **the mentor teacher**: *"She does not help me in anything ... she does not have the kind of attitude that you can rely upon her"* (Sigal, SE class, beginning of the year); *"I feel that there is not much support from the mentor teacher to encourage me and to enrich me with materials, contents, methods, and instruments ... this causes the reduction of my self-confidence and my motivation to teach"* (Smadar, SE class, first half); *"I did not feel comfortable asking for assistance from my mentor teacher ... She is very busy and does not take my requests seriously ... even though I kept repeating them"* (Shelly, SE class, first half).

The role of the mentor teacher and the MATYA in Israel in the context of the professional support of the NTs is officially anchored in the Ministry of Education procedures, which are published in the Director General circulars. The MATYA is responsible for "Routine activity of in-service courses and guidance intended to deepening the professional knowledge of the staff [in special education] in the area of

their work” (MoE, 2010, section 9.2a). The roles of the mentor teacher are “in the professional field – the knowledge of the curricula ... assistance in the cultivation of professional thinking” (MoE, 2014b, section 5.2.7a) and “the mentor ... accompanies the novice teacher during his first year of work in teaching in all its aspects and provides him a professional-didactic support ...” (Ibid, section 5.2.8a). Prominently in the findings, most of the SENTs from the inclusion and SE classes' frameworks did not mention the MATYA and the mentor teacher as factors that supported them in the lessons preparation for the teaching. In other words, the SENTs have been deprived of significant support from the professional personnel that are responsible for it. These findings are commensurate with the findings of research study conducted in Israel in which the SENTs ranked the mentor teacher's contribution in the dimension of knowledge and skills in the lowest ranking (Reichenberg, Lazovsky, & Zeiger, 2000).

It is apparent that in the general education there was no recognition of the SENTs as workers who are in the process of learning and therefore needing regular and methodical accompaniment that would assist them in their work and their professional development.

c. The Support for SENTs from the SE Schools in their Preparation for Teaching

All the SENTs from the SE schools noted that they received support throughout the year for coping with the lessons preparation for the teaching: *“The staff here very, very much supportive ... when I came to the class the previous homeroom teacher conveyed to me everything. I knew what is expected of me, this caused me to be calm in the topic of the lessons preparation”* (Orna, SE School). The support they received was given to them as something obvious: *“The staff is amazing ... very very supportive... from the beginning one of the teachers came to me and said – whatever you need ... come to me and I will help you, we will build [the lessons] together”* (Meirav, SE school).

It is apparent from the findings that the entire school supported the SENTs: the principal, the staff, the class homeroom teachers, and the mentor teachers. Nevertheless, there was no dominant factor that supported them. The language of support prevalent in special education assist them in the transition between the 'learning world' and the working world'. Support for the SENTs throughout the year was expressed in two main aspects of the preparation for teaching that commensurate with the NTs' expectations that were presented: (1) Providing relevant curricula and

materials for the preparation of the lessons: *"I teach according to the curriculum ... that the mentor built ... it is already operating three years and it works"* (Shaked, SE school, beginning of the year); (2) Guidance and assistance in the building of curricula, lesson plans, and the ways of their teaching: *"The preparation is far more simple. Today I feel far more secure to turn to some teacher I want in the school, to ask for materials or to ask advice about some special teaching method"* (Meirav, SE school, second half).

The SENTs' difficulties with the preparation of the lessons that derived from the lack of familiarity with the curricula, the lack of teaching-learning materials, and the lack of knowledge about the students' abilities and their level of functioning received a significant response in the SE schools: *"The teachers ... show me lesson plans and the curriculum they built ... It clarifies to me what is the reality here – what suits to the students. I came with many dreams and many desires [for] the students and then discovered that in the end they are [the students] able to learn few topics"* (Orna, SE school). The instruction and assistance the SENTs received in the different aspects of the preparation for teaching indicate the understanding of the staff of the SE school that the NT, the worker, is found in a process of learning and therefore needs professional structured support in his areas of difficulty: *"From week to week ... she observes me in the lesson and then gives me feedback and we prepare of course the plan for the next week"* (Rinat, SE school). These findings explain the statements of most SENTs in the second half, according to which the preparation for teaching no longer constitutes a difficulty for them.

Table 14 summarizes the support that the SENTs from the three frameworks received in their coping with difficulties in the pre-teaching components – the building of the IEP and the preparation for the teaching in the lessons.

Table 14. Support the SENTs Received in their Coping with Pre-Teaching Components (IEP and Preparation for Teaching), during the Induction Year

	Expectations for Support	Actual Support			Lack of Support		
Continuum Framework		Beginning of the Year	Semester I	Semester II	Beginning of the Year	Semester I	Semester II
The Three Frameworks		Most SENTs Guidance in building IEPs	_____		_____		
		Most SENTs Internet search engines as a source of support for curricula & materials for the preparation of lessons			_____		
Inclusion	- Regular instruction & accompaniment in the process of preparation of lessons - Receipt of prepared curricula & teaching-learning materials - Database of curricula & materials for the SE teacher	A few SENTs - Partial & minor connection & cooperation with general education teachers in the receipt of curricula & teaching-learning materials Half the SENTs - Unstructured support in the supply of programs & materials from the MATYA instructor/SE teachers in the school / novice teachers from the inclusion framework			Most SENTs - Failure in receiving curricula, learning subjects & teaching-learning materials and learned in the homeroom classes, on the part of the general education teachers - One-sided connection of the SENTs for getting curricula & teaching materials' and 'persecution' of the general education teachers to obtain them - Late timing of transfer to the NTs of study programs & subjects learned in the classes, by the teachers who teach in the homeroom classes A few SENTs - Following these difficulties – not coming prepared to the lessons & harm to the students' progress		
SE Class		Some SENTs Sporadic & unstructured direction in the preparation and providing of curricula & teaching materials from the school staff / the mentor / the MATYA instructor			Some SENTs - Lack of support in coping with lack of familiarity with the curricula, teaching contents & teaching-learning materials, and accompaniment in the preparation - Lack of an 'inviting attitude' to a request for assistance, lack of availability & lack of accompaniment by the staff & the mentor for support in the preparation		
SE Schools		All the SENTs - Giving curricula & relevant material for preparation of the lessons – the support as natural and obvious - Guidance & assistance in the building of teaching study programs, lesson plans, & methods for teaching them - By the school principal - By the school staff - By the homeroom teachers			_____		

3.3.3 “To Give up on One Child in order to Promote another Child” – Difficulties in Teaching, Adjusted to Differences among Students

In teaching of the lessons, two main areas of difficulties with which the SENTs coped were found: (1) difficulty in providing of an adjusted response in the lessons to the differences among the students and (2) coping with challenging behaviors posed by the students.

(1) Difficulties in Providing an Adjusted Response to Differences among Students during Lessons

The teaching of special needs students is based on the recognition of the differences among the students in their abilities, difficulties, needs, tendencies, and desires. To ensure an adjusted response in the lessons, the SE teachers implement differential teaching strategies that include using a wide range of techniques, methods, and means of teaching, and adjustment of the learning environment and the curricula. These commensurate with the scholastic and educational goals set for every student in the IEP and the differentiation between them and the goals shared by all students (Igel & Malichi, 2007; Ronen, 2007). This approach is in line with the principle of 'quality of life' upon which the work with special needs students is based (Reiter, 2007; Schalock, 2005). Indeed, the SENTs emphasized that the adjustment of the teaching to the students' needs is an essential part of their role: *“Teaching according to functioning levels [of students] is my sense of responsibility and my sense of mission ... this [is to be] broad-minded ... to be all the time with 'my finger on the pulse' (Galit, SE class); “I entered into my role because of this– because of the different functioning levels” (Noa, SE class). However, the SENTs from the three frameworks reported difficulties in the teaching of the lessons that stemmed from the differences among the students. They noted difficulties in the practical performance of the teaching, and the coping with the implications of these difficulties on harming the students' progress.*

a. Difficulties in the practical performance of the teaching adjusted to the differences among the students arose from the analysis – in providing an adequate response to their needs in the lessons and to dedicating the appropriate professional attention to each one of them: *“The gaps between the students are too great ... I simply do not know what to do with this” (Neta, inclusion); “In mathematics there are five levels in the class ... I do not succeed in reaching everyone. I feel that I want greatly to work ... at least with a couple*

individually and to promote them as much as possible and I do not [succeed]" (Rony, SE class); "There are great gaps between the students ... students who are capable and students that you should start with them from zero. I try ... I do not succeed in reaching all students at all levels" (Tom, SE school). The large number of groups that a few of the SENTs from the inclusion framework taught and the large number of students in each group and their belonging to different age ranges, made it difficult for them to appropriately know the students. This increased their difficulty in providing a suitable response to the students' needs in the lessons: "I work with ... thirty-three students and I have six groups ... I feel that it is terribly difficult to teach them in this way. It is hard for me even to remember all their names" (Yarden, inclusion); "Twelve hours, eighteen children, first, second, and third grades. This does not make sense... the students are complex ... so I need to cram many things ... into a few hours" (Mor, inclusion); "The students 'falls through the cracks'" (Nurit, inclusion). In previous research studies, it was found that the many students under the SENTs' responsibility and the great and complicated range of levels, disabilities, and functioning modes caused difficulty in providing of adjusted teaching that the students need, in effective teaching, and in effective implementation of curriculum (Griffin et al., 2009; Kilgore et al., 2003).

According to the SENTs from the three frameworks, adjusted teaching for students on different levels of functioning obligates the skill of teaching simultaneously and they did not know how to perform it practically. They worked each time with one student, while ignoring, for the most part, the other students in the class. Skipping between the students also caused them lack of concentration during the teaching and lack of organization: "I do not know how to work in parallel on two things ... how to divide myself between them [the students]?" (Mor, inclusion); "I move from place to place ... I do not succeed in reaching everybody ... frustration" (Rony, SE class); "I find myself each time with one child and I do not stand in front of everyone ... finishing and moving to another child ... I do not really concentrate on him because I have to look all the time aside ... somewhere I am 'fighting a lost battle' ... a student who wants works, a student who does not want ... I free him ... I lose myself sometimes in the lesson ... sometimes I feel that I am not organized" (Rinat, SE school). This difficulty led the NTs from the SE classes framework to teach their students as one group, combining teaching methods and diverse means in the lesson, as a kind of response to the students' special needs: "The lessons are all on the same level ... I know to direct the questions that I am asking to specific students ... I teach frontally" (Shelly, SE class); "When I use frontal teaching I do this in a number of ways, trying with illustrations ... diagrams, tables, and attempting to simplify the subject as much as possible" (Liat, SE class). It is apparent that the difficulty in simultaneous teaching leads the SENTs to neglect what they learned

during the training about teaching of students with special needs and they choose a way that will enable them to 'survive' the teaching in the lessons, as characterizing the NT's behavior during entry into teaching (Fuller, 1969; Fuller & Brown, 1975). This can indicate the 'price' paid by the NTs – surrender they make for the sake of survival (McCgaha & Lynn, 2000; Zilbershtrum, 2013), on the nature and uniqueness of special needs students teaching, sometimes without even being aware of this.

The mastery of the teaching contents and experience in teaching are supposed to develop the teachers' flexibility in the teaching and the ability to 'move freely' in the lesson between activity and making decisions in the instructional-didactic, organizational, and interpersonal communicational areas and their implementation in the lesson (Zilbershtein, 1994). These are part of the continuous learning processes in the professional 'working world'. As the activity recurs, the teacher's knowledge becomes more fluent and his teaching skills, which are expressed in his actions, are expected to be more automatic, and he is supposed to invest less thought in them. However, the findings indicate that this is not the case among the SENTs, who are inexperienced and are supposed to teach students from different functioning levels. The NTs arrive with technical knowledge to teaching and it is apparent that they have difficulty with the 'knowledge in action' (Strarhovsky et al., 2008), which refers to the knowledge of when and why to use a certain teaching technique that enables 'free movement' in the lessons. The 'knowledge in action' is important when adjusting the teaching to students with a wide variety of abilities and skills (Rosenberg et al., 1997) and its absence in the initial stages of teaching harms the SENTs' professional work and frustrates them throughout the year of entry into teaching.

In the first half of the year, along the continuous difficulties, few of the SENTs from the inclusion framework and some from the frameworks of the SE classes and SE schools described a trend of improvement in their coping with the adjusted teaching to the differences among the students, primarily because of the deepening of the acquaintance with the students: *"After the deepening of the familiarity with my students ... I divided them into work groups ... there are regular hours with certain students that I take them out and teach them in a quiet corner, through the required accommodations, the same learning content studied in the class. This division helped me greatly"* (Rotem, inclusion); *"I learned the behavior of the students during the lesson and now I know when each of the student needs reinforcement, a break, a repeated explanation"* (Liat, SE class); *"Gradually I began to understand what the functioning level of every student is, what every student is capable of ... in the lessons in which there is less conversation*

and they are based on tasks ... the students on the low levels use the notebooks I prepared” (Orna, SE school). However, the SENTs speak sometimes about acquaintance with visible students behavioral components, which may sometimes be misleading. Similarly to the findings of the improvement in the SENTs' preparation of teaching at lessons due to their acquaintance with students, the reliance on professional tools for getting to know the students was not mentioned in the context of the actual teaching. The absence of reference to the IEP is prominent as a significant component for familiarity with the students, their strengths, their difficulties, the responses given to them, and the reliance on these in the teaching in the lessons.

In the second half of the year, these difficulties continued among most of the SENTs from the inclusion framework following the large number of students in the inclusion groups and the wide range of ages in every group: *“They come from all type of levels. It is difficult, since every time I need to move from one to another. One finished the task and one still did not begin ... I need a moment to stop, to give him another task. Then, the other one, sits bored ...”* (Ella, inclusion). A few of the SENTs from the SE classes and the SE schools frameworks noted that they had difficulties in this half in teaching in lessons as a result of the differences among the students: *“The levels of the students – this is very great difficulty ... it is hard for me ... that I cannot give all the children what they need”* (Tali, SE class); *“I attempt to reach students as much as possible but still it is impossible to reach to some of them, to give them a response. Eight students in the class, the class is divided into two groups –level A, level B, but still there are students on level C and level D that I do not know and do not succeed in reaching to them ... a sense of frustration”* (Tom, SE school).

Along the reports on the described difficulties in teaching, most of the SENTs from the SE classes and SE schools and half of the SENTs from the inclusion frameworks presented in this half a positive picture regarding their teaching in the lessons in general: *“In the second half I saw points of light among some of my students, who really implemented strategies I taught. There is still difficulty regarding the functioning levels of the students but there is also an improvement”* (Nurit, inclusion). Nurit added, *“Despite all my concerns and my wonderings I succeeded in promoting them relative to themselves, most of them”* (Nurit, inclusion); *“The easy difficulty now is the levels in the class. The accommodations, being at the same time [with a number of groups], impart to students in different levels ... this is still difficulty but I am coping”* (Tamar, SE class); *“In the beginning I came very pressured and scared and every change in the sequence of the lesson shocked me a little. Today I am more comfortable and flow in the lesson ... if some difficulty comes up, I refer to it ... I am freer [relaxed]”* (Amit, SE school). The presentation of a positive picture in the second half of the year in the context of teaching in the

lessons alongside continuous difficulties indicates a degree of professional development of the SENTs with the ability to look at the teaching from a broader perspective, which does not focus only on the difficulty. In this stage, there is a clear reference of the SENTs to the teaching performances and to the concern for more operative adjustment of the teaching to their students' needs. This characterizes a more advanced stage in the professional development of the NT that corresponds to mastery stage and refers to the concern for the teaching performances (Fuller & Brown, 1975).

The familiarity with the students was mentioned also in this half as the main reason for the improvement that occurs in teaching. Getting to know the students, their strengths and their difficulties made it easier for the SENTs to identify what every student needs and therefore to conduct the lessons more efficiently and professionally: *"I learned to know each and every one slightly more deeply, then I already learned who needs what more and to make relevant accommodations"* (Zivit, inclusion); *"It is not that the children compared their level and everybody is found at the moment on the same level ... [it is that] I know more the children, it is easier for me to know the children, it is easier for me to adjust the way of teaching suited to every child also during the lesson"* (Shany, SE class); *"The differences in the students levels is something that I began to cope with in a more effective manner"* (Nili, SE school). Nili described: *"I know better the students and this is far simpler ... I thought that the students at the beginning of the year appeared to me on the same level but there is a very significant gap in the scholastic level and in the learning methods that they need and then the accommodations were already more suited ...– for one this is visual and for another this is auditory ... I began to use other techniques"*. At this stage of the year as well, it was prominent from the SENTs' statements that they refer to the familiarity with the students that is not data-based but relies on impression. The question is, whether while working with students with special needs when the teacher does not rely upon data and professional instruments, does the improvement in the giving of an adjusted response to the students reported by the SENTs, indicate a professional development in the mastery of the teaching and in providing of professional responses to the students?

The finding that the improvement occurring in the teaching that is adjusted to differences among the students is a result of the familiarity with them is important, since it is possible to learn from it that with the entry of the SENTs to the school it is necessary to give them, regularly, comprehensive information about the students as a precondition of adjusted teaching in the lessons. The transfer of information can

enable the SENTs to understand the difficulties that arise in their work with the students, and to more accurately adjust the teaching to their needs, thereby enabling themselves to devote the attention resources required for the performing a 'simultaneous' teaching in the lessons. The transfer of information about the students to the SENTs has great importance also in the construction of the IEPs and the preparation of adjusted lessons for the students, which were additional focal points of difficulty reported by the NTs. Giving of comprehensive information about students does not prevent **all** the difficulties in the teaching of lessons in the year of entry into teaching, since sometimes only continuous learning and experience can advance them, nevertheless giving information, on time, may make the SENTs first steps in teaching much easier.

b. The implications of the difficulties in teaching on harming the students' progress. The difficulty in teaching adjusted to the differences among students is not purely a technical difficulty (practical performance of 'simultaneous' teaching) but difficulty focused on the fear of harming the students' progress. The SENTs cast doubt on the contribution of their teaching to the students and their statements indicate a sense of frustration and disappointment with their lack of ability to provide an appropriate response to the different students in the lessons: *"Every student needs different explanation ... I am not sufficiently professional for the students and this is not fair for them"* (Neta, inclusion, first half); *"You always need to give up on one child in order to promote another child, every lesson ... it is hard for me ... that the children are losing"* (Tali, SE class, beginning of the year); *"There are at least three levels in the class in each one of the subject matters and this makes it very difficult for the promotion of the strong students on one hand and the reinforcement of the weak students on the other hand"* (Shany, SE class, first half); *"The difficulty is that I cannot divide myself ... it is hard for me that I do not succeed in giving of myself more. They simply do not advance. They stop, they wait, and to see a child who wants me to help him sitting, that this is not obvious that he wants me to help him ... it is not easy"* (Shaked, SE school, second half). The actual teaching of the special needs students and their promotion according to their needs is at the center of the SE teacher's work and is identified with the nature of the role. The SENTs see their mission, in this role, and hence it is possible to understand their focus already at the beginning of the year in the concerns related to students that characterize later stages in the NT's professional development (Fuller, 1969; Fuller & Brown, 1975). It is also possible to understand their frustration with their difficulty in the performance of teaching adjusted to their students' needs and with the implications on their promotion: *"this is SE, they are supposed to benefit so much ... where is the contribution to the child*

if each one does not benefit according to functioning?” (Tali, SE class). It is precisely in a place where the SENTs’ professional specialization is required and is being tested – they have had difficulty and even felt a personal failure: *“Perhaps it is preferable in this lesson specifically that they would remain in their class and not with me ... I am not sufficiently professional for the students”* (Mor, inclusion); *“Great frustration, Feeling wrong with myself. I am not good enough teacher because of the lack of ability to provide a response for all the needs of the students. Sadness”* (Tali, SE class); *“The feeling is not good ... this is not moral ... frustration”* (Tom, SE school). However, the very fact that the SENTs are bothered with the dilemmas that the teaching poses to them indicates a professional and moral development (Milat, 2001).

Indeed, at the end of the year, a number of SENTs examined reflectively their work, in light of the ideals that led them to engage in teaching in SE. At this stage, they are able to look in a broader and more logical perspective on the teaching in lessons, which is not search for the guilty but rather relates to the work process with the students, their diversity and the complexity of their abilities and functioning. Their insights indicate a more realistic perception and development in the perception of their role as SE teachers – from a perception of 'ideal teaching' (which may create feelings of pressure, frustration, and lack of satisfaction with teaching) to more 'realistic teaching' – understanding that in the adjusted lessons the pace of progress of the students differs from student to student: *“I began to understand that not everything depends on me ... it is alright if the child does not understand today, he will not understand tomorrow, but at the end this will seep through. So I do not have to be frustrated from it ... I do not have to search for the guilt in me, since not everything depends on me”* (Tamar, SE class). Tamar added: *“All the time I tell myself, think about their progress relative to themselves – not relative to the class ... this is comforting ... I all the time push myself back and say – just a moment, you are in SE”; “It is a very great difficulty ... you learn to accept it ... that you need to give up somebody each time in order to teach the other ... and you need to know to whom you are giving a lighter task to and to whom you are giving a task that will challenge him today”* (Tali, SE class). Tali added: *“It is a difficulty in the class ... I do not have something to do with this, this does not depend on me ... I care about the children, I want them to advance. I came to special education ... from a sense of mission; from the desire to advance them ... this is the place where I want to be”*. This finding indicates once again the transition that the SENTs make to the world of the 'working person' who focuses on his student’s needs.

A summary of the difficulties of the SENTs from the three frameworks in the teaching adjusted to the differences among the students is presented in Table 15.

Table 15. Difficulties of the SENTs in Teaching, Adjusted to the Differences among Students during the Induction Year

Continuum Framework	Beginning of the Year	Semester I	Semester II
“To Give up on One Child in order to Promote Another Child” – Difficulties in Teaching Adjusted to the Differences among Students			
The Three Frameworks	Most SENTs • Difficulty in the practical performance of simultaneously teaching students at different functioning levels • Difficulty in the dedication of appropriate time in the lesson for every student, according to his needs • Concern about harming the students’ progress resulting from the difficulty in providing an adjusted response to their different needs A few SENTs from the inclusion framework • The large number of students & the different ages in each group as factor to the increasing of the difficulty in providing an adjusted response to the students Most SENTs from the SE classes • Frontal teaching on a uniform level resulting from the difficulty in providing an adjusted response to the differences among the students. Half of them – integration of diverse strategies & teaching means as a kind of response to the differences	Most SENTs from the frameworks of inclusion & SE classes & a few from SE schools • Continuous difficulties A few SENTs from SE classes • Frontal teaching due to the difficulty in providing a response to differences among the students A few SENTs from the inclusion framework & some SENTs from the SE classes & SE schools • Improvement along continuation in coping with difficulties stemming from familiarity with the students that helped the adjustment of methods & teaching means to the differences among the students	Most SENTs from the frameworks of inclusion & SE classes & a few from SE schools • Continuous difficulties Half of the SENTs from the inclusion framework & most of the SENTs from SE classes & SE schools • Improvement along continuation in coping with difficulties ○ In the ability of adjustment of the teaching to the students’ needs, resulting from familiarity with them ○ Development of a more positive view about the teaching in the lessons, resulting from the students’ progress & the transfer of some of them to a more realistic & balanced perception that refer to the work process with the students, their diversity, their abilities, & their functioning

(2) SENTs' Expectations for Support in Adjusted Teaching in Lessons, and the Support they Actually Received

The expectations for support in teaching adjusted to the differences among students and the support provided to the SENTs in actuality differed in each one of the three frameworks.

a. Expectations for Support and Actual Support to SENTs from the Inclusion Framework for the Teaching in Lessons

The SENTs from the inclusion framework attributed importance to the relationship and coordination with the general education teachers as a basis for the adjustment of the teaching to the inclusion students, and they expected constant contact and support: *“That there will be some kind of transfer of information in an orderly manner, so that we can also say how the students [functioning], not only in the hallway and in the teachers’ room, ‘on a cup of coffee’”* and *“ that there will be an orderly and regular meeting with the teacher of language ... a weekly meeting, that she will tell me about all my inclusion students”* Zivit, inclusion). The NTs’ expectations emphasize the inclusion teachers’ known need for an ongoing relationship with the general education teachers, so as to receive information about the functioning of the inclusion students in general and about their continuous functioning in the homeroom class in particular. It is emphasized in the literature that this information constitutes a basis for the adjusted and effective planning of the teaching, the teaching methods, and the teaching environment in the inclusion lessons (Marom et al., 2006; Ronen, 2005). In addition, the relationship with the general education teachers is important in the evaluation of the change that occurs in the student functioning during the learning as a database for the inclusion teacher for planning of the continuation work with the student (Hillel Lavian, 2008a; Manor-Binyamini, 2009).

Nevertheless, a few SENTs noted that they received initial information about the students in the beginning of the year. The information was conveyed to them in meetings held about the school students in the beginning of the year: *“To the credit of the school, there is something very important ... profile meetings ... at least I have some starting point. I look at the name and I know what the child is going through, how he is, what is the teachers’ impression of him, whether the parents cooperate or not”* (Neta, inclusion); *“We have at the beginning of the year adjustment meetings. In the adjustment meetings we receive the accommodations of every student ... and the recommendations”* (Nurit, inclusion). Some described the lack of a relationship with their students’ teachers that prevented them from receiving information about the students throughout the year and made it difficult for them to fill their role in the adjustment of the teaching to their needs. The absence of work relations is mentioned similarly by Reingold (2009) as one of the reasons for the NTs’ teaching difficulties. Vered’s statements throughout the year reflect the non-promoting relationship with the general education teachers the SENTs experienced.

This was expressed in the non-transference of information about the students in a professional and orderly manner to the NTs, not inviting them to meetings pertaining to their students, and sometimes even in ignoring them: *“A student who is ... [with] so many gaps, I do not know where to begin to work with her. I asked her mathematics teacher if she can give me more information ... she said that she does not know anything ... she did not help me. I want her to be more informative, specific. It cannot be that she does not know anything”*. Vered added: *“It was very difficult for me with this ... I felt that they are not trying to help me to help their students ... Please, try to help me – you know them better than I do, let’s sit together”* (beginning of the year); *“I am disconnected from the mathematics staff ... they do not update me about the students’ achievements ... I go to the teachers’ room, find one mathematics teacher and ask, but this is not relevant to the other students that ... learn with other teachers”* (first half); *“I still do not participate in the teachers’ meetings, they do not invite me, I am not at all on their mind. I simply hear things retrospectively”* (second half). The obtained findings emphasize the importance of the SENTs’ relationship with the general education teachers so that they can receive and transfer information about the students that can make it easier for them in the provision of an adjusted response for their students in the lessons and to avoid delay in their effective teaching, until the stage in which they 'will know' their students independently.

