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An Analysis of the New Teacher Orientation Programs at Selected Large High Schools

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AN ANALYSIS OF THE NEW TEACHER ORIENTATION PROGRAMS
AT SELECTED LARGE HIGH SCHOOLS

by

Rochelle Kroan Singer

A Dissertation Submitted to the Faculty of the Graduate
School of Education of Loyola University of Chicago in
Partial Fulfillment of the Requirements of
the Degree of Doctor of Education

May

1992

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My gratitude to Michael Alft for his patience and encouragement as he helped to put this dissertation together. Sharon Linden, Christine Jakicic, Marlene Zalutsky, and Renate Matthaeus, your support and friendship have been a major boost to my tenacity.

For Hope, Deborah, Suzanne, and Lee, I hope I have demonstrated that education must never end as it is part of our heritage.

My husband, Ted, this is to acknowledge the sacrifices and support during my nineteen years of higher education.

VITA

Rochelle Kroan Singer was born in Chicago, Illinois, November 11, 1942. She is married to Ted Singer and they have four daughters, Hope, Deborah, Suzanne, and Lee.

Her elementary and secondary education were obtained in the public schools of Chicago. She received the Bachelor of Arts degree in secondary education from Northeastern Illinois University in May, 1976. In August of 1981 she was awarded a Master of Arts degree in History from Northeastern Illinois University. In May of 1987 a second Master of Arts degree in Educational Administration and Supervision was obtained at Northeastern Illinois University.

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The author has served as president and vice-president of the Illinois Council for the Social Studies. For the past seven years she has been the editor of the ICSS Newsletter. She has held numerous positions on committees for the National Council for the Social Studies and serves on the board of the National College of Education Chapter of Phi Delta Kappa.

Rochelle Kroan Singer
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AN ANALYSIS OF THE NEW TEACHER ORIENTATION PROGRAMS
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The purpose of this study was to analyze the orientation programs for new teachers in large high schools and see if they are addressing the needs of beginning teachers, returning teachers, and those entering the field after making a career change.

This qualitative study focused on thirteen large high schools in the Chicagoland area having a enrollment of more than 2,300 students. The study utilized personal interviews with the building principals (with two exceptions). The data and analysis were presented in narrative style. The relevant literature indicated there was little information regarding high school orientation programs, but the literature established procedures and information that be applied at the high school level.

Several conclusions are drawn from the study of the objectives, content, methodology and evaluation of the new teacher orientation programs as they relate to beginning, returning, and career change teachers.

1. There are no special provisions made for returning or career change teachers in any formal orientation program even though all administrators agreed that there were special needs. Programs were designed and structured for novice teachers who had recently completed a program in education from a university or college.

2. Objectives of the new teacher orientation programs are not clearly defined, well articulated nor written. Priorities are not consistent with the stated objectives.

3. Content of the new teacher orientation programs focused on policies, procedures, and discipline but neglected other important areas that have been identified in the research as being central to a successful program.

4. The scheduling of the orientation programs is not always consistent with the findings of the research.

5. Mentoring is not fully supported by the administrators.

6. Principals do not devote a great deal of time to orientation programs in the area of curriculum and instruction.

7. Department chairpersons and mentors are delegated to provide information the formal program does not cover.

8. Evaluations do not provide an accurate analysis of what teachers need or have learned.

Recommendations

1. Returning and career change teachers should be provided with objectives, content, and methodology that are specific to their unique needs.

2. Objectives should be written that reflect the philosophy and goals of the school. Goals should be taken into account that reflect the resources of the school and its teachers. Goals should be well-articulated in order that teachers can understand what is expected of them.

3. Content of the program should be expanded to include instructional strategies, community history, geography, community relations, parent conferencing, relationships between teachers, students and parents, teaching to different cultures, and teaching to individual differences.

4. Scheduling orientation program sessions should be extended across the school year. Timing of specific subjects should be placed at an appropriate time when they will be relevant.

5. Mentoring needs to be supported by administrators in that release time, common planning time, scheduling of classes in close proximity to the mentee, mentees be from the same department, training of mentors, and incentives for the training be provided if financially feasible.

6. Principals should be the instructional leader by providing guidance and leadership. The support should be in effect whether the principals are the provider of the orientation programs or as the supervisor to the director of the program.

7. Pre- and post- assessments should be given to new teachers to determine the extent to which they have mastered the content of the orientation programs. Formative evaluations should be conducted throughout the year to reveal the needs of teachers, and adjustments should be made in the programs to address the needs

that have been identified. Summative evaluations should be structured as to evaluate the entire program in order to determine the strengths, weaknesses, and needs of the program.

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CHAPTER I

Introduction

Future projections show that in the next five to ten years a large number of teachers will be retiring. It is apparent that an enormous number of new teaching personnel will be admitted into our educational system. Young college graduates will probably account for a major segment of this group, but workers who are changing careers will also be in this work force. Yet, reports of teacher shortages in specific areas of teaching have been prevalent in educational journals and other media.

The teacher shortage will result from an increase in the enrollment of school-aged children and reduction in the ratio of teachers to students, which could be a by-product of new policies being implemented by school boards or contracts that have negotiated by teacher organizations such as the American Federation of Teachers or National Education Association.¹

A number of factors are contributing to the deficit in the number of instructors available to fill vacancies. The first and probably most important is the changing role of women in American society. The enormous effect of this situation has yet to be felt, because most school districts

¹Kathryn J. Tooredman, "Teacher Shortage: Truth and Consequences," Paper presented at Annual Conference National Council of States on Inservice Education, San Diego: 20-24 November, 1987, 2, EDRS ERIC ED 289 851.

have not had to do much hiring since the early 1970's when the women's movement began to have a significant impact on the United States.² In addition, affirmative action programs have provided women and minority candidates with alternative career choices.³ Since the average teacher in this country is a forty-one year old white woman who lives and works in the suburbs, these facts will have tremendous implications on the future.⁴

Contributing to the teacher shortage is the small number of minority teachers, it is estimated that nationally only 10 percent of the current teaching force are minorities, while more than 25 percent of the nation's school children belong to minority groups. It has been projected that by 1995 the minority student population will approach 30 percent with the proportion of teachers expected to be less than 5 percent.⁵ This problem stems from the reduction of minority students that are enrolled in four year programs of higher education.

²Michael Sedlak and Steven Scholssman, "Who Will Teach? Historical Perspectives on the Changing Appeal of Teaching as a Profession", (Santa Monica, Rand Corporation, 1986) 40, ERIC ED 292 184.

³Robert Palaich, "State Policies to Screen and Attract Teachers," Issuegram 23, (Denver, Education Commission of the States, 1983) 2, EDRS ED 234 506.

⁴Nancy L. Zimpher, "The RATE Project: A Profile of Teacher Education Students," Journal Of Teacher Education, November-December 1989, 27.

⁵Report of the Tennessee Task Force on the Supply of Minority Teachers (Nashville: State Department of Education, June 1988), 3, 4, EDRS ED 303 458.

The college rate among Blacks has declined dramatically. Although Blacks comprise 13 percent of all eighteen to twenty-four year olds, they total only 9.6 percent of students enrolled in colleges and universities. In 1977 one-half of all Black high school graduates enrolled in colleges. In 1982 this number had fallen to 36 percent. If Blacks do enroll in colleges, 42 percent attend a two year college where approximately 75 percent will leave and never return. The research indicates that only 12 percent will attend a graduate or professional school.⁶

The prospects for other minorities are also not very promising. Only seven percent of Hispanics complete college. Each year one hundred thousand baccalaureates are conferred on minorities with less than ten percent of these students in teacher education. In major universities the number of minorities drops to less than five percent. Most minorities in the universities are pursuing degrees in the fields of business, English, and the social sciences.⁷

The shortage of minority teachers will compound the teacher supply deficit. "Traditional teacher education has always been out of sync with the need to provide adequate numbers of teachers for the urban poor."⁸ Now that the urban

⁶Jacqueline Jordan Irvine, "An Analysis of the Problem of the Disappearing Black Educators," The Elementary School Journal (May 88): 506-511.

⁷Sedlak, 22.

⁸Sedlak, 7.

poor have become a majority of minorities the problem has intensified. It is important to have minority instructors.

"Schools have always been more than a place of learning and teaching. It is a place where culture and value systems are fashioned and built. In addition, the experiences and backgrounds that teachers bring to the school affect the school's pedagogical politics and cultural climate. If history runs true to form, the absence of Black and minority teachers will mean that the schools pedagogical practices and cultural climate will not reflect the perspective of the minorities. Thus, the teachers, the students, and indeed the nation.... will be deprived of a component of the educational experience that is increasingly important to our pluralistic society."

This statement was made at the National Conference on Educating Black Children by Constance C. Cooper.⁹

The teacher shortage may reflect an imbalance nationally in teacher supply and demand. Not every school can fill every vacancy with a certified instructor. Conditions may vary by specialty, regions of the country, and the extent to which the urbanization of rural areas has taken place. Eighty percent of bilingual jobs are vacant. Fifty percent of special education, and one third of all science positions go unfilled by certified instructors.¹⁰

⁹James A. Fox, "Teacher Certification Requirements in the States: What They Are, What They Should Be," Panel Presentation, Conference on the Preparation and Survival of Black Public School Teachers, 7th, Norfolk, Virginia, October 1986, 1-8, EDRS ED 276 688.

¹⁰Congress, House, Committee on Education and Labor, Educational Policies and Practices: Their Impact on Education, on At-Risk Students, and on Minority Teachers by the Majority Staff, Staff Report, One Hundredth Congress., 2d sess., 1988, ED 296 042.

Directly related to the teacher shortage is the issue of attrition. It is well known that a relatively large number of teachers leave the classroom after a few years in teaching. The National Center for Education Statistics in a recent survey showed that this number may be much lower than previously assumed. Results from a set of new surveys show that about 4.1 percent of public school teachers left the profession in 1987-88, compared with 6.9 percent in 1969, the last year for which the Department of Education collected data. This number is important because it is the most significant figure that is used for determining what future demands for new personnel will be.¹¹

The 8.7 percent attrition rate at private schools doubles that of public schools. In 1987-88 attrition averaged 9 percent from individual public schools and 17.1 percent from individual private schools. Most of the people who left these positions went to teaching positions at other schools. Forty percent of public school and 43.8 percent of private school leavers went to non-teaching positions. The attrition rate is even higher in schools with large minority populations. Schools that have over 50 percent of the students that are minorities have attrition rates that each year reach 10 percent.¹²

¹¹Lynn Olson, "Teacher Attrition Rate Much Lower Than Assumed, New Survey Finds," Education Week, April 25, 1990, 1, 13.

¹²Olson, 12.

minorities have attrition rates that each year reach 10 percent.¹²

The demand for new hiring of public elementary and secondary teachers is expected to rise from 143,000 to 174,000 in 1995. There is no change predicted from 1995 to 1996, but the demand for new hiring of teachers is expected to decrease slightly in 1997 to 171,000. The increase in the total demand will mainly be due to the projected increase for secondary schools since the demand for elementary teachers is expected to remain fairly stable.¹³

The teachers that may be newly hired could be teachers that were on leave, experienced teachers that have been out of teaching for extended periods of time, substitute teachers, and individuals who are changing careers and are hired on emergency certificates. Robert Roth laments the administrative policy that has become apparent in situations of teacher shortage. This policy allows administrators and state agencies to use emergency certificates to provide a short term solution to an imbalance. In an article titled, "Emergency Certificates, Misassignment of Teachers, and Other Dirty Little Secrets," Roth argues that local administrators are looking for short term solutions to this problems of supply and demand by permitting individuals to teach without

¹²Olson, 12.

¹³Department of Education, Office of Educational Research and Improvements, Condition of Education, 1989, (National Center of Education Statistics Washington), 69-70.

certificates or outside their area of preparation. It is estimated that 200,000 teachers are assigned to teach outside their fields. School districts are looking for individuals that are contemplating career changes to enter the profession as a means of quickly filling such needed openings.¹⁴

A shortage of instructors will have a disastrous effect on our system of education which is currently undergoing major changes. One of the changes in this reform movement is the attempt to raise the quality of education in this country by making higher standards for accountability. Another change is the movement to institute site-based management and shared-decision making in many school districts. This empowerment of teachers will affect numerous areas of school management such as the hiring of teachers, staff development, curriculum, and disbursement of funds.

With a projected large percentage of secondary teachers needed to fill vacant and additional teaching positions, new teacher orientation programs must be efficient and effective. Programs which provide the mechanics that will produce teachers who will be equipped to handle teaching requirements and be able to respond to the cultural, psychological, and

¹⁴Robert A. Roth, "Emergency Certificates, Misassignment of Teachers, and Other 'Dirty Little Secrets'" Phi Delta Kappa 67 (1986,10), 725-7, as cited in Kathryn J. Tooredman, "Teacher Shortage: Truth and Consequences." Paper presented at Annual Conference of the National Council of States on Preservice Education, (12th, San Diego CA, November 20-24 1987) 11, EDRS ERIC 289 851.

socio-ethnic diversities that exist in most secondary schools are vitally needed.

