Entering the classroom for the first time can produce a reality shock for alternatively certified novice teachers. Oftentimes they mistake the uneasiness they feel as an indication that they have made a mistake in their professional occupation (Grismer, 1991). Alternatively certified novice teachers tend to compare their working conditions with those of other teaching and non-teaching jobs, and they evaluate their expectations about teaching against the realities of the classroom (Arnold, 1993).