Some of the SENTs explained throughout the year the lack of connection with the general education teachers as a result of the lack of interest in what occurs with their students in the inclusion lessons: *“When I come and tell about these students, their difficulties, it does not really bother them ... [they say] ‘deal with it!’”* (Ella, inclusion, beginning of the year); *“The majority is not interested in what happens with the students that I teach. One less in their classroom, this is what they want”* (Maya, inclusion; first half); *“They do not cooperate, they nod their head when I turn to them and with this it ends ... they are not interested ... I work alone with each child”* (Ella, inclusion, first half); *“I did not feel that she is interested enough and cares about what I do with the girls. She was not interested ... when I turned to her and wanted to involve her, I even caught her ignoring me and continues to go or pretending she is not hearing”* (Gili, inclusion, second half). The SENTs’ statements indicate that their colleagues from general education do not recognize their specialization in the field of special education that they perceive as a profession, which adds to their difficulties. However, one NT told about a continuous positive relationship with the homeroom teachers regarding the functioning of the inclusion students at the beginning of the year: *“I have an ongoing and very good relationship with the homeroom teachers ... we are very synchronized ... in the school we talk in the breaks about every students”* (Nurit, inclusion). A positive and reciprocal relationship between some of the general education teachers and the SENTs was mentioned by a few of them in the second half: *“In the beginning I felt ... that I am*

completely alone ... [today] this is something totally different ... if something unusual happened I tell them. If they think that there is something I need to know, they tell me. But not [with] everyone there is a joint conversation about the students" (Neta, inclusion). In addition, the relationship between the SENTs and the general education teachers was casual, not professional and unstructured, and was held in the recesses, in the hallways *'on a cup of coffee'*, as Zivit put it. This finding is commensurate with the reports of the SENTs about the interpersonal relationship (which by its very definition is not professional) that developed gradually between the SENTs and their colleagues in the school, as presented in the first chapter of the findings. While the inclusion work is based fundamentally on a professional partnership and cooperation between all the personnel working with the inclusion student, the findings indicate that the SENTs' work in the inclusion framework takes place in an *'empty space'*, disconnected from their colleagues from general education. This can explain the continued coping of most of them with difficulties in providing tailored responses in the lessons to their students' needs and in their promoting throughout the year.

An interesting finding is that while the SENTs elaborated extensively on their difficulty in the practical performance of *'simultaneous teaching'* in the lessons for students from different functioning levels, in their reference to the support in coping with the teaching, they emphasized the issue of receiving information about the students and the relationship with the general education teachers. Only one NT noted the appeal for specific assistance on this topic (which did not receive a professional response): *"In every group there are some students that are at a different functioning level ... I turned to the mentor teacher ... her response was that we need to be acrobats, and I do not know to be an acrobat"* (Nurit, inclusion). It seems that the actual teaching that is adjusted to the special needs students is identified by the SENTs with the nature of the teaching profession in SE, and that they see this role to be their mission and their responsibility by virtue of their professional training, as noted previously regarding the SENTs' concerns about their students' progress.

b. Expectations for Support and the Actual Support to the SE Classes SENTs for the Teaching in Lessons

The SENTs from the SE classes framework expected additional staff to be integrated with them in the class and assist them in order to enable simultaneous and adjusted teaching for students in different levels of functioning: *"Five levels in the class ...*

I always feel that I am jumping from place to place ... [I need] more staff ... "Since each one of them needs to progress at his own pace" (Rony, SE class); "You always need to give up on one child in order to promote another child ... there is insufficient staff members relative to the class needs" (Tali, SE class); "I would expect that in every lesson that I teach there will be an assistant who will help and will support the students who have the most difficulties" (Liat, SE class). Liat emphasizes, "There are students who cannot work without me ... and it takes me a time until I am available."

A few of the SENTs noted throughout the year the different types of support they received from colleagues and mentors in their coping with providing a response to the differences among the students in the lessons – counseling and receiving tools and ideas for implementation of practices in the lessons: *"I have a group that knows the first ten, there is a group that is already in the second ten, and there is a girl ... who learns in parallel to the regular class in arithmetic. I consult with the homeroom teacher of the regular class" (Tamar, SE class, beginning of the year); "[The mentor] knows the children well ... I ask her advice, I receive tools, ideas, all sorts of tips for activities with the children in the lessons but not enough. Not like I would want to receive" (Shany, SE class, first half); "One of the experienced teachers gave me ... a way to approach one of the children with the most difficulties ... I added him to another group ... there he felt better and there he began to show more understanding [achievements]. She simply directed me to another direction that I did not think about it by myself" (Tamar, SE class, second half). The support that they received was professional and related directly to their difficulty in providing an adjusted response in the lessons to the different students. Nonetheless, only a few of them noted that they received support, a finding that can explain their continuing difficulties in the adjustment of the teaching to the differences among students in the lessons.*

c. Expectations for Support and the Actual Support to the SE Schools SENTs for the Teaching in Lessons

In the SE school, no expectations for support in coping with the difficulties in teaching were raised. Only a few noted in the beginning of the year expectations for professional guidance from their colleagues regarding the adjusted teaching: *"The homeroom teacher ... guided me ... that if I turn to specific student everybody needs to wait patiently, until the child using the computer [in augmentative alternative communication, AAC] will reach to the correct answer, which can take a few minutes" (Alon, SE school); "This is breaking, a kind of attrition ... you prepare ... and you print and you laminate and you want to promote them in a certain subject and everything suddenly is worth nothing ... since they are not capable. [I turn] to the vice-principal, she is responsible for the pedagogy, we decided that we need to make changes according to the functioning of the different students" (Orna, SE school).*

The **mentor teacher** was hardly mentioned by the SENTs from the three frameworks regarding the issue of the expectations for support and in the support in the coping with difficulties in teaching, while research studies noted contribution of the mentoring to the NTs in the pedagogical-didactic area (e. g., Boyer & Lee, 2001; Nasser-Abu-Alhija et al., 2006). The mentoring is a process intended to provide the NTs with a professional support and to develop and strengthen their teaching skills (Boyer & Lee, 2001; Schatz-Oppenheimer et al., 2014) in the stage of their transition from the 'learning world' to the 'working world', in which they lack of practical knowledge about teaching skills. Moreover, the mentoring that occurs in the educational field is supposed to develop 'contextual knowledge', which assists the NT decision making and implementation in the changing contexts and in the unique situations in teaching (Shulman, 1986; Zilbershtein, 1994). The accompaniment of the mentor, who is a professional in the SE area, is important for the development of this knowledge among SENTs who is required to teach students on different functioning levels and in unique situations but this support was hardly mentioned by the NTs.

It is possible to identify a great gap between the broad description of the SENTs from the three frameworks of their difficulties in the practical performance of the adjusted teaching and their low expectations for support and the actual support they received in the development of the teaching skills. They were not even able to point out the knowledge bodies necessary for them to overcome their difficulties. It seems that they 'do not know what they do not know' and are found in a 'cloud' of ambiguity regarding what they are supposed to receive. This apparently is because the school does not have a systemic policy of support and learning for the NTs. Along this, it is likely that the low expectations they mentioned stemmed from the fact that they believed that in the aspect of the actual teaching, they could manage to a certain extent themselves, due to their studies and field experiences in the training. Therefore, they focused their expectations for support in coping with difficulties in the other areas (displayed throughout this work) in which they needed tight support and immediate responses.

d. The Classroom Assistant's Work with the SENTs during the Lessons

The assistance and the conduct of the classroom assistant during the lessons constituted a common difficulty factor among SENTs from the SE classes and the SE schools frameworks. Classroom assistants are assigned to most of the SE classes in Israel, in the schools of general education and special education. Their roles include scholastic-educational, group or individualized assistance for the class students, according to the educational-scholastic line that the teacher delineates and her guidelines (MoE, 2011, sections 1.1; 2.2). The classroom assistants are not required to have prior and formal professional training (Dorner Committee, 2009; Manor-Binyamini, 2009), and the impartation of the learning subjects is the teacher's responsibility. As obligated by the role of the classroom assistants, the SENTs expected cooperation and assistance on their part during the teaching in the lessons. In actuality, most of the SENTs encountered the lack of help on the part of the classroom assistants in the lessons and the assistants did not constitute a support for them. Only one NT from the SE classes and a few SENTs from the SE schools referred to the classroom assistant help in a positive manner: *"She learned, from every teacher who she worked with ... the strategies. It is possible to rely on her blindfolded ... she teaches them as if I teach them ... I won"* (Tamar, SE class); *"She truly is with the students most of the day ... then she knows them sometimes better than I do, sometimes I ask her advice"* (Shaked, SE school). The main reasons noted by the most of the SENTs for the lack of assistance were: (1) the classroom assistants' lack of knowledge in the scholastic areas; (2) the classroom assistants' conduct in the lessons that was inappropriate and not suited to the students' needs; and (3) the classroom assistants' age and experience relative to the NTs.

1. **Lack of scholastic knowledge of the classroom assistants**, learned in the SE classes. This caused the NTs not to rely on the classroom assistants' scholastic assistance to students during the lessons: *"They entered to work as classroom assistants without any knowledge. Nothing, this is how they tossed them. I am still new and I need to guide them ..."* (Tali, SE class, beginning of the year); *"Many times ... the level of their professional knowledge is not as it needs to be and this constitutes a problem. They are not sufficiently professional to be quasi 'teachers' of children, but they need to be somehow also teachers. [I have] lack of confidence in their [work] with the children ... this is frustrating ... and it gives a feeling of uncertainty that they will do the right thing, even if I guided them what to do with that child"* (Tali, SE class, second half). The SENTs who found it difficult to teach simultaneously students from different levels of functioning in the lessons and who expected additional personnel to make this easier

for them, could not rely on the classroom assistants whose main role is to assist the class teacher, and consequently they were frustrated.

2. **Improper conduct of the classroom assistants** in the lessons that is not suited to the students' needs caused the SENTs not to rely on them professionally. According to the SENTs statements, typical misconduct of the classroom assistant was the sitting idle in the lessons, not helping the SENT in the lessons, intuitive decisions making rather than suited to the students' needs, blatant intervention in the professional decisions of the SENT in the lessons, holding a non-professional discourse during the lesson and so on. They indicated in the beginning of the year: *"She generally is very rigid with the students ... and there are students for whom this does not work. There are some students that this does not push to positive places"* (Galit, SE class); *"I tried to explain something and then she gets into my words. This takes them out of concentration, and it is very hard to bring them back to concentration ... It was terrible. It is the most difficult in the world"* (Meirav, SE school). In the first of the year the SENTs described: *"The irrational decisions that [the assistant] makes regularly and that is not adjusted and different from one student to another creates unrest among the students in the lessons"* (Shelly, SE class); *"During the lesson she can comment to me suddenly: 'Don't you see that the content is hard for them, or – they are bored, or – this does not suit them at all?'"* (Alon, SE school); *"Throughout the entire lesson – the classroom assistant sits at the side and does not get up to help. Periodically she goes out for long minutes, and I remain to cope with the class alone ... in the end I did not succeed in teach the lesson like I planned"* (Rinat, SE school). And in the second half: *"I teach, I read the text ... and she begins to explain to them the text that I read, but I want ... that they will discover by themselves the idea ... the student needs more time to think"* (Sigal, SE class); *"The classroom assistant simply disappeared. I told her: 'When you go outside, tell me ... 'I manage [the lesson] according to your presence or leaving'. When I say such things, there are tears in my eyes"* (Amit, SE school). As a result of the classroom assistants' conduct, the SENTs experienced in the lessons negative feelings, such as anger, feeling of diminution, lack of confidence, contempt of them, helplessness, confusion, lack of efficacy, fear, upset, feeling superfluous. These feelings were added to the lack of confidence, confusion, and frustration they felt with their entry into teaching, as found also in the research study of Swanson & Murri (2006). The findings regarding the SENTs' difficulties that stemmed from the classroom assistants' low professional level are supported by the recommendations of Dorner Committee appointed in Israel (2009) as well as recommendations of research studies (e. g., Maensivu, Uusiautti & Maatta, 2012), according to which professional development is needed for the classroom assistants – training before entering to the role and professional developing in parallel to the work. In recent years, local initiatives of

municipalities in Israel have promoted basic professional training for the classroom assistants.

3. The fact that the SENTs are young and new in the school caused them to feel **lack of confidence and discomfort in 'managing' the classroom assistants**, who for the most part were older and with great seniority at school: *"Such discomfort ... she could be my mother, if not more, and she knows the students and the system for years and who am I, the 'newbie', to come and tell her how to act"* (Galit, SE class); *"I feel uncomfortable when I need to ask their help ... the feeling that they have power in the school and the feeling that I am young and new and therefore 'who am I' to give them instructions or to comment to them about their behavior towards the students"* (Rinat, SE school). Paradoxically, it seems that the status of 'novice teacher' is perceived incorrectly by the SENTs in the context of the 'balance of powers' between them and the classroom assistants. While the SENTs hold the professional responsibility for the students, the class management, the teaching, and the classroom assistants, they perceived the classroom assistants in a 'stronger' status than them – the 'newbies'. Therefore, they found it difficult to manage the classroom assistant's conduct in the lessons, and 'fell silent' in their work with them. Hence, there is an importance of training of the SE student teachers for performance of various aspects of their role that include responsibility, partnership, and team management (Conderman & Johnston-Rodriguez, 2009; Swanson & Murri, 2006).

The SENTs expected that the school role-holders would clarify for the classroom assistants her roles and status in the class, but this expectation was not realized: *"It is necessary to hold a conversation in order to focus on the procedures ... perhaps a table of roles, a table of rosters, something that they will know exactly what they need to do"* (Liat, SE school); *"That the principal ... will clarify for the classroom assistant her status in the school, her boundaries, in what she can intervene in and what she can't. This is really a field that is 'gray' in special education"* (Nili, SE school). The requests for assistance of few SENTs from SE schools received responses that did not contribute to them in coping with the classroom assistants conduct during the lessons since they were not commensurate with their being new and insecure in their status as teachers in the school: *"I asked for advice about this from the mentor and from different teachers ... they explained to me that it is necessary to display a little assertiveness towards her [class assistant] since I am the educator"* (Alon, SE school). *"Our grade coordinator ... told me – 'you must end this, you need to set borders ... to clarify to her that you are the teacher in the class and not her'"* (Meirav, SE school).

It can be concluded from the aforementioned statements that the classroom assistants, who were supposed to be a source of assistance for the SENTs in the lessons, became additional source of difficulty in the lessons. For the NTs the management of the classroom assistants' work in the lessons constitutes a significant difficulty following the unclear boundaries of the role (Branch, 2002). This, in addition to the lack of familiarity of the NTs with the structure of the classroom assistant's role in the context of the division of the responsibility for the students' learning in the lesson and the providing of an adjusted responses during the lessons for the students' needs. The short period the SENTs were at school and the fact that they are in a process of learning in their new 'working world' made it difficult for them to determine and shape already from the beginning the appropriate work relations and division of the roles with the classroom assistants – It takes time to learn and to develop effective work relations. Hence, it is important that the school will ensure that the NTs know and understand the classroom assistants' role, will clarify for them the guiding principles of the joint work with the classroom assistance and the division of the roles between them and the classroom assistants in the context of the students' learning. This is important so that the SENTs can, already from the start of their work, be effectively assisted by the classroom assistants (Manor-Binyamini, 2009; Morgan, Ashbaker, & Forbush, 1998), without 'background noises' related to the need of coping with the classroom assistant's conduct alongside the management of the teaching.

Table 16 presents the expectation for support and the actual support the SENTs received in coping with teaching, adjusted to differences among their students during the lessons.

Table 16. Expectations for Support and Actual Support the SENTs Received in Coping with Teaching, Adjusted to Differences among Students, during the Induction Year

	Expectations for Support	Actual Support			Lack of Support		
Continuum Framework		Beginning of the Year	Semester I	Semester II	Beginning of the Year	Semester I	Semester II
Inclusion	• Information about students • Structured & permanent communication with general education teachers for coordination & transfer of information on students as a basis for adjustment of the teaching	A few SENTs • Initial information about the inclusion students in school meetings One SENT • Ongoing & positive relationship with the homeroom teachers regarding the students’ functioning	————	A few SENTs • Positive & reciprocal conversation – not professional and unstructured, with some of the general education teachers regarding the students’ functioning in the inclusion lessons	Some SENTs • Lack of communication with the teachers that prevented them information for the adjustment of the teaching to students' needs • Failure to invite the NTs to meetings pertaining to inclusion students • Ignoring & lack of interest of the general education teachers in the students' learning in the inclusion lessons	Some SENTs • Lack of continuous support as in the beginning of the year	
SE Classes	• Additional personnel during the teaching in the lessons • Cooperation & assistance from the classroom assistant	A few SENTs • Obtaining advice, tools, & ideas for practices in teaching during lessons, from colleagues & the mentor			Most SENTs • Lack of support from the assistant during the teaching in the lessons • Lack of knowledge of the assistant in the areas studied in the SE classes • Inappropriate conduct of the assistant in the class that does not suit the students’ needs • Negative feelings as a result of the assistant’s behavior (lack of confidence, anger, confusion, fear, etc.) • Lack of confidence & unpleasantness of the SENTs in the ‘management’ of the assistant • Lack of definition of the assistant role by the school management		
SE Schools	• Cooperation & assistance on the part of the classroom assistant in the lessons	A few SENTs • Professional direction by colleagues for the adjustment of the teaching to differences among the students	————	————			

3.3.4 “This Hit me ... Suddenly the Discipline Meets me” – SENTs' Coping with Students' Discipline Problems and Challenging Behaviors

Handling effectively behavior problems in lessons is essential for the confidence that teachers and students need. Throughout the year, the SENTs coped with difficulties stemming from behavior problems of students in their lessons. The SENTs' difficulties focused on two main aspects: (1) difficulties caused by the initial encounter with behavior problems in the lessons and (2) difficulties in coping with the discipline problems in actuality.

(1) Difficulties in the Initial Encounter with Discipline Problems and Challenging Behaviors of Students

Most of the SENTs from the inclusion framework noted in the beginning of the year that they coped with discipline problems in the lesson: *“I felt that I was greatly engaged with discipline problems in my interaction with the students”* (Mor, inclusion). They described difficulties from their encounter with behaviors such as unquiet, lack of boundaries, recalcitrance, refusal to accept authority, and absences: *“A child can suddenly turn around in the middle of the room, not focused ... students that when I give a task ... decide that they refuse to do it ... they speak on the telephone, they leave the classroom ... I come to teach and I deal with many discipline problems. The students frequently do not come and then I begin to look for them”* (Gili, inclusion). Although the SENTs worked with students with special needs, such as learning disabilities and attention deficit hyperactivity disorder¹¹, which also include behavior problems, their difficulties stemmed from the encounter with 'traditional' discipline problems, with which teachers in general education are forced to cope. These problems constitute interrupting to the lesson (Aybzo & Eldar, 2016; Yariv, 2010; Bar & Frank, 2008; Salem al-amarat, 2011).

All SENTs from the SE classes and SE schools frameworks described a difficulty, primarily in the beginning of the year, which stemmed from the encounter with the students' severe behaviors: *“I was in shock ... very, very difficult children”* (Tamar SE class); *“The most difficult in the lesson ... is the students ... with the complex problems”* (Ofek, SE school). They described severe verbal and physical violence in the lessons, which some

¹¹ See Table 1. Disabilities of the students the SENTs worked with in the different educational frameworks during the induction year

used against themselves or against their classmates and sometimes even towards them (the NTs). In addition, they mentioned oppositional behavior and refusal to accept their authority as teachers: *"I have a student ... [with] a basic difficulty to communicate ... with tantrums in the lesson ... in certain cases I even am afraid to deal with him ... because of his physical violence"* (Shany, SE class); *"A child in the class with low functioning ... on the level that it impossible to sit him in a chair ... he takes the computer cable and puts it into his mouth ... on the level of danger ... he shouts and he is not willing to sit anywhere"* (Shaked, SE school); *"One student who the moment it is hard for her ... she hits herself ... she can bang her head on the wall ... it is heart-wrenching ... that this is how she expresses her anger and harms herself"* (Amit, SE school). Galit from the SE class expressed well the SENT's intensity of the difficulty by connecting between the complexity of the behavior problems and the fact that she is a NT: *"The combination of the complexity of the status – 'new teacher' with the coping in class of SE is exceptional. The mental load and the copings are many and difficult"*.

The concept of challenging behavior is commonly used to describe behavior problems that challenge the environment in which they occur (Aybzo & Eldar, 2016). Challenging behavior addresses every expression of behavior that may risk the behaving student or those around him, and may harm the student attitude to activities in which he may take part (Lancioni et al., 2012). This concept reflects the behavior of the students reported by the SENTs from the SE classes and SE schools frameworks, and hence, this concept will be used during presenting their statements that address the students' severe problems. The challenging behaviors the SENTs from these two frameworks coped with are commensurate with findings of a three-year longitudinal study conducted by Kilgore and colleagues (2003). This research study indicated that the field of management and control of SE class is related less to the management of a traditional class and addresses more the control of students with especially challenging problems, which senior and experienced teachers also find it difficult to cope. The preference given in the Special Education Law in Israel (Israel, Special Education Law, 2002, Amendment no. 7(b)) to the placement of special needs students in the general educational system over SE led to the transfer of students with complex disabilities from the separate SE schools to special classes in the schools of general education. The students with the most severe difficulties remained in the SE schools (Margalit Committee, 2000; Neon et al., 2012). This background constitutes explanation of the challenging behaviors of students encountered by SENTs from the two frameworks with their entry into teaching. However, it should be noted that the

SENTs identified 'behavior problem' according to their point of view based on their teacher education studies, experiences in training, familiarity with SE students, but did not rely on professional tools such as methodical diagnosis and assessments.

(2) SENTs' Difficulties in Coping with Discipline Problems and Challenging

Behaviors of Students

The coping with the students' behavior problems in actuality constituted a difficulty in itself. The statements of the SENTs from the inclusion framework indicate a difficulty in the handling of the behavior problems in parallel to the teaching in the lesson: *"There is a race ... to finish to teach the learning subject ... and simultaneously to handle discipline problems and the child who has attention deficit hyperactivity disorder ... and he all the time moves and it is hard for him to sit"* (Mor, inclusion). The SENTs' lack of experience prevents them from 'moving freely' in the lesson between teaching and management of behavior problems. This skill is acquired and develops throughout the continuous learning processes in the 'working world'. In the SE classes and the SE schools frameworks a great difficulty was noticeable following reaching to a 'dead end' in the lessons, in the SENTs' attempts to cope with challenging behaviors: *"There is nothing motivational that will enable ... to cause her to do tasks and to seat her. The second child – there is nothing that he likes"* (Tali, SE class). Tom described the dead end he reached: *"Three students interrupted the class in a crazy manner. It was not possible to teach ... it was impossible to control them. I taught ... and he began to interrupt and began to shout ... you need experience to get out of this ... he is violent towards the students ... he threatens them ... I remained shocked ... I never in my life imagined to myself that I would encounter this situation ... I am disappointed ... even on my first day I did not succeed in conveying the s to the end"* (Tom, SE school).

In previous research studies, it was found that SENTs have difficulties managing behaviors and coping with students who pose complex behavioral challenges (e. g., Carter & Scruggs, 2001; Griffin, et al., 2003; O'Neill & Stephenson, 2014; Kilgore et al., 2003; Mastropieri, 2001; Whitaker, 2003). However, behavior problems not only interrupt the proper management of the lessons but also influence the NTs themselves, who experience feelings of pain for the students, frustration, helplessness, lack of confidence, and concern: *"I take this very hard, it hurts me ... I do not succeed in getting the best of him [the student] ... it is very frustrating"* (Ella, inclusion); *"I felt helplessness with some of the students' behavior ... I encountered discipline problems that sometimes made it very difficult for me to continue the lesson and harmed my self-confidence"* (Mor, inclusion); *"I reached a situation of frustration, lack of self-confidence"* (Tamar, SE class); *"Primarily pain. Pain*

for them, for the students” (Galit, SE class); “It frequently happens to me during the day, that I ... stand facing a child’s behavior and do not know what to do ... while I am in front of the class. I fell lack of confidence ... lack of ability ... this is discouraging. This does not happen once in a while ... this can happen every day” (Ofek, SE school); “It was hard for me to see these intensities of violence ... I felt helpless” (Shaked, SE school). Similar feelings, which stemmed from coping with behavior problems, arise generally among NTs (Busch et al., 2001; Fuller, 1969; Harrari et al., 2007; Kagan, 1998).

Despite the feelings described above, the SENTs adopted already from the beginning of the year a proactive approach in coping with behavior problems. This approach was reflected in the efforts of some of them from the inclusion framework and most of them from the SE classes and SE schools frameworks to get to know better their students who displayed behavior problems, to establish closer contact with them and to connect with them, so as to understand better their difficulties and to act more correctly to help them: *“What most helped me in coping with discipline problems is the more in-depth familiarity with the children ... I began to approach to the children and to slowly understand what are the areas of interest of each one of them, to what do they connect and to what not, which behavior of the other stimulates them and so on. Accordingly, I began to give appropriate reinforcements and to avoid things that might trigger severe reactions during class” (Mor, inclusion).*

It seems that the efforts to get to know and connect with students are immediate intuitive actions taken by the SENTs to enable themselves to cope and survive in the lessons. In addition, to ensure the safety of their students against the threat that stemmed from behavior problems, and primarily challenging behaviors of students in the SE class and the SE schools frameworks, which sometimes endanger them and those around them: *“I aspired to get to know the students and to understand all the difficulties and abilities of every child ... by that I succeed in getting closer to them and this, I thought, will reduce behavior problems” (Smadar, SE class); “I entered the world of the student ... for instance [if he] likes football, then I speak with him about football ... I began ... [to hold] personal conversations” (Tom, SE class). It is possible to learn from these actions about the using of survival mechanisms by the SENTs versus immediate threats in their path in their entry into teaching (Fuller, 1969; Moir, 2000; Vonk, 1993). The SENTs struggle to develop effective strategies that will enable them to cope with behavior problems (Busch et al., 2001; O’Neill & Stephenson, 2014; MacDonald & Speece, 2001; Mastropieri, 2001; Whitaker, 2003).*

Making personal contact with students is mentioned in the literature, as

effective in order to prevent behavior problems in lessons (Bar & Frank, 2008). However, this *modus operandi*, of the SENTs from the three frameworks, that rely, for the most part, on students' overt behaviors, is not sufficient. Frequently, behavior problems among special needs students are an expression of difficulty and distress, and sometimes part of the characteristics of the student's disorder and/or syndrome. In light of this, it is important to methodically identify the source of the behavioral difficulty and to adjust the range of the response and treatment to its characteristics (Aybzo & Eldar, 2016). The SENTs' statements did not indicate the adoption of such strategies, and the absence of these actions can explain their continuing difficulties in the coping with students' behavior problems, as will be presented later. The absence of the transfer of professional information about students to the SENTs in their entry into teaching, as mentioned by some of them, can partially explain their reliance on a 'general' familiarity and connection with the students in coping with behavior problems: *"They told me that there are folders ... I did not find the assessments of all of them. For children that I was told that have assessments, I did not find"* (Yarden, inclusion); *"I did not receive the files of them, I did not receive their assessments. Everything ... is very general and not focused. I do not even know what the reason is that the child is found in the learning disabilities class"* (Shany, SE class). *"I did not receive the personal file, I only sat with the homeroom teacher and ... she described the students ... not too much"* (Meirav, SE school).