Beginning teachers develop problems in their first years of teaching because the novice teachers cannot easily or competently cope with the transition from student to instructor. The method in which the beginning teacher treats this transition will establish the type of teacher he will be for a great deal of his professional career. If most teachers are facing adversities in this transition period and these can seriously affect their future as teachers than it is important that these problems are addressed¹⁵ by either institutions of higher education that prepare teachers or by the institutions that employ them.

Most likely all new teachers to high schools need special assistance whether they are transfers from another district, new to the building or grade level, career change, or returning teachers from extended time outside of teaching. Programs that best address the problems of these new teachers are most appropriately addressed at the building level.¹⁶

New teacher orientation programs in many cases are assembled in a haphazard fashion. Teachers are faced with a barrage of non-teaching and non-school related issues and may

¹⁵Frederick J. McDonald, Study of Induction Programs for Beginning Teachers (Washington: National Institute of Education, 1982), 143, ERIC, ED 257 776. microfiche.

¹⁶Stephen P. Gordon, How to Help Beginning Teachers Succeed, (Alexandria: ASCD, 1991), 8.

then left to fend on their own. If orientation programs are not given adequate thought in planning and implementation than the quality of the programs will not be conducive to either success or a high retention rate among new teaching personnel.¹⁷

The purpose of this study was to analyze the orientation program for all new teachers in selected large high schools and determine if school administrators are addressing the needs of beginning teachers, returning teachers who have been out of teaching for extended periods of time, and those entering the profession after making a career change.

Procedure

This qualitative study focused on thirteen large high schools in the Chicagoland area. Two thousand three hundred students was the criterion for selection as it was believed that a large high school would be more likely to have an established orientation program and also would be more likely to hire larger numbers of new teaching personnel. The research conducted with the superintendents of schools in a five county area concluded that there were only thirteen high schools that would meet the criterion. (See chapter 3 for specifics.)

The study utilized personal interviews with the principals of the selected schools regarding their new teacher

¹⁷Gary A. Griffin, Crossing the Bridge: The First Years of Teaching, 10, ERIC ED 250 292, cited in Samuel Stimple Jr., "A Comparison of Orientation Programs With The Attrition Rate of Nontenured Teachers In Selected School Districts In Arizona" (Ed. D. Diss., Northern Arizona University, 1986) 3.

orientation programs. The definition of a new teacher in this study refers to a teacher who has not previously taught in the building regardless of his past professional experience.

The studies focused on four major topics: content of the programs, the objectives, the methodology, and the evaluation procedures used. These four elements are the substantive aspects of orientation programs. Questions were asked that have been developed from analyzing the related literature. The information was used in an attempt to determine the relationship between the related literature and the orientation programs. The responses of the administrators were analyzed for each of the four components. Whenever possible documentation was sought as a means of substantiating their responses. Information was used to determine if patterns existed in the four important components of the program. The findings were interpreted in terms of what the literature stated, plus similarities, weaknesses, and patterns existed in these programs (see appendix 1).

The high schools and names of the administrators were coded as follows:

High Schools

Administrators

Allright

Miss Ash

Brighton Beach

Dr. Will

Capitol

Dr. Marsh

Elkhart

Mr. Dreyer

Friendship

Mr. Carr

Gemini	Dr. Young
Harrison	Dr. O'Neal
Ivanhoe	Dr. La Guardia
Inland	Dr. Winston
Jamestown	Dr. Meyer
Stratford	Mr. Cline
Knight	Mr. Stinespring
Eli Lilly	Dr. Weller

Organization of the study

The organization of this report began with an a narrative description of the status of education with regards to new teachers, supply, demand, attrition, and the subsequent introduction of new teachers to the profession. Chapter Two presents the relevant literature pertinent to orientation programs for new teachers. Chapter Three is the presentation and analysis of the data for the study. The fourth chapter provides conclusions, recommendations, and suggestions for further study.

CHAPTER II

REVIEW OF THE LITERATURE

Organization of the Review

This chapter will review the literature pertinent to the problem upon which this study was undertaken. The first section presents a brief historical perspective of the necessity for teacher orientation programs. The second section presents the data which identifies the four integral aspects of effective new teacher orientation programs as identified during the initial research. A summary is provided at the conclusion of each of the four segments of this chapter.

Introduction

We know that new employees in any organization, business, or teaching suffer from unrealistic expectations. In their mind they anticipate the kind of experiences they believe they will have in the organization. At a later point they will build expectations about what their life will be like once they are firmly entrenched in their positions.¹ Kevin Ryan in the classic study of problems experienced by new teachers, Don't Smile Until Christmas theorized that the reality shock and conflict that affect new teachers were due in part to a

¹Mary Cihak Jones, How to Recruit, Select, Induct, and Retain the Very Best Teachers, School Management Digest Series, Number 32. (Eugene, Ore: ERIC Clearinghouse on Educational Management, 1987), 31, ED 279056.

disparity of what actually happens in the classroom and what should be happening; the sudden transition of being a student to that of a instructor; the unsureness of their performance in the classroom; and the contradiction of present values with that of traditional values.²

Some of the same problems that beginning teachers face are also experienced by many who have changed schools or just moved to another grade level. A change to another community can cause an experienced, effective teacher to be disoriented and feel like a novice. Finding yourself with a new type of student, community, and curriculum can be disconcerting even to the professional with years of experience. Though the period of adjustment may not be as lengthy as for a novice instructor it can still be severe.³

Teacher preparation programs are designed to prepare teachers with the knowledge, attitudes, and skills that are needed to be an effective teacher. No teaching program has been able to completely prepare a beginning teacher for many of the problems he will encounter.⁴ There is confirmation in the literature that without orientation programs to support

²Kevin Ryan, Don't Smile Until Christmas, Accounts of First Year Teachers (Chicago: University of Chicago Press, 1970), pp. 14, 171.

³Kevin Ryan, The Induction of New Teachers, Fastback 37, Phi Delta Kappa, (1986), EDRS ED 268 117.

⁴Gordon, 22.

and assist countless potentially excellent instructors will leave the teaching profession.⁵

It was approximately twenty years ago that there began the development of teacher induction programs as schools began to formulate the blueprints to help new instructors become acclimated to the teaching profession.⁶ There was little research accomplished on what effect orientation/induction programs had on beginning teachers. This area of research did not receive much attention though it was an area that was extensively studied in both Australia and Great Britain. Much of the content of these induction programs in the United States has been absorbed from research on effective teaching. In addition researchers have examined the research and theory, of related social science fields such as sociology, psychology and anthropology. It has been used to extract a set of standards that new teachers should meet.⁷

In 1987, Huling-Austin at the University of Texas at Austin had been studying teacher induction programs. Her findings indicated that while there had been many studies that had added to our understanding of the concerns and needs of

⁵Leslie Huling-Austin, "A Synthesis of Research on Teacher Induction Programs and Practices," in The Annual Meeting of the American Educational Research Association Held in New Orleans 5-9 April 1988, 9 EDRS ED302 546 Microfiche.

⁶ERIC Clearinghouse on Teacher Education, "Current Developments in Teacher Induction Programs," ERIC Digest No. 5. (1986), 5, EDRS, ED269 406, microfiche.

⁷Gary A. Griffin, "Teacher Induction Research Issues," Journal of Teacher Education (January-February 1985): 37.

beginning teachers most of these had been of a descriptive nature. She found that very few investigate the context of the induction process and the influence of it. In an attempt to discover what induction practices work best under what conditions, a collaborative study of Teacher Induction in Diverse Contexts was conducted under the auspices of the University of Texas. It extended into ten districts across eight states using data from more than 500 new teachers that were assigned to more than 350 schools. The findings while not conclusive indicated formal induction programs had a positive effect on how teachers perceived the teaching profession and their own effectiveness.⁸

Today induction implies a planned, organized orientation program.⁹ Induction is defined as the process by which novices are "admitted as a member of"¹⁰ a profession while orientation is defined as "introducing instruction concerning a new situation."¹¹ Griffin says induction is the catch word that describes the transition from university to full time

⁸Leslie Austin-Huling and Sheila C. Murphy , "Assessing the Impact of Teacher Induction Programs: Implications for Program Development." Paper presented at the Annual Meeting of the American Educational Research Association, Washington, DC., April 20-24, 1987, EDRS, ED283 779.

⁹ERIC Clearinghouse on Teacher Education. Current Developments in Teacher Induction Programs. ERIC Digest No. 5, (Washington: Office of Educational Research and Improvement (ED), 1986) EDRS ED269 406.

¹⁰American Heritage Dictionary of the English Language, New College Edition, (1982).

¹¹Ibid

teacher.¹² Orientation programs usually focus on new teachers who, through pre-service education, are expected to arrive at their first teaching position competent and fully prepared to assume the obligations that an experienced teacher would handle.¹³ Yet orientation programs at school provide instruction for all new teachers to the building regardless of whether or not they are beginning teachers.

Student teaching, which is supposed to give the undergraduate the experience in the classroom which is designed to replicate actual teaching, does not. There are a number of ways that it differs. One is that the student teacher is not in actual control. When there are discipline problems the "real" teacher confronts the problem. The mores and standards for the classroom have already been established before the student teacher arrives. The individual's task is to maintain that which is already in place.¹⁴ Therefore, the classroom experience is contrived and is an inadequate preparation for the variety of situations that an actual teacher will face.

A teacher who has recently completed a program in teacher education with "no previous experiences" in a specific type of school setting will need a different type of induction support

¹² Griffin, 42.

¹³Hall, Gene, et al. The Schools and Pre-service Education Expectations and Reasonable Solutions, ERIC ED 250 294.

¹⁴Ryan, Induction of New Teachers, 12.

than one who perhaps grew up in this type of setting and/or did student teaching in such a school. Rather than providing all beginning teachers with exactly the same induction program regardless of their background or the teaching setting, the support program should be designed to provide assistance that is context-specific and based on the individual needs of the new teacher at the time he/she is experiencing these needs, regardless of their previous employment and education.¹⁵

The consummate orientation program is one that will meet the needs of all new teaching personnel. The process of orienting new teachers might be characterized by some educators as a staff development program, which Fullan states is "conceived broadly to include any activity or process intended to improve skills, attitude, understanding, or performance in present or future roles."¹⁶ Hall sees this orientation as the first step in staff development for a beginning teacher. It is influenced by the characteristics of the teacher, the teaching context, the support program, and the interactions of each of these factors.¹⁷

¹⁵Austin, Leslie-Huling, et al., Assessing the Impact of Teacher Induction Programs: Implications for Program Development ERIC ED 283 779, 35.

¹⁶Michael G. Fullan, (1990), "Staff Development, Innovation, and Institutional Development", Changing School Climate Through Staff Development, (Alexandria, Va: ASCD Yearbook, 1990), 3.

¹⁷G. E. Hall, "Induction: the Missing Link," Journal of Teacher Education, 33, 3 (May-June 1982) 53-55.

New employees in other professions are gradually introduced to all the responsibilities of the position over a period of time. Unfortunately in education there is the assumption that new teachers are to have the same expertise as a veteran and are given responsibility equal to or more difficult than their tenured colleagues.¹⁸

It is unfortunate but true that beginning teachers are given some of the most difficult assignments in a high school. Teachers are given numerous class preparations, have to move from room to room in their teaching assignments, are responsible for extra-curricular activities, and may find themselves working with low ability or unmotivated youngsters.¹⁹ While the tenured teaching staff normally choose the better courses and leave those that are less interesting for the newcomers.²⁰

The introduction to this section provided the data indicating the necessity for a comprehensive orientation program for all teachers new to a building. In addition it conveyed the difficult teaching assignments that many new teachers in a building may find themselves burdened with.

¹⁸Stephen P. Gordon, How to Help New Teachers Succeed. (Alexandria VA: Association for Supervision and Curriculum Development, 1991), 2.

¹⁹Huling-Austin, "Synthesis," 20.

²⁰Gordon, 2.

Objectives

Schlechy asserts that the objectives of induction should be to "develop in new members of an organization those skills, forms of knowledge, values, and attitudes that are integral to success."²¹

A comprehensive teacher orientation program should be able "to provide the support and assistance that is necessary for the successful development of beginning teachers who enter the profession with the background, ability, and personal characteristics to become acceptable teachers."²² A comprehensive program should also furnish the support and assistance essential for the development of career change and returning teachers.

By what method do most schools develop the objectives for their orientation programs? A combined effort of the NASSP and the NEA, Ventures In Good Schooling, stated there should be a collaborative venture in which the principal provides the opportunity for faculty members to participate in identifying the purpose, priorities, and goals of the activities that are organized. The principal involves the faculty in the decision-

²¹Phillip C. Schlechy, "A Framework for Evaluating Induction into Teaching," *Journal of Teacher Education* (January/February 1985), p.37.