A prominent finding that arose from the analysis is that despite the wonder and difficulty that arise in the SENTs from the SE schools statements, following the encounter with students with severe behaviors, some presented already in the beginning of the year a realistic and even optimistic approach for handling these difficulties. Their statements indicate their understanding that they are at the beginning of the teaching path and in a process of learning, and emphasize their perception of teaching in SE school as work which fundamentally involves encounter and coping with students who pose diverse challenges: *"I came to SE, I know what is SE and this is a part of their characteristics... this is a part of them"* (Dahffy, SE school). Dahffy added: *"This is simply a matter of time and my self-learning of them and truly to understand what each one of them needed"*; *"I am not afraid of it, I do not flinch ... I have the patience to come and learn and to know and to ask if necessary"* (Alon, SE school). Alon detailed: *"This is a difficulty ... but on the contrary, it spurs me to try to succeed and try to prove that I would succeed in getting along with it"*. The declaration of the educational system in Israel is that SE schools are intended for students with severe difficulties (Margalit Committee, 2000; Neon et al., 2012). It seems that the SENTs who enter the SE schools come when this common

perception, which is discussed during their training for SE, is clear and known to them, and thus coping with the students' severe behavior problems is perceived as an integral part of their role.

Most of the SENTs from the three frameworks described continuous difficulties in handling behavior problems in the lessons in the first half of the year: *"Most of the time in the inclusion groups is devoted to discipline problems ... I was convinced that with time I would get to know each one of the students in-depth and I will reach everyone. This did not happen because of the noise in the class ... I feel that I am not a teacher. [After] every lesson [I am] exhausted and agitated"* (Yarden, inclusion); *"I did not succeed in teaching all that I prepared and handling appropriately discipline problems. Instead of feeling that I am leading, I felt I was led by the students"* (Vered, inclusion); *"I find it difficult to balance and to control the class when the students make noises ... yell and hit one another"* (Sigal, SE class); *"A feeling of frustration ... from oppositional behavior of the students ... I tried to talk with a child and I felt that there is nobody to talk to"* (Shaked, SE school). Similarly to the beginning of the year, coping with the behavior problems caused the SENTs to feel sense of despair, frustration, pressure, lack of confidence, anger, and fear, and some began to doubt their ability to function as teachers: *"I experienced discipline problems ... I felt despair and frustration ... perhaps something is wrong with me"* (Vered, inclusion); *"I am very frustrated, I felt that maybe I am not a good teacher, I told myself sometimes – why go to school?"* (Smadar, SE class); *"A feeling of anger, frustration, pressure, confusion ... it is not simple to see these situations when the students are losing control and to feel that they lack protection from themselves"* (Shaked, SE school).

Nevertheless, some of the SENTs from the inclusion and SE classes frameworks and most of the SENTs from the SE schools indicated an improvement in their ability to cope with behavior problems in lessons, primarily due to their familiarity with the students and the gradual creation of trust and connection with them: *"In the beginning I had difficulty in coping with discipline [problems] ... over time I learned to know them and they learned to know me. I still feel that I need to acquire additional experience and confidence on this issue"* (Zivit, inclusion); *"After I learned to know them and to understand what each one wants, and they saw that I am here and that I am not shocked or running away, the relations greatly improved. Of course, they do not make life easy but the fact that I know that there is trust among us and they rely on me ... even if they do negative acts ... from my perspective this is a tremendous achievement"* (Shany, SE class); *"At the beginning of the year, The student disturbed endlessly, hit me ... destroyed, broke, cursed. After getting to know him and the end of a difficult period, I found ... that when he is given warmth, responsibility, and much attention, amazing things come out of him"* (Meirav, SE school). Even during the course of the year, the NTs did not relate in their statements to the sources and motivations of students' behavior

problems regarding the nature of their disability, which are important for the selection of systematic methods of intervention and treatment. For the most part, they also did not describe planning of adjusted solutions to the students' needs. The ignoring of the sources of the behavior problems and the lack of thinking about professional ways to treat them may stem from deficient training for coping with behavior problems and lack of tools and experience.

The SENTs from the SE schools exhibited also in this semester a realistic and optimistic approach towards coping with students who pose challenging behaviors. The wonder that characterized their statements at the beginning of the year vanished: *"Today, after four months I feel more in control, more self-confident, with the students and with their behavior problems"* (Tom, SE school); *"At the beginning of the year ... I was stressed ... Today I am more calm and relaxed ... On the contrary, it has become a challenge"* (Shaked, SE school). The NTs understood that the familiarity with the students and their difficulties, the time that passes, the learning, and the experience, will enable them gradually to cope successfully with their difficulties and with the challenging behaviors in the lessons: *"I believe that over time I will become more familiar with the children and the appropriate strategies to work with them, and I believe that the experience and the deep understanding will also contribute to success"* (Rinat, SE school); *"I am aware of the type of population I work with ... I need to build expectations that will suit the reality and the students' functioning. I think that the experience plays a very important role. Over time things will appear differently and better"* (Tom, SE school); *"The moment you develop an attitude of acceptance, the coping with the students is far easier – the ability to understand that this is them and they do not do this intentionally ... then you are far more patient with them and much more understanding"* (Dahffy, SE school).

Despite the improvement described in the findings in coping of the SENTs from the three frameworks with behavior problems and an optimistic approach towards it, the difficulties they face maintain them in a low stage of their professional development. The NTs are still focused on themselves, on their difficulties resulting from the coping with behavior problems and concerns about their ability to control their class (Fuller & Brown, 1975). The focus on the 'self' is expressed by the way they describe the difficulties the students pose and it is apparent that they 'blame' them for it. Still, they cannot see and understand that the students' behavior problems are an expression of their personal needs. In addition, they do not address in their concerns the other students in the class, who are exposed to their peers' behavior problems.

In the framework of the SE classes, this trend continued also in the second half: *"There are students who simply come with diagnosed problems. This is not something that can be solved in half a year of work of personal conversations"* (Shany, SE class); *"The most concerning – the emotional problems of the children in my class, their complexity ... my ability to help them ... to see them when there is a storm. There are children who if the air passes by them it is enough for them to explode ... I am afraid. I do not want to be afraid, I do not want to put myself physically in front of them"* (Shelly, SE class). The improvement in coping with difficulties, among a minority of them stemmed, as before, from the connection developed with the students. *"I already know who are in front of me, so it is far easier to put them back on the path"* (Galit, SE class); *"My connection deepened further ... with the students, I feel that they can turn to me about everything they feel, about everything that bothers, troubles them, makes them happy"* (Rony, Se class).

Most of the SENTs from the inclusion and the SE schools frameworks reported in the second half of the year the continuation of the difficulties but also the improvement in handling them: *"In discipline problems I feel that there is an improvement in how I cope with the class and I manage the class. This is still something that disturbs me and I am working on it ... but I can tell that I cope with it better"* (Gili, inclusion); *"He [the student] sees me and this is it – he simply bursts out, blowing up lessons. I did not have the tools to cope with him and every time this happened I would take him out of the classroom"* (Rinat, SE school). Nevertheless – *"with the rest of the students I feel that it is working well, with part of them ... I feel that the lessons are being held as I want, like I plan"*; *"He [the student] can begin to curse me in the middle of the lesson ... to a level of hitting me because he did not receive what he wanted ... the frustration ... still accompanies me"* (Nili, SE school). On the other hand, Nili said: *"I felt more in control ... over every student"*.

According to the SENTs opinion, the improvement stemmed from several reasons: (1) the experience they accumulated and the successes that some of them experienced that increased their self-confidence: *"In the behavioral area, I feel more in control ... apparently this is also because of the knowledge that I accumulated and confidence that I came with now in this semester"* (Mor, inclusion); *"I have behavior problems in the class but ... I feel more in control, since I succeeded ... to touch important points regarding every student"* (Nili, SE school). (2) Better understanding of the students' needs: *"I undergo a process ... [I understand] that it is ok to demand ... that without it they get lost, that this is something that they need, exactly like warmth and love"* (Neta, inclusion); *"The difficulties in my coping with the students have not totally been resolved, but I succeed in coping with them in a better manner ... I already know more or less how I have to act. If one child interferes I know that he needs a little time to be alone"* (Amit, SE school). (3) The support they received from different sources (as will be described in the continuation). At this stage, evidence arises indicating a progress in the

professional development. Some of the NTs succeed in looking at the behavior problems not only from the aspect of the difficulty but also more broadly – from the aspect of the successes. In addition, they describe their difficulties not only from the perspective of the 'self', as beginning teachers, but also from the perspective of the student – the difficulty as an expression of his needs. This focus characterizes the concerns in more advanced stages of the NTs' development (stage of influence, Fuller & Brown, 1975). It should be seen as a development of a more balanced approach of the SENTs that see the 'glass half full' and the potential to draw professional strength from it. In addition, the feeling of helplessness of some of them is replaced by a certain feeling of competence, since they gradually identify the abilities of control they have and those they lack. They begin to know and to understand 'what they need to know' in order to succeed in their work. In this stage, therefore, there is a partial but valuable transition between the worlds – from the world of the 'learning person' to the world of the 'working person'.

Another important professional development is exhibited in the second half of the year in the perception that develops among the SENTs from the SE classes and SE schools frameworks, which sees the students as individuals, therefore it enables the identification of behavior problems of specific students (instead of seeing the behavior problems as characterizing the class as a whole): *"The specific difficulty is with the problematic child ... who undermines the class climate. He has mental disorders ... the children do not want to come to the school because of him"* (Tamar, SE class); *"Now I feel that I want the remaining time ... to see how I cope with the difficult students, the more complicated ones. To see how I succeed to overcome it, their difficulties"* (Rinat, SE school). The NTs understand that focusing on the treatment of a specific student's behavior may help in succeeding in coping with his difficulties: *"Still ... I did not succeed in reaching him ... I can talk to him and he will continue to walk and curse. However, I look at the others, that I did succeed with them ... a girl who I thought at the beginning of the year that she is a bully ... [and now] she functions and she is friendly and helps"* (Shaked, SE school).

Alongside the identification of the challenging students, the SENTs from the SE schools displayed a proactive approach, which was expressed in the different strategies that they adopted in handling challenging behavior in the lessons:

a. Increased alertness to behavior of specific students: *"If in the past I had many more cases of violence then ... it is enough now that I see a child ... [with] this small movement of a slight*

push, I already know that something is going to happen and I am already there ... to stop this and not wait for an explosion” (Shaked, SE school).

b. Adjustment of the treatment method to the student’s needs: *“Here in SE the idea is ... to be 'outside the box' ... The fact that I came with a goal that I want that he [the student] will reach it, then it seems that he will not reach [to it] in the way that I want. We will have to go in other ways in order to attempt reaching it” (Orna, SE school).* As well as taking actions for calming the student: *“When the child is at that moment, rioting – it is very scary ... he needs to be given a ball ... a game ... to take him to a place that he likes in the school. The main thing is for him to calm down ... I do with him a kind of process” (Dahffy, SE school).*

c. Management of the lesson in a manner suited to the students: *“In the class they have a very structured daily schedule. I try not to skip this schedule ... they know what is coming so it is easier for them” (Meirav, SE school); “Not to go into the personal issues of every child ... what happened? And what did not happen? ... To give them the opportunity to enter a studies routine” (Ofek, SE school).*

d. More proportionate approach to behavior problems and acceptance of some of them, as a result of understanding that these are part of the SE students characteristics: *“Discipline problems – this is something that cannot be resolved ... this is the reality of the life here” (Tom, SE school); “Even if somebody will tell me shut up, today this will not bother me like it bothered me in the middle of the year ... at the beginning of the year. Today ... I say that this is ok, he is angry ... he will calm down” (Shaked, SE school).*

At this stage, in which the SENTs begin to discover the subtleties of the class 'puzzle picture' and do not see it as 'one block', there is progress in the professional reflective thinking to a meta-cognitive stage in which the 'learning person' can look at himself, his work, his students and their needs in a multidimensional manner, when he is free from the initial sense of shock. This progress serves as evidence for his professional development and transition to the professional 'working world'.

(3) Deficiencies in Teacher Education as a Factor for the SENTs' Difficulties in Coping with Behavior Problems

The SENTs attributed their difficulties in coping with behavior problems to lack of training or inadequate training for this issue during their teacher education: *“I did not learn this. I do not have tools” (Yarden, inclusion); “The tools that were at my disposal were the knowledge I acquired in my undergraduate studies and the tools I obtained when I learned for the teaching certificate ... The tools did not have a meaningful place in my two study framework” (Ella,*

inclusion); *“In the framework of my studies I could not fully understand what I am about to face with”* (Shany, SE class); *“Disappointment, frustration from the studies ... we did not learn really about coping with different populations of SE beyond learning disabilities”* (Dahffy, SE school).

The missing or inadequate training they noted included two components: (a) field experience in the training with students who have different disorders from those with which they coped in the induction year and (b) lack of knowledge and tools for handling behavior problems.

a. Lack of experience or inadequate experience in the training, with students that their disabilities similar to those of their students in the induction year. This component was mentioned by some of the SENTs from the SE classes and most NTs from the SE schools: *“I do not know students with learning disabilities with behavior disorders ... so it was hard for me to cope with behavior problems they have ... this is not a regular disorder that I can cope with”* (Sigal, SE class); *“I did not see enough students like this and I do not have sufficient experience ... students with so complex behavior disorder”* (Galit, SE class); *“I had experience in a very different class with very different problems ... I did not receive the full training”* (Orna, SE school). The lack of appropriate training led to a sense of powerlessness and helplessness: *“I have no knowledge of working with this kind of population ... it does not matter whether I learned SE or I learned general education ... the fact that I learned SE did not contribute anything to me”* (Rinat, SE school). Research studies found similarly difficulties of SENTs resulting from the need to cope with special needs students whose disability characteristics and problems were not learned in the training. These studies emphasized the frustration, stress, and lack of effectiveness of NTs caused as a result of the inadequate training (Billingsley, 2004a; O’Neill & Stephenson, 2014; Swanson & Murri, 2006).

Experience in the training framework expresses the degree of the SENTs’ exposure to disabilities, complexity and functioning of their students. However, as can be seen in Table 17, there was a difference in the level of compatibility between the type of the students disabilities with whom the SENTs worked in their practical training and the type disabilities of the students with whom they worked in the induction year, in all three frameworks.

Table 17. Distribution of SENTs according to the Compatibility between the Disabilities of the Students they Worked with during Teacher Training, and the Disabilities of the Students they Worked with in the Induction Year

Compatibility between type of disabilities of students in the training & type of disabilities of students in the Induction	Framework Inclusion Framework ¹² n = 10	SE Classes ¹³ n = 10	SE Schools ¹⁴ n = 10
Full Compatibility	3	4	3
Partial Compatibility ¹⁵	2	2	2
Lack of Compatibility	5	4	5

N=30

Four SENTs from the SE classes framework and half of SENTs from the SE schools worked in the induction year with students with different disabilities from those they worked with during the practical training. Two SENTs from each one of these two frameworks worked in the induction year, with students whose their disabilities were partially similar to those they faced during their training. Four SENTs from the SE classes framework and three SENTs from the SE schools worked in the induction year with students with similar disabilities to those they worked with during the training. This data can explain the difficulty reported by the SENTs in their encounter with students with severe challenging behaviors and their wonder in light of this encounter. However, some of the NTs saw the lack of previous experience in the work with students with similar disabilities to those of their students, an incentive to learn about difficulties that characterize them and to search for ways of coping with them. This behavior characterizes the 'learning person' in the 'working world': *"I do not stop learning all the time, every opportunity I have ... I open the Internet and read about all sorts of disabilities and try to accumulate for myself more information and more tools ... to adjust myself more to the class"* (Tamar, SE class); *"I learn about students with this disability ... from 'Google' ... things that I did not understand in the beginning ... things that it is possible to moderate through all sorts of ways [for instance] through the adjustment of the environment. I felt more in control ... I read about*

¹² See Appendix VIII - details the type of students' disabilities with whom the SENTs from the inclusion framework worked during their practical training and the type of students' disabilities with whom they worked during the induction year.

¹³ SEE Appendix IX - details the type of students' disabilities with whom the SENTs from the SE classes framework worked during their practical training and the type of students' disabilities with whom they worked during the induction year.

¹⁴ See Appendix X - details the type of students' disabilities with whom the SENTs from the SE schools worked during their practical training and the type of students' disabilities with whom they worked during the induction year

¹⁵ Example of partial compatibility: Shani worked in her practical training with hearing impaired students and with behavioral disorders. In the induction year, she worked with students with multi-problematic learning disabilities and with students with emotional and behavioral disorders.

this [about ASD]. I learned about this a lot ... in my free time” (Nili, SE school).

In contrast, the SENTs from the inclusion framework did not indicate the lack of suitable training with students with similar disabilities to those of their students in the induction year as a reason for their difficulties of coping with behavior problems. Possibly the reason for this is their coping with students who pose less severe behavior problems. This may also explain the finding regarding the improvement in the SENTs from the inclusion framework, coping with disciplinary problems in the second half of the year.

b. Lack of knowledge and tools for the treatment of behavioral problems. The SENTs are aware of the need for knowledge and professional tools for the treatment of behavior problems: *“I would like to know more to cope with behavior problems ... how to cope with such children. What to do, how to act” (Maya, inclusion); “I have the need of behavioral tools” (Ofek, SE school).* However, at the beginning of the year, the statements of most of the SENTs from inclusion framework and from the SE schools and half of the SENTs from the SE classes framework indicated that they entered the 'working world' lacking knowledge how to respond and to act when behavior problems arose: *“I do not feel that I know how to set limits ... I will not know how to cope if some situation will happen” (Nurit, inclusion); “Very difficult weeks. [The child] was in tantrums ... banging his head on the wall, breaking ... what is my role? To protect the class students? To keep him away because he hurts himself?” (Shelly, SE class); “The violence between students – I do not know what to do in order to prevent this and how to respond, how to cope ... I am concerned about the children’s safety” (Shaked, SE school).* They also indicated lack of professional tools for handling behavior problems: *“I have difficulty responding when a student chats, when he is occupied with things that are not related to the lesson, is insolent and comes without equipment, late for class to the lesson. I do not have the tools” (Gili, inclusion); “I do not have the tools to cope with the child behavior and the child is very, very difficult” (Tamar, SE class); “They get up, run away, leave the classroom, do not cooperate, I do not have enough ... tools to cope with this type of students” (Rinat, SE school); “There is a girl that when it is hard for her, she pinches, she scratches, she bites you ... I truly do not have anything to do ... I have no tools” (Amit, SE school).* Research studies point out similarly that SENTs do not receive adequate preparation for behavioral management and they are not given strategies for the management and prevention of challenging behaviors (Busch et al., 2001; Mastropieri, 2001; O’Neill & Stephenson, 2014).

It can be learned from the findings that the SENTs come to the 'working world' of teaching lacking the professional tools for coping with the students’

behavioral problems and they are helpless facing their students' behavior. This situation causes them to adopt sometimes unprofessional, spontaneous actions, through trial and error, and to rely on intuition. In addition, these nonprofessional ways of coping can indicate lack of consistency in the treatment of behavior problems and the fact that it is not clear and understandable to the students themselves what is expected of them. The responses that follow behavior and that operated immediately after its appearance, may have influence that reduces, increases, or terminates this behavior, according to the behaviorist operant learning theory (Skinner, 1953). Hence, ineffective responses and ways of coping with behavior problems (which do not rely on knowledge and professional tools that are systematically applied) may reinforce unwanted behaviors in the lessons and cause the need to continue coping with them again and again (Bar & Frank, 2008). This explanation 'turn the spotlight' on the SENT's responsibility for the students behavior problems – and does not attribute the behavior problems to the students' difficulties only (Salem al-amarat, 2011).

The SENTs entering reality of multiple behavior problems (both of students in general and individual students in particular) without prior knowledge at all or at the most with only a little knowledge and watch these performances when they are frightened. However, while their colleagues, the senior SE teachers, function in this reality – in the 'working world', with relative professionalism, the NTs find it difficult to shift from the 'learning world' to the 'working world' and to ascribe to their students' behavior problems a precise interpretation that leads to effective professional treatment. It seems that the lack of knowledge in handling behavioral problems leads them to focus on how these are expressed in the students' overt behavior (treatment of the symptoms, not the problem).

The professional terminology related to a professional discourse and treatment of ongoing challenging behavior problems does not constitute a part of the lexicon used by the SENTs during the induction year, as evidenced by the findings. The SENTs actions are not based on theories, nor on methodical data collection for understanding of the phenomenon nature and possible reasons. They are also not based on multi-professional discussions with the staff and construction and deployment of a systematic function-based intervention programs as required in the professional treatment of behavior problems (e. g., Aybzo & Eldar, 2016; O'Neill & Stephenson, 2014). Table 18 concludes the SENTs' difficulties in coping with

behavior problems in the lessons on the continuum of the induction year.

Table 18. SENTs Difficulties in Coping with Students Posing Behavior Problems and Challenging Behaviors during the Induction Year

Continuum Framework	Beginning of the Year	Semester I	Semester II
“This Hit Me ... Suddenly the Discipline Problems Meet Me” – Coping with students posing Behavior Problems and Challenging Behaviors			
Inclusion	Most SENTs • Difficulty with the initial encounter with discipline problems of students – unquiet, lack of boundaries, recalcitrance, refusal to accept authority, & absences • Difficulty in handling behavior problems in parallel to teaching in the lesson that - influence on the SENTs' feelings –pain for students, frustration, helplessness, lack of confidence, fear • Lack of knowledge & tools for handling behavior problems Some SENTs • Lack of professional information about students as a basis for coping with their discipline problems. Therefore – reliance on familiarity & connection with the students	Most SENTs • Continuous difficulties as in the beginning of the year Some SENTs • Improvement along difficulties as a result of the familiarity & connection with the students	Most SENTs • Continuous difficulties alongside improvement due to - ○ Experience & successes that increased their self-confidence ○ Understanding the students' needs
SE Classes	All SENTs • Difficulty resulting from the encounter with students' challenging behaviors: ○ severe verbal & physical violence in the lessons, some used against themselves, their classmates, sometimes towards the NTs ○ Oppositional behavior ○ Refusal to accept the NTs' authority as teachers • Difficulty in coping with students' challenging behaviors (reaching to a dead end) & the influence of this on the SENTs' feeling: ○ pain for the students, frustration, powerlessness, lack of confidence, fear	Most SENTs • Continuous difficulties as in the beginning of the year Some SENTs • Alongside the difficulties – improvement ascribed to familiarity & connection developed with the students	Most SENTs • Continuous difficulties A few SENTs • Improvement alongside the difficulties resulting from the connection with the students Some SENTs • Shift from the view of the behavior problems as characterizing the entire class to the identification of behavior problems of specific students
SE Schools	Most SENTs from SE schools & half from SE classes • Lack of Knowledge & tools for handling behavior problems • Reliance in the coping on familiarity & connection with the students A few SENTs from the SE classes & most SENTs from the SE schools • Lack of experience or insufficient experience in training in work with students with similar disabilities to those of the students they worked with in the induction year Some SENTs Failure to receive information on students as a basis for handling their behavior problems	Most SENTs • Continuous difficulties as in the beginning of the year, alongside improvement ascribed to: ○ Familiarity & connection with the students ○ Positive & optimistic reference to difficulties ○ Understanding that time & experience will gradually enable handling challenging behaviors of students	Most SENTs • Continuous difficulties, alongside improvement ascribed to: ○ Experience & successes that increased the self-confidence ○ Understanding of the students' needs Some SENTs ○ Shift from the view of the behavior problems as characterizing the entire class to identification of behavior problems of specific students & adoption of actions adjusted to their care

(4) SENTs' Expectations for Support in Coping with Discipline Problems and Challenging Behaviors in Lessons and the Actual Support they Received

The difficulties in the coping with behavior problems strengthen the need for supporting of the SENTs. Support on the part of different educational personnel was given to a few SENTs from the inclusion frameworks, to some of the SENTs from the SE classes, and to most of the SENTs from the SE schools. Few of the SENTs from each of the three frameworks indicated their lack of support in handling behavior problems throughout the year.

a. Sense of Lack of Supporting the SENTs from the Inclusion Framework in Coping with Discipline Problems in Class

The SENTs from the inclusion framework did not raise expectations for support in coping with behavior problems; nevertheless, they described the support they received from the principal and the staff, from the mentor and in the induction workshop.

1. The principal and the school staff. A few of the SENTs did not receive support from the principal and the school staff and the responsibility for handling the behavior problems was imposed on them solely, throughout the year, as can be learned following Ella's words: *"When I tell about these students, about the behavior difficulties ... it doesn't really bother them. Not the counselor and not the psychologist ... nobody ... does not support, does not understand. [They say] deal with it!"* (Ella, inclusion, beginning of the year); *"My colleagues and the school management find it difficult to understand the situation ... when I ask for help they ask that I cope with it myself alone"* (Ella, inclusion, first half); *"Two students really hit one another ... I turned to the vice [principal] and the vice said that she has nothing to do with it".* Ella added: *"Then I need to know what to do with this as a new teacher? ... I attempted to handle this but when I turned to other teachers ... they told me it is preferable that I won't turn to them and deal with this alone"* (Ella, inclusion, second half). In the NTs opinion, the reason is that the principal and the staff do not have knowledge and tools for coping with the discipline problems of students with special needs: *"She [the principal] ... is helpless ... she wants very much but does not have the tools ... she does not understand the SE area. When I say ... give me tools how to cope with the child – there are none ... in contrast, if I will ask [tools] for general education – they have thick folders"* (Ella, inclusion).

A few NTs received interest, attention, advice, and guidance from the staff in their coping with discipline problems and held conversations with the principal when prominent problems came up: *“The homeroom teachers attempted to give tips that in some of the cases also helped”* (Mor, beginning of the year); *“In coping with the problems that arise during the lessons ... behavioral ... I could turn to all sorts of personnel such as the counselor, the inclusion coordinator, the psychologists, and obtaining information and guidance”* (Mor, inclusion, first half); *“The students were difficult, with discipline problems ... nevertheless, I had somebody to talk to. The homeroom teacher was very interested, very much wanted to hear about the students”* (Gili, second half); *“If there are discipline problems or irregular problems with the students I tell him [the principal] ... he dedicate to me time and talk with me, how this problem should be resolved – only in conversation”* (Maya, inclusion, second half).

2. The mentor teacher. The mentor’s support was cited by a few of the SENTs, both in the aspect of the practical support in a manner of giving advice and ideas for handling and in the aspect of the emotional support in their coping with discipline problems: *“I felt the helplessness facing the behavior of some of the students but I decided not to give up. I shared with my mentor who tried to help ... to give tips”* (Mor, inclusion, beginning of the year); *“[A student] with very very severe attention disorders ... I did not know how to cope with this ... she [the mentor] said to me, try to put him on the computer alone ... and be with him part of the lesson ... then it was hard for me, and now it is succeeding”* (Neta, inclusion, second half). The mentor’s assistance of the NT in the class management is one of the support actions included in the definition of the mentor teacher’s role in Israel (Israel, Ministry of Education, Director General’s Circular, 2014/4(3), section 5.2.7a). The reports of the mentor teachers in the research of Nasser-Abu-Alhijia, Reichenberg, and Presko (2006), which examined the induction program in Israel, indicated that one of the main topics arising in the mentoring meetings is the discipline problems. However, the present research study found that only a few of the SENTs from the inclusion framework noted support from the mentor in this area.

3. The Induction Workshop. Some of the NTs noted the contribution of the induction workshop to their coping ability with discipline problems, which was expressed in the broadening of the knowledge and obtaining of tools:

I took from the workshop many useful tools in all that pertains to the analysis of situations and ways of coping with behavior problems. I changed the immediacy in the decision and therefore now I try to think, to consult, and to hear perspectives of thought different from mine. For instance, I coped with recurring situations of a severe discipline problem on the part of one of the students, which caused me to make a rapid and convenient decision to remove her from the class ... I did not take into consideration additional variables the girl came with, for

instance, the emotional difficulties resulting from trauma she experienced at home. I attributed the problem only to the narrow context of the behavior in my lessons and did not understand that the behavior pattern is identical also in her homeroom class (Gili, inclusion).

Although the minority of the SENTs from the inclusion framework received certain guidance and tools, it does not appear that they received methodical professional instruction for handling with discipline problems and therefore they remained alone in their coping with discipline problems. Bay and Parker-Katz (2009) claim, following their study that induction programs do not allocate place for learning how to manage behavior in the lessons. However, the present research study indicates that the instruction in the induction workshop, which is a part of the induction program in Israel, operates from the understanding that the SENTs are found in a process of learning in the 'working world' and gave professional direction, knowledge, and tools to the SENTs, for the coping with the discipline problems they encountered.

b. Expectations of the SENTs from the SE Classes Framework for Support in Coping with Behavior Problems of Students and the Actual Support they Received

Different expectations raised by the SENTs from the SE classes framework expressed their individual needs for support: (1) Expectation for emotional support and containing: *"I primarily need to be contained ... to speak about things that remain in my heart ... the things related to the children directly ... that if they will do ... will influence their development and progress"* (Shany, SE class); *"Very difficult things ... happening now. I feel a need ... for mental support, for me, to digest it ... sometimes this overwhelms me"* (Rony, SE class). (2) Receiving information about the students: *"A main difficulty – the lack of information about the students ... a focused conversation about every student at the beginning of the year would have greatly helped me"* (Liat, SE class). (3) Intervention of therapists, for the students' assessment and treatment: *"A treatment personnel that will come and assess and see exactly what is happening. I expect a greater support array in the psychological-therapeutic field"* (Shany, SE class). (4) Guidance for coping methods with challenging behaviors: *"I expected to receive a practical solution and new method for coping with the student"* (Tamar, SE class). (5) Determination of a responsible staff member to whom the NT's can turn immediately, when serious behavior problems arise in the lessons. *"That there will be in the school a person who is responsible for the field of SE, that if I encounter difficulties ... I will feel that I have someone to turn to and consult ... in exceptional cases of students ... while I need some help"* (Sigal, SE class).

In actuality, some of them received emotional and practical support commensurate with their expectations, primarily on the part of the principal, the staff, the counselor, the mentor, the district instructor in the field of the student's disability, and the MATYA instructor. The emotional support had great importance for them, as the NTs noted at the beginning of the year: *"Sometimes I just come to the counselor, to tell her what happened, I know she will not have any solution for me but it is to get it out of my heart"* (Shany, SE class); *"She [the MATYA instructor] always know to direct and strengthen me in cases where I needed to understand that it is not that I am not alright ... that I just need time"* (Tamar, SE class). In the first half: *"I turned ... to the school principal ... I felt that all my energies ... are directed to one student ... I did not receive a response but the support I did receive is that she understand my situation"* (Tamar, SE class); *"[I turned] to my mentor ... the support was primarily emotional so as to help me accept the situation and understand that there is nothing to be done"* (Tali, SE class). In the second half: *"One of the children in the class went wild and threw chairs to all directions, hurt me and the back of a child ... I had experienced anxiety attacks ... I spoke with the counselor. The conversations lasted until eleven, twelve at night, following this"* (Shelly, SE class). Some of the NTs described an active intervention of the principal, in extreme situations of students' behavior. In addition, they pointed out support from different educational personnel in guidance, receipt of tools, holding of meetings, in some cases even regular, for discussion of students' behavior, and recommending ways for coping. In the beginning of the year, they noted: *"Both of them can blow up a lesson ... she [the principal] calls him outside, she sits to talk with him and she asks that he remain with her"* (Shelly, SE class). In the first half: *"Once a week I meet with the school counselor, school psychologist, and SE principal. We discuss and process difficulties and coping [options] with my students, I benefit from their experience and their support"* (Galit, SE class). In the second half: *"Once every three weeks, we meet, I, the counselor, and the psychologist ... primarily to talk about extreme behavioral cases and to see how to handle this"* (Shany, SE class). Regular formal support was mentioned in previous research studies as related to the success of support program for NTs (Arends & Rigazio-Digilio, 2000).

A minority of SENTs noted throughout the year that they did not receive support. They attributed this to the absence of understanding and lack of tools of the general education staff for coping with complex behavior of students with special needs: *"They [the students] are in framework of SE ... there is not always the possibility to meet [their needs] because we are placed in a regular framework"* (Noa, SE class, beginning of the year). Noa added: *"I don't feel that they have ... the tools to help ... they only ... make experiments on the students ... trial and error."*

The SENTs from the inclusion and SE classes frameworks explained the lack of supporting them in their coping with behavior problems as resulting from lack of understanding, knowledge, and tools of educational personnel from general education in coping with special needs students. It is possible that while they themselves are found in a process of learning in the 'working world' that is new for them, the schools of general education see them as graduates of SE studies, as authorities in the treatment of special needs students, as this was properly expressed by Nurit from the inclusion framework: *"They expected that I help them more than they helped me, since they are general education and I am from special education"*.

c. Expectations of the SENTs from the SE Schools for Support in Coping with Behavior Problems of Students and the Actual Support they Received

The expectations for support of the SENTs from the SE schools focused on two main practical aspects. The first aspect is expectation for intervention and specific direction how to behave during the occurrence of difficult behavioral situations in the lessons: *"Instruction ... to tell me in this situation you can do A' B' C' D' . I greatly need to be directed, that they will tell me what to do"* (Amit, SE school); *"In the situation in which I find myself powerless I want to know what to do if such a situation will happen again ... and I want systemic intervention as necessary"* (Shaked, SE school). The second aspect is expectation that the school will equip them with operative tools: *"Whoever comes into the school ... need to have some sort of in-service training with this population. Tools for coping with them ... I do not have the tools for coping ... with the specific population and I do not have experience"* (Rinat, SE school); *"I would like tools for the behavioral area ... practical [tools] for the child ... with disorders, that now he explodes"* (Ofek, SE school). Like the SENTs in the framework of SE classes, in the SE schools the NTs expect recognition of their status as learners in the 'working world', and therefore still needing professional accompaniment and guidance.

At the disposal of the NTs, there was indeed a network of support cast for them, practical and emotional, over the year. They received support from the principal, their colleagues, the psychologist, the counselor, the behavior analyst, the paramedical therapists, and the social worker, as they noted at the beginning of the year: *"My mentor – everything for me ... hand in hand. She advises me what to do, how to do it, to whom, what to do. Each student according to his character, according to his functioning... and it really is effective"* (Orna, SE school); *"I receive ... instruction regarding how to behave with him [with the student] ... I have a behavior program from the behavioral analyst ... Also guidance of the emotional therapist with whom I can find some relief after the difficult week"* (Nili, SE school). In the first

half: *"During handling difficulties in the lesson I received a response for the students. I turned to my mentor ... to the school counselor and to the principal. The support was effective. Although I did not always get solutions but at that moment I received a response ... support is both in the emotional and practical sense"* (Ofek, SE school). In the second half: *"I was in a better relationship with the therapists. I sought their advice ... there were situations that I simply shared with them ... my thoughts about which process I want to undergo with a student and then they helped me to choose and volunteered to accompany the process"* (Nili, SE school); *"There is instruction ... I took from there all sorts of tools and strategies how to cope with him [with the student] ... but I am still learning"* (Rinat, SE school). In the second half, the mentor's support was prominent. Half of the SENTs noted the mentors' close accompaniment, the instruction, the counseling, and the tools they gave them: *"The mentor ... created with this student a personal connection to attempt dividing the load between us ... it was a huge support"* (Orna, SE school); *"There is one specific student that handling with him is very, very difficult for me now. I asked for help from the mentor teacher. She came to observe and to give me tools which helped a lot"* (Rinat, SE school). The topic of coping with behavior problems is mentioned in the literature as one of the main topics discussed in the mentoring sessions (Nasser-Abu-Alhijia et al., 2006).

The SENTs attribute great importance to the availability and immediacy of the assistance they need in their coping with exceptional challenging behaviors in the lesson: *"This is what saved me, her support ... really close support ... and a rapid response"* (Orna, SE school); *"disruptive students took advantage of the fact that I am a new teacher ... in the middle of the lesson one of the students began to go wild and scream since he fought with another students. The classroom assistant and I did not succeed in controlling the situation ... the class homeroom teacher entered and began to organize the mess. In those moments, I lost control of the class and did not have the tools to react in order to restore order. I received tremendous support from the teaching staff ... I received all the support from the principal. He guided me in the correct direction"* (Tom, SE school, second half). However, the absence of support was mentioned by a few of them in the context of coping with students with exceptionally challenging behaviors and they felt powerless and alone in their coping: *"There are things that I saw only in the movies ... very very difficult cases ... and I am in a situation that I simply do not know what to do ... I had conversations with the counselor and with the therapist – nobody knows exactly what to do"* (Ofek, SE school, beginning of the year). At the end of the year, they still experienced a lack of support with exceptional behavior problems: *"When I asked them what I can do with my class then their solution was wait till the end of the year ... the class will be dismantled. I did not accept this answer and I was alone in my thought – what am I doing? ... Even when I turned to the principal, there were times she told me, you have an easier question to ask me? At that moment I do not have a solution, and these are things that I was left with them alone. I continue with the same struggle, the*

difficulties are the same difficulties. The fact that she does not have a solution for me now does not mean that the difficulty will vanish tomorrow" (Shaked, SE school, second half).

The induction workshop also provided some of the SENTs with tools for coping with behavior problems: *"It [the workshop] provide me tools ... to be more alert ... to pay attention truly to when this begins and where it is possible to stop this and not to wait for an explosion ... to think what can help this child now, in this stage, so that he will not worsen. How to keep him, how to protect him"* (Tom, SE school). In the heterogeneous induction workshops that were joint to SENTs and NTs from general education, the workshops sessions were engaged in issues common in general education and therefore did not provide appropriate tools for the work with special needs students: *"There was sharing there, I saw many things that I experience ... are not unique only to me ... but this did not provide me tools for coping with students ... this was not always so relevant because ... they do not know [my] students characteristics"* (Nili, SE school). The conclusion is that the SENTs need specific support relevant to the population with which they work, and their unique problems. Previous research studies emphasized the advantages of the heterogeneous workshop in the enriching the NT's professional repertoire, alongside the main disadvantage of assistance that is not focused on the specific difficulties of the NTs (Lazovsky & Zeiger, 2004; Nasser-Abu-Alhijia et al., 2006).

Analysis of the findings indicates a difference in the scope of the support given to the SENTs who work in the general education schools in coping with behavior problems, and the support received by the SENTs from the SE schools. However, in the picture that emerges, it is apparent that while the behavior problems of the special needs students require a methodical treatment and a multi-professional response, through discussion with professional personnel inside and outside of the school, the support that the SENTs received from the three frameworks was, for the most part, a momentary local response. Furthermore, there is no discernible process of learning among interns in the 'working world', who are lacking in knowledge, experience and tools for handling students' behavior problems. Table 19 concludes the expectations for support and the actual support received by the SENTs from the three frameworks in their coping with discipline problems / challenging behaviors on the continuum of the induction year.

Table 19. SENTs' Expectations for Support and Actual Support they Received in Handling Behavior Problems of Students during the Induction Year

	Expectations for Support	Actual Support			Lack of Support		
Continuum Framework		Beginning of the Year	Semester I	Semester II	Beginning of the Year	Semester I	Semester II
Inclusion	————	A few SENTs • Conversation with the principal when prominent problems arise • Interest, advice, & guidance on the part of the staff • Emotional support & advice from the mentor teacher	A few SENTs • Support as in the beginning of the year Some SENTs • Extension of knowledge & tools in the induction workshop for handling behavior problems		A few SENTs • Lack of support from the principal & staff, ascribed to lack of understanding & tools of the general education staff for coping with special needs students • Imposing exclusive responsibility on the NTs for handling discipline problems of students in the inclusion lessons		
SE Classes	• Emotional support & containment • Information about students • Assessment & treatment of students by professionals • Direction by provision of methods of action • Determining the personnel responsible for addressing & immediate care when severe behavior problems arise	A few SENTs • Emotional support from different educational personnel for sharing & reinforcement Some SENTs • Principal’s intervention in extreme situations • Direction & tools for coping • Regular discussion about students (in some cases)			A few SENTs • Lack of support ascribed to lack of understanding & tools of the general education staff for coping with special needs students		
SE Schools	• Intervention & specific direction for action during awakening of behavior problems • Operative tools for handling challenging behaviors	Most SENTs • Emotional support from different educational personnel – attention, providing a place for sharing, & getting advice • Operative & relevant guidance • Accessible & immediate support	Most SENTs • Continuous support Half the SENTs • Prominent support of the mentor in guidance, counseling & providing tools Some SENTs who participated in homogenous induction workshops for SENTs • Receiveing tools in the workshop for coping with behavior problems		A few SENTs • Lack of support & feeling of being alone in the coping with students who have unusual behavior problems, which the school find difficult to cope with	A few SENTs • Lack of support & feeling of being alone in the coping with students with unusual behavior problems which the school find difficult to cope with A few SENTs who participated in heterogeneous induction workshops joint for SENTs & general education NTs • Lack of relevant tools for the SE students with whom they worked	

3.4 Summary of the Findings: The Continuous Learning Process (CLP) of the SENTs in the Induction Year

In recent decades, the research perspective stems from the approach that places the NT at the center. This approach reflects a situation according to which the NT arrives from the training, experiences a crisis, and copes with difficulties, and therefore it is necessary to support him in coping with his difficulties (Fantilli & McDougall, 2009; Feiman-Nemser, 2001b; Lazovsky & Reichenberg, 2006; Nasser-Abu-Alhija, et al., 2006; Zilbershtrum, 2013). The present research study indicates that the organizational practices of the SENTs support in the framework of the Ministry of Education in Israel induction programs, which focus on the mentors and the induction workshop, are for the most part, local and short-term responses to difficulties (stimulus – response). These responses are given in order to enable the SENT to get along with his specific and immediate difficulties and to solve his problems – not always successfully. This reflects an approach that can be termed ‘problem solving’, in which there is no recognition that the NT is still in the process of learning. This approach can be seen as a perception of support that ranges from ‘outside-in’ to ‘top-down’ and is directed to acquisition of defined patterns of behavior (Strahovsky et al., 2008).

It can be concluded from the findings analysis of the present research study that it is necessary to see the induction year as a year of continuous learning in the ‘working world’. Hence, the educational system must address the SENTs as learners in the workplace, and take responsibility for their learning, development, and their continuous accompaniment, through the identification of their needs in the emotional, organizational, professional, and pedagogical areas. These areas were identified in the present research study as main focal points of difficulty. This perception is based on the concept of lifelong learning (LLL), which refers to the need of the ‘learning person’ for continuous and ongoing learning throughout life, including the professional life (Alt & Raichel, 2018; Avdor et al., 2010; Beck, 2013) in the ‘working world’. Therefore, it is necessary to see the year of the entry into the role as a natural developmental process of learning, which necessitates time for familiarity, for the accumulation and assimilation of knowledge, and for development. In light of these conclusions, which arise from the present research study, a theoretical model is

suggested that reflects a transition to a process language, which prefers a perception of continuum over a perception of fragmentation, of learning over problem solving, of identification of needs that are legitimate in a situation of being novices over difficulties in which there is self-blame and the blame of the school and the training institutions. Looking at the induction year as a year of continuous learning in the 'working world' is a transition to the accompaniment of the NT in a process that ranges from 'inside-out'/ 'bottom-up', that advocates in process, in dialogue as a value and cooperation between the NT and his accompaniers (Starhovsky et al., 2008). In this situation, difficulties can be seen as natural challenges, and coping with them is a continuation of learning process that the SENTs began in their previous world, the 'learning world' of the training.

The perception of the induction year as a process of the NTs' transition from the 'learning world' to the 'working world' of the school, in which there is lifelong learning, put the SENTs **in between** the two worlds, in a space of intermediate time, which is the time of the present research study. In this intermediate time, there is complexity, expectations, tensions and challenges, in which it is necessary to hold a continuous and tight process of personal, emotional, organizational, and professional learning accompanied by regular professionals, who are skilled and trained for this role. The expectations that the SENTs raised and presented in the present research study reinforce the importance of the assimilation of a Model of Continuous Learning Process (CLP), as proposed and described in figure 7.

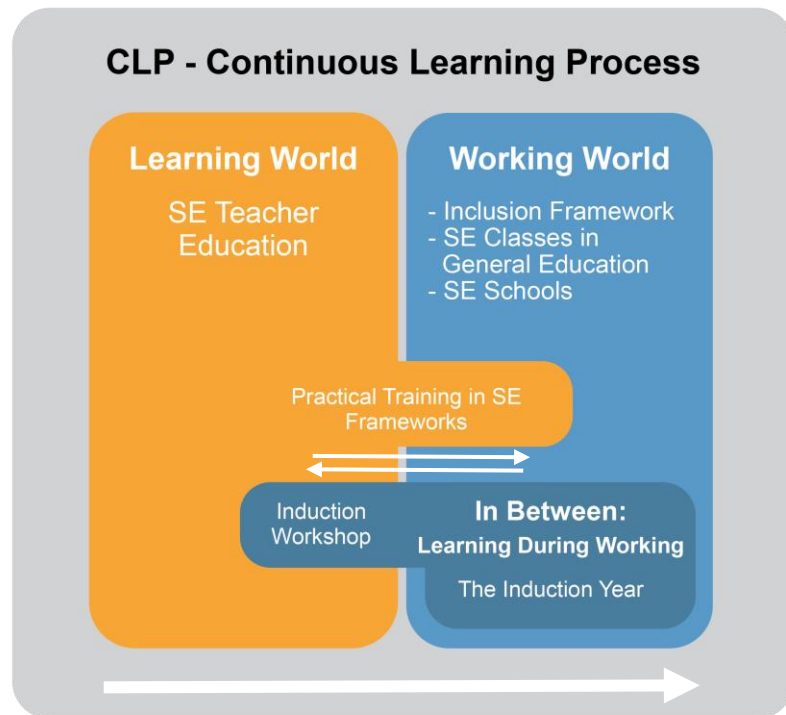


Figure 7. CLP – Continuous Learning Process of SENTs in the Induction Year

4. SUMMARY AND CONCLUSIONS

The present research study examined the difficulties experienced by SENTs in the three educational frameworks in Israel, which they have been assigned to, on the continuum of the year of their entry into teaching – the induction year, the support and responses they needed for coping with their difficulties, and the support and the responses given to them in actuality.

The main conclusion is that the SENTs' difficulties, and the way they cope with these difficulties, describe a situation of crisis in the transition they make between two worlds – the 'learning world' and the 'working world', a transition in which the SENTs are located in between these two worlds. According to the findings, in the induction year, the NTs expect that the role partners will still address them as a 'learning person' in the 'working world' – will support them and provide a response to their difficulties up to a certain limit. However, in certain aspects of their work they expect that they will be treated as professionals, namely, as a 'working person'. Nevertheless, there are differences between the three frameworks in which the SENTs work. As a rule, in the framework in which the SENTs were able to function as a 'learning person', they succeeded in coping with their difficulties more effectively, their absorption in the school was smoother, and the crisis was reduced. In the framework in which the NTs were required to make an immediate transition to the status of a 'working person', a professional, the difficulties were more numerous and the crisis was much greater.

4.1 Difficulties of the SENTs in the Year of Entry into Teaching

4.1.1 Emotional Difficulties and Difficulties in the Ecological Field

The prominent difficulties that the SENTs experienced in the emotional and ecological fields influenced the process of their absorption in the school, their professional development in the induction year, and their socialization for the position. The reality shock and the struggle for survival, which characterize the first stage of the entry into teaching (Fuller, 1969; Fuller & Brown, 1975), created among them a feeling of distress, and they describe transition **from "stable ground" to "swimming without floaters"**, primarily in the inclusion and the SE classes

frameworks, following entering into large schools and staff, in contrast to the SE schools, in which the nature of the work is that of a small and intimate groups.

The feeling of crisis and shock at the entry into the school stems from **the encounter with intensiveness, load of requirements, and the simultaneous tasks** that characterize the school 'life', along the recognition of the scope of responsibility assigned to them. In other words, the feeling of crisis stems from the clash between their previous expectations in the 'learning world', to the sudden and dramatic transition to the 'working world'. While the SENTs expect that in the period of absorption they will be given time, even a short time, to remain a 'learning person', before they will take upon themselves full responsibility, the 'working world' of the school expects that since the beginning of the year they will function as skilled professionals and will stand on their own in the variety of demands and tasks imposed on them as teachers in general, and as SE teachers in particular. Furthermore, the feelings of crisis and shock are intensified by **absence of organizational literacy**. The SENTs entered into the work in an organization with unique structure, norms, culture, manner of behavior, and figures, which they do not know well. Therefore, in the first year of the entry into work, the SENTs, like all beginning teachers, experience the stage of survival, the first stage in their professional development (Fuller, 1969; Fuller & Brown, 1975; Huberman, 1989; Furlong & Maynard, 1995). In this stage, they are focused on difficulties related to the 'self', concern about their personal survival in a variety of tasks and demands to which they are obligated, and their attempts to understand how the school system operates and where they are situated in it.

Similar characteristics, of most of the SENTs from the inclusion and the SE classes frameworks sustained in the first and second halves of the year. Although, it is possible to indicate a trend of improvement in their feeling, their coping with the mentioned difficulties, and in the gradual progress of their absorption into the school and in their professional development. The gradual improvement alongside the continuation of coping with difficulties indicates that the focus on the 'self' should not be seen as an expression of weakness as a result of the non-progress of the SENTs from the primary stage in the professional development – the stage of survival, but as a necessary and valuable condition of their professional development, as also noted in the literature (Kagan, 1992). A different picture arises among the SENTs from the SE

schools, where already in the first half of the year there could be identified a decrease in the sense of stress, load, and lack of certainty and an increase in the sense of self-confidence. It seems that in the second half of the year they experience calm, comfort, and gradual dissipation of the sense of survival.

Another conclusion is that the SENTs' difficulties in the emotional and ecological fields and the changes that occurred in the intensity and their coping with them are intertwined. The successes or failures of NTs are related to the degree to which they adopt the school norms and culture and understand the power relations in it (Fisherman, 2011; Sabar Ben-Yehoshua, 2001). Therefore, the role of the schools (the 'working world') is to create the NTs' knowledge of the school and its mechanisms and to impart to them the relevant knowledge for the 'working person'. Similarly, the increase of the sense of comfort at work with the staff and the deepening of the relationship with it, contributed to the improvement in the feeling and in the integration in the school staff. Unlike the SENTs from the inclusion and SE classes frameworks that "*felt like air*", most of the SENTs from the SE schools did not feel **loneliness and foreignness** already at the beginning of the year.

The SENTs from the frameworks of inclusion and SE classes brought up two main expectations for supporting them in their coping with their difficulties in the emotional and ecological fields: (1) expectations for emotional support and understanding of their situation as new teachers and (2) expectations for professional accompaniment and emotional support by the experienced teachers. These expectations point out the need of the SENTs to hold a patient and reflective dialogue with the staff members (Schön, 1988), based on the recognition that they are workers between two worlds – the 'learning person' in the framework of the 'working world'. Actually, the induction program is supposed to support the described crisis; the assumption at the basis of the induction program is that when there is a positive relationship between the support components and the level of support of the absorption agents, the NT will be satisfied with his absorption in the school and with his roles (Zilbershtrum, 2013). However, it was found that in every framework there is different support of the SENTs. The SENTs from the inclusion framework did not receive support from the school absorption agents and even received a negative attitude on the part of the principal, and this constituted additional difficulties for them. Only some of the SENTs from the framework of the SE classes received

support during the year from the school management and staff. The SE staff in the school constituted an anchor for a few of them. The support in the process of the SENTs' absorption from these two frameworks was characterized by its sporadic and unorganized nature. It is necessary to exclude the support given to them in the framework of the induction workshop, which was regular and contributed to their coping ability with the emotional difficulties. The absence of support and the negative attitude on the principal's part can shed light on the continued coping of the SENTs from these two frameworks throughout the year, with feelings that are also mentioned in the literature of crisis, helplessness, frustration, and loneliness (Devos, Dupriez, & Paquay, 2012), emotional distress that stems from the lack of empathy towards them (Prizker & Chen, 2010), indifference (Moore-Johnson, 2006), which indicate the continuation of the SENTs' focus on survival and on the 'self' (Adams & Krockover, 1997; Fuller & Brown, 1975).

In contrast, in the framework of the SE schools, a different picture was delineated, of emotional support on the part of the principal and the staff, which was characterized by containment and empowerment. The principal constituted a supporting factor in the process of the SENTs' absorption, in the adopting policy of an 'open door' and availability. It seems that the SE schools succeeded in providing 'optimal support'. They identified the focal points of difficulty with which the SENTs cope in the encounter with the new reality, and to give them a response, in the cognitive aspect of the organizational socialization to the school and in the emotional aspect.

The conclusion is that effective support (as given to the SENTs from the SE schools in their coping with their difficulties in the emotional and ecological fields) includes: (1) assistance in orientation and in the initial organization; (2) ensuring of an 'open door' on the part of the principal and the staff; (3) close partnership between the management and the staff in the process of the SENTs' absorption, out of interest and caring; (4) granting legitimacy to 'mistakes' that characterize the world of the 'learning person'; and (5) holding regular support meetings for NTs, which assist the 'learning person' in adjusting to the 'working world'. In other words, the absorbing organization must serve in the first year of work as an 'academy in the field' and therefore to enable a process of lifelong learning (LLL), according to which the NTs' professional development is a continuum of ongoing processes (Alt & Reichl, 2018;

Avdor, Reingold, & Kfir, 2010; Beck, 2013).

4.1.2 Difficulties in the NT's Professional Integration as a SE Teacher in the School

At the basis of the difficulties of the SENTs' professional integration as SE teachers in the school, there is, for the most part, a gap between the ideology with which they came to teaching focused on the unique needs of the special needs students, their promotion and their preparation for life, and the reality that they encountered. The main professional difficulties were:

1. The lack of clarity of the role of the SENTs from the inclusion framework throughout the induction year, made it difficult for them to fit into the school as professionals and they felt that they have been *"Tossed into the water and [have to] swim"*. They claimed that the lack of clarity of their role in the inclusion results from the lack of appropriate training and lack of adequate experience in inclusion framework during their teacher education studies for SE teaching. Lack of clarity of the role may affect the difficulty in the formation of a precise role perception, distinct and agreed, and difficulties in the development of the NTs' professional identity (Branch, 2002). Among a few of the SENTs, a proactive approach is apparent, expressed by taking initiative and responsibility for the clarification and understanding of the role, which stemmed from the gradual improvement in their absorption process in the school as an organization. In other words, as time passed, a gradual shift among few of the NTs was apparent, from focusing on internal observation of the 'self' and holding of survival mechanisms, to observation, also, of the external environment and taking of initiative, namely, progress in their professional development (Conway & Clark, 2003; Fuller, 1969; Fuller & Brown, 1975; Kagan, 1992). Accordingly, the SENTs' expectations for the clarification of their role in the inclusion framework steadily became more focused over the course of the year. A gap was apparent between the SENTs' expectations, as 'learning persons', for the support of them in the clarification of the role and the schools' expectations of them to function as professional 'working persons'.