²²Leslie Huling-Austin, "Teacher Induction Programs: What Is and Isn't Reasonable to Expect," R&DCTE REVIEW 3.3 (Fall 1985): pp. 1, 2, 5.

making process before decisions are finalized.²³ The principal, as the instructional leader of the school, should place priorities on curriculum and instruction for orientation. He knows and shares the latest research findings on teaching and learning.²⁴

A 1986 article, "How Can Principals Improve Their Instructional Leadership?" indicated that while instructional leadership is indicated as a priority principals spend excessive amounts of time on non-instructional activities. This amounted to 51.5 percent of his total day with only 16.3 percent devoted to instruction and curriculum planning.²⁵

The majority of studies denote that the decisions regarding the development of objectives of orientation programs can be attributed to the principal. In a very recent publication of ASCD it is strongly recommended that there should be an induction team consisting of a mentor teacher, the school principal, and a representative from the university level to give the beginning teacher the best opportunity to be successful.²⁶ This is indicative of the reform movement in

²³Ventures In Good Schooling: A cooperative Model for a Successful Secondary School, 1986, NEA/NASSP.

²⁴Richard Andrews, "The Principal," in ASCD Yearbook 1989, (Alexandria, VA: ASCD, 1989) 8.

²⁵Roy Mendez, "How Can Principals Improve Their Instructional Leadership?" NASSP Bulletin 78 no. 488 (March 1986), 2.

²⁶Stephen P. Gordon, 22.

education which is moving toward shared-decision making at the building level.

A coming shortage of qualified teachers and administrators will necessitate alternative approaches for training, recruiting, and finding substitute measures for certifying professional educators. This statement was the result of a report by the Study Committee of the Connecticut ASCD.²⁷

We know that shortages currently exist in the areas of special education, mathematics, science, bilingual education, and foreign languages and that some states have enacted laws providing emergency certification.²⁸ The following public law, passed in 1991 by the State Legislature of the Illinois General Assembly and signed by Governor James Edgar, illustrates that in Illinois this shortage is already upon us and has necessitated drastic measures that attempt to cope with this problem.

Public Act 87-446 amends the School Code of Illinois by adding Section 21-5a to Section 1.²⁹

Sec.21-5a. Alternative math-science certification. The State Board of Education, in consultation with the State Teacher Certification Board shall establish and implement an alternative certification program under which persons who qualify for admission to, and who successfully

²⁷ASCD Connecticut. (1987-88). Curriculum For the New Millennium, Trends Shaping Our Schools. Report of the 1987-88 Study Committee ASCD Connecticut.

²⁸Huling-Austin, "Synthesis," 11.

²⁹Illinois General Assembly, (1991), Public Act, 87-446.

complete the program and meet the additional requirements established by this section shall be issued an alternative teaching certificate for teaching mathematics, science or mathematics and science in grades 9 through 12 of the common schools. In establishing an alternative certification program under this section, the State Board of Education will designate an appropriate area within the state where the program shall be offered and made available to persons qualified for admission to the program. In addition, the State Board of Education, in cooperation with one or more recognized institutions of higher learning will develop a comprehensive course of study that persons admitted to the program must successfully complete in order to satisfy one criterion for issuance of an alternative certificate under this section. The comprehensive course of study so developed shall include one semester of practical teaching.

An alternative teaching certificate, valid for 4 years, 2 for teaching mathematics, science, or mathematics and science in grades 9 through 12 of the common schools and renewable as provided in Section 21-5a to persons who qualify for admission to the alternative specification program and who at the time of applying for an alternative teaching certificate under this section:

(1) have graduated with a master's degree in mathematics or any science discipline from an institution of higher learning whose scholarship standards are approved by the State Board of Education for purposes of the alternative certification program:

(2) have been employed for at least 10 years in an area requiring knowledge and practical application of their academic background in mathematics or a science discipline:

(3) have successfully completed the alternative certification program and the course of comprehensive study, including one semester of practice teaching, developed as part of the program as provided in this section and approved by the State Board of Education; and

(4) have passed the test of basic skills and subject matter knowledge by Section 21-1a.

The alternative certification program shall be implemented at the commencement of the 1992-1993 academic year.

The State Board of Education shall establish criteria for admission to the alternative certification program and shall adopt rules and regulations that are consistent with

this Section and that the State Board of Education deems necessary to establish and implement the program.³⁰

This bill will bring personnel into one of the areas of education where deficiencies exist for qualified teachers and give credence to the need to create objectives in orientation programs for teachers who may be older and have never worked with students. In an article titled, "Why We Need a Complete Redesign of Teacher Education," John Goodlad laments this type of policy:

"When teachers are in short supply-times that occur at quite regular interval-states loosen their requirements so that almost anyone can get into teaching - if not through the front door, then there is always one standing open at the back."³¹

Goodlad reiterates what he stated in his latest book that all backdoor entry into teacher education should be eliminated as one of the conditions for the renewal of teacher education.³²

Any objectives for orientation programs should be stated in behavioral terminology and should state the expectations for teacher behavior which will reflect the standards of the school.³³

³⁰Ibid.

³¹John I. Goodlad, "Why we need a Complete Redesign of Teacher Education," Educational Leadership, 49 (November 1991) 9.

³²Ibid., 9.

³³G.A. Griffin. "Teacher Induction: Research Issues," Journal of Teacher Education, 36.1 (January-February, 1985): 42-46.

The orientation program should have as one of its objectives the creation of a framework of circumstances that will cause new teachers to internalize norms of teaching to the point of confidence and self-control. Schlechty believes it should develop in new teachers those skills, forms of knowledge, attitudes, and values necessary to carry out their roles effectively.³⁴ His research shows that:

1. Effective induction systems are based on and oriented toward clearly stated, well-articulated, and generally understood expectations and norms.
2. Effective induction systems explicitly and implicitly use the process of recruitment and selection as an integral part of the induction process.
3. In an effective induction system, entry into the occupation is marked by distinct stages and statuses. The successful completion of each state is accompanied by ceremony, ritual, and symbols.
4. Effective induction systems have mechanisms that encourage mutual support among status equals.
5. Effective induction systems usually call upon

³⁴Phillip C. Schlechty, "A Framework for Evaluation Induction into Teaching," Journal of Teacher Education, 36, (1985), 38-40.

neophytes to undergo elaborate vocabulary-building activities, frequently presented as courses about particular subjects.

6. Effective induction systems usually assume that those who are admitted to training are likely to become full-fledged members of the occupation.
7. Occupations with the most effective induction systems rely greatly on intensive clinical supervision, demonstration, coaching, and constant feedback by real practitioners in real situations.
8. In occupations with the most effective induction systems, responsibility for evaluating new members and providing corrective feedback, training, and support is diffused throughout the group.³⁵

Donald J. Freshour and Robert W. Hollman advise:

"To be most effective, new teachers must be familiar with the policies and procedures of the school and district policies and procedures. A planned, detailed orientation- and reorientation-program benefits not only the new teachers, but the whole school."

Acquainting new teaching personnel to policies and procedures should be an objective of these orientation programs.³⁶

³⁵Schlechty, 38-40.

³⁶Donald J. Freshour and Robert W. Hollman, "Orienting New Teachers for Maximum Effectiveness," NASSP Bulletin, v74 (September 1990): 79.

The Educational Enhancement Act which was passed by the Connecticut State Legislature in 1986 was designed to help the teaching profession. Two of the programs, the Beginning Educator Support Program and Training Program (BEST) and the Cooperating Teacher Program (CT) were specifically developed to improve teaching. The objectives of the BEST program were created to meet that objective. The goals of the program include these objectives:

1. The improvement of teaching and, therefore, student learning through the support and assessment of beginning teachers;
2. To increase the retention of promising teachers through the induction years;
3. To promote the personal and professional well-being of beginning teachers through ongoing professional development;
4. To improve the quality of beginning teachers through competency-based assessment.³⁷

Huling-Austin identified the five most common objectives for orientation programs as she attempted to synthesize research on teacher induction programs and practices. She concluded that they are:

1. To improve teaching performance

³⁷E. Caruso, "Supervisory Roles and Responsibilities of Principals to Teacher Leaders and Novice Teachers in Four-Connecticut Schools: A Close-up Look," EDRS ERIC, 6.

2. To increase the retention rate of promising new teachers.
3. To promote the personal and professional well-being of beginning teachers
4. To satisfy mandated requirements relating to certification and induction.
5. To transmit the culture of the system to beginning teachers.³⁸

In summation, a new teacher orientation program should have its objectives stated in behavioral terminology. The objectives should facilitate the professional growth and promote the retention and self-esteem of new teachers. Programs should transmit the culture of the school and community³⁹ to the new teacher so that they be assimilated.

Content

A shortage of qualified teachers and administrators will necessitate alternative approaches in training that will force districts to provide new concepts in orientation programs.⁴⁰ Yet some of the most frequent complaints from new teachers need to be addressed in all programs. In 1951, a study conducted asked beginning secondary school teachers to report

³⁸Huling-Austin, "Synthesis," 4.

³⁹Gordon, 23.

⁴⁰Connecticut ASCD. Curriculum for the New Millennium; Trends Shaping our Schools, Report of the 1987-88 Study Committee, 1990.

the problems that they were experiencing at different intervals. Building principals and the supervisors were also included in this study. It was found that discipline was the most frequently stated problem that confronted new teachers.⁴¹

When a questionnaire of Illinois school districts by Eastern Illinois University of initial first year teaching programs was mailed to 994 school districts in the state the results showed that 558 respondents indicated that new teachers were given information on procedures, guidelines and expectations of the school district as part of the content for their orientation programs.⁴² The findings of the Illinois study are consistent with the data received from a similar study surveying schools across the country.

Manley, Varah, and Siudzinski identified classroom discipline, student motivation, individual differences, and dealing with problems of individual students as areas that will need to be taken into account in the preplanning stages and incorporated into the content of any successful orientation program. During the ten year period since its inception the University of Wisconsin-Whitewater Teacher Induction Program was evaluated and modified to meet the needs of beginning teachers. The concerns that Manley and his

⁴¹ H. H. Wey, "Differences of Beginning Teachers, School Review, 59, (1951): 32-37.

⁴²A. Barger, "A Survey of Illinois Initial Year of Teaching Programs," EDRS Ed

associates cited were areas that were addressed in this program which was cited by the Educational Testing Service as an exemplary program in 1980 for beginning teachers and is one of the longest running programs in the United States.⁴³

The Model Teacher Induction Project was developed for first year teachers at the Research and Development Center for Teacher Education at the University of Texas at Austin. As part of this exemplary program a manual for junior high school teachers was developed that would instruct the new teachers with class management by emphasizing good discipline through preventative strategies. A part of this training includes the planning of activities for the first week to help start the year on a positive note. The content is important as it can provide the self-confidence that a new teacher needs.⁴⁴

Gordon writes that the first week of teaching is the most critical for new teachers. He further states that the best way to help the new faculty for that week is to see that the first week of teaching is planned well in advance. It is important to see that content that emphasizes class management, discipline, rules and regulations be presented. As these are

⁴³Merlin Manley, Lee Siudzinski, and Leonard J. Varjh, "Easing the Transition for First-Year Teachers," March 1989, NASSP Bulletin, Vol. 73, pg. 16-21.

⁴⁴Leslie Huling-Austin and Edmund T. Emmer, First Days of Schools: A Good Beginning, (Texas: The University of Texas at Austin, Research and Development Center for Teacher Education, 1985), 1-8, EDRS ERIC ED 262 031.

the content areas previously proposed by other sources it makes them even more meaningful.⁴⁵

As part of a pilot study for a survey conducted in the Chicagoland area, twenty-six experienced teachers in New Jersey with one to twenty-seven years of teaching experience were asked to describe their number one priority to orient new teaching personnel. Class management and discipline were identified as the most important priorities. Also high on the list was the presentation of the curriculum.⁴⁶

Wey's study of secondary teachers identified motivation of students, teaching techniques, and a lack of proficiency in their fields as major problems for new teachers.⁴⁷ Much of the content taught in college classes is different than that of classes in elementary and secondary schools.⁴⁸ He suggested that in order to increase the level of knowledge of the subject matter, special attention be given to acquaint the new instructor with the high school textbooks in his related area.⁴⁹

⁴⁵Gordon, 49.

⁴⁶Janet T. Bercik and Susan M. Blair, "Teacher Induction: A Survey of Experienced Teachers," 6, EDRS ERIC 303 455, microfiche.

⁴⁷Herbert W. Wey, "Difficulties of Beginning Teachers," School Review: A Journal of Secondary Education, 59, (January 1951), 37.

⁴⁸Kennedy, 7.

⁴⁹Wey, 32-37.

Most programs of teacher orientation include an introduction to the facilities and faculty as an element of the program but in varying degrees of depth. Some programs take the new teachers on a bus tour of the district while others show a map of the facilities and boundaries.⁵⁰ School and district expectations and the obligations that a teacher will face in the profession are also a segment of most programs.⁵¹ At Wilmington High School in Illinois the principal of the school accepts the responsibility for the disbursement of a handbook which will provide the new teachers with information regarding school-wide expectations in discipline, teacher deportment, and "other miscellania" concerning teaching at the school.⁵²

Freshour and Hollmann divided the content of orientation programs into two areas, organizational and job. Included under orientation topics are benefits, an understanding of the teacher contract, and how and when teachers are paid. The content of the other area included an explanation of the evaluation instrument, who's who in the department, and how the subject area department activities relate to those of the

⁵⁰Freshour, 78.