2. Difficulties that stemming from the gap between the SENTs from inclusion and the SE classes frameworks and the school staff in the perception of the nature of the work with SE students. The SENTs from the inclusion framework

were required to impart the contents that were learned in the homeroom classes to the inclusion students, in contrast to their perception, according to which they have to inculcate tools for life to the students according to their needs. The SENTs from the SE classes framework faced the school conduct that is not suited to their students' needs, stigma and impatience, and failure to give an opportunity for inclusion of their students, in contrast to their beliefs and perceptions. The gap was described as a dichotomous clash between the SENTs' beliefs and perceptions and the lack of knowledge and understanding, according to their statements, of the general education staff, which is perceived by them as 'narrow'. The SENTs found themselves *"In a struggle to give the children what they deserve"*. The over-identification with the students on the part of the SENTs does not allow them to support the students effectively and even indicates lack of professional clarity and lack of a crystallized professional identity that characterizes the beginning teacher's first stage of development (Burn et al., 2000; Dvir & Schatz-Oppenheimer, 2011). The SENTs from the SE classes framework expected a change of the attitude towards the SE students and their inclusion in the general education school but faced the lack of cooperation on the part of the school principal and the staff. Nonetheless, the SENTs did not take active steps to stimulate cooperation with the general education teachers for the promotion of the inclusion of their students. It should be noted that the implementation and assimilation of the inclusion in the educational system necessitate expertise in the topic of inclusion and the ability of cooperation and collaboration, that even experienced SE teachers find it difficult (Gavish & Shimoni, 2006). As new and inexperienced teachers, the SENTs have nothing to rely on and find it hard to express their abilities (Billingsley, 2004a; Klingner & Vaughn, 2002). In the ongoing engagement of the SENTs with the difficulties that stem from the clash with their beliefs and values, they re-examine, by themselves and through others, their commitment to their ideology and the moral and value-oriented objectives of teaching, as a part of the process of their personal growth and professional development (Day, 1999; Fuller & Brown, 1975; Furlong & Maynard, 1995) that characterized the idealistic stage of NTs (Furlong & Maynard, 1995; Kagan, 1992).

3. A sense of reference to the SENTs as having un-professional role.

The NTs' status in Israel is a professional status of a teacher (Zilbershtrum, 2013), and they expect that with their entry into the school they will be recognized and

appreciated as a professional (Friedman, 2005), although they are in a process of learning. Most of the SENTs from the inclusion framework and who are not homeroom teachers in the SE schools perceived the school staff's attitude towards them as having non-professional role, as *"teacher[s] for a moment"*, and consequently as inferior in the school professional level. This difficulty is not mentioned in the literature that addresses NTs in special education. This attitude is expressed in two ways: in the role the SENTs were assigned to, during teaching – requirement for the completion of contents in the inclusion framework, and assistance in lessons that the homeroom teacher teaches in SE schools; and in their placement to tasks that, according to their perception, are not part of a teacher's role, such as being a substitute. On the one hand, the SENTs are focused on themselves, on the concern for their recognition as regular teachers and for the way in which they are perceived by the staff (Amir & Tamir, 1995b; Conway & Clark, 2003; Fuller & Brown, 1975). On the other hand, the findings indicate that there is concern among them that the promotion of students with special needs who need assistance is impaired. This concern indicates their focus on their influence on providing a response to their students' needs, which characterizes a more advanced stage in the professional development of the NTs (Fuller, 1969; Fuller & Brown, 1975).

It seems that the 'working world' expects the SENTs to function as skilled teachers but does not legitimize the end of their training. While the SENTs arrive to the school when they seek to begin the role they were trained to, it seems that the school creates a 'gray' area, undefined in time, in which it imposes tasks on them that require no training and are perceived by them as inferior. The status of 'learning person' during the induction year means the accompaniment and support in the 'working world' and in the framework of the role for which the NT was trained. This does not mean filling of roles that are not professional that characterizes un-trained workers, but work in transitional period, in between the training – the 'learning world', and the 'working world', in which the NT's ability is tested (Bullough & Draper, 2004; Nasser Abu Alhijia et al., 2011).

4.1.3 Professional-Pedagogical Difficulties of the SENT's in Coping with Teaching in the Lessons

The prominent difficulties that address the teaching in the lessons in the

professional-pedagogical field that were reported by the SENTs address the following teaching components: (1) the individualized education program (IEP), which constitutes a basis for teaching in SE; (2) the preparation for the teaching in the lessons; (3) the actual teaching; and (4) coping in the lessons with discipline problems and with students who pose behavior problems and complex behavioral challenges.

1. Difficulties in the building of IEP, which is a central component in the shaping and adjustment of the SE services, the supports, and the teaching for students with special needs (Igel & Malichi, 2007; Marom et al., 2006; Shavit & Tal, 2013) – By raising the question of "*What is the IEP?*" the SENTs expressed their difficulties which stemmed from lack of familiarity, knowledge, and experience in the building of the IEP, which they argued was not taught in their teaching training or superficially studied in the 'learning world'. Some of the SENTs who were homeroom teachers in the SE schools raised expectations to receive instruction in the different aspects of the IEP in contrast to their peers from the inclusion and the SE classes frameworks who did not present expectations. It is apparent that the SENTs expect that the school will continue to perform the training process out of the recognition that they are in a stage of transition between the 'learning world' and the 'working world'. However, it seems that the schools assume that the SENTs, as graduates of training for special education, arrive their role when they are equipped with the knowledge required of them in the areas of their specialization. Most of them received support regarding the IEP that included: (a) instruction in the process of the building of the IEP, (b) providing a prepared example of IEP as a model, and (c) in the schools of SE – building of the IEP along with another staff member with the assistance of professional personnel.

2. Difficulties in the preparation for teaching in the lessons, following the lack of familiarity with the curricula and the absence of the teaching-learning materials and their unavailability at school – It can be said that the SENTs pointed out that in the 'working world' they lack the preliminary conditions for the professional preparation of lessons, including subject matters knowledge, and hence, lack of pedagogical content knowledge (PCK), which pertains to pedagogical considerations and strategies for teaching of specific discipline areas (Shulman, 1986). Their feeling was that they had "*To re-invent the wheel*". They claimed that in the 'learning world', their SE teacher training focused on theories, types of disabilities, assessments, and

general teaching methods. Their training did not address the curricula and specific learning contents. Therefore, they experience difficulties in the 'working world' following the large gaps in the fields of knowledge they must impart to their students, and unprofessional learning of curricula and learning contents. These may influence the quality of the preparation products and harm the quality of their teaching and the students' progress. It is appropriate to examine this gap in the light of the outline for teacher education studies in Israel, which constitutes a basis of the teacher training programs in all the recognized academic frameworks (Ariav Committee Report, 2006). This professional difficulty constitutes a 'struggle for survival' (Tam, 2007, p. 10) and is vital to the SENTs' professional development from the stage that focuses on survival towards the stage that focuses on mastery of the teaching methods (Fuller & Brown, 1975; Tam, 2005). The SENTs from the SE schools experienced gradual relief and exit from the survival situation as a result of receiving prepared curricula that enabled them focus and direction in the preparation.

3. The SENTs experienced difficulties in the preparation of lessons adjusted to the differences among the students. They were concerned by basic questions such as – *“What are the levels in the class? How to adjust to every ... student?”* Their difficulties stem from the entry into teaching without receipt of professional information about the students and hence lack of familiarity with their functional profile. In the inclusion framework, they experienced additional difficulties from the need to prepare lessons for students in a wide range of functioning and age levels, while the uniqueness of the SE teacher's role is in the accommodation of curricula, teaching methods, and teaching materials for his students' needs (Hillel Lavian, 2008a; Igel & Malichi, 2007; Ronen, 2007). The improvement in the preparation of adjusted lessons during the year was achieved only by some of them and stemmed from the familiarity with the students based on impression and relationship they created with them, and did not rely on professional tools. As the referral of the resources to the student is greater, the entry into the 'working world' is more significant and characterizes the stage of late concerns (the impact stage) that focuses on concerns relating to the students (Fuller & Brown, 1975).

4. The dedication of time – “Around the clock”, and the load entailed by preparation of lessons adjusted to the great differences among students, and the preparation of lessons that is an addition to the formal roles of the SENTs from SE

schools, caused difficulty for the SENTs. This difficulty was eased during the induction year resulting from better familiarity with the students, in the SE classes and the SE schools frameworks but not in the inclusion framework, in which the NTs have students from a wide range of ages. This difficulty influences the professional aspect – harms the quality of the lessons and the students' progress, and the personal aspect – affects the NTs' personal lives.

5. *“To Give up on One Child in order to Promote another Child”* – The SENTs faced **difficulties in the practical performance of teaching adjusted to the differences among the students and their needs** throughout the year and the concern that this might affect students' progress. The familiarity with the students during the year led them to focus on their teaching performances and on better operative adjustment of the teaching to their students' needs (the stage of mastery of the teaching tasks, Fuller & Brown, 1975). Getting to know the students helped ease their teaching difficulties, although in the inclusion framework the teaching of students on a wide range of functioning levels and ages influenced the ongoing difficulties. The SENTs' focus on their survival in the lessons, alongside the focus on the students, their needs, their progress, and attempts to be fair with them and to take responsibility over the quality of their teaching, which characterizes the stage of impact in the professional development (Fuller & Brown, 1975), indicates the transition the NTs make from 'learning world' to the world of the 'working person', who focuses on his students' needs. The concern for the students already at the beginning of the year, which found in the present research study, in the stage in which NTs are focused on themselves and on their survival, is important, since the work in SE necessitates individualized reference to each student and in every encounter. In addition, the findings indicate the overlap between stages in the SENTs' professional development process, apparently because they are concerned about topics related to a number of stages in parallel (Amir & Tamir, 1995b; Beck, 2013; Borich, 1999; Conway & Clark, 2003; Day, 1999; Strahovsky et al., 2002).

The SENTs from the SE classes and SE schools frameworks found it difficult to rely on the classroom assistants during the teaching in the lessons due to their lack of knowledge of the learned contents and their inappropriate conduct in the lessons that was also not suited to the students' needs. This difficulty, stemming from the classroom assistants' professional level, is reinforced by the recommendations of the

Dorner Committee in Israel (2009), which recommended professional development for the classroom assistants. The SENTs found it difficult to deal with the classroom assistants due to age gaps between them and the assistants, most of whom were older and with seniority at school, and the NTs perceive their status as stronger than their own. The roles and status of the classroom assistant were not clear to the SENTs and they expected that these would be clarified by the school role-holders, but this did not materialize. Hence, a clear definition of the classroom assistants' role for the SENTs (the 'learning person') with their entry into the school and the clarification of guiding principles for joint work with them may contribute to the actualization of the classroom assistants' skills in the lessons, to the increased effectiveness of the SENTs' teaching in the lessons, and ease for the NTs in the division of the responsibility for the students' learning in the lessons.

6. *“This hit me ... suddenly the meaning meets me”* – The SENTs experienced **difficulties caused by encountering and handling behavior problems and challenging behaviors that students pose**. Some of these problems characterize students in general, and some are challenging behaviors unique to part of the special education students. These difficulties arose in all frameworks, already at the beginning of the year, but it was possible to identify coping in a proactive approach that was expressed in efforts to get to know the students and to connect with them so as to assist them, which indicates the NTs' use of survival mechanisms in light the threats in the year of entry into teaching (Fuller, 1969; Moir, 2000; Vonk, 1993). Some of the SENTs from the SE schools expressed optimism about their ability to cope with these difficulties, with the understanding that they are in the beginning of their way in teaching and in a process of learning, namely, 'in between the two worlds'. Alongside the coping with continuous difficulties, the time and the accumulation of experience and successes (seeing the 'glass half-full') and the familiarity with the students led to an improvement in the ability to cope with behavior problems. Distinguishing of the subtleties in the class 'puzzle picture' instead of seeing it as one unit while handling behavior problems, by SENTs from the SE classes and SE schools frameworks, enables the elevation of the professional thinking to a meta-cognitive stage, in which the 'learning person' can look at himself, at his professional doing, at his students and at their needs in a multidimensional manner – free from sense of shock. This indicates his professional development and transition

to the world of the 'working person'. Difficulties in handling behavior problems were ascribed to the lack of appropriate training during teacher education studies. Therefore, the SENTs expect that the 'working world' – the principal, the school staff, the mentor, and the induction workshop – will provide them support in coping with the students' behavior problems in the lessons.

The expectations of the SENTs from the three frameworks for support with professional-pedagogical difficulties described above are as follows: (1) Regular guidance and accompaniment in the process of building of the IEP and the preparation of lessons that will enable them professional preparation for teaching and coping with behavioral problems in the lessons, as long as they are in between the 'learning world' and the 'working world'. (2) Development of a database of curricula and prepared teaching-learning materials for the SENTs. (3) Transfer of the curricula and teaching-learning materials to the SENTs from the school staff. (4) Development of routines of communication and binding schedules, in the inclusion framework, for the transfer of information by the general education teachers about the inclusion students, as a basis for the adjustment of the teaching to their needs. In addition, for the transfer of curricula and lesson subjects, so that they can prepare themselves appropriately and professionally for the teaching in the lessons, without 'chasing' after their experienced colleagues and without feeling they are in an inferior position. According to the literature, the absence of a relationship, exchange of opinions, and shared work may harm the NT's ability to implement and improve the skills he acquired in the framework of his training (Strahovsky et al., 2008). (5) Definition of the classroom assistants' role and responsibilities in the SE classes and SE schools frameworks. It can be summarized that the SENTs expect the role partners to support them consistently and in an orderly manner (and not to constitute an obstacle in their work, as arises from cases descriptions in which, for example, the classroom assistants instead of filling their roles in supporting the SENTs, constitute a burden for them, or when the general education teachers transferred the NTs from the inclusion framework subjects they should teach only as soon as they entered the class.

In actuality, the support for the SENTs in their coping with these difficulties is mixed. Some described guidance in the lessons preparation, receipt of curricula and teaching materials, advice in coping with behavior problems in the lesson and emotional support and (but did not note a dominant support personnel). Others

reported the lack of support. In the inclusion and SE classes frameworks, the support of the pedagogical-didactic difficulties for the most part is sporadic and not structured as a part of an orderly process of the NT's accompaniment of the school staff, the mentor teacher, and the MATYA instructor. This is despite the fact that the mentor teacher and the MATYA have an official role and responsibility to provide support to the NTs. In contrast, the SENTs from the SE schools received throughout the year support for coping with their difficulties in the professional-pedagogical field, as a natural and obvious step. The support was given by the school management and included all the staff, with the exception of lack of assistance from the classroom assistants during lessons. The educational space of the SE school operates in spirit and language of support, the language prevalent among those engaged in SE that contributes to the SENTs in their transition between the 'learning world' and the 'working world'. It is apparent that there is an understanding of the staff of the SE school that the NT, the worker, is in a process of learning and therefore needs structured professional accompaniment in his difficulty areas

4.2 Research Conclusions

The first conclusion is unique to the present research study – the SENTs from the three frameworks experience difficulties in all aspects related to their functioning: the NT who is absorbed in the school as an organization with a unique culture; the NT as a SE teacher in the school and the integration into this role; the NT as a teacher of special needs students in the class and his ability to function, already from the beginning of the year, as a regular teacher, while displaying mastery of the contents, teaching methods, and ways for enforcing discipline and coping with behavior problems and behavior challenges posed by his students.

The difficulties for the most part are shared among the SENTs, but there is a number of differences between the frameworks in the SENTs' difficulties: less foreignness, loneliness, and lack of belonging in the entry and absorption – in the SE schools; lack of clarity of the role – only in the inclusion framework; gap in the perception of the nature of the work with special needs students – only in the frameworks of inclusion and SE classes; reference to the NT as having a nonprofessional role – in the inclusion framework and among NTs who are not homeroom teachers in the SE schools; difficulty with the absence of acceptance,

containing, and inclusion of the students – only in the framework of the SE classes; coping with discipline problems in inclusion and with severe challenging problems – in the framework of SE classes and SE schools. In general, a difference was found in the level and scope of the support for the NTs from the frameworks in general education to the SE schools.

The second conclusion is that although there are orderly mechanisms of support, in actuality the support of the SENTs is sporadic, not regular and not systematic, and depends on the goodwill of the absorption agents and role partners. The lack of the support in itself constitutes an additional focal point of difficulty for the SENTs from the inclusion and SE classes frameworks in the induction year, in contrast to the SE schools where the perception of containing is assimilated and the support of the NT as a 'learning person' constitutes an inseparable part of the educational culture. The SENTs expect that the role partners in the school will provide orderly and structured support both emotionally and operatively: the principal; the school staff; the mentor teacher – whose official role is to support the NT, but his support was not regular and was not methodical; the classroom assistant, whose role is to assist the SENT as a teacher in the class but did not fill her role and even made things difficult for him; the induction workshop, which focuses primarily on the emotional field and does not provide a professional response, for the most part, to the SENT's additional difficulty areas, since the NT is found in a stage in which he is focused on himself, searches for his professional path, and is not available to be interested in other areas (Sagee & Regev, 2002; Vonk, 1995); and the MATYA, which was barely mentioned by the SENTs although it is supposed to be a central professional support factor for SE teachers from the inclusion and the SE classes frameworks.

The third conclusion is that there is a close linkage between inadequate training in teacher education for work with special needs students at schools, and the increased use of unprofessional survival mechanisms by the SENTs. The inadequate training is evident inter alia in unclear role definition and responsibility areas of the inclusion teacher; absence or partial knowledge about the building of IEP; lack of familiarity with the curricula, teaching-learning contents and materials, and strategies and tools for handling behavior problems; lack or partial lack of previous practical familiarity with students who have similar disabilities to those of their students in the SE classes and SE schools frameworks; lack of skills for the promotion of cooperation

and partnership with the staff. The survival mechanisms the SENTs use are such as relying on familiarity with the students based on students' impressions as a basis for lessons preparation, for teaching in the class, and for handling behavior problems; performance of short-term actions that reflect a technical-instrumental approach and are not based on meta-cognitive thinking such as finishing the writing of the IEP without relying on it as a professional tool in the work with students, or using of internet search engines as a regular and available source for finding curricula, teaching materials, and prepared lesson plans. Hence, it is necessary to rethink and to plan anew the training of SE pre-service students in order to prepare them already in the 'learning world' to the challenges and difficulties they will encounter in the field.

It can be learned from the research findings about the gap that exists between the broad description of the difficulties in the professional-pedagogical area and the SENTs' limited reference to the expectation for support and the support they actually received. Therefore, the fourth conclusion is that the SENTs who are in between the world of the 'learning person' and the world of the 'working person', function in a 'cloud' of ambiguity – not knowing about what the school is supposed to provide them in the framework of their work, despite the existence of support mechanisms. The 'working world' contributes to the reinforcement of this ambiguity, in that the school does not hold a systemic policy of the NTs' support and learning.

The innovation of the present research study lies in the collection of the data at three times in the course of the year of entry into teaching. Therefore, the uniqueness of the present research study is the examination of the SENTs difficulties that were expressed in each one of the three frameworks on the continuum of the induction year, and identification of their unique difficulties in the light of the expectations of the 'working person' for support as a professional, who in parallel, is still a 'learning person'. It is only right that the educational system – the policy shapers and schools, will be aware and will recognize this special status of the SENT as a 'learning person' in between the 'learning world' and the 'working world'. Therefore, the fifth conclusion – the main conclusion, is that during the induction year, in the process in which the 'learning person' that is 'in between', is undergoing a process of professional socialization to a 'working person', the SENTs from the three frameworks move between difficulties focused on their survival (focus on the 'self'), on their mastery of teaching, and on the impact on students. This process is commensurate with the model

of the stages of the beginning teachers' professional development of Fuller & Brown (1975). However, the findings indicate overlap between the stages in the process of the SENTs' professional development since they are concerned about topics related to a number of stages in parallel, as described also in the literature (Amir & Tamir, 1995b; Beck, 2013; Borich, 1999; Conway & Clark, 2003; Day, 1999; Strahovsky et al., 2002).

An important conclusion that arises from the present study is that the SENTs do not abandon the ideological perception with which they came to work in SE: sense of professional mission, promotion of the special needs students, and preparation of the students for life, despite of their experience in the induction year, the year of the entry into teaching.

Based on the summary of the findings – *Continuous Learning Process (CLP) of the SENTs in the induction year* (section 3.4), and the *research conclusions* (section 4.2), it may be concluded that a gap exists between the SENTs *actual situation* in the induction year ('in between') and the *desired situation* – Continuous Learning Process (CLP). Figure 8 presents the comparison between the *actual situation* in the Induction year ('in between') and the *desired situation* – Continuous Learning Process (CLP).

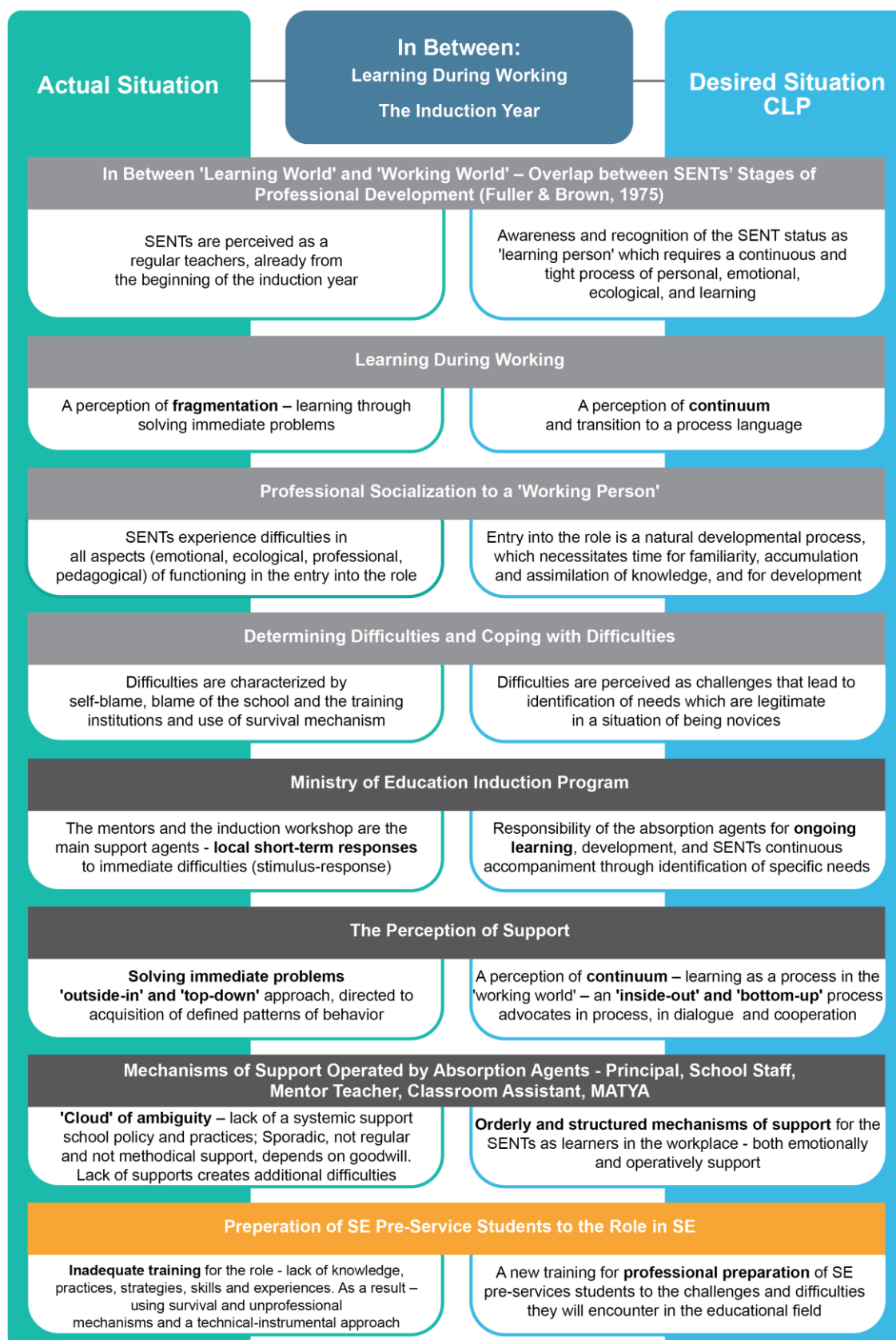


Figure 8. Comparison between the Actual Situation in the Induction Year ('In Between') and the Desired Situation – Continuous Learning Process (CLP)

5. RESEARCH RECOMMENDATIONS

5.1 Practical Recommendations for the Field of Educations

Following the research findings and its conclusions, a number of practical recommendations are proposed, whose focus is in the need for continuation of development and research of induction programs in order to reveal, understand, and provide a response to the SENTs' needs, to enhance the effectiveness of their training for teaching, and to reshape and improve the processes of their absorption into the school. These applied recommendations are directed to the policy shapers in the Ministry of Education in Israel (The Department of Induction and The Department of Special Education) following the findings according to which there is a need for a differential character of the induction program components, so that it will suit the SENTs characteristics and their needs. Today, the induction program is uniform for all the NTs in Israel (see: MoE, 2014b).

5.1.1. Recommendations for the Policy Shapers and Decision-makers in the Educational System

It could be learned from the research findings that there is ambiguity regarding the identity of the factors responsible for supporting of the SENTs, the lack of clear areas of responsibility of each supporting factor, and the structure of the support setting. Therefore, it is proposed to define clearly the roles of the teacher mentor, the induction workshop, and the school, as an absorption institution for the SENTs, and to sharpen the distinction between them.

1. It is suggested to focus the **mentor teacher's roles in the professional field** of knowledge and skills, so as to ensure the NTs' quality of teaching:

a. The mentoring process. It is important to define **a mandatory professional mentoring process that is regular, and continuing**, which will enable meeting the induction year challenges to the NTs and their professional development. The research findings raise questions about the effectiveness and influence of the mentoring on the SENTs, alongside their need for continuous learning process (CLP),

and the gap between what is learned in the training institutions and the knowledge, skills, and tools they need in order to perform their work in the field.

b. Choosing a mentor. It is suggested to develop **clear criteria for the selection of the mentor in Special Education**. The proposed criteria are: an expert teacher who is specialist in the SE field, with experience and knowledge in the field of the disabilities with whom the SENT works and the type of framework in which he works (inclusion/SE classes/SE school), so that he can accompany the NT's learning in a way that is relevant to his needs. For instance, it is important that the clarification of the role and the work processes in the inclusion framework will be performed by a mentor who is expert in the inclusion field in which the NT works. In addition, it is recommended to appoint as mentor, only professionals who consent to fill the mentoring role (and not appointed to the role against their will or without having the necessary time and resources for this) and who is obligated to a continuous learning process in the role framework.

c. Conditions for the performance of the mentoring. One of the conclusions that arose from the present research study was that the support for the SENTs was characterized by its sporadic nature, which was not regular and systematic. It is suggested to the policy makers that special work hours for mentoring will be allotted and will be part of the mentor teacher's position, and that in every school a **regular setting for mentoring** will be implemented – place, days, and weekly hours suited to the NT's schedule. It is proposed to invest efforts in the **mentor's theoretical and practical training for his role** as an essential condition for the fulfillment of the role (this recommendation recurs in the professional literature, e. g., Lazovsky & Zeiger, 2004; Nasser Abu Alhijia et al., 2006). In addition, it is proposed to accompany the mentor in his role and to guide him in a constant and continuous learning process that will ensure his professional approach and professional performance of the role, which were found in the present research study as inevitable. It is suggested that mentor teachers outside of the school, who will be appointed to mentor SENTs from the inclusion and SE classes frameworks will be obligated to meet the conditions defined above.

d. Definition of the essence of the mentoring process in SE and its content characteristics. It is suggested that the mentor's work program constitute a bridge

between the SENT's 'learning world' and 'working world' in the 'in between' stage in which he is found in the induction year. The work program will include **core program, which is context-dependent and focused on the professional field of the SE**. The program will reflect the areas of knowledge that arose in the present research study as areas in which the SENTs need continued learning, such as familiarity with the IEP and the manner of its construction, coping with behavior problems, and so on. It is suggested that the mentor's work program balance the SENT's needs in the short term and the long term, since this balance is considered as one of the traits of the exemplary mentor teacher (Feiman-Nemser, 2001b). In addition, that the program will be suited to the SENT's dynamic and changing needs, and will be based on his experiences and on the mentor's observations in his lessons.

e. It is recommended that **the responsibility and the roles of the MATYA (the Regional Community Support Center)** that is a professional organizational factor in SE in every community/region in Israel will be examined, in the context of the SENT's learning process in the induction year. It is important to sharpen the differentiation between the MATYA roles and the mentor's roles. This is so as to focus the support for the NT and to enable the NT a clear understanding of the factors supporting him and their areas of responsibility.

2. It is suggested **to focus the induction workshop** that is held in the training institutions **on the emotional field** – in order to enable the SENTs a safe space, protected and nonjudgmental, for expression and sharing in the peers group who cope with similar experiences, difficulties, and challenges in the induction year in general, and are unique to SENTs in particular, while leaving room for emphases that arise in the reciprocal relations of each group. The findings of the present study indicate that the emotional support given to the SENTs in a collective-group framework of peers (Schön, 1988) is based on the understanding that they are in transitional space, 'in between' the 'learning world' and the 'working world' and it enabled a platform for their 'self' and a place of respect for the feelings of crisis and survival they felt and the everyday difficulties they encountered.

Studies point to the advantages of the heterogeneous workshop in which general education NTs and the SENTs participate, in enriching the professional repertoire in a variety of subjects that contribute to the professional development of

NTs. (Lazovsky & Zeiger, 2004; Nasser Abu Alhijia et al., 2006). However, the research findings indicate that the SENTs have unique emotional difficulties from their work with special needs students (for example, emotional difficulties stemming from the encounter with challenging behaviors of the students with severe disabilities). Therefore, it is recommended to examine the formation of homogeneous workshops for the SENTs, which will allow discourse and discussion on topics they share. Such homogeneous workshops operate in Israel, but not for all the SENTs.

3. It is appropriate to focus the responsibility of the **school as an absorbing institution in the ecological field** – to promote the absorption of the SENTs in the physical, human, organizational, and cultural work environment of the school. For this, it is necessary to have **systemic planning in the school for the absorption of the NTs**. It is necessary to develop awareness among school principals and their staff of the difficulties with which the SENTs cope and to clarify the importance of their role in the absorption of the NTs and their accompaniment with their entry into teaching. In addition, it is recommended to build an '**absorption outline**' for the absorption of NTs in the school and to conduct follow-up after its implementation.

It is suggested to define a **new role of 'school absorption coordinator'**, who will be responsible for the process of the absorption of the NTs, the new teachers, and gradually lead to their focus on their educational work¹⁶. The responsibility of the absorption coordinator will include the implementation of the suggested 'absorption outline', that will include: **conducting of orientation days for NTs**, before the beginning of the school year (for the dispersion of the uncertainty that surrounds the NTs and their lack of familiarity with the school, as arose from the research findings). In the orientation days the NTs will get to know the physical-human-organizational environment of the school and will include, for example, familiarity with the role-holders, the school procedures and code, contact and cooperation procedures with the teachers and therapists who are an inherent part in the teacher's work in SE, and more. In addition, the orientation days will be dedicated to characteristics of the school year first days and the difficulties that characterize it and the entry into the school. It is further suggested to **hold encounters of the coordinator with the NTs**,

¹⁶ It should be noted that in a number of schools in Israel there are local initiatives of absorption programs of new teachers in the school and in some of them a coordinator who is in charge of this field is even appointed.

which will be **anchored in the schedule** – all year and in a higher dosage at the beginning of the year. The encounters will constitute a framework for **raising issues, difficulties, and questions** related to the organization and absorption in the school. The absorption coordinator will be an available address for the NTs for **assistance in handling problems that he did not succeed in solving independently**. The research study indicated that one of the SENTs' difficulties was the absence of unavailability of personnel to whom it was possible to refer questions and problems in the process of the absorption into the school. In addition, it will be the responsibility of the absorption coordinator to mediate and ensure the transfer of professional information about students to the SENTs, which is essential in working with students with special needs.

5.1.2. Recommendations for Teacher Education Institutions

Teacher education programs fill a significant role in preparation of teachers for the encounter with the challenges they face in the entry into teaching. The SENTs noted in the present research study that in their training for SE teaching emphasis was placed on theoretical aspects, but the tools and experience in practical training were not sufficient for their work, and therefore made the entry into teaching complex and difficult. It is appropriate to include in teacher education programs the aspects found to be lacking in the present research for teaching in SE, such as knowledge about different subject matters; building of the IEP, knowledge about the adjustment of lessons to the needs of students who functioning in different levels, and emphasizing of the ability to implement the knowledge in different teaching situations; knowledge, tools, and intervention programs for coping with behavior problems; skills for the promotion of cooperation and partnership with the staff; knowledge about students' disabilities that they may encounter in the teaching field, and more. Moreover, since it was found that these difficulties may harm the NTs' teaching quality, the students' progress, and the SENTs' professional development, it is suggested that the universities and colleges be aware of the NTs' voices regarding the practical areas in which they need support upon their entry into teaching, and in light of these findings, their curricula outline will be re-examined (See also: Lazovsky & Zeiger, 2004).

It is suggested that imparting of knowledge, tools, and skills to the SE student teachers, will be integrated with the practical training, in different frameworks and

with students who have different disabilities, as possible, under the instruction of an expert teacher who will guide them in the field work. The exposure to different types of frameworks and disabilities is important in light of the fact (which was also found in the present research study) that some of the SENTs in Israel are assigned to work with students having disabilities they did not experience with them during their training or experienced only partially. In addition, it is important that the teacher education for SE also focus on the cultivation of teamwork skills, collaboration, instruction and team activation, which are essential to the nature of the teacher's work in SE that based on interdisciplinary team work.

The SENTs' **preparation for the entry into the school** should start already in the training framework, including presentation of the teacher's role in general and in SE in particular. The training institutions should play an active part in the NTs' preparation for the challenges they will face in their entry into teaching in SE, primarily on the first day and in the first weeks of teaching. The early preparation may reduce the factor of the shock, the surprise, and the uncertainty with which the NTs cope, as found in the present research study.

5.2 Recommendations for Further Research

Many research studies are performed on the topic of the induction year around the world and in Israel, but only a few of them focus on the process of the SENTs' entry into teaching. In this research study, for the first time in Israel, a comprehensive examination of the SENTs' difficulties was conducted, while distinguishing between the three frameworks into which SENTs are placed in the induction year, their expectations for support, and the support they received in their coping, on the continuum of the induction year. The insights that emerged from this study generated additional issues to be researched in order to deepen the knowledge about SENTs' induction year for educational policymakers, professionals in SE teacher training institutions, school principals in the three frameworks, teachers who are the SENTs' role partners, mentor teachers, leaders of induction workshops, as well as the SENTs themselves.

The proposals for further research focus on four main areas: (1) SENTs: difficulties, expectations for support, and support; (2) professional development of

teachers in special education; (3) induction workshops as a support factor in the SENTs' difficulties; and (4) teacher education for SE.

1. SENTs: Difficulties, Expectations for Support and Support

a. It is suggested to examine in a further research the contributions, influences, and implications of the induction year on SENTs in their second year of teaching – their professional development and their teaching quality for special needs students in the three frameworks. In Israel, NTs are defined in the second year as beginning teachers (Schatz-Oppenheimer et al., 2014). This stage was defined by Fessler (1995) as the stage of growing into the profession, in which the attention of the beginning teachers is focused on the improvement of the teaching (this stage continues, according to Fessler, between the second and seventh year at work). It is suggested to focus on: (1) continuous difficulties from the first year and new difficulties that appear in the second year in which the staff may see them (the beginning teachers) as an integral part of the staff, namely, to address them as a 'working person' and ignore the fact that they are still in the early stages of their professional development; (2) expectations of the NTs for support, in the light of the fact that in the second year they are familiar with the school as an organization and its organizational culture better; and (3) support given to them at school in order to make their coping with difficulties easier.

b. It is appropriate to examine how policymakers, principals, teachers, and mentors perceive the goal of supporting SENTs. Findings of such research may clarify and deepen these role-holders' understanding of their role in the absorption and accompaniment of the SENTs. It should be examined whether they perceive the SENT as a novice who knows nothing, or whether they perceive the SENT as being in the transition between the 'learning world' and the 'working world'. Do they think that his training is sufficient for his work as a professional in the 'working world'? How do they think it is possible to evaluate his professional development in the transition between 'learning worlds' to the 'working world'?

c. The findings of the present study indicate that the SENTs believe that in the general educational framework, there is a gap between them and the school staff in the perception of the essence of working with students with special needs, which made it difficult for them to integrate as SE teachers in the school. Hence, it is

suggested to examine the awareness degree of the general education educators of their responsibility for the special needs students and their willingness to integrate them, as determined in Special Education Law (Israel, 1988), in the Inclusion Law (SE Law, Amendment no. 7 (B), 2002), and the policy of the Ministry of Education in Israel. Focusing the proposed research at the level of principals and teachers, may yield recommendations that will reduce the difficulties faced by SENTs and will increase the support and responsiveness among the school as an organization and the entire staff as the SENTs' role partners.

2. Professional Development of Teachers in Special Education

a. Based on the research findings a theoretical model was produced that conceptualizes the induction year as a transition from the 'learning world' to the 'working world'. The continuous learning in this year places the SENTs in between – between the two worlds, in a space of intermediate time. Therefore, it is recommended to examine and validate in further research studies the model of the continuous learning process (CLP) that is outlined in the present research, both among the SENTs in the induction year and among the beginning teachers in their first years of work.

b. The conceptual framework of the research study examined the SENTs' professional development according to the model of stages of Fuller and Brown (1975). This model constituted an 'analytical lens' for the analysis of the research findings and conceptualizing the findings into a theoretical model – 'continuous learning process' (CLP). It is possible that a wide and in-depth analysis of the findings in the light of additional approaches and models of professional development will broaden and deepen the present model and will yield additional theories that may describe and explain the difficulties of the SENTs in the different frameworks. For example, the six – stages model of professional career based on the perspective of the lifecycle of teachers of Huberman (1989), and the five – stages model of development of teacher's self-formation of Kagan (1992).

c. It is suggested to perform a six to seven year study among SE teachers from the three frameworks, starting from the year of induction, which will examine their professional integration in teaching, their stay in the profession and their intention to persevere in it. It is important that such a study examine specifically how the

professional integration of SE teachers is related to the difficulties they experienced in the induction year, while observing the professional development of teachers as a process of lifelong learning (Alt & Raichel, 2018; Avdor et al., 2010; Beck, 2013). The determination of this time range for the suggested longitudinal research relies on models of professional development in relation to seniority in teaching (the lifecycle of teachers) (Burden, 1990; Fessler, 1995; Huberman, 1989).

3. Induction Workshops as a Support Component for the SENTs

The induction workshop is one of the two main support components in the induction program in Israel (alongside the mentoring). The present research study indicated that some of the SENTs participated in heterogeneous workshops that joint to SENTs and NTs from general education. According to the findings, the heterogeneous workshops did not contribute as expected to some of the SENTs, due to their different work environment, and the lack of familiarity of the general education NTs with the unique characteristics of the special needs students with whom the SENTs work. In a further research study it is suggested to compare between NTs who participated in heterogeneous workshop and those who participated in designated workshops for SENTs, in order to examine the advantages and disadvantages of each one of the workshop types to the absorption process and the professional integration of the SENTs in the school, both in personal terms and in terms of the development of the professional identity.

4. Training for Teaching in Special Education

a. The findings of the present research study support the importance of the training process (in the 'learning world') before the entry into the school (the 'working world'), for the preparation and formation of the SENTs' knowledge towards their entry into the school. A gap was found between the training received by SENTs in training institutions, including universities and colleges, and their needs in the field. Hence, the effectiveness of SE training programs for the acquisition of knowledge, tools, and skills required by the SENTs as 'working person', should be researched. In addition, it is important to examine the linkage between the training and the absorption, the integration, and the professional development of the SENTs during the induction year. Additionally, it is suggested to examine the SENTs' degree of familiarity with the curricula and the teaching-learning materials in the different

subject matters, their role perception in the inclusion frameworks, their coping with educational challenges and behavior problems, planning and performance of adjusted teaching, cooperation with the classroom assistant and the staff, and more. In addition, it is suggested to compare academic programs for teacher training in SE in Israel, and to include in the comparison the internationally accepted academic training programs for SE.

b. It is suggested to conduct a longitudinal research among teacher students in SE in their last year of studies and in the induction year, in order to track the contribution of the training to the entry of the SENTs into the 'working world', their absorption, and the difficulties they encounter. Methodical follow up after these teachers, in the two years may: (1) point out the foci and emphases that should be placed in the academic learning process (especially in the last year, before the independent entry into the field) and (2) identify support and solutions that can be planned in advance– before the SENTs encounter difficulties. The findings of the suggested research may propose planned support, which may contribute to the promotion of the professional development of the SENTs – from the survival stage to the stages of mastery of the teaching performance and the impact on students (Fuller & Brown, 1975) and reduce delays, regressions, and situations of overlap between the stages of professional development that are found in previous studies (Amir & Tamir, 1995b; Beck, 2013; Borich, 1999; Conway & Clark, 2003; Day, 1999; Strahovsky et al., 2002) (See figure 2).

6. RESEARCH LIMITATIONS

1. The present research study was performed among SENTs from three frameworks into which SE teachers in Israel are placed: (a) inclusion framework for students with special needs who learn in regular classes in general education schools; (b) SE classes in general education schools, and (c) separate SE schools. Although the number of participants was sufficient for the performance of the research (which included three frameworks and three time points – beginning of the year, the end of the first half of the school year, and the end of the school year), it is recommended to qualify the generalizations that stem from the conclusions and to examine them in a larger sample.

2. The study participants were all SENTs from schools in Israel in the Northern District only. Therefore, it is suggested to broaden the sample and perform a similar research among schools in additional districts in Israel (for example, South and Center) whose populations are diverse. The repeat performance of the research in all the districts in a larger sample will enable mapping of the difficulties, the expectations for supports and the actual supports on the national level – in order to act among all the schools for the assistance to the SENTs in their coping with their entry into teaching.

3. The participants in the present research study were SENTs in three types of educational frameworks. It is possible that a comparison of their perceptions to other professionals in school, i.e., management members, teachers, mentors, role-holders, would have yielded more in-depth insights.

7. RESEARCH CONTRIBUTION

The present research study has a methodological contribution and a theoretical contribution to the research field, and an applied contribution to the field of education in general and to the field of special education in particular, as detailed in the operative recommendations suggested following the research findings and conclusions.

The **methodological contribution** is the development of a research design, anchored in a conceptual framework for the analysis of the SENTs' difficulties during the induction year at three time points, in relation to the support they expect to receive in coping with difficulties and the support they actually received. In this framework, qualitative research tools were developed that are suitable for researching the subject: a semi-structured interview guide and a questionnaire with open-ended questions.

The **theoretical contribution** of the research study lies in the findings that answer the questions that were not investigated previously regarding the SENTs' absorption in the different frameworks, in the following aspects:

1. The SENTs have unique difficulties in the year of their entry into teaching (Billingsley 2004a; Boyer & Lee, 2001; Busch et al., 2001; Carter & Scruggs, 2001; Conderman & Stephens, 2000; Mastropieri, 2001; Whitaker, 2003). However, the present research findings shed light for the first time on the induction year of the SENTs from the three SE frameworks into which SE teachers in Israel are placed, their difficulties, their expectations for support, and the support they actually receive.
2. There are differences between the different frameworks into which SENTs are placed (frameworks of inclusion, SE classes in general education, and SE schools), in the context of the difficulties they experience in the induction year, their expectations for support, and the support given to them in their coping with difficulties. Thus far, these differences have not been researched and it is possible to learn from literature reviews that emphasis is placed in the research study on difficulties of SENTs who work primarily in the inclusion frameworks, and that there is no distinction between the different frameworks. Conceptualization of these difficulties and their anchoring in theory may contribute to additional research studies focused on NTs in general and on SENTs in particular.

3. The innovative conceptualization unique to the research is based on the research design, which is a longitudinal research performed at three time points on the continuum of the induction year, and it contributes to the broadening of the knowledge about SENTs' professional development in the year of their entry into teaching. The conceptualization defines the induction year as a year in which the SENTs are in between the 'learning world' and the 'working world'. In this space of intermediate time they move between difficulties focused on their survival (focusing on 'self'), on their mastery of the teaching performance, and on concerns for their students (impact stage), according to the model of Fuller and Brown (1975), and are concerned about topics related to a number of stages in parallel – and not in a linear manner, as indicated in the original model.

4. The theoretical model of the research study suggests a developmental perception, which provides a unique conceptualization of the difficulties experienced by SENTs during the induction year. This perception suggests a transition from a research perspective of the NTs' difficulties in the 'working world' as problems that should be solved (through local and immediate support) to a new research perspective that perceives the induction year as a process of learning and development in the 'working world', in between the end of the formal training and the absorption in the 'working world', in the school. This unique conceptualization examines the SENTs' work in a perspective of continuous learning process (CLP) in which difficulties are legitimate and natural challenges of learning processes that necessitate professional and systematic, regular and ongoing accompaniment.

BIBLIOGRAPHY

- Abu-Rass, R. (2012). Support of new teachers in a unique cultural environment: The case of the north-west Canada, *Waves of Study and Research*, 3, 20 – 34.
[Hebrew]
- Adams, P.E., & Krockover, G.H (1997). Concerns and perceptions of beginning secondary science and mathematics teachers. *Science Teacher Education*, 81, 29 – 50.
- Adler, A. (2009). *The meaning of our lives*. Or Yehuda: Kinneret, Zmora-Bitan, Dvir Press. [Hebrew]
- Ainscow, M., & Miles, S. (2008). Making education for all inclusive: Where next? *Prospects, Quarterly Review of Comparative Education*, 38(1), 15 – 34.
- Almog, O., & Leyser, Y. (2011). The role of the educational counslers and counseling interventions for the promoting the absorbtion of students with special needs in the general school. In S. Reiter, Y. Leyser & G. Avissar (Eds.), *Inclusiveness: Educational and social systems* (pp. 147-179). Haifa: AHVA Publishers.
[Hebrew]
- Alt, D. & Raichel, N. (2018). A different pedagogy: Lifelong learning and higher education. Tel Aviv: Resling. [Hebrew]
- Amir, N., & Tamir, P. (1995a). Support project for the absorption of beginning teachers: Evaluation of the experiment in the years 1990-1991. In D. Shachor (Ed.), *Support in absorption: From experiment to institutionalization* (pp. 7-17). Tel Aviv: Mofet Institute. [Hebrew]
- Amir, N., & Tamir, P. (1995b). Typical needs ways and emphases in the process of entry into teaching. In D. Shachor (Ed.), *Support in absorption: From experiment to institutionalization* (pp. 86-94). Tel Aviv: Mofet Institute. [Hebrew]
- Arends, R.I., & Rigazio-Digilio, A.J. (2000). *Beginning teacher induction: Research and examples of contemporary practice*. Paper presented to the Japan–United States Teacher Education Consortium (JUSTEC), United States University.

- Ariav Committee Report (2006). *Guidelines outlining for teacher education in higher education institutions in Israel*. Jerusalem: Council for Higher Education. [Hebrew]
- Avdor, S., Reingold, R., & Kfir, D. (2010). The continuum of training and professional development of teachers in Israel: Rhetoric versus a vague routine. *Pages*, 49, 148 – 165. [Hebrew]
- Avidav-Unger, O. (2013). Professional development in an era of reforms and changes – the meanings of the sequence perception. In S. Shimoni, & A. Avidav-Unger (Eds.), *On the continuum: Training, induction, and teachers' professional developing – Policy, theory, and practice* (pp. 197-226). Tel-aviv: Mofet Institute. [Hebrew]
- Avissar, G., (2002). Teachers talk about inclusion: Current state, 1997–1999. *Issues in Special Education and Rehabilitation*, 17(1), 15 – 24. [Hebrew]
- Avissar, G., (2010). *Inclusion and accessibility: Curriculum planning and curricula for students with disabilities*. Tel Aviv: Mofet Institute. [Hebrew]
- Avissar, G., & Bab, Ts. (2010). Processes and trends in the planning of curriculum in Israel for students with disabilities. *Theory and Practice in the Planning of Curriculum*, 21, 141 – 167. [Hebrew]
- Avissar, G., Moshe, A., & Licht, P. (2013). "These are the basic values of an egalitarian democratic state": The perceptions of policy makers in the Ministry of Education regarding the inclusion of students with special needs in the general education. In S. Reiter & G. Avissar (Eds.), *Inclusiveness: From theory to practice* (pp. 25-48). Haifa: AHVA Publishers. [Hebrew]
- Avissar, G., Reiter, S., & Leyser, Y. (2003). Inclusion of exceptional students in general education: The school principal as an agent of change. *Studies in Administration and Organization of Education*, 27, 63 – 87. [Hebrew]
- Ayalon, Y., & Sabar Ben-Yehoshua, N. (2010). The process of content analysis according to the grounded theory. In L. Kacen & M. Kromer-Nevo (Eds.), *Data analysis in qualitative research* (pp. 359-382). Beer-Sheva: Ben-Gurion University Press. [Hebrew]

- Aybzo, Sh., & Eldar, E. (2016). Understanding challenging behavior: Functional behavioral assessment. *Studies in Education*, 13/14, 422 – 444. [Hebrew]
- Bar, Y., Frank, M. (2008). Classroom management and treatment of disciplin problems. *Al Hagovah, higher education issues*, 7, 8 – 12. [Hebrew]
- Bay, M., & Parker-Katz, M. (2009). Perspectives on induction of beginning special educators: Research summary, key program features, and the state of state-level policies. *Teacher Education and Special Education*, 32, 17 – 32.
- Beach, R., & Pearson, D. (1998). Changes in preservice teachers' perceptions of conflicts and tensions. *Teaching and Teacher Education*, 14 (3), 337 – 351.
- Beck, S. (2013). The professional developing of the teachers – On the continuum and on autonomy. In S. Shimoni & A. Avidav-Unger (Eds.), *On the continuum: Training, induction, and teachers' professional developing – Policy, theory, and practice* (pp. 229 – 250). Tel Aviv: Mofet Institute. [Hebrew]
- Beijaard, D., Paulien, C.M., & Verloop, N. (2003). Reconsidering research on teachers' professional identity. *Teaching and Teacher Education*, 20, 107 – 128.
- Ben-Peretz, M. (1990). Researches in teacher education in Israel: Topics, methods, and findings, *Pages*, 10, 9 – 20. [Hebrew]
- Ben-Peretz, M., & Kremer-Hayon, L. (1986). Self-evaluation: A critical component in the developing teaching profession. In M. Ben-Peretz, R. Bromme & R. Halkes (Eds.), *Advances of research on teacher thinking* (pp. 152-158). ISATT: Swets and Zeitlinger.
- Bettini, E., Kimerling, J., Park, Y., & Murphy, K. (2015). Responsibilities and instructional time: Relationships identified by special educators in self-contained classes for students with emotional and behavioral disabilities. *Preventing School Failure*, 39, 121 – 128.
- Bickmore, D.L., & Bickmore, S. T. (2010). A multifaceted approach to teacher induction. *Teaching and Teacher Education*, 26, 1006 – 1014.

- Billett, S. (2008). Learning throughout working life: A relational interdependence between personal and social agencies. *British Journal of Educational Studies*, 56(1), 39 – 58.
- Billingsley, B.S. (2004a). Promoting teacher quality and retention in special education. *Journal of Learning Disabilities*, 37(5), 370 – 376.
- Billingsley, B.S. (2004b). Special education teacher retention and attrition: A critical analysis of the research literature. *The Journal of Special Education*, 38(1), 39 – 55.
- Billingsley, B.S, Carlson, B., & Klein, S. (2004). The working conditions and induction support of early career special educators. *Exceptional Children*, 70, 333–347.
- Billingsley, B.S., Griffin, C.C., Smith, S.J., Kamman, M., & Israel, M. (2009). *A review of teacher induction in special education: Research, practice, and technology solutions* (National Center to Inform Policy and Practice in Special Education Professional Development Document No. RS-1). Available: http://ncipp.education.ufl.edu/files_5/NCIPP%20Induction%20Exc%20Summ.pdf
- Blass, N., & Laor, A. (2002). *Special Education in Israel and the policy of inclusion*. Jerusalem: The Center for the Research of Social Policy in Israel Press. [Hebrew]
- Bordin, E.S. (1994). Developmental counseling and life cycle and life-style. In R. J. Corsini (Ed.). *Encyclopedia of Psychology* (2nd ed., 1, pp. 407 – 408). New York: John Wiley.
- Borich, G.D. (1999). Dimensions of self that influence effective teaching. In R.P. Lipka & M. Brinthaupt (Eds.), *The role of self in teacher development* (pp. 92 - 117). Albany: State University of NY.
- Bowen, G.A. (2009), Document analysis as a qualitative research method. *Qualitative Research Journal*, 9(2), 27 – 40.
- Boyer, L., & Lee, C. (2001). Converting challenge to success: Supporting a new teacher of students with autism. *Journal of SE*, 35, 75 – 83.