⁵¹Components of Teacher Induction Programs, ERIC Digest No.4. (Washington,DC, Office of Educational Research and Improvement 1986), 5, EDRS ED 269 407.

⁵²"New Teacher Induction Program at Wilmington High School," EDRS ERIC 295 309.

schools as a whole.⁵³ A high school should be providing adequate forms of assistance in the development of teaching skills and professional attitudes and allowing teachers time in which to share ideas with their colleagues and administrators.⁵⁴

The Governor's Committee on Quality Education appointed by Arizona Governor Bruce Babbitt, was composed of educators, business persons, Native Americans, homemakers, and parents. This committee, formulated to be a part of the education reform movement, recommended that an investigation be made into the amount and quality that teacher training institutions give their students in human relations and communications skills, as they believed this was an area that new teachers were lacking in training.⁵⁵

While courses are taught that help teachers better understand different cultural groups that they may eventually teach, they are not taught the pedagogical implications of the cultural differences among the students. The courses that they take do not include the information about the teaching

⁵³Freshour, 79.

⁵⁴Robert Schockley, A Plan for Induction of New and Beginning Teachers in the Schools of Bloomfield, New Jersey, as cited in Samuel White Stimple, Jr., A Comparison of Orientation Programs With The Attrition Rate of Nontenured Teachers In Selected School Districts In Arizona, Ed.D. Dissertation, Northern Arizona University, May 1986.

⁵⁵Stimple, "A Comparison of Teacher Attrition Rates in Selected Arizona Schools", (Ed.D. diss., Northern Arizona

strategies for use in classrooms of diverse cultural composition.⁵⁶

Gordon adds community history, community demographics, geography, and community resources as other areas of knowledge that a new teacher should develop to aid in the understanding of school culture.⁵⁷

One of the responsibilities that teachers must face and schools of education seem to fail in addressing are noninstructional demands which encompass the construction of relationships with peers, students, parents, and parent conferences. The individual or group that constructs the orientation program should include aid in these areas.⁵⁸

To be able to be a good teacher a person must know themselves well. It is important that an orientation program includes content to address this issue and also deals with the lack of self-confidence that new faculty may have. When an orientation program provides opportunities throughout the year

⁵⁶Mary M. Kennedy, "Some Surprising Findings on How Teachers Learn to Teach," Educational Leadership, 49, (November 1991), 15.

⁵⁷Gordon, 23.

⁵⁸Mary Cihak Jensen, How to Recruit, Select, Induct, & Retain the Very Best Teachers. School Management Series, Number 12, (Eugene, Oregon: ERIC Clearinghouse on Educational Management, 1987), 34, EDRS ED 279 056.

for interaction, it encourages participants to know and accept themselves and their peers more favorably.⁵⁹

The content of an effective orientation program will cover a large scope of topics that are intended to help the new employee to the district whether a beginning teacher, new to system, transfer from another district, or new to the profession in subject matter that may be neglected in some programs.

Methodology

The procedures that are used for orientation programs should be apropos for the school and the district. If they are not, they probably will be useless. Successful schools use several types of plans in long term orientation programs. Initially, they provide a separate program for new teachers apart from regular faculty. Certain districts give compensatory time for the extra days of programs that new faculty will attend.⁶⁰

Elsner reported that professionals view orientation programs as a means of maturing teachers faster, of enculturating them to the system and of avoiding

⁵⁹Robert J. Krajewski and Lamont Veatch, "Orienting New Staff For Instructional Leadership," NASSP Bulletin 72 (November 1988), 63-64.

⁶⁰William H. Kurtz, "How the Principal Can Help Beginning Teachers," NASSP Bulletin 67 (January 1983), 43.

frustrations.⁶¹ The related literature concerning orientation programs shows that principals have to accept that they cannot provide all the support that new teachers need and that they must attempt to create an atmosphere that is conducive to support by getting other people involved in this school program.⁶² Principals should pair new teachers with master teachers according to the subjects being taught or the physical proximity of the teachers. This is important in a large facility where faculty has little opportunity for interaction.⁶³

Department heads are being placed in the role of educational leaders. For this to transpire and for the principal to be relieved of this responsibility a strong working relationship throughout the department must develop. Turner believes that few department heads are skilled in performing leadership functions with other administrators. He believes they need to be competent not only in their subject area but to develop and revise curriculum. Department heads should also promote improved instructional strategies as they are developed through research. Assistance for the department

⁶¹K. Elsner, "First Year Evaluation Results from Oklahoma's Entry-Year Assistance Program," Paper presented at annual meeting of the Association of Teacher Educators, February 1984, ERIC ED 242 706.

⁶²Nancy M. Giberson, How Principals Can Help First-Year Teachers, Tips for Principals, NASSP Bulletin, September 1989, 1-3.

⁶³Griffin, "Teacher", 36.

heads may come from nearby universities that provide courses specifically tailored for them.⁶⁴

Successful corporate organizations have had mentoring relationships for as many years as business itself. This has been formalized to guarantee that the current executives will pass down their accumulated reservoir of knowledge to the next.⁶⁵ School districts have adapted mentoring to teacher orientation programs.

Utilizing mentor teachers seems to be a frequent method of orienting new teachers to a district and there is extensive literature available on mentoring.⁶⁶ Most studies of teacher orientation programs found the role played by experienced teachers as pivotal to the success of a new teacher into the teaching profession.⁶⁷ Ninety-six percent of experienced teachers who were asked if mentoring should be part of orientation programs agreed. They believed that it was easier for a newcomer "to learn from someone who knows the ropes."⁶⁸

⁶⁴Harold E. Turner, "The Department Head-An Untapped Source of Instructional Leadership," NASSP Bulletin, (September, 1983), 25-28.

⁶⁵ERIC Clearinghouse on Teacher Education, Teacher Mentoring, ERIC Digest 7, (Office of Educational Research and Improvement, Washington, 1986), 5 EDRS 271 477 microfiche.

⁶⁶Teacher Mentoring, 3.

⁶⁷M. Combs, "Teacher Consultants: Is their role changing?" In Proceedings of Oklahoma Education Research, (1985), quoted in Larry B. Godley, The Role of Administrators in Teacher Induction: Impact on Teacher Quality, (1989), EDRS ED 309 152.

⁶⁸Blair, 87.

Teachers who are selected to be mentors should have excellent pedagogical skills. While this is imperative, the ability to communicate with the new teacher in an open and supportive manner is also critical. The mentor teacher will have influence on the values and attitudes of the new instructor. The mentor will learn from the new teacher and be given the opportunity to improve his own skills.⁶⁹ He should develop skills in needs-assessment, conflict management, skills necessary for reflective practice, and adult learning.⁷⁰

Huling-Austin's research on new teachers implied that the mentor teacher should receive specialized training, compensation for participation in the program, and that assigning mentors is "the most powerful and cost-effective practice available to program directors."⁷¹ The content of the training for the mentor teachers should include some of the literature that addresses the needs of concerns of new teachers, supervision, effective teaching, teacher orientation, and adult professional development.⁷² It is also recommended that mentors should be given release time, reduced workloads, and they should provide in-class help to new

⁶⁹Jensen, 38

⁷⁰Gordon, 23.

⁷¹Austin, Assessing the Impact, 34.

⁷²S. J. Odell, (1987) in D.M. Brooks (Ed.), Teacher Induction-A New Beginning, (69-80) as cited in Blair, 6.

teachers.⁷³ Perrotta concludes that this will help to strengthen the relationship between two parties.⁷⁴ The mentor should be on the same discipline and should also be in as close proximity as possible.⁷⁵

In 1987 Sandefur identified seven states that have some beginning teacher programs with thirty-two others that were studying the new teacher induction programs.⁷⁶ In 1978, North Carolina started a plan which would insure quality in the preparation of teachers and educators. Revised standards and guidelines were adopted in 1983 for the preparation of personnel in the field of education. The Initial Certification Program is a program designed to provide professional support and assistance for beginning teachers. One of the important parts of this program is the support team or mentor. A beginning teacher is assigned a mentor or a support team. The support team has three people, the principal, a career status teacher, and finally, a person knowledgeable in curriculum and instruction. The school system has the option of deciding upon the mentor or the support team.

⁷³Ramona Vela Padilla-Hajjar, "A District-Wide Program of Induction for Beginning Teachers in Large Urban School Districts in Texas," (Ph.D. Diss. University of Texas, 1985). 101.

⁷⁴Caruso, 4.

⁷⁵Russell, 6.

⁷⁶Godley, 6.

The support team or mentor, in accordance with state policy, must be trained in orientation and definition of roles, skills in observation, conferencing, effective teaching practices, and the development of plans for professional development. The delivery and training are a collaborative effort between the State Department of Public Instruction, local education agencies, and institutions of higher education. The mentor and support team are responsible for three observations a year, and after the first observation a Professional Improvement Plan is developed. The final observation each year is summative and the ratings help formulate the decision as to whether the new teacher will be recommended for continuing certification.⁷⁷

The award winning University of Wisconsin Teacher Induction Program is similar in many respects -- a support team that consists of the new teacher, a mentor from the same school who is teaching in the same grade/subject level, an administrator from the local school and a specialist from the university in the same subject/grade level.⁷⁸

First-year teachers meet with their team, identify concerns about teaching, and organize the goals which they have set into six categories: communication, presentation of

⁷⁷Dorothy Russell, Collaboration: The Key to Teacher Induction Programs, A paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education, Chicago, Il., 26 February-1 March 1986, EDRS ED 270 425 microfiche, 4-5.

⁷⁸Manley, 16-17.

subject matter, instructional organization and development, and testing. The team meets weekly with the exception of the university consultant who makes a monthly visit and at that time the new teacher receives assistance in developing their plans. Each week the team identify achievements, set goals for solving problems identified by the new teachers, and assist in identifying the steps and procedures for achieving the goals.⁷⁹

Unlike North Carolina, the principal is the sole evaluator. The support team helps to prepare the teacher for the evaluations. Monthly seminars are held for all the members of the team. These meetings are scheduled at various times during the day and some after school. Substitute teachers have been hired to free the new teachers and the mentors for the seminars. Substitutes have also been hired when the university consultant makes his on-site visit.⁸⁰

Two programs cited in the ERIC Digest on mentoring were the California Mentor Teacher Program and the Model School System of Louisville, Kentucky in which the mentor is really a master teacher who instructs other teachers, both beginning and experienced.⁸¹

There are some programs in which the support team or committee serves not one new teacher but many. Other forms of

⁷⁹Ibid, 17,18.

⁸⁰Ibid.

⁸¹Teacher Mentoring, 11.

the committee may consist of interdepartmental teacher coaching and department-based team teaching.⁸²

S. J. Odell, in her study of orientation programs for new teachers, utilized a functional approach. This was characterized by observing how a program offers help to new teachers; specifically it was done by recording what help was asked for by new teachers and what assistance the mentor teachers supplied. The program studied was a collaborative one between a college of education and a major school district. The support teachers were trained by the university and were assigned 18 teachers across the school district.⁸³

The teachers that were served were all in their first year of teaching in the district. Some instructors were new to teaching and others who were new to the district had an average of 5.6 years of teaching experience in other circumstances.⁸⁴

The results of this two semester study showed that the most help provided by the mentor or master teacher was information about the school system. The other remaining categories include questions about resource materials, instructional, emotional, environmental, class management, and demonstration of teaching. A comparison of these categories of

⁸²Components of Teacher., 8.

⁸³S.J. Odell, " Induction Support of New Teachers: A Functional Approach", Journal of Teacher Education (January-February 1986) 26-27.

⁸⁴Ibid.

support for the novice instructor and experienced instructor show that the importance of orientation assistance was quite comparable. It conveys the information that there is commonality in the aid needed by teachers in their first year in a school district.⁸⁵

Odell infers that the support given by the mentors to new teachers to the district is not very different from that needed by first-year teachers. She suggests that experienced teachers, who are not new to the district but who are in a transition position, could also benefit from orientation to that position.⁸⁶ Teachers in a state mandated induction program that were not beginning teachers were interviewed with other new teachers. They felt they needed a separate program of support and observation than those of novice instructors. While they expressed a need for an orientation program they indicated a preference for a different structure.⁸⁷

One area of concern that did not share in the commonality was class management. It is here that the teacher with less experience needed more aid from her mentor. Contrary to the other studies that have been noted in this paper was that the data in Odell's research revealed that this was not the single most important area of deficiency.⁸⁸

⁸⁵Ibid., 29.

⁸⁶Ibid.

⁸⁷Russell, 26.

⁸⁸Odell, "Induction Support.," 29.

In a program for secondary school teachers that is a part of the Staff Academy program for New Teachers, Jefferson County School District R-I, Lakewood, Colorado, the first two days before school begin are devoted to the orientation in the beginning teacher's school by the school principals and the assigned "buddy teachers." This is usually the chairperson for the department. In addition to a third day planned for new personnel before school starts the secondary teachers will meet with the curriculum coordinators and with the superintendent. Follow-up activities continue with the department chairpersons unless the new teacher feel a need for more interaction with the coordinators.⁸⁹

Additional inservice programs are planned throughout the year for both elementary and secondary teachers. One course that is offered is five sessions and is entitled, Library Media Services, K-12. The purpose of this is to help the teachers understand the role of the school library and learn about the services that are accessible to teachers in library media services.⁹⁰

Another series of inservice courses are offered for college credit or inservice credit in the late afternoons at locations that are convenient to the new teachers.