- Branch, S. (2002). *Who will I be when I leave University: The development of professional identity*. Retrieved March, 6, 2016 from:
<https://ubwp.buffalo.edu/ccvillage/wp-content/uploads/sites/74/2017/06/Who-will-I-be-when-I-leave-University.pdf>
- Bullough, R.V., & Draper, R.J. (2004). Mentoring and emotions. *Journal of Education for Teaching*, 30(3), 271 – 288.
- Bullough R.V., Knowles, J.G., & Crow, N.A. (1989). Teacher self-concept and student culture in the first year of teaching. *Teacher College Record*, 91(2), 208 – 232.
- Burden, P.L. (1990). Teacher development. In R. Houston (Ed.), *Handbook of research on teacher education* (pp. 311 – 328). New York: McMillan.
- Burn, K., Hagger, H., Mutton, T., & Everton, T. (2000). Beyond concerns with self: The sophisticated thinking of beginning student teachers. *Journal of Education for Teaching*, 26(3), 259 – 278.
- Busch, T.W., Pederson, K., Espin, C.A., & Weissenburger, J.W. (2001). Teaching students with learning disabilities: Perceptions of a first-year teacher. *Journal of SE*, 35, 92 – 99.
- Carter, K. B., & Scruggs, T.E. (2001). Thirty-one students: Reflections of a first-year teacher of students with mental retardation. *Journal of Special Education*, 35, 100 – 104.
- Central Bureau of Statistics (2015). *New teachers dropping out of the educational system, 2000-2014: Collection of statistical findings*. Israel: Jerusalem. [Hebrew]
- Conderman, G., & Johnston-Rodriguez, S. (2009). Beginning teachers' views of their collaborative roles. *Preventing School Failure: Alternative Education for Children and Youth*, 53(4), 235 – 244.
- Conderman, G., & Stephens, J.T., (2000). Reflections from beginning special educators. *Teaching Exceptional Children*, 33(1), 16 – 21.

- Conway, P.F., & Clark, C.M. (2003). The journey inward and outward: A re-examination of Fuller's concerns-based model of teacher development, *Teaching and Teacher Education*, 19, 465 – 482.
- Creswell, J.W. (2013). *Qualitative inquiry and research design choosing among five approaches – 3/E*. Thousand Oaks: Sage.
- Crockett, J.B., & Kauffman, J.M. (1999). *The least restrictive environment*. New Jersey: Lawrence Erlbaum.
- Darling-Hammond, L. (1994). Developing PDS: Early lessons, challenge and promise. In L. Darling-Hammond (Ed.), *Professional development schools: Schools for development profession* (pp. 1- 27). New York: Teacher College Press.
- Darling-Hammond, L. (2003). Keeping good teachers: Why it matters, what leaders can do. *Educational Leadership*, 60, 6 – 13.
- Day, C. (1999). *Developing teachers: The challenges of lifelong learning*. London: Flamer Press.
- Dekel, N. (2013). Special Education is an entitlement and not a punishment. *Echo of Education*, 87 (6), 46 – 49. [Hebrew]
- Denzin, N.K., & Lincoln, Y.S. (1998). *Starting of qualitative inquiry*. London, Thousand Oaks, New-Delhi: Sage.
- Devos, C., Dupriez, V., & Paquay, L. (2012). Does the social working environment predict beginning teachers self-efficacy, and feelings of depression? *Teacher Education*, 28 (2), 206 – 217.
- Dewey, J. (1933). *How we think: A restatement of the relation of reflective thinking to the educative process*. Buffalo, NY: Prometheus Books.
- DiCicco-Bloom, B., & Crabtree, B.F. (2006). The qualitative research interview. *Medical education*, 40(4), 314 – 321.
- Dorner Committee (2009). *Report of the Public Committee for the Examination of the Special Education System in Israel*. Jerusalem: Ministry of Education. Retrieved

August, 31 ,2015, from:

<http://cms.education.gov.il/EducationCMS/Units/Dovrut/special/dochdorner.htm>

[Hebrew]

Dvir, N., & Schatz-Oppenheimer, O. (2011). To Look in the Mirror: The process of the construction of the professional identity of beginning teachers as reflected in their stories. In O. Schatz-Oppenheimer, D. Maskit & S. Zilbershtrum (Eds.), *To be a teacher in the path of the entry into teaching* (pp. 91-115). Tel Aviv: Mofet Institute. [Hebrew]

Eisenschmidt, E. (2006). Implementation of induction year for novice teachers in Estonia. *Dissertations on Social Sciences*, 25. Tallin: Tallin University Press.

Erikson, E.H. (1993). *Childhood and society*. New York: W.W. Norton and Company.

Eshel, O. (2005). Thoughts of the containment idea of Bion. In J. Hatav (Ed.), *Psychoanalysis: Theory and practice* (pp. 193-204). Tel Aviv: Dyonon. [Hebrew]

Fantilli, R.D., & McDougall, D.E. (2009). A study of novice teachers: Challenges and supports in the first years. *Teaching and Teacher Education*, 25, 814 – 825.

Feiman-Nemser, S. (2001a). From preparation to practice: Designing a continuum to strengthen and sustain teaching. *Teachers College Record*, 103(6), 1013 – 1055.

Feiman-Nemser, S. (2001b). Helping novices learn to teach – Lessons from an exemplary support teacher. *Journal of Teacher Education*, 52(1), 17 – 30.

Feiman-Nemser, S. (2003). What new teachers need to learn. *Educational Leadership*, 60(8), 25 – 29.

Fisherman, S. (2011). The Organizational literacy of the novice teacher: The school according to the perception of the novice teacher and as the principal presents it to the novice teacher. In O. Schatz-Oppenheimer, D. Maskit & S. Zilbershtrum (Eds.), *To be a teacher in the path of the entry into teaching* (pp. 151 – 180). Tel Aviv: Mofet Institute. [Hebrew]

Foddy, W. (1993). *Constructing Questions for Interviews and Questionnaires: Theory and Practice in Social Research*. Cambridge: Cambridge University Press.

- Fontana, A., & Frey, J. H. (2005). The interview: From neutral stance to political involvement In N. K. Denzin & Y. S. Lincoln (Eds.). *The Sage handbook of qualitative research* (695-727). Thousand Oaks, CA: Sage.
- Fore, C., Martin, C., & Bender, W.N. (2002). Teacher burnout in Special Education: The causes and the recommended solutions. *The High School Journal*, 86(1), 36 – 44.
- Friedman, Y. (2005). The Organizational expectations of the beginning teacher, *Trends*, 44(1), 137 – 162. [Hebrew]
- Friedman, Y., & Gavish, B. (2001). *The novice teacher: The difficulties, the support and the adaptation*. Jerusalem: Henrietta Szold Institute. [Hebrew]
- Fuller, F. (1969). Concerns of teachers: A developmental conceptualization. *American Education Research Journal*, 6, 207 – 226.
- Fuller, F.F, & Brown, O.H. (1975). Becoming a teacher. In K. Ryan (Ed.), *Teacher education*, (The 74th yearbook of the national society for the study of education. Part 2, pp. 25-52). Chicago: University of Chicago Press.
- Furlong, J., & Maynard, T. (1995). *Mentoring student teachers: The growth of professional knowledge*. London: Routledge.
- Gavish, B., & Friedman, Y. (2000). Gaps in the role perception of teachers and their connection to the experiences of pressure in teaching. *Studies in the Administration and Organization of Education*, 24, 27 – 56. [Hebrew]
- Gavish, B., & Friedman, Y. (2007). The teacher as an organizational person: The contribution of the work environment perceived by the beginning teacher to the prediction of burnout at the beginning of the first year of teaching and at its end. *Studies in the Administration and Organization of Education*, 29, 55 – 81. [Hebrew]
- Gavish, B., & Shimoni, S. (2006). The perceptions of the regular teachers of the inclusion of special needs students. *Issues in Special Education and Rehabilitation*, 21(1), 35 – 54. [Hebrew]

- Gersten, R., Keating, T., Yovanoff, P., & Harniss, M. (2001). Working in Special Education: Factors that enhance special educator's intent to stay. *Exceptional Children*, 76, 549 – 567.
- Gibton, D. (2001). Grounded theory: Meaning of data analysis process and building a theory in the qualitative research. In N. Sabar Ben-Yehoshua (Ed.), *Geners and traditions in qualitative research* (pp. 195-227). Or Yehuda: Kinneret, Zmora-Bitan, Dvir Press. [Hebrew]
- Giddens, A., & Sutton, P. W. (2017). *Sociology* (8th edition). UK, Cambridge: Polity Press.
- Goffman, E. (1959). *The presentation of self in everyday life*. New York: Anchor.
- Good, D. (Ed.). (1994). *Quality of life for persons with disabilities*. Cambridge, MA: Brookline Books.
- Gorgensen, D.L. (1989). *Participant observation: Amethodology for human studies*. London: Sage Publication.
- Griffin, C.C. (1985). *Typical girls?: Young women from school to the job market*. London: Routledge & Kegan Paul.
- Griffin, C.C., Kilgore, K.L., Winn, J.A., Otis-Wilborn, A., Hou, W., & Garvan, C.W. (2009). First-year special educators, the influence of school and classroom context factors on their accomplishments and problems. *Teacher Education and Special Education*, 32(1), 45 – 63.
- Griffin, C.C., Winn, J., Otis-Wilborn, A., & Kilgore, K. (2003). *New teacher induction in Special Education*. Gainesville, FL: Center on Personnel Studies in Special Education.
- Guba, E.G., & Lincoln, Y.S. (1989). *Fourth generation evaluation*. Newbury Park, CA: Sage Publication.
- Hadar, L.L. (2011): Adopting a 'satisficing' model for school performance in students' views of learning, *Educational Research and Evaluation*, 17(3), 193 – 214.
- Hagger, H., Mutton, T., & Burn, K. (2001). Surprising but not shocking: The reality of the first year of teaching. *Education*, 41(4), 387 – 405.

- Harrari, I., Eldar, E., & Shechter, H. (2007). "With this I came home today" – Significant events in the eyes of novice teachers (interns) in their first year of work. *In Movement*, 8(3-4), 335 – 360. [Hebrew]
- Herbert, E., & Worthy, T. (2001). Does the first year of teaching have to be a bad one? A case study of success. *Teaching and Teacher Education*, 17, 897 – 911.
- Hillel Lavian, R. (2008a). Artists of weaving: The role complexity of the special education teacher. *Issues in special education and Rehabilitation*, 23(1), 37 – 51. [Hebrew]
- Hillel Lavian, R. (2008b). The influence of the organizational climate on the burnout of the homeroom teachers and the special education teachers in the general school. *Issues in special education and in Rehabilitation*, 23(1), 23 – 36. [Hebrew]
- Holland, J., Thomson, R., & Henderson, S. (2006). *Qualitative longitudinal research: A discussion paper*. London: London South Bank University.
- Howard, P. (2004). The Least Restrictive Environment: How to tell? *Journal of Law & Education*, 33, 167 – 180.
- Howe, E.R. (2006). Exemplary teacher induction: An international review. *Educational Philosophy and Theory*, 38(3), 287 – 297.
- Hoz, R., Keinan, A., & Assaf, M. (2003). The acceptance processes of new teachers by school principals. *Pages*, 36, 81 – 95. [Hebrew]
- Huberman, M. (1989). The professional cycle of teachers. *Teacher College Record*, 91(1), 31 – 57.
- Igel, C., & Malichi, S. (2007). Special Education Law – Social, value-oriented, and professional reflection on policy design and its implementation. In S. Reiter, Y. Leyser, & G. Avissar (Eds.), *Inclusiveness: Learners with disabilities in educational systems* (pp. 143-154). Haifa: AHVA Publishers. [Hebrew]
- Ingersoll, R.M., & Smith, T.M. (2004). Do teacher induction, and mentoring matter? *National Association of Secondary School Principals, NASSP Bulletin*, 88(638), 28 – 41.

- Ingersoll, R.M., & Strong, M. (2011). The impact of induction and mentoring programs for beginning teachers: A critical review of the research. *Review of Educational Research*, 81, 201 – 233.
- Israel, I (2012). Creating a climate of acceptance and empathy in the induction workshop. In T. Zohar (ed.), *A window to the induction workshop* (pp. 23-25). Jerusalem: Ministry of Education, Department of Induction and Entry into Teaching. [Hebrew]
- Jenkins, K., Smith, H., & Maxwell, T. (2009). Challenging experiences faced by beginning casual teachers: Here one day and gone the next. *Asia-Pacific Journal of Teachers Education*, 37(1), 63 – 78.
- Jones, N.D., Youngs, P. & Frank, K.A. (2013). The role of school-based colleagues in shaping the commitment of novice special and general education teachers, *Exceptional Children*, 79 (3), 365 – 383.
- Johnson, S.M. (2004). *The project on the next generation of teachers: Finders and keepers: Helping new teachers survive and thrive in our schools*. San Francisco: Jossey-Bass.
- Kagan, D.M. (1992). Professional growth among preservice teacher and beginning teachers. *Review of Educational Research*, 62(2), 129 – 169.
- Kacen, L., & Kromer-Nevo, M. (Eds.). (2010). *Data analysis in qualitative research*. Beer-Sheva: Ben-Gurion University Press. [Hebrew]
- Kapel-Green, E., Diab, H., Hijazi, Y., & Zedof, D. (2014). The presence of the school principal and his absence as an constructive experience in success stories of arab novice teachers in their first year of teaching. *Research, Study, and Creation*, 4, 129 – 139. [Hebrew]
- Katz, D., & Kahn, R.L. (1978). *The social psychology of organizations*. New York: Wiley.
- Kauffman, J.M., & Hallahan, D.P. (Eds.). (1995). *The illusion of full inclusion*. Austin, Texas: Pro – Ed.

- Kelchtermans, G., & Ballet, K. (2002). The micro politics of teacher induction: A narrative-biographical study on teacher socialization. *Teaching and Teacher Education*, 18, 105 – 120.
- Kilgore, K.L., Griffin, C.C., Otis -Wilborn, A., & Winn, J. (2003). The problems of beginning Special education teachers: Exploring the contextual factors influencing their work. *Action in Teacher Education*, 25(1), 38 – 47.
- Kizel, A. (2011). Zikron Ya'akov Model: The End of the Junior-High School and the Return to Elementary School. *Studies in Education*, 5, 146 – 162. [Hebrew]
- Klibanov, A. (1990). Problems and difficulties of beginning teachers in connection to personality and environmental conditions. *Study and Research in Teacher Education*, 6, 53 – 71. [Hebrew]
- Klingner, J.K., & Vaughn, S. (2002). The changing roles and responsibilities of an LD specialist. *Learning Disability Quarterly*, 25, 19 – 31.
- Kremer-Hayon, L. (1991). Self-Evaluation of teachers as a lever of professional development, *Pages*, 13, 9 – 24. [Hebrew]
- Kremer-Hayon, L. (1992). Professional development of teachers: An attempt to clarify the meaning of the concept, *Studies in Education*, 57/58, 145 – 156. [Hebrew]
- Kremer-Hayon, L., & Ben-Peretz, M. (1986). Becoming a teacher: The transition from teachers' college to classroom life. *International Review of Education*, 32, 413 – 42.
- Kupermintz, H., & Maskit, D. (2016). *Survey of novice teachers and new teachers, Research Report*. Jerusalem: Ministry of Education, Department of induction and entry into teaching. [Hebrew]
- Kuhn, T. & Witzel, A. (2000). *School-to-work transition, career development and family planning – Methodological challenges and guidelines of a qualitative longitudinal panel study*. Forum: Qualitative Social Research, 1(2). Retrieved June, 13, 2017 from: <http://nbn-resolving.de/urn:nbn:de:0114-fqs0002178>

- Kuzmic, J. (1994). A beginning teachers' search for meaning: Teacher socialization, organizational literacy, and empowerment. *Teaching and Teacher Education*, 10(1), 15 – 29.
- Kuzminsky, L. (2004). *Talking for themselves: Self-advocacy of learners with learning disabilities*. Tel-Aviv: Mofet Institute. [Hebrew]
- Lam, B.H., & Yan, H.F. (2011). Beginning teachers' job satisfaction: The impact of school-based factors. *Teacher Development*, 15(3), 333 – 348.
- Lam, Tz. (2002). *In the Ideological Vortex: Foundations of Education in the 21st Century*. Jerusalem: Magnes Press. [Hebrew]
- Lancioni, G.E., Singh, N.N., O'Reilly, M.F., Sigafoos, J. & Didden, R. (2012). Functions of challenging behaviors. In J.L. Matson (Ed.), *Functional assessment of challenging behavior* (pp. 45-64). New York: Springer
- Laron, D., & Shkedi, A. (2006). Development and regression in the perception of the teacher's role: Case study in teacher education. *Pages*, 41(4), 109 – 139. [Hebrew]
- Lazovsky, R., & Reichenberg, R. (2006). The new mandatory induction programme for all beginning teachers in Israel: Perceptions of inductees in five study tracks. *Journal of Education for Teaching*, 32(1), 53-70.
- Lazovsky, R., Reichenberg, R., & Zeiger, T. (2007). The mentor teacher in the teaching induction framework: Characteristics of the desired role, choice of the role, training for the role, and the evaluation of the contribution to the novice teacher. *Pages*, 45, 56 – 89. [Hebrew]
- Lazovsky, R., & Zeiger, T. (2004). The induction in teaching – Evaluation of novice teachers in different training tracks of the contribution of the mentor teacher, the induction workshop, and the program as a whole. *Pages*, 37, 65 – 95. [Hebrew]
- Levin-Rosalis, M., & Lapidot, O. (2010). The field of evaluation in Israel and the professional identity of the teachers: Do the colleges for teaching workers training have a chance in the game? *Pages*, 49, 119 – 147. [Hebrew]

- Lieblich, A., Tuval-Mashiach, R., & Zilber, T. (2010). Between the whole and its parts and between content to the form. In L. Kacen & M. Kromer-Nevo (Eds.), *Data analysis in qualitative research* (pp. 21-42). Beer-Sheva: Ben-Gurion University Press. [Hebrew]
- Lovingfoss, D., Molloy, D.E., Harris, K.R., & Graham, S. (2001). Preparation, practice, and program reform: Crafting the University of Maryland's five-year, multicategorical undergraduate program in Special Education. *Journal of Special Education*, 35, 105 – 114.
- MacDonald, V., & Speece, D.L. (2001). Making time: A teacher's report on her first-year of teaching children with emotional disabilities. *Journal of Special Education*, 35, 84 – 91.
- Maensivu, T. K., Uusiautti, S., & Maatta, K., (2012). Special needs assistants – the special characteristic and strength of the school system of Finland. *European Journal of Educational Research*, 1(1), 23-36.
- Manor– Binyamini, I. (2007). A model of interdisciplinary teamwork for inclusion. In S. Reiter, Y. Leyser & G. Avissar (Eds.), *Inclusiveness: Learners with disabilities in educational systems* (pp. 399 – 431). Haifa: AHVA Publishers. [Hebrew]
- Manor-Binyamini, I. (2009). *Teamwork in interdisciplinary teams: Theory, research, and implementation*. Jerusalem: Ministry of Education, the Department of Special Education. [Hebrew]
- Margalit Committee (1997). *Report of the Committee for the Examination of the Realization of the Ability of Students with Learning Disabilities*. Jerusalem: Ministry of Education, Culture, and Sport, Department of SE. [Hebrew]
- Margalit Committee (2000). *The Committee Report for the Examination of the Implementation of the Special Education Law*. Jerusalem: Ministry of Education. [Hebrew] Retrieved August 31, 2015 from: <http://info.smkb.ac.il/home/home.exe/2148/12285>
- Marom, M., Bar-Simon Tov, K., Kron, A., & Koren, P. (2006). *Inclusion of special needs children in the general educational system: A literature review*. Jerusalem: The Center for the Research of Social Policy in Israel Press. [Hebrew]

- Maskit, D. (2013). First months in teaching – novices relate to their difficulties. *Creative Education*, 4, 1 – 8.
- Maskit, D., & Dickman, N. (2005). From 'student teacher' to 'being a teacher': A picture – a story of a beginning. In I. Kupperberg & E. Olshtein (Eds.), *Discourse in Education* (pp. 21-49). Tel Aviv: Mofet Institute. [Hebrew]
- Maskit, D., & Yaffe, E. (2007). Voices from the inner home of beginning teachers: Novice write about themselves and about teaching. *Studies and Research in Teacher Education*, 11, 46 – 70. [Hebrew]
- Mastropieri, M. A. (2001). Challenges encountered by first-year special education teachers. *Journal of Special Education*, 35, 66 – 74.
- McGaha, P., & Lynn, S. (2000). Providing leadership and support to the beginning teacher. *Journal of Physical Education, Recreation & Dance*, 71(1), 41- 43.
- McGuire, J.M., Scott, S.S., & Shaw, S.F. (2006). Universal design and its applications in educational environments. *Remedial and Special Education*, 27(3), 166 – 175.
- Meristo, M., & Eisenschmidt, E. (2014). Novice teachers' perceptions of school climate and self-efficacy. *International Journal of Educational Research*, 67, 1 – 10.
- Milat, S. (2001). "This is an endless race in which I must all the time promote and advance...": Changes in the development of the 'didactic knowledge' and the 'self-knowledge' of beginning teachers. *Vision and Action in the Achva College*, 7, 47 - 78. [Hebrew]
- Miller, M., Brownell, M., & Smith, S. (1999). Factors that predict teachers staying in, leaving, or transferring from the special education classroom. *Exceptional Children*, 65, 201 – 218.
- MoE (2003). *The Mainstreaming program in the general education frameworks – For dealing with students with special needs who learn in the regular classes and in the special education classes*. Ministry of Education, Director General's Circular, June, 2003/10(b). Israel: Jerusalem. [Hebrew]

- MoE (2010). *Regional/Community Support Center for the implementation of the Special Education Law and MATYAs specialized for students with visual impairments*. Ministry of Education, Director General's Circular, December, 2010/4(a). Israel: Jerusalem. [Hebrew]
- MoE (2011). *Teacher assistances in the special education institutions and teacher assistances for inclusion students in general education*. Ministry of Education, Director General's Circular, June, 2011/10(a). Israel: Jerusalem. [Hebrew]
- MoE (2012). *Book of Inclusion: Clarification of the outlooks and implementation in the inclusion process*. Ministry of Education, the Pedagogical Secretariat. Israel: Jerusalem. Retrieved September, 5, 2015 from:
<http://edu.gov.il/minhalpedagogy/preschool/subjects/guides-teacher/Pages/book-containment.aspx> [Hebrew]
- MoE (2014a). *The implementation of the Special Education Law: Institutional inclusion committee, placement committee for appeals the inclusion committee, placement committee, and appeals committee*. Ministry of Education Director General's Circular, January, 2014/5(a). Israel: Jerusalem. [Hebrew]
- MoE (2014b). *Training and professional developing of teaching workers – Induction and entry into teaching*. Ministry of Education, Director General's Circular, December, 2014/4(3). Israel: Jerusalem. [Hebrew]
- Mittler, P. (2000). *Working towards inclusive education: social contexts*. London: David Fulton Publishers.
- Moir, E. (2000). The stages of teacher's first year. In: M. Scherer (Ed.), *A better beginning – supporting and mentoring new teachers* (pp. 19- 27). Alexandria, VA: Association for Supervision and Curriculum Development.
- Moore-Johnson, S. (2006). Teacher unions can support new teachers' desire for assistance and professional growth while aiding teacher effectiveness. *American Educator*, 30, 9 – 45.
- Morgan, J., Ashbaker, B. & Forbush, D. (1998) Strengthening the teaching team: Teachers and paraprofessionals learning together. *Support for Learning*, 13(3), 115 - 117.

- Moskowits, J., & Stephens, N. (Eds.) (1996). *From students of teaching to teacher of students: Teacher induction around the Pacific Rim*. Washington, DC: U.S Department of Education for Asia-Pacific Economic Cooperation.
- Nasser-Abu Alhija, P., Reichenberg, R., & Fresco, B. (2006). *The induction process – A final report*. Bet Berl College, the Unit for Research and Evaluation in Teacher Training and Education. [Hebrew]
- Nasser-Abu Alhija, P., Fresco, B., & Reichenberg, R. (2011). *The induction process – Overview*. In A. Schatz-Opppenheimer, D. Maskit & S. Zilbershtrum (Eds.), *To be a teacher in the path of entry into teaching* (pp.55 – 88). Tel Aviv: Mofet Institute. [Hebrew]
- ISER (2002). *National strategy for longitudinal studies*. Report to ESRC Research Resources, Board Feb 2002.
- Neon, D., Milshtein, M., & Marom, M. (2012). *Integration of children with special needs in the elementary schools: Follow up after the implementation of the 'Book of Inclusion' in the Special Education Law*. Jerusalem: The Center for the Research of Disabilities and Employment of Special Populations. [Hebrew]
- Nirje, B. (1985). The basis and logic of the normalization principle. *Australia and New Zealand Journal of Developmental Disabilities*, 11(2), 65 – 68.
- Norman, P.J., & Feiman-Nemser, S. (2005). Mind activity in teaching and mentoring. *Teaching and Teacher Education*, 21(6), 679 – 697.
- O'Neill, S.C., & Stephenson, J. (2013). One year on: First-year teachers' perceptions of preparedness to manage misbehavior and their confidence in the strategies they use. *Australasian Journal of Special Education*, 37(2), 125 – 146.
- O'Neill, S.C., & Stephenson, J. (2014). Evidence-based classroom and behavior management content in Australian pre-service primary teachers' coursework: Wherefore art thou? *Australian Journal of Teacher Education*, 39(3), 1 – 22.
- Orland-Barak, L. (2010). *Learning to mentor as praxis: Foundations for a curriculum in teacher education*. New York: Springer.

- Parker, C.A., & Bickmore, K. (2012). Conflict management and dialogue with diverse students: Novice teachers' approaches and concerns. *Journal of Teaching and Learning*, 8(2), 47 – 63.
- Pigge, F.L., & Marso, R.N. (1997). A seven years longitudinal multi-factor assessment of teaching concerns development through preparation and early years of teaching. *Teaching and Teacher Education*, 13(2), 225 – 235.
- Pritzker, D., & Chen, D. (2010). Burnout factors in teaching among teachers in the initial years of their work. *Studies and Research in Teacher Education*, 12, 94 - 131. [Hebrew]
- Rabinovich, M., & Kacen, L. (2010). A model for an interpretative-qualitative analysis of interpersonal patterns. In L. Kacen & M. Kromer-Nevo (Eds.), *Data analysis in qualitative research* (pp. 413-435). Beer-Sheva: Ben-Gurion University Press. [Hebrew]
- Reichenberg, R., Lazovsky, R., & Zeiger, T. (2000). *The Induction: Its contribution to the professional development of the novice teacher and implications on teacher education (stage A)*. Beit Berl College: The Department of Research and Evaluation in Teacher Training and Education. [Hebrew]
- Reingold, R. (2009). The beginning teacher and the plan for his successful absorption. *Face: Journal for Culture, Society, and Education*, 47, 79 – 85. [Hebrew]
- Reiter, S. (2007). 'Normalize' the Integration. In: S. Reiter, Y. Leyser, & G. Avissar (Eds.), *Inclusiveness: Learners with disabilities in educational systems* (pp. 57-87). Haifa: Achva Press. [Hebrew]
- Reiter, S., & Schalock, R., L. (2008). Applying the concept of Quality of Life in Israeli special education programs: A national curriculum for enhanced autonomy in students with special needs. *International Journal of Rehabilitation Research*, 31(1), 13-21.
- Reiter, S., Schanin, M., & Tirosh, E. (1998). Israeli elementary school students' and teachers' attitudes towards mainstreaming children with disabilities. *Special Services in the Schools*, 13(1/2), 33 – 46.

- Reja, U., Lozar K., M., Hlebec, V., & Vehovar, V. (2003). Open-ended vs. close-ended questions in web questionnaires. In A. Ferligoj & A. Mrvar (Eds.), *Metodološki Zvezki: Developments in Applied Statistics*, 19 (pp. 159 -177). Ljubljana.
- Richardson, V., & Placier, P. (2001). Teacher change. In V. Richardson (Ed.), *Handbook of research on teaching* (4th Ed., pp. 905–947). Washington, DC: American Education Research Association.
- Rippon, J.H., & Martin, M. (2006). What makes a good induction supporter? *Teaching and Teacher Education*, 22(1), 84 – 99.
- Ronen, H. (2005). *Mental retardation: study, practices and teaching*. Kiryat Bialik: Ach Publishers. [Hebrew]
- Ronen, H. (2007). Inclusion: Issues and disputes. In S. Reiter, Y. Leyser, & G. Avissar (Eds.), *Inclusiveness: Learners with disabilities in educational systems* (pp. 27-56). Haifa: AHVA Publishers. [Hebrew]
- Rosenberg, M.S., Griffin, C.C., Kilgore, K.L., & Carpenter, S.L. (1997). Beginning teachers in special education: A model for providing individualized support. *Teacher Education and Special Education*, 20(4), 301 – 321.
- Sabar Ben-Yehoshua, N. (1990). *Qualitative research in teaching and learning*. Givataim: Masada. [Hebrew]
- Sabar Ben-Yehoshua, N. (2001). Interpretative analysis: From the garden of eden to reality via crisis – novice teachers as emigrants. In N. Sabar-Ben Yehoshua (Ed.), *Geners and traditions in qualitative research* (pp. 441-468). Lod: Dvir, Zmora-Bitan, Press. [Hebrew]
- Sabar Ben-Yehoshua, N. (2016). Introduction: Concepts, strategies, and advanced tools. In N. Sabar Ben-Yehoshua (Ed.), *Traditions and geners in qualitative research, philosophies, strategies, and advanced tools* (pp. 11-22). Tel Aviv: Mofet Institute [Hebrew]
- Sagee, R., & Regev, H. (2002). The difficulties of the beginning teacher: the feeling of shock that predicts the discomfort in teaching. *Pages*, 34, 10 – 45. [Hebrew]

- Saldana, J. (2003). *Longitudinal qualitative research: Analyzing change through time*. Walnut Creek, Lanham, New York, Oxford: Altamira.
- Salem al-amarat, M. (2011). The classroom problems faced teachers at the public schools in Tafila Province, and proposed solutions. *International Journal of Education Science*, 3(1), 37 – 48
- Schalock, R.L. (2005). Introduction and overview to the special issue on quality of life. *Journal of Intellectual Disability Research*, 10, 695 – 698.
- Schalock, R.L., & Verdugo Alonso, M.A. (Eds.). (2002). *Handbook on quality of life for human service practitioners*. Washington, DC: American Association on Mental Retardation.
- Schatz-Oppenheimer, O. (2011a). Mentoring for Novice Teachers and New Teachers. *Circles of Education: Research, Study, and Creation*, 1, 161 – 170. [Hebrew]
- Schatz-Oppenheimer, O. (2011b). Tension, conflicts, and complexity in the position. In A. Schatz-Oppenheimer, D. Maskit & S. Zilbershtrum (Eds.), *To be a teacher in the path of entry into teaching* (pp.183 – 199). Tel Aviv: Mofet Institute. [Hebrew]
- Schatz Oppenheimer, O., & Dvir, N. (2014). From ugly duckling to swan: Stories of novice teachers. *Teaching and Teacher Education*, 37, 140 – 149.
- Schatz- Oppenheimer, O., Mandel, B., & Zilbershtrum, S. (Eds.) (2014). *Mentoring and supporting novice teachers and new teaching workers*. Jerusalem: Ministry of Education. [in Hebrew]
- Schatz-Oppenheimer, O., Maskit, D. & Zilbershtrum, S. (Eds.). (2011). *To be a teacher in the path of entry into teaching* (pp.13-20). Tel Aviv: Mofet Institute. [Hebrew]
- Schempp, P.G., Sparkes, A.C., & Templin, T.J. (1999). Identity and induction: Establishing the self in the first years of teaching. In R.P. Lipka & M. Brinthaupt (Eds.), *The role of self in teacher development* (pp. 142–164). Albany: State University of NY.

- Schön, D.A. (1988). Coaching reflective teaching. In P.P. Grimmett, & G. L. Erickson (Eds.), *Reflection in teacher education* (19-30). New York and London: Teachers College.
- Seo, S., Brownell, M. T., Bishop, A.G., & Dingle, M. (2009). Beginning special education teachers' classroom reading instruction: Practices that engage elementary students with learning disabilities. *Exceptional Children*, 75(1), 97 - 122.
- Shavit, P., & Tal, D. (2013). Teaching in an inclusive classroom: Contemporary trends and issues. In S. Reiter, & G. Avissar (Eds.), *Inclusiveness: From theory to practice* (pp. 131-160). Haifa: AHVA Publishers. [Hebrew]
- Shechtman, Z. (2010). *Counseling and Group Therapy for Children and Adolescents*. Tel Adashim: Yezreel Valley College. [Hebrew]
- Shimoni, S. (2016). Grounded theory. In N. Sabar Ben-Yehoshua (Ed.), *Traditions and genres in qualitative research, philosophies, strategies, and advanced tools* (pp. 141-178). Tel Aviv: Mofet Institute [Hebrew]
- Shkedi, A. (2015). *Words of Meaning: Qualitative Research – Theory and Practice*. Tel Aviv: Ramot Press. [Hebrew]
- Shlasky, S., & Alpert, B. (2007). *Ways of writing qualitative research: From deconstructing reality to its construction as a text*. Tel Aviv: Mofet Institute. [Hebrew]
- Shlasky, S., & Arieli, M. (2016). From the positivism to interpretation and postmodern approaches in the educational research. In N. Sabar Ben-Yehoshua (Ed.) *Traditions and genres in qualitative research, philosophies, strategies, and advanced tools* (pp. 23-65). Tel Aviv: Mofet Institute [Hebrew]
- Shperling, D. (2015). *Dropout of teachers worldwide: A review of Information*. Tel Aviv: Mofet Institute. [Hebrew]
- Shulman, L.S. (1986). Those who understand: Knowledge growth in teaching. *Educational Researchers*, 15(2), 4 – 14.

- Sikes, P. J., Measor, L., & Woods, P. (1985). *Teacher career: Crisis and continuities*. London: Falmer.
- Skinner, B.F. (1953). *Science and human behavior*. New York: Free Press.
- Smith, J. A (1995). Semi-structured interviewing and qualitative analysis. In J.A. Smith, R. Harre & L. Van Langenhove (Eds.), *Rethinking methods in psychology* (pp. 9-26). London, Thousand Oaks, New-Delhi: Sage.
- Smith, T., & Ingersoll, R. (2004). What are the effects of induction and mentoring on beginning teacher turnover? *American Educational Research Journal*, 41, 681 – 714.
- Solmon, M.A., Worthy, T., & Carter, J.A. (1993). The interaction of schools context and role identify of first-year teachers. *Journal of Teaching in Physical Education*, 12, 313 – 328.
- The Special Education Law, 5748-1988*, State of Israel. [Hebrew]
- The Special Education Law 5762-2002 (Amendment No. 7)*, State of Israel. [Hebrew]
- Spradley, J.P. (1979). *The ethnographic interview*. New York: Holt, Rinehart & Winston.
- Stainback, W., & Stainback, S. (Eds.). (1996). *Controversial issues confronting special education* (2nd edition). Boston: Allyn & Bacon.
- Stake, R. E. (1995). *The art of case study research*. London: Sage Publication.
- Strahovsky, R., Hertz-Lazarowitz, R., & Orland-Barak, L. (2008). *Paths for mentoring teachers: Guide to the perplexed*. Tel Aviv: Mofet Institute. [Hebrew]
- Strahovsky, R., Marbach, A., & Hertz-Lazarowitz, R. (2002). The beginning teacher: Stations and hurdles in the first year of teaching, *Studies in Administration and Organization of Education*, 26, 123 – 156. [Hebrew]
- Strauss, A. L. (1987). *Qualitative analysis for social scientists*. Cambridge, UK: Cambridge University Press.

- Swanson, G.R. & Murri, N. (2006). Beginning special educators' intent to stay in special education: Why they like it here. *Teacher Education and Special Education*, 29(3), 179 – 190.
- Tal, D., & Leshem, D. (2007). *Principles in the planning of the studies in Special Education: Abstract of the draft of the circular of the general director – planning the studies in the school of Special Education*. Jerusalem: Ministry of Education, the Department of Special Education. [Hebrew]
- Talmor, R. (2007). Educators' attitudes toward inclusion. In S. Reiter, Y. Leyser & G. Avissar (Eds.), *Inclusiveness: Learners with disabilities in educational systems* (pp. 157 – 195). Haifa: AHVA Publishers. [Hebrew]
- Tam, H. (2005). Is the support of absorption effective for the professional development of beginning teachers? Findings of a longitudinal research. *Pages*, 39, 66 – 84. [Hebrew]
- Tam, H. (2007). Professional development among novice teachers: Multi-year research. *Waves of Study and Research*, 16, 9 – 17. [Hebrew]
- Tam, A., & Tam, H. (2007). The perception of the novice teacher of his training process in the college: Multi-year research. *Waves of Study and Research*, 16, 110 – 124. [Hebrew]
- Taylor, E. (2003). Attending graduate school in adult education and the impact on teacher beliefs: A longitudinal study. *Journal of Transformative Education*, 1(4), 34 – 53.
- Tillema, H.H. (1998). Stability and change in student teachers' beliefs about teaching. *Teachers and Teaching: Theory and Practice*, 4(2), 217 – 228.
- UNESCO – United Nations Educational, Scientific and Cultural Organization (1994). *The Salamanca Statement on principles, policy, and practice in special education and framework of action in the field of special education*. Salamanca: Spain.
- Vannest, K.J., Soares, D.A., Harrison, J.R., Brown, L., & Parker, R.I. (2010). Changing teacher time. *Preventing School Failure*, 54, 86 – 98.

- Volkman, M. J., & Anderson, M. A. (1998). Creating professional identity: Dilemmas and metaphors of a first-year chemistry teacher. *Science Education*, 82(3), 293 – 310.
- Vonk, J.H.C. (1993). *Mentoring beginning teachers: Development of the knowledge base for mentors*. Paper presented at the Annual Conference of the AERA, Atlanta, GA.
- Vonk, J.H.C. (1995). *Conceptualizing novice teachers' professional development: A base for supervisory interventions*. Paper presented at the Annual Meeting of the American Educational Research Association. San Francisco, CA.
- Vorgan, Y. (2009). *Implementation of the 'Inclusion Law' in the 2010 school year*. Jerusalem: HaKnesset, Center of Research and Information. Retrieved August, 23, 2016 from: <http://www.knesset.gov.il> [Hebrew]
- Wehmeyer, M.L., Sands, D.J., Knowlton, H.E., & Kozleski, E.B. (2002). *Teaching students with mental retardation: Providing access to the general curriculum*. Baltimore, MD: Paul H. Brookes.
- Whitaker, S.D. (2003). Needs of beginning special education teachers: Implications for teacher education. *Teacher Education and Special Education*, 26(2), 106 – 117.
- Wong, K.H. (2004). Induction programs that keep new teachers teaching and improving. *National Association of Secondary School Principals, NASSP Bulletin*, 88(638), 41 – 59.
- Woodfield, K., Molloy, D. & Bacon, J. (2003), *Longitudinal qualitative approaches in evaluation studies*, DWP Working Paper No. 5, London.
- Yalom, I.D. & Leszcz, M. (2006). *The theory and practice of group psychotherapy*. Jerusalem: Kinneret. [Hebrew]
- Yariv, E. (2010). Class Positioning: Analyzing teacher responses to behavior problems. *Study and Research in Teacher Education*, 12, 9 – 30. [Hebrew]
- Young, C. Savola, K. & Phelps, E. (Eds) (1991). *Inventory of longitudinal studies in the social sciences*. Newbury Park, CA: Sage.

- Youngs, P., Jones, N., & Low, M. (2011). How beginning special and general education elementary teachers negotiate role expectations and access to professional resources. *Teachers College Record*, 113, 1506 – 1540.
- Zabel, R.H., & Zabel, M.K. (2001). Revisiting burnout among special education teachers: Do age, experience, and preparation still matter? *Teacher Education and Special Education*, 24, 128 – 139.
- Zembylas, M. (2007). Emotional ecology: The intersection of emotional knowledge and pedagogical content knowledge in teaching. *Teaching and Teacher Education*, 23, 355 – 367.
- Zembylas, M., & Isenberg, L. (2002). Teaching science to students with learning disabilities: Subverting the myths labeling through teachers' caring and enthusiasm. *Research in Science Education*, 32, 55 – 79.
- Zilbershtein, M. (1994a). Training of teachers for the planning of the studies in light of two perceptions: Curricular and instructional, *Ways of Teaching*, 2, 105 – 150. [Hebrew]
- Zilbershtein, M. (1994b). A great teacher, expert and professional: Three perspectives to examine the character of the 'teacher Asher', *Pages*, 26, 53 – 71.
- Zilbershtrum, S. (2011). Words of the manager of the Induction Department, Ministry of Education., In A. Schatz-Oppenheim, D. Maskit, & S. Zilbershtrum(Eds.), *To be a teacher in the path of entry into teaching* (pp. 9-12). Tel Aviv: Mofet Institute. [Hebrew]
- Zilbershtrum, S. (2013). The stage of the entry into the teaching profession: In the mirror of theory and research. In S. Shimoni, & A. Avidav-Unger (Eds.), *On the continuum: Training, induction, and teachers' professional development – Policy, theory, and practice* (pp. 101-131). Tel-aviv: Mofet Institute. [Hebrew]
- Zohar, T. (2012). Towards a formative evaluation. In T. Zohar (ed.), *A window to the induction workshop* (pp. 73-85). Jerusalem: Ministry of Education, Department of Induction and Entry into Teaching. [Hebrew]
- Zozovsky, R. (1991). The professional development of the teacher and its implementation in teacher education. *Ways of Teaching: Journal for Teacher*

Training and In-Service Training. Jerusalem: Ministry of Education and Culture,
59 – 84. [Hebrew]

APPENDICES

Appendix I: Request for Participation of the SENT in the Research Study

Date: _____

Dear Novice Teacher,

I am approaching you with the request to participate in the research study in the framework of my doctoral work.

The research study will examine the perceptions of the special education novice teachers of their difficulties at the different frameworks in which they work: inclusion in schools of general education, special education classes in schools of general education, and special education schools. In addition, the research study will examine the expectations of the special education novice teachers for support in their coping with the difficulties and the support they received actually.

The participation of the special education novice teacher in the research includes three stages of data collection:

1. First interview of the researcher with the special education novice teacher – in the month of October/November. The interview will be documented in writing and digital recording. The interview will be performed in the training institution where the novice teacher performs the induction workshop, or in other public place according to the participant's request. The interviews will not be held in the school space where the novice teacher works.
2. Filling out a questionnaire with open-ended questions – during the month of February. The questionnaire will be sent to the special education novice teacher at the end of the month of January via email and will be returned to the researcher via email.
3. Second interview of the researcher with the special education novice teacher – in the months of May/June. The interview will be documented in writing and digital recording. The interview will be performed in the training institution where the novice teacher performs the induction workshop and in other public place according to the participant's request. The interviews will not be held in the school space where the novice teacher works.

The participant may withdraw from his participation in the study at any stage.

All the data that will be collected will be kept in a safe place and will not be transferred to another factor outside of the research team (the researcher and the work advisers). I guarantee that, in the writing of the work and in every future publication that will derive from the research study, privacy and full confidentiality of the personal details will be maintained, through the use of pseudonyms and the removal of identifying details that may reveal the participants' identity.

Thank you for your cooperation, Nava Bar 0546-424320,
navabar7@gmail.com

Appendix II: Consent Form for Participation in the Research Study on the Topic of 'Difficulties Experienced by Special Education Novice Teachers in Different Frameworks during the Induction Year'

In the framework of your request to obtain my consent to participate in the research study that addresses the topic of 'Difficulties experienced by Special education Novice Teachers in Different Frameworks during the Induction Year' I declare that:

1. You have explained to me the research goals, the topics and issues that will be examined in the framework of the research study.
2. You have explained to me all the activities in which my participation in the framework of this research study is requested.
3. You have described the means that you will adopt to ensure the confidentiality of the recordings and the written materials, and my personally identifiable information.
4. You are obligated to publish the research findings in such a way that the participants cannot be identified.

Having understood all the aforementioned statements, I give my consent to participate in the research study.

First Name and Last Name

Signature

Date

Appendix III: Personal and Professional Background Questionnaire of the Participants in the Research Study

Date of Interview: _____

A: Personal Background

Sex: Male ☐ Female ☐

Year of Birth: 19_____

Marital Status: Single ☐ Married ☐ Other ☐

B: Education

- Educational Institution: College ☐ University ☐

- Degree and Certification:

BED (Bachelor of Education studies in academic colleges for education) ☐

BA ☐

Teaching Certificate in Special Education ☐

MA graduate / MA studies ☐

Academic Retraining for Teaching in Special Education ☐

Other _____

- Field of specialization in Special Education Studies

General Special Education ☐

Specific Certification in Special Education _____

Frameworks of practical training as part of the Special Education certification

C: Professional Background

Present Framework of work in Special Education

- ☐ Inclusion framework in the general education system
- ☐ Special Education class in the general education system
- ☐ Special Education school

Field of Work in Special Education

The main disability of the students with whom you work:

If your certification is not in the field of the disability of the students with which you work:

Did you take courses in the field of the disability of the students with whom you work in the framework of your studies? Yes ☐ No ☐

If your answer is yes, how many courses did you take in your higher study in the field of the disability of the students with whom you work? _____

School Education Level

- ☐ Elementary School
- ☐ Middle School
- ☐ Ages 6 to 21 in a special education school

Roles in the School

- ☐ Homeroom teacher
- ☐ Subject teacher
- ☐ Homeroom teacher and subject teacher

Other role, describe: _____

Scope of a Position: _____

Appendix IV: Beginning of the Year Semi-Structured Interview with the Special Education Novice Teacher

(In the Months of October and November)

Difficulties – Expectation for Support – Actual Support for the Coping with the Difficulties at the Beginning Period of the School Year

1. The choice of teaching in Special Education

What were the reasons of your decision to work in teaching in special education?

2. The entry into the school

Describe your entry into the school.

3. Difficulties Experienced by the Special Education Novice Teacher

- Describe cases in which you encountered difficulties with your entry into school. Detail what was difficult for you.
- Do you experience difficulties in your work? What are the difficulties? Describe and give examples.
- What was the most significant difficulty for you? Why? Explain
- What was the easiest difficulty for you? Why? Explain

4. Feeling of the Special Education Novice Teacher

- What was your feeling as a result of the difficulty/difficulties?

5. The Support for the Special Education Novice Teacher

- What support did you expect to receive so as to cope with the difficulties?
- Did you turn for help when you faced the difficulties?
- If you did not turn for help, why not?
- If you did turn for help –
 - Who did you turn to?
 - What support did you get?
 - To what extent was the support adequate?
 - Was the support adequate for the solution to the difficulties or was it emotional support?

Appendix V: Middle of the Year Open-Ended Questionnaire to be Filled by the Special Education Novice Teacher

(At the the end of January)

Difficulties – Expectation for Support – Actual Support for the Coping with the Difficulties during the First Half of the School Year

Date Questionnaire Was Completed: _____

Please answer extensively

1. Difficulties Experienced by the Special Education Novice Teacher

- Describe your feeling today, with the end of the first half of the school year.
- Did you experience difficulties in your work during the first half of the school year? What are the difficulties? Describe and give examples.
- Describe cases in which you encountered difficulties in the first half of the school year. Describe what was difficult.
- What was the most significant difficulty for you? Why? Explain
- What was the easiest difficulty for you? Why? Explain

2. Feeling of the Special Education Novice Teacher

- What was your feeling as a result of the difficulty/difficulties?

3. The Support for the Special Education Novice Teacher

- What support did you expect to receive so as to cope with the difficulties?
- Did you turn for help when you faced the difficulties?
- If you did not turn for help, why not?
- If you did turn for help –
 - Who did you turn to?
 - What support did you get?
 - To what extent was the support adequate?
 - Was the support adequate for the solution to the difficulties or was it emotional support?

4. Difficulties of the Special Education Novice Teacher in the Perspective of his Professional Development

- Which difficulties do you realize today that you had, but did not speak about them in the first interview, at the beginning of the year?
- Which difficulties that you reported with your entry into teaching have remained?
- Which difficulties have you coped with during the beginning of the school year and do not pose much difficulty for you now?

Would you like to add something about your experiences as a novice teacher in the school in the first half of the year?

Thank you for your cooperation!

Nava Bar

Appendix VI: End of the Year Semi-Structured Interview with the Special Education Novice Teacher

(In the Months of May and June)

Difficulties – Expectation for Support – Actual Support for the Coping with the Difficulties During the Second Half of the School Year

Date Interview Was Held: _____

1. Difficulties that the Special Education Novice Teacher Experienced

- Describe your feeling today, toward the end of the school year.
- Did you experience difficulties in your work during the second half of the school year? What are the difficulties? Describe and detail examples.
- Describe cases in which you encountered difficulties in the second half of the school year. Describe what was difficult.
- What was the most significant difficulty for you? Why? Explain
- What was the easiest difficulty for you? Why? Explain

2. Feeling of the Special Education Novice Teacher

- What was your feeling as a result of the difficulty/difficulties?

3. The Support for the Special Education Novice Teacher

- What support did you expect to receive so as to cope with the difficulty?
- Did you turn for help when you faced the difficulties?
- If you did not turn for help, why not?
- If you did turn for help –
 - Who did you turn to?
 - What support did you get?
 - To what extent was the support adequate?
 - Was the support adequate for the solution to the difficulties or was it emotional support?

4. Difficulties of the Special Education Novice Teacher in the Perspective of his Professional Development

- Which difficulties that you reported with your entry into teaching and at the end of the first half of the year were resolved? How were they resolved?
- Which difficulties that you reported during the year have remained?

Appendix VII. Data Collection Process

Stage	Goals	Participants	Tools	Time
1	Examination of the perception of the SENTs in the different frameworks of SE about the difficulties they cope with at the beginning of the school year, their expectations for support and the support they received in the coping with their difficulties.	30 SENTs 10 participants from each of the following frameworks: • Inclusion • SE classes in the general education • SE schools	Semi - structured interview	October/ November 2015
2	Examination of the perception of the SENTs in the different frameworks of SE about the difficulties they cope with during the first half of the school year, their expectations for support and the support they received in the coping with their difficulties.	30 SENTs 10 participants from each of the following frameworks: • Inclusion • SE classes in the general education • SE schools	Questionnaire with open-ended questions	end of January and during February 2016
3	Examination of the perception of the SENTs in the different frameworks of SE about the difficulties they cope with during the second half of the school year, their expectations for support and the support they received in the coping with their difficulties.	SENTs 30 SENTs 10 participants from each of the following frameworks: • Inclusion • SE classes in the general education - SE schools	Semi - structured interview	May / June 2016

Appendix VIII. Type of Students' Disabilities – Inclusion Framework

Type of disabilities of the students the SENTs from the inclusion framework worked with during their practical training and of the students they worked with during the induction year

Types of Disabilities participants	Types of students' disabilities the SENTs work with in the practical training	Types of students' disabilities the SENTs work with in the induction year
1	language delay; C.P. – Cerebral Palsy	Learning disabilities; AD(H)D
2	Moderate and severe developmental intellectual disability; Emotional disorder	Learning disabilities; AD(H)D
3	Behavioral disorder	Multi problematic learning disabilities
4	Emotional and behavioral disorders; PDD	Learning disabilities; AD(H)D; developmental delay
5	Hearing impaired	Hearing impaired
6	Mild and moderate developmental intellectual disability; Learning disabilities	Learning disabilities
7	Multi problematic learning disabilities; Learning disabilities	Learning disabilities
8	Emotional and behavioral disorders	Learning disabilities – dyscalculia
9	Mild and moderate developmental intellectual disability; PDD	Learning disabilities
10	Mild and moderate developmental intellectual disability; Multi problematic learning disabilities	Learning disabilities; AD(H)D

(N = 10)

Appendix IX. Type of Students' Disabilities – SE Classes in General Education

Type of disabilities of the students the SENTs from the SE classes in general education worked with during their practical training and of the students they worked with during the induction year

Types of Disabilities participants	Types of students' disabilities the SENTs work with in the practical training	Types of students' disabilities the SENTs work with in the induction year
1	Multi problematic learning disabilities	Multi problematic learning disabilities; developmental delay
2	Learning disabilities; Emotional and behavioral disorders	PDD
3	Mild and moderate developmental intellectual disability; PDD	PDD
4	Behavioral disorders; Hearing impaired	Multi problematic learning disabilities; Mental and behavioral disorders
5	PDD	Behavioral disorders
6	Autism; Multi problematic learning disabilities; Learning disabilities	PDD
7	Learning disabilities; Behavioral disorders	Emotional and behavioral disorders
8	Mild developmental intellectual disability; Autism	Autism
9	Hearing impaired; Mild developmental intellectual disability;	Multi problematic learning disabilities; AD(H)D
10	Moderate developmental intellectual disability; Hearing impaired	Multi problematic learning disabilities; AD(H)D

(N = 10)

Appendix X. Type of Students' Disabilities – SE Schools

Type of disabilities of the students the SENTs from the SE schools worked with during their practical training and of the students they worked with during the induction year

Types of Disabilities participants	Types of students' disabilities the SENTs work with in the practical training	Types of students' disabilities the SENTs work with in the induction year
1	Hearing impaired; PDD	Moderate and severe developmental intellectual disability
2	Severe developmental intellectual disability and complex physical disabilities; Hearing impaired	Autism
3	Mild, moderate and severe developmental intellectual disability; learning disabilities	Emotional and behavioral disorders
4	Emotional and behavioral disorders	Autism
5	Behavioral disorders; Developmental delay	Behavioral mental disorders
6	Mild, moderate and severe developmental intellectual disability; Learning disabilities	Multi problematic learning disabilities; AD(H)D
7	Moderate and severe developmental intellectual disability	C.P. – Cerebral Palsy
8	Mild and moderate developmental intellectual disability	Mild and moderate developmental intellectual disability
9	Mild and moderate developmental intellectual disability; Autism	Autism
10	Emotional and behavioral disorders	Multi problematic learning disabilities; AD(H)D

(N = 10)