⁸⁹McDonald, 124.

⁹⁰Ibid., 125.

Encouragement is given for teachers to give these classes priority in their professional growth programs.⁹¹

In his survey of Illinois Districts, Barger found that beginning teachers were given information about their jobs and the district over a period of time that ranged from once a year for twenty-eight percent, seven percent said twice a year, eleven percent on a monthly basis, two percent weekly, one percent daily, and forty-four percent on an as needed basis. His findings show that the instruction was usually provided by the principal or a combination of department chair, principal, or other administrator. The place where the orientation took place was most often conducted in the assigned school building.⁹²

To enhance an orientation program the organizer should consider incorporating a variety of different audio-visual and printed materials. Slides of facilities, community, and personnel could be included to help new teachers acquire the knowledge necessary to become oriented to the school and community.⁹³ Seminars can be held at which topics of concern to new teachers can be presented via panels and small group discussions.⁹⁴

⁹¹Ibid.

⁹²Barger, Survey of Illinois, 7-8.

⁹³Freshour, 80.

⁹⁴Giberson, 3.

Blair and Bercik concluded in their study that it is important to include continuing inservice programs for new teacher orientation. They believe that by promoting ongoing professional development similar to that conducted in the private sector in the United States, the profession may then attract qualified applicants who will not become disillusioned during their first years of teaching.⁹⁵

The infrequent instruction of new teachers in Illinois contrast with the program of induction at Whitewater which provided for a two day orientation program at the beginning of the year. Another seminar on classroom management is held two or three weeks after the school year starts when the novice teachers are cognizant of the students and classroom. A third seminar is conducted a week or two prior to conferences at which time a video-tape of a parent-teacher conference is analyzed and viewed. There are five additional seminars conducted during the year.⁹⁶

New teachers need to accumulate an enormous amount of system orientation throughout the year. Therefore it behooves a school district to provide programs throughout the year that will reinforce the information presented at the beginning of the year. Programs that continue through the year can be timed to provide information when it is most appropriate such as parent teacher conferences and grades. It protects new

⁹⁵Bercik, "Teacher Induction," 5.

⁹⁶Manley, "Easing the Transition", 18-19.

teachers from being overwhelmed at the initial part of the school year.⁹⁷

In summary the method of orientation, the timing of the programs, the frequency in which programs are conducted throughout the year, and the assistance of trained mentors can greatly enhance orientation programs.

Evaluation

Barger, through his survey of Illinois school districts, discovered that some providers do not evaluate the effectiveness of the program. It was established that evaluation in some cases is completed by the provider of the program through a rating form or orally.⁹⁸ Improvements in knowledge and skills that are learned in teacher orientation programs can be assessed additionally through pre- and post-tests and through exit interviews. Analysis of the orientation program can also include interviews and observations.⁹⁹

Orientation programs should include both formative and summative evaluation. Changes can be made throughout the year as a result of the formative evaluations.¹⁰⁰ Huling-Austin

⁹⁷Gordon, 52.

⁹⁸Barger, A Survey of Illinois, 12.

⁹⁹Thomas R. Guskey and Dennis Sparks, "What to Consider When Evaluating Staff Development", Educational Leadership, 49, (November 1991), 75.

¹⁰⁰Gordon, 64.

discovered in her research that there is a need for flexibility in programs if they are to be successful.¹⁰¹

Evaluation should be designed on the type of questions that those authorizing the evaluation want answered. Some questions that could be included are:

1. What effect has the context had on the program?
2. Have the needs of new teachers and mentors be assessed correctly?
3. Is the program designed to meet identified needs of all new teachers?
4. Have adequate resources, both human and material been provided?
5. Have all participants including mentors and administrators been adequately prepared for their roles in the new teacher orientation program?
6. Has each segment of the program been implemented as planned? If it varied how did it deviate?
7. Have the intended objectives of the program been reached?
8. Identify the positive or negative unintended outcomes that resulted from the new teacher orientation program.

¹⁰¹Huling-Austin, "Synthesis," 23.

A Rand study on education that looked at the orientation of new teachers cited McLaughlin, et al., in 1986 who asserted that if school districts do not attend to the problems facing them, then "the U.S. system of education risks producing yet another cadre of individuals who enter teaching with a strong desire to serve students but who find, after exposure to the working conditions of their profession, that they can't and won't teach." McLaughlin believes a reassessment needs to be made of the induction process.¹⁰²

If programs are to be successful school practitioners need to be aware of the needs of new teachers and how the experienced personnel can assist with the orientation process. Resources must be provided that are needed to fulfill the goals if the orientation programs are to have a chance of succeeding.¹⁰³

In summary, evaluation of new teacher orientation programs should be an integral aspect of any program to determine what changes are needed. Administrators should use formative evaluations throughout the year to make adaptations to programs that fulfill the identified needs of new teachers at a time of their professional career that is very critical to the retention and professional well-being of each new teacher.

¹⁰²Arthur Wise and Others, Effective Teacher Selection: From Recruitment to Retention. (Santa Monica: The Rand Corporation, 1987), 92, EDRS ED 282 840 microfiche.

¹⁰³Huling-Austin, "Synthesis," 22.

"There is no higher priority in a district than resources provided for the enhancement and improvement of classroom instructional practices. Of all the things a district can do, resources placed in instructional efforts often produce the highest dividends in terms of students learning. It is imperative that districts establish this emphasis on instruction as a high priority."¹⁰⁴

¹⁰⁴Thomas McGreel, "Linking Teacher Evaluation and Staff Development," in Teacher Evaluation: Six Prescriptions for Success, ed. Sarah J. Stanley and W. James Popham, 7 (ASCD 1988).

PRESENTATION AND ANALYSIS OF THE DATA

Introduction

The chapter gives a brief case study for each of the principals and schools interviewed. The conclusion of the chapter presents an overall analysis of the orientation programs at the selected thirteen high schools.

The school districts selected and the procedures for data collection are explained as follows: In this study of new teacher orientation programs at ninth through twelve grade high schools the selection criteria consisted of a school population of a minimum of two thousand three hundred students. The schools would have to be in Illinois and in the five county area surrounding Chicago. None were to be in the city itself. The superintendent of schools in each county was contacted by telephone and asked to identify any such high schools using the 1990 Fall Housing Report that provides the enrollment figures for each school in the state. It was discerned that a total of 13 schools in the five county area met the criteria. High schools in the study had affiliations that ranged from large unit districts with multiple high schools and grade schools, large high school districts with multiple schools, and finally one building high school districts. Using the relevant literature a

questionnaire was developed identifying four important integral components of new teacher orientation programs from the relevant current literature. Each section was evaluated with the advice of the members of the dissertation committee. The questionnaire was perused and analyzed by three school administrators. Some modifications were made in the form as a result of their suggestions. The principals of the thirteen high schools identified were contacted by telephone and, after explaining the study, all agreed to participate in the process. A personal interview was arranged at each school at a future date. One of the school administrators requested a letter explaining the reason for the study. The letter was formulated and mailed. After a week a follow-up call was made and an appointment was arranged.

At each school the interview was conducted with the principal of the high school with two exceptions. At one district the principal explained that he had no involvement in the program and insisted that the assistant superintendent who is the administrator of the orientation program should be the individual interviewed. This was a one high school district. At another high school an assistant principal was interviewed as the principal absolved himself from all responsibility. In all other cases the building principal was the interviewee. In every instance consent was received to make an audio tape of each interview and everyone informed that his name and school would not be revealed. In each case study where quotes are

cited the wording is verbatim whether or not correct English was used by the interviewee. Fictitious names are used and in several cases names of programs have been altered.

Not every question will be answered in each case study as some schools did not address each area. At the conclusion of the chapter each question will be analyzed.

Allright High School

It is important to note in this chapter that each person who was to be interviewed for this study knew in advance about the four topics to be addressed. The assistant principal at the school involved in the first case study was not advised that an appointment was arranged until a few minutes before the interview was to commence. Not knowing could place this individual at a disadvantage since the others interviewed had a few weeks to consider the subject matter.

The vice-principal at Allright School is the administrator for the new teacher orientation program. Allright High School is in a low socio-economic area and has a high ratio of minority students. The school is one of several in a high school district. The district does not provide any orientation programs for the new teachers. Miss Ash, herself a minority, has been an assistant principal at the school for four years. She identified the objectives of the orientation program at Allright High School as familiarizing the teachers with the curriculum, the expectations of the school, and the policies and procedures of

the building. She believes the most important priority of the program is helping teachers to make the smoothest transition possible into the building whether it is a teacher who has never taught or someone who has worked in other fields. "I don't treat them any different because I think someone who's been in another field really has never taught that area."

When asked who was in charge of the program, the assistant principal said that she was. But later in the interview when asked who determined the objectives, Ash stated that all the administrators meet once a week to discuss issues and determine which changes are necessary. She also mentioned the fact that the staff development committee had contributed ideas to the program. The objectives in place have been determined by a consensus of all the administrators in the school.

The content of the program for the 1991-92 school year will vary somewhat from the previous year. Each year the assistant superintendent is brought in to discuss personnel issues; the assistant principals discuss the areas that they are responsible for. Other subject matter for the program includes expectations of the classroom teacher in the halls and in the area of curriculum. The department chairpersons address the new teachers for each subject area and discuss the history and curriculum for the department.

While part of the content is the policies and procedures of the school,

"I choose other different areas, not just those areas. It depends on who I have available at the time and what I feel I want to do with a particular group of teachers. Let's say, I get a new teacher but that new teacher is very, very good as far as delivery and content, and there is no need to go into a lot of instructional strategy. So I adjust and give another area that's new and different that they have not had."

There were a number of changes that were to be implemented this year. Miss Ash stated that new teachers coming to the school need help in test design and how to teach more than just content. She related that it is also important to teach students specific outcomes and that it means

"we want a change in attitude, skills, behavior, knowledge and how do we make that come about so they're more concerned with getting the delivery across? Because I, as an administrator, perhaps have told them that I expect you to teach all of these outcomes and this much content."

Ash said what is being done is to teach how you arrive at the outcomes and allow the teachers to decide as to how they will arrive at these.

For this school year she plans to provide two workshops per semester. For the first semester one will be test item design, and the other workshop topic will be graphic organizers. Miss Ash explained the latter would help any teacher in any subject area to take the main idea or a concept and break it down for students at their level of understanding. "This would be irregardless of what level the student would be at."

The subjects for the second semester workshops are outcome based education and instruction.

"I find more often than not new teachers that come in if you don't work with them will have a higher failure rate in their classes sometime than other teachers and it's because the expectations are much higher coming out of college. And you're supposed to have a higher expectation, but their expectations are I teach it you learn it, not understanding or being cognizant of the fact that there are different learning styles that you have to address."

There is also a workshop planned on learning styles. The school has a computer program where the teacher can take her classes, have her students place data into the computer, and get the learning styles of each of the children. The teachers will have the information necessary to help their classes in a more effective manner.

Class management comprises another segment of the orientation program at Allright High School, but Miss Ash does not focus on discipline problems that may face the teacher; rather she "zeroes in on making learning interesting, making learning fun, and then you don't have to worry about discipline."

The initial part of the new teacher orientation program is one full day and one half day. The majority of the program is conducted in a large group setting using a lecture format with the invited guest speakers. In addition to the other subjects specified previously, the deans discuss discipline issues, and printed literature concerning discipline is distributed so that the new teachers can review it.

The second day they attend a workshop with the entire faculty. After the new teachers are introduced, the group

disperses and is given the choice of any workshop that is being conducted for the afternoon. The union takes the group of new teachers out for lunch to help socialize them to the school and district. These two initial workshops are in addition to the four workshops specifically designed for new teachers. This would be the first year for the four additional workshops for new teacher orientation.

In addition to a lecture format for workshops and the initial orientation, some information throughout the year is provided in the form of pamphlets and books. Topics stressed in the literature may include the development of self-esteem in students. Ash provides the teachers with the periodical, Teacher Today and asks them to try the strategies presented in the periodical.

One of the integral aspects of the orientation program is the Big Sister/Big Brother program for novice, transfer and career change teachers. When the administrators have a career change person they "hook" them up with someone in their subject area that they consider to be an excellent teacher. The belief is that this approach helps the career change person to make the transition. Ash believes that new teachers are not going to tell the administrators about their needs and deficits. The new teachers feel more comfortable with their Big Brothers who are members of the school staff development committee. They do not receive extra stipends for this service. "Training to be a Big Sister for the new teachers has

come through us." This training is through the staff development committee and the many inservice programs that the members have received. The Big Brother/Big Sister program allows teachers to observe other classrooms. The school allows for release time but the teachers have to work out the mechanics and there is no compensation.

The workshops during the year are usually from three to four o'clock in the afternoon.

"I don't want to give them a lot. I want to give them enough to try and be successful. If I give them a half-day workshop then there's a lot of gobbledy-gook like a college class and they don't use it. If I give them a quickie strategy from three to four and say now go back and try this, then they can have some success."

The workshops that the vice-principal are conducting this year will replace the conferences that she would send teachers out of the building to attend previously.

At times throughout the school year Miss Ash informally meets with the new teachers to discuss any problems they confront. The teachers may mention the problems to her or she may learn of these problems through other instructors. She believes stress is a major problem and gives strategies for relieving stress. Teachers are told to expect highs and lows the first year they are employed at Allright High School.

During the summer Ash arranges meetings with the twenty-six members of the staff development committee. There are at least two members from each subject area. This group plans for what they believe the new teachers need. They decide whether they want to continue with the Big Brother/Big Sister program

each year. This program is the only assistance that teachers who have been out of teaching for extended periods of time or career change persons receive and no other special help is provided for them.

Assessment is conducted by informal discussions with the new teachers to receive feedback on the orientation. Based upon this feedback Ash says she will continue to do what she has in the past with a few changes as the teachers she has hired usually stay. What she says she would change would be to offer a workshop before the initial orientation.

"I know of four strategies that would really help to get them off to a good start with the students, including helping a student to develop self-esteem, time management, and organizational skills, and I would start out with them."

As a result of the informal evaluations Miss Ash has added the new workshops for the first semester of this year. She will continue with most of the things that she has done in the past as the teachers believed that it has helped them to become better instructors.

Brighton Beach

Brighton Beach High School is a singular high school district. It has long had a reputation for academic excellence. The community is in a changing racial and ethnic district.

Recently there have been severe financial problems in the district which are going to result in a large number of teachers being dismissed as reduction in force. Dr. Will is

the assistant superintendent for instruction, and his duties include the orientation of new teachers to the school. He was hired by the district in 1964.

Though there are no written objectives for the new teacher orientation program the objectives have been in place for an extended period of time. There are a number of objectives and Dr. Will views them as all being equally important. The administration wants "the people to gain a sense of the tradition and history of the high school so that they have a sense context that they're coming into, what are some of the primary features of the culture."

Another major objective of the program is to help the new teachers become acquainted with the rules, regulations, and mechanics of the school. Experience has proved to the administrators that the most stressful and difficult part about moving into a new situation is the "nuts and bolts of procedures, forms, expectations of students, and rules and regulations of the school."

The initial orientation is also used to socialize the new instructors to the community. Traditionally, an elegant breakfast attended by the mayors of the towns that comprise the school district are present is an integral portion of the orientation program. The objective of the breakfast is to let the leadership of the communities know the excellent quality of the new personnel and a "good way for the new teachers to

realize the kind of community interest and support and valuing there is of this institution."

The support of the community is valued. "We're fond here of saying that communities get the schools they deserve, and our community is very supportive of this school, and we think that it's getting the school that it deserves."

Topics such as teaching techniques and team teaching are not part of the orientation program. Dr. Will explained that the orientation program is not used in the traditional sense as staff development. These are considered topics for programs with the entire staff. There is a TESA staff development program that many of the new teachers become involved in.

The orientation program may be a day in length or two days. Dr. Will determines this by the number of new teachers that have been hired by the school district. Included in the program are a tour of the library and the audio-visual center. Some time is allotted to teach how to use the equipment in the audio-visual center.

Crisis intervention is a topic each year. The information is presented by the associate superintendent for pupil services to help teachers deal with emergencies that could arise in the classroom or school. An example of a crisis would be a seizure or a student who is involved in a fight or with drugs.

The one day orientation program for the nineteen ninety one/ninety two school year consisted of a large list of topics

that were discussed in depth by Will. The other two assistant superintendents, the personnel director, and an accountant for the district were asked by Dr Will to participate. The information is presented in a lecture format, and the new teachers are encouraged to ask questions. The subjects were as follows:

- salary
- insurance
- pensions
- faculty profile
- school profile
- academic program
- support services
- student attendance and attendance records
- supervision: study halls and monitor posts
- class lists: procedures for crowded classes
- progress reports
- athletic eligibility
- grade book
- housekeeping
- faculty handbook
- emergencies.

Dr. Will believes that the objectives are related to the content. He specifically mentioned an awareness of the culture of the school is dealt with by a video presentation which takes about forty-five minutes and details the history of the

school and the famous personalities that have graduated from its program. The feeling that they want to convey to the new teachers in this segment of the program is esprit de corps. The nuts and bolts are addressed in the bulk of the day's program.

The orientation program does not have any special objectives or content for teachers returning from an extended period of time or career change persons during the day orientation program. Later they are given special attention by the assignment of a paid mentor. The mentor is paid one thousand dollars for the year. The previous year Brighton Beach High School did have a career change person who had been a pharmacist for many years and decided to be a teacher. This was something that he had always wanted to do. The mentor assigned to him sat in on his classes and helped with lesson plans, but a mentor is also provided to beginning teachers who have recently completed a university program in education.

The mentors are not given release time for their duties. Mentors are selected by the division chairpersons who approach teachers who they believe have excellent skills. "Most of the people are professionally interested enough, excited enough. Most of the mentors say that it's a good experience for them because it causes them to rethink some of the things about their own teaching."

Evaluation for the one day orientation program is conducted informally. The new teachers and administrators talk

about it and are asked to write notes listing what they believe are the strengths. The new instructors are asked to suggest ways to improve the orientation. Will stated that a lot of things have been added to the section on "nuts and bolts" and other areas as a result of the teacher's comments. Dr. Will mentioned that the teachers say that at times the program became tedious and they felt overwhelmed. The instructors say they are not sure they will remember it, but at least they know where to find it when they need it.

"So there's a sense of wanting to acquaint them with the details of the procedures, but I sense on their part also that all of that gets thrown out. Everything in one shot--they feel somewhat beaten down by it all and worried if I don't know that all that's out there then I don't know that I don't know it but now that I know that its all out there, I'm worried that I don't know it."

Capitol High School

Capitol High School is located in a community with a mid to high socio-economic level. The high school is one of two in this high school district. A large number of Asian students in the school district have contributed to the fine reputation that Capitol has earned for its academic achievements. Dr. Marsh has held the position as principal for the past 2 years.

The objectives for the new teacher orientation program are not in writing. There are three objectives for new teachers and this includes any teacher new to the building regardless of their previous experience. Making teachers feel comfortable with routines and procedures is an important objective as is being knowledgeable of the curriculum. The

last of the three objectives is to help the teachers become comfortable and familiar with the culture of the school.

While there is some work at the district level relative to new teacher orientation, the greatest majority of it is done within each building. The objectives have been determined by discussions among all the administrators including the department chairpersons.

The priority for the orientation program

"may not be the priorities that we necessarily think are most important educationally, I think for the new person in the building their priorities still are, how do I find my way around, how do I find this, how do I fill out this form? While we'd like to sit back and maybe smugly say, well the curriculum is the number one priority and it's not that, that part is ignored. I think the most anxious moments for a new teacher come from the routine kinds of things."

The content of the orientation program which is conducted one day alone for new teachers and three days with all the staff is quite lengthy. It begins with a tour of the building, introduction of staff, and philosophy and expectations of the school. Other areas include: faculty handbook, instructional improvement, extracurricular activities, teaching schedules, attendance, student discipline, student evaluation, curriculum, leadership, administrative services, buildings and grounds, miscellaneous items, and "a whole list of things that are distributed."

Over a period of the first two months of school there are once a week sessions with the new teachers that are scheduled after school. These after school sessions are devoted to

different topics, and people are selected from throughout the building to present. This year the first one was further discussion regarding discipline, attendance, and data processing. The second session dealt with the library and audio-visual services. The following week the topic to be presented was to be extracurricular issues and teacher evaluation. Other programs scheduled are: employee assistance program and a time at which the new teachers could submit agenda items, guidance services, and the final session would be a teacher-developed agenda of any items they would want to discuss.

Dr. Marsh admits the teachers "probably get a lot of information overload; it's an attempt to try and cover as much ground as you can." The school district does have a Friday set aside for the new teachers to assist in addressing a great deal of the agenda.

The relationship between curriculum issues and rules and regulations is evident, but Marsh stated it is more difficult to see the tie between culture of the school and content. When the entire program is placed together it is easier to see the direct relationship.

All of the twelve administrators in the building are involved in the presentation of the content of the orientation program. Other presenters include representatives of the teachers' association, the coordinator of the special education program, and the librarian. The assistant principal

is responsible for the administration of the new teacher orientation program.

The format of the program is usually small group discussion, and presentation of material is either written or oral. The discussion follows the "highlighting" of the material. Plans are underway to develop a video tape as an overview about Capitol High School.

New to the orientation program this year is a mentor program. This is being piloted and was developed by both teachers and administrators. The mentoring program was organized over a period of a number of years and basic criteria was set forth. Then by nomination or by volunteers a list was generated of potential mentors. After learning of the expectations and guidelines, selections were determined with the district mentoring committee making the final selection.

Attempts were made to have the mentors from the same subject area. Mentors received pay for a few days of training which was conducted by the mentoring committee.

During the year help for new teachers has been provided on a day to day basis with the department chairpersons. This arrangement was believed to be especially helpful to teachers who had returned to teaching after extended periods of time and needed extra help.

After the first six weeks of school new teachers give written feedback regarding the orientation program. The adjustment for the program each year is largely based on

administrative discussions or feedback from the group that completed the orientation program. There are discussions planned at which the new teachers give their input.

The most major change in the program has been the addition of the mentors. The other changes have been minor such as topics added or pacing of the program. Changes are normally made by administrators in the building, but the mentor program was a district decision that took two years of discussion before the pilot began this year. The feelings generated by this program have been positive.

Dr. Marsh believes that the orientation program has been successful. His judgement is based on

"the experience that we've had is that we don't find new teachers have a great deal of difficulty; we don't find new teachers overwhelmed or frustrated, that they are able to come in and be successful. This is a pretty high energy high expectation district so that in the sense the new teachers being successful I guess I hope is in part due to the new teacher orientation program."

Though the new teachers believe that there are aspects that they would like to be different, Marsh still believes that they will be overwhelmed even if they came in a week earlier. He thinks the new teachers are given the basics of what they need to get going and to help them through the first six weeks of school.

Elkhart High School

Elkhart High School is a member of a large unit district with multiple high schools and has a large minority population. The community has had problems with street gangs

of young people who have attempted to filter into the high schools and poor finances have contributed to a lack of resources for the school system. Mr. Dreyer, has been employed in the district for 22 years. For the past eight years he has held the position of principal.

The objectives of the new teacher orientation program are to get the new teacher -- whether a first year teacher, a veteran returning after an extended time away from education, or a career change person, to

"be oriented to our building, to our division or departmental set-up and to our rules and regulations as well as the district's rules and regulations. More in particular, to get them familiar with our curriculum and what our expectations are in a very non-threatening type of way."

Dryer also stated he wanted the new teachers to feel comfortable with anyone coming into their classroom to observe.

The determination of the objectives have been made by the assistant principal, principal and the teachers. The priority for the orientation program

"is the teachers themselves. We want to try to get them to improve their skills and to learn from them also. But the priority would be for them to become the most effective staff member that they possibly can for the kids. The priorities have not changed much since the program was initiated."

The first part of the two half-day initial orientation program that Elkhart high school provides for the teacher is in addition to the district program for two half-days. The objective is to give the new teachers an overview of what the

school is about. The administration in the building discusses the mission statement, tells about the staff, the population of the community, and the parents. Not a great deal of time is spent in discussing the students. Content includes discipline, attendance, curriculum, supervision of students when on duty, and what the school administration expects of them as a staff. The division chairperson works with his new teachers when this segment of the program is completed.

The second day the administrators meet with them for a short while and the divisional chairpersons take over again. In this district divisional chairpersons have responsibility for two departments. This means the divisional may have to orientate both a foreign language and a social studies person at the same time. Curriculum for each subject area is detailed at this meeting and strategies for teaching may be discussed. The new teachers learn what they are expected to accomplish by the end of the year.

New teaching personnel are encouraged to visit in the summer and have the opportunity to meet with the administrators and divisional chairpersons for a "more relaxed orientation."

Each month there is an orientation program for new staff members. The teachers meet for fifty minutes as the thought is the administration wants them to look forward to the meeting. Gangs in the school and how do you deal with them was one of the topics that a faculty member presented to the new teachers

earlier in the year. Attendance, discipline, and scheduling are other areas of concern that will be topics for new teacher orientation meetings. Teachers are invited to return to these meetings for a second year if they wish. There is no promotion of these workshops to the general faculty.

Mentors are another aspect of the orientation program at Elkhart High School. Each new teacher is assigned a mentor in their area. The mentors are chosen from volunteers and the administrators look for teachers who have been rated excellent. Mentors are expected to provide the extra help that a returning teacher or a career change person may need. "The orientation is given to everyone, but the individual work would be done specifically by certain individuals."

Presenters for the workshops are chosen by Dr. Charles, an assistant principal, and the principal. They vary from the assistant superintendent for curriculum to someone from the cafeteria services.

The ongoing program is designed to help the new teachers be successful.

"I think it is atrocious that a school would take beginning teachers, whether there is one, two, or twenty-five, and give them an orientation program in August and then give them their lesson plan book and grade book and paper and pencil and go out and let them fend for themselves. If you want to improve instruction, if you want to improve communication, you have to have constant feedback."

Dryer believes the methodology helps the teachers to achieve success. Many of the new teachers return to the orientation meetings for a second year.

Normally programs for orientation are round table discussion formats or lecture with a question and answer period following. Mr Dryer specifically mentioned a workshop with the school nurse explaining and demonstrating the Heimlich Maneuver. The number of questions from the new teachers was so large they had to stop after fifty minutes.

Dr. Carlson is the director of the new teachers' orientation program and he along with the staff develop plans for what they will be doing. Final decisions on plans are decided by Dr. Carlson, but, "he will share it with our administrative team. Our administrative team meets every week, and we will talk about what they need and may not need. What are they suggesting they hear about?" It comes from a team effort although Dr. Carlson is the one that puts it together.

Both Carlson and Dryer fill out a self-evaluation for the program. The new faculty gives them a written summary of what they felt the orientations were like. They will rank in order the ones they thought were best. The program is modified as it goes along. "In February we may say that we need to do this with our new teachers, and we'll do it in March."

The program may be modified when a need is perceived by the new teachers or the administrators. Dryer believed that it is really the issue of flexibility rather than modification. "You answer the needs at the time of what you think is best for new teachers."

The consequences and differences that the changes have brought about include increased communication with the new staff members. The new teachers feel they have a place to go. They view the administration a friend and feel comfortable when their classrooms are visited by the administration.

The new teachers orientation program in its present form has been in existence for three years. They have always had a program for new teachers, but now they are doing more than they used to.

"I think ten years ago we gave them the boat and we gave them the oars and it was up to them to start rowing. Now we are bringing a motor in and we're giving them supplies on the boat. We are just doing a lot more for them so they're not fending for themselves. We are giving them a lot more support help. They have appreciated it, and we have seen a lot better results."

Friendship High School

Friendship High School is part of a large suburban high school district. It is a school that has been cited for academic excellence and achieved national recognition. Mr. Carr, the principal is very involved in a number of professional organizations and has been the principal for 16 years. When first approached by telephone, Carr insisted that they did not have an orientation program at Friendship High School.

The objectives of the new teacher orientation program at Friendship High School are to have the new staff member become familiar with district policies and procedures for the operation of the school. "That's my goal for teachers during

the first year is to become familiar with board policies. Ones which are relevant to them and also to procedures which are important to the operation of the school." The objectives were determined by Mr. Carr.

The priorities for the new teacher orientation program are to familiarize the staff member with the goals and objectives of the curriculum within the courses. This is worked directed with the department chairman. Attendance procedures and discipline are the other two areas that Carr believes are the priorities.

During the first day of the orientation program the administrators of the school meet with the new teachers the assistant principal will review the attendance procedures, the department chairman will review the curriculum, discipline procedures and what is necessary for classroom control is explained by Mr. Carr. Disaster drills and fire drills are explained by another assistant principal. The director of guidance meets with each new teacher on an individual basis, and special education services along with media services are explained by each of these directors.

There are no special procedures or help for returning teachers or career change teachers because Mr. Carr explained that he would not hire anyone that would be in that category of prospective employee.

The district provides a one hour orientation for new teachers at which they discuss health insurance and a few

other mechanics of the district. When that session concludes the group convenes at Friendship for the two hour orientation. The format of the orientation program is lecture and the distribution of handouts. Mr. Carr stated that after the three hours "they're saturated, that's enough." The new teachers do not meet with the chairpersons that day and they are not paid for attending the orientation program.

Evaluation of the program is a result of discussion by the administrative team comprised of four assistant principals, athletic director, and guidance director which meets on a weekly basis. The division chairpersons ask the new teachers what they think of the new teacher orientation program and the feedback is provided to the principal who makes the final decisions. "I'm the captain of the ship. I make the final decisions."

There have been modifications in the program as Carr believed that the new teachers were overwhelmed with too much material for one day. The modifications have meant that a few areas such as guidance and the library will be addressed at a later date. Mr. Carr believes that these modifications have made a difference as "the human brain can absorb only so much." Lately he has been hiring young teachers who recently have graduated from an education program with a year or two experience as he believes that they will appreciate Friendship High School.

Gemini High School

For the past nine years Dr. Young has been the principal at Gemini High School. The school is one of two in a high school district that pays teachers substantially less salary than nearby districts which has made it difficult to retain teachers. The district also has had problems with street gangs which have caused problems in the schools.

Dr. Young believes that the colleges and universities do not do a very good job of preparing students for teaching. This perception has resulted in the development of one of the primary objectives in the new teacher orientation program. Giving new teachers the skills that they lack, whether it be as a result of a poor student teaching experience or neglect in an educational psychology class, is an important objective at Gemini High School.

A district plan for orientation has been developed as a result of the influence that Dr. Young has had on the assistant superintendent for personnel and has been designed with the input from the classroom teachers and the master teachers.

The number one objective and priority is to make sure that the new teacher understands

"what our belief is or what our vision or idea of a competent first year teacher is. And we try to narrow that down to some basic things so that they can focus on those things rather than be overwhelmed by all the effective instruction or effective teacher literature."

The other priorities for the objectives are classroom management and discipline. Knowledge of subject matter is important, but Dr. Young believes that this should be the role of the university. The ability to mold or shape a positive climate in the classroom is another priority. The fourth priority is to develop the ability to employ a number of instructional strategies.

A document which lists ninety two effective teacher behaviors is used as the basis on which the new teacher orientation program is developed. This document was assembled as a result of a university consultant working with the administration at the district level in 1986. Young stated that it needs to be updated, but a large block of time is spent focusing on that document.

It has not been necessary to develop any special objectives or content for returning teachers or career change teachers as they have had but one returning teacher who was out of education for many years, and she assimilated easily into the school program.

A new teacher to the school will have an initial three hour orientation as part of the three day program that is provided by the school. Dr. Young goes over lesson design and effective planning. The district offers six different sessions for new teachers, and they must attend four of these after-school workshops. Session topics include discipline, class management, and critical thinking.

The workshops are presented by various people in the district including the assistant superintendent for personnel. Four teachers from the district conducted some of the other workshops. The assistant superintendent determines who will be the presenters at the district level. Most of the programs are in a lecture format. There is some small group discussion and situational problem solving.

All the orientation programs are conducted during the fall of the year with the last one prior to Thanksgiving. After this, work with the new teachers is done on an individual basis throughout the year. Dr. Young stated that he feels the program continues after the formal sessions conclude.

At the building level Dr. Young is administering the new teacher orientation program. The decisions are made by him in consultation with the assistant principals as a result of ongoing discussions about what the new teachers might need.

As a result of an evaluation of the program by the new teachers, one of the workshops will be moved up to the beginning of the year before school begins.

The mentoring program at Gemini High School provides new teachers with someone to give feedback on teaching methodologies and to help the new teacher survive the first year. The mentors are selected by the principals from a list of applicants and paid a stipend. Mentors meet with the new

teachers during orientation week and are supposed to spend a half day with them prior to the beginning of school.

A questionnaire is sent to the teachers for evaluation, but

"I think changes have occurred as a result of administrators who are trying to keep on top of new trends and new research on instructional methodologies, instructional improvement. We kind of change it when we think we're on to something that we think is good, that we value."

Dr. Young stated that the changes that occur in the six workshops are more related to teacher input, while in-the-building changes are a result of input from other administrators. The changes might be from something that Young felt after his observation of the teachers collectively.

As a result of the implementation of changes teachers have been able to get off to a better start by attending to those things that the Gemini administrators believe make a difference at the very beginning of the school year.

Harrison High School

Harrison High School is a high school in a rapidly expanding large unit district that has experienced a great deal of residential development and anticipates much more. The district is in a fairly affluent community, and so there are few problems with finances. The school has a good reputation for academic excellence and has outstanding community facilities for sports and culture that are adjacent to the

high school. Dr O'Neal is in his 8th year as principal of Harrison High School.

The new teacher orientation program at Harrison helps to achieve the main objective which is to orientate the new faculty to the school.

"To help them feel comfortable in terms of knowing how this particular high school operates, in terms of day-to-day expectations and working within a system. How do you get your materials duplicated? What's the format for grades? To help them understand in the most general sense how the building operates."

Another component of the objectives is to help them feel comfortable with the curricular area which O'Neal believes is the role of the department chairperson. The socialization of teachers to the building is an important objective also. When a teacher feels comfortable in the building, then they can concentrate on working with the students which is their primary responsibility. This objective is the primary emphasis for the orientation program.

Objectives for the orientation program have evolved from ideas proposed from the principal's office, teachers, and from the district office. Since Harrison is part of a kindergarten-through-twelfth grade district, there has been more of an emphasis on district-wide programs which have influenced the decisions of the principal and the department chairpersons regarding the objectives. In the building O'Neal is the chief administrator for the program, but he has delegated a great deal of authority to the department heads and the mentoring

team which consists of three to four persons who rotate each year.

The priorities for the orientation program have changed focus. Whereas the priority used to be make sure you cover all the content in the year to one of making sure the students learn and comprehend what has been taught.

The content of the program is designed to acquaint the new teachers with the procedures and policies, curriculum, the workings of the department, instructional strategies, and what O'Neal terms the "general working framework" at Harrison High School. An emphasis is also placed on making the new teachers aware of "education in the broad sense. That there are things happening either in terms of research, things they might read, that's part of their development as a professional yet again it's important to be an excellent classroom teacher."

There is no special program or content for returning teachers although Dr. O'Neal believes their needs are different. He believes that the department chairpersons and mentors provide the special assistance that is needed for these new teachers.

Programs for the new teachers are presented by the principal and members of the mentoring team. The mentoring team, which is paid a stipend for their work, meets with the new teachers on a monthly basis. Topics such as final exams, grading, parent night, and student behavior are agenda items for these meetings. Videos focusing on effective instruction

or questioning techniques may be viewed with a question period following. O'Neal tries to coordinate his schedule with the mentoring team to join in their meetings. At the beginning of the year he does a program on what his expectations regarding teaching in the classroom should focus on.

The orientation program at the beginning of the school year is a day and one-half. There is a luncheon meeting where the new teachers meet with the mentoring team to get acquainted. The first day there is an all-day program at the district office and at the building. The mentoring team meets monthly for the entire year, and the amount of time varies according to the issue being addressed.

At the end of the year the mentoring team has a formal written evaluation survey for the new teachers. The team shares that information with the principal. Informal feedback is also solicited from periodic meetings with the new teachers.

"For example, we get a lot of feedback how the district office orientates new teachers. And for a number of years that was very dry, a number of people were talking about it and people said basically it was a waste of time because they couldn't remember it all and it didn't make any sense."

As a result of this feedback the district restructured the program into a pro-active activity. It became a scavenger hunt with new teachers having to find the answers for different questions about the district. This has made more effective use of the administrative time and better use of new teacher time.

Ivanhoe High School

The average new teacher hired at Ivanhoe High School has five years experience and a master's degree. Ivanhoe is a very large one school high school district. This high school has few financial problems. It has earned a fine reputation for academic excellence by the academic achievements of its outstanding students and teachers. This high school has a fifty one percent minority rate. The community encounters many gang problems which extend into the high school and necessitate monitoring. Recently there were some racial problems in the school which the administration has attempted to deal with. Dr. La Guardia has been the principal for nine years. The school district has not hired many new teachers recently, and next year there will be no non-tenure teachers on the faculty.

"Our program is orientating teachers to the high school as a separate entity; this high school is very large, we have around twenty- four different departments. We have a diverse population, so we happen to have a multitude of rules and regulations so part of the orientation is to gear into institutional needs."

The most important objective and the number one priority in the new teacher orientation program is the mentor program which has as its ultimate goal insure the success of the new teacher. The mentors receive training over what they are expected to do. This aspect of the orientation program continues for two years.

"We're really very hard on teachers in the beginning because we really want people here who want to be here and be successful, and some of the people that leave us

on a positive note know that they can't make it here but they make it other places."

La Guardia also stated that the real orientation takes place between the mentor and the new teacher.

Even though three career change persons have been hired in the last four years to teach in the area of science, there were no special objectives or program for these individuals.

The objectives for the orientation program have been determined by La Guardia. He was in charge of the orientation program with the mentors but nobody had delineated what the purpose of it was before he became principal. The personnel director and Dr. La Guardia share the responsibility for the program, though the personnel director organizes it because La Guardia is gone during the summer.

Content of the orientation program includes procedures and policies, discipline, testing, grading, reading across the curriculum, and some cooperative grouping. The district used to require certain staff development programs, but they found this did not work very well. Now they tell the teachers that they are expected to take a class, but it is an option.

A World of Difference which was developed by the Anti-Defamation League of B'nai B'rith is offered to the teachers. This program helps teachers to deal with the cultural diversities that exist at Harrison High School.

The orientation program takes place in a small group setting with lecture and discussion. The new teachers are

shown a video tape which goes through the entire high school, its programs, its population, and about the community.

The first orientation program is presented by the director of personnel. The assistant principals, the principal of the freshman school, the superintendent, special education director, and the parent-teacher council president are all invited to give presentations for the new teacher orientation program.

Mentors for the program are recommended by the department chairman and are chosen because of their excellence as teachers. The mentors are matched up to a new teacher, and La Guardia said it is very important that they have common planning time. Mentors may be given release time to visit the new teachers who require assistance, and the school district will hire substitute teachers to provide coverage.

At the end of the year there is an assessment of the orientation program which consists of a written form and a discussion session. This post mortem by the new teachers shows where they could have improved and where the new teachers needed more help and information. The administrators ask the mentors but "we've really only go with what the non-tenures say they need."

When asked what are the consequences and differences that the changes in the orientation program have made La Guardia responded, "I think people can make choices about their

educational goals. I think from the standpoint they can make a decision if they want to be here."

Inland High School

With a declining enrollment there have been few new teachers in this large multi-high school district, and boundaries have been changed to balance the population of each school. Inland High School received teachers from other schools in the district, and thus Dr. Winston has not hired many new teachers. This year is the first year of growth in the past five years, and six new teachers were admitted as new faculty. Dr. Winston is in his fifteenth year as principal in a school that has a minority enrollment of twenty two percent.

The new teacher orientation program has as its objective the smooth transition of the new teacher into becoming a valuable team member. "We want them to get off to a smooth start in the classrooms, and we want to provide them with the kinds of information they need so that when they walk into the class the first day they are ready to go with their students." This objective is the priority of the orientation program.

One of the assistant principals in the building is in charge of the new teacher orientation program, and the administrative team meets in the summer to specifically discuss the new teacher orientation program. If they decide there are projects to complete for the program the administration has the summer to do it.

There have not been any cases where career change persons have been hired nor has Dr. Winston hired any teachers who have been out of education for an extended period of time; thus there have been no reasons to develop special objectives or content for this category of personnel.

The district has a half-day orientation program for new teachers where they introduce the new teachers to some district level administrators. After the district-wide program, the teachers spend a half day in the building, and this part of the program is divided into two segments. The department chairpersons spend time with them after the administrative team has gone through the initial formal portion of the orientation. The administrators have established a series of on-going sessions with the new teachers that continues up to winter break. These sessions are usually conducted in small groups. Common planning time among the new teachers is taken into consideration when scheduling for the programs is assembled.

The content of the ongoing program will include an orientation to the library at which time the librarian will explain the utilization of the library for classes and procedures. Discipline in regard to class management and strategies on how to deal with day to day operations of the classroom are explained by an assistant principal. At the time of midterm examinations the director of student services will provide an explanation of filling out midterm grades.

It is at the discretion of the department chairperson to decide whether they want to be involved with the mentoring program. The mentors are not paid and there is no compensation for this service. "To be honest with you, I do not get involved with the mentoring program other than to encourage it and suggest it." Training is not provided and neither is release time.

Dr. Winston discusses grades, report cards, and other mechanics for midterm progress reports. Strategies in regard to parent conferences are supplied by an assistant principal. A mandated district inservice in regard to AIDS is provided to the new teachers. Policies, procedures, extra-curricular activities, and insurance benefits, are topics of programs held throughout the year for new teachers. The last sessions are with the entire administrative team and are designed to be more of a social event where the new teachers can tell the team how they are doing and what assistance they need.

The topic of the orientation program is the determining factor as to who will be the presenter. If there is an area that is not readily evident of the responsibility of someone in the building, then Dr. Winston will make the determination as to whom the speaker will be.

The method of evaluation for the new teacher orientation program is informal. Winston talks with each new instructor on an informal basis. The teachers are asked, "What do you need in addition to what we did?" There have been few changes or

modifications in the past fourteen years, although an important change has been the timing of the programs so that they are more meaningful to the new teachers. An example would be waiting to discuss report cards at an appropriate time rather than at the initial part of the school year.

For the past two years the district has focused on multicultural education for teachers and has brought in resource people. This program is for all teachers and is in response to the growing minority population at Inland High School.

Dr. Winston believes that the program is successful and does not believe there is a necessity to make any major changes in the new teacher orientation.

Jamestown High School

As a result of financial difficulties and enrollment decline, the school board made an administrative decision to merge Jamestown High School with another school in the district. The new principal, Dr. Meyer was faced with enormous responsibilities as the 1991-92 school year began. The new school has a large minority population and a high drop-out rate. In January, Meyer was to be moved to the district offices where he was to develop an alternative high school program for the district.

The objective of the new teacher orientation program at Jamestown is to help the new teacher adjust "basically to the area. There are a lot of big factors in the building that is not content but people." The school district has a thirty

percent low income rate and a thirty-five percent mobility rate. "These are the kind of factors they have never learned about. Anything like that you can only get experience by experiencing." A second objective is to develop self-esteem in the new teachers.

Meyer's priority in this orientation program is "to make veterans out of them right away." The wish that he has is to have the new teachers understand how to deal with and how to teach the students that they have. "If I had one particular target I would like to have them be able to adjust or recognize the type of classes more specifically; not so much the learning style but the learning speed of our kids."

All the major decisions regarding the new teacher orientation program have been determined by Dr. Meyer. There are no special plans or objectives for returning teachers as they are placed with new teachers out of college. Career change persons are not hired as Meyer prefers teachers who have always desired to be a member of the teaching profession.

The new teachers meet for two days and in the first hour session each day Meyer explains the teachers' contract, building policies, and other administrative things. At the conclusion of these sessions the division chairpersons meet on a one-to-one basis. The chairman discusses gradebooks, attendance books, and textbooks and helps to develop lesson plans for the first two weeks of school.

During the first month of school on Tuesdays and Thursdays, Meyer meets after school with the new teachers. Problems that the new teacher confront are examined in this group setting, and an assistant principal will discuss procedures for discipline. Each one of the sessions has a different title. Media service director, the librarian, and the director of student activities are invited in to speak with the new teachers on their areas of responsibility.

Evaluation at Jamestown High School is solely the responsibility of the principal. Dr. Meyer each summer examines what the last years program consisted of and makes adjustments. Previously the program was only one day, but this year Meyer determined that more time was needed to work with the new teachers and extended the program to two days.

Stratford High School

Stratford High School is one of two high schools in a high school district. The school has been affected by a change in the ethnic composition of the community. The school currently has a large Hispanic enrollment and faces problems with attendance. Hispanics are classified as having the highest at-risk numbers in the country and Stratford's drop out rate is representative of this statistic. Mr. Cline, the principal, has a current enrollment which is increasing at a rapid pace that will require many additional teachers. The school has twenty-eight hundred students and for the next

school year twenty-five more faculty members will be hired as a result of increases in the enrollment and programs.

The district provides a half-day orientation program that basically introduces the new teachers to the administration, gives them a tour of the district, and provides lunch.

Objectives of the new teacher orientation program include providing the teacher with opportunities to be successful and "having someone available to deal with those problems that arise everyday or occasionally." The latter entails having a mentor program for new teachers that provides assistance to they teachers whenever they have a need.

The objectives and priorities have been determined by an administrative team with an assistant principal in charge of the program.

The initial orientation program in the building deals with policies and procedures of the school and one half day with the mentor. Other content is determined by the deans who provide presenters for various topics which include discipline, nursing, assertive discipline, and writing across the curriculum. The priority is that the teachers adjust to the rules and regulations of the school.

The mentor program is supported by teachers who are invited to participate. These are persons chosen for their excellence in teaching and that are involved in many activities in the building. The mentors are paid an extra stipend for the one day that they meet at the school with

their mentees which is prior to the date that the other teachers return for the commencement of the school year. There is no release time provided but they are encouraged to visit the classrooms of the mentees. Substitutes are provided if requested by the mentor for the purpose of observation. An attempt is made to provide common planning time, but this is not the norm for the participants. Mr. Cline believes that with the addition of twenty-five new teachers common planning time for mentors and mentees will be more feasible. The mentors are given a morning inservice to provide them with information necessary to be successful.

The new teacher orientation program is currently four days during which time the new teachers are given time to work with the deans for the various disciplines. Previously the orientation program was a one day program, but it was found to be too difficult to provide all the help necessary in such a short period of time.

Evaluation of the program is done by the building principal and the other administrators. It is not a formal evaluation. A great many of the things that are now included in the orientation program are a result of "what we are involved in." The mentoring program is a "periodic ongoing evaluation through group discussion." Mentors provide feedback to their supervisors and then this is disseminated back to the building principals. They also fill out a formal evaluation

form. They can make comments about the orientation program and do not have to indicate who they are on this form.

As a result of the evaluations there have been changes in the program. The changes made in the program include adding an additional three days to the initial school year orientation as the realization was made that they could not accomplish much in a one day new teacher orientation program.

Knight High School

Mr. Stinespring has been an administrator for ten years at Knight High School. Prior to accepting the position as principal, Stinespring was the vice-principal. He has held this current position for two years. The school is one of three high schools that is part of a unit district, and nine new teachers were hired for the building this year. Knight High School is located in a rapidly growing suburban community that has a high standard of academic excellence and has been able to accomplish many of its goals because financially the condition of the school district has been very sound. There are some additions being made to the school district now that will alleviate some problems in the lack of sports facilities and extra-curricular activities.

There are three objectives for the new teacher orientation program. The first is to get the new teachers acquainted with the logistics of the school so they can manage on a day to day basis. Secondly, the objective is to "help them become familiar with what our expectations are of quality

classroom instruction." The final objective for the new teacher orientation program is to socialize the teachers to Knight High School and to make them feel welcome and accepted.

Mr. Stinespring stated that priorities for the program depend on whether the person is new to the profession, someone returning to teaching, or a career change person. Decisions made regarding the objectives and priorities have been determined by the principal and the assistant principal who is in charge of the program. The original objectives and the format for the program were determined by a steering committee three years ago.

He indicated that there are no special objectives or content in the program for returning teachers or career change teachers. Later, Stinespring contradicted this statement when he said there is some special assistance offered through the mentors by individualizing the relationship.

"We only do something different for them as the individual mentor would adjust their mentoring with them to reflect each of those categories. For example with a teacher that's new to the profession, there's going to be a different kind of mentoring relationship to that person, different kind of feedback, different kind of assistance that they would provide compared to someone who has taught for a number of years and who comes to us from another district. So because of the way the mentoring program is set up, it gets fine tuned individually."

While the principal is aware of the different needs of returning or career change teachers the mentors were given the task of supplying help. The mentors are full time teachers and do not receive release time. Not providing release time would

make it difficult to assist new teachers since there might not be sufficient time for solving problems or just giving needed guidance.

"I think they need a different kind of assistance than other categories because the people that come back to the profession after many years away from it I think come back with a special set of needs. They're coming back with a little bit of fear that things have changed radically since they were in the classroom before. Maybe some question, can I do this again? Can I be as effective as I was before? Some are coming back disillusioned with what they experienced and that brings emotional baggage with it. In other words, they left because maybe they thought things were going to be just wonderful in whatever world they were going to and it turned out not to be so great, and they're coming back to their first love. So they're coming back somewhat sheepishly almost as if I'm a little embarrassed that I went away, and now I'm coming back. So we talk about that being sensitive to those kinds of things. Yes, I do think they have special needs."

Mentors are given special training to work with the new teachers. The individuals that are chosen to be mentors are given professional development credit which is credit toward movement on the salary schedule. Some of the training has been during the summer months. The participants have a choice of pay or professional development credit if the training occurs during the summer or the end of the school day.

Content of the program includes orientation to the services of the library, attendance, and discipline. Special education staff present a session to the new teachers about the link between the special education classes and regular classes.

The initial part of the orientation program is two full days before the other faculty return to school. From August to

January there is one meeting a month after school for the new teachers at which topics of importance are presented.

The principal provides each new teacher with a copy of the Master Teacher, a periodical which provides tips on becoming an effective teacher.

Evaluation for the new teacher orientation program is formal. At the end of the January program for the new personnel they are asked to complete a document which questions the value of the program. Inquiry as to suggestions for improvement are solicited and evaluated by the assistant principal.

As a result of the changes that were made due to suggestions and comments by teachers and administrators, there has been a better understanding by the new teachers of the special education program in the school. There is also more time spent with the counselors to explain the relationship between the counselors and the teachers. An orientation to the library has also been added. Mentors are given training to help them meet the needs of career change and returning teachers by explaining their need as a result of suggestions.

Eli Lilly

Eli Lilly High School is located in an affluent community. The school has long been recognized for the outstanding achievements of its students and exceptional academic programs. The parents of the students are executives of major corporations and professionals who value the

importance of education and thus there is a great deal of pressure on the students and teachers so that students are accepted to prestigious colleges and universities. The principal is aware of these pressures and provides a program that is responsive to the demands of the community. Dr. Weller, the principal of the school has been in this position for three years.

Very few beginning teachers are hired at Eli Lilly High School; most are experienced teachers. This 1991-92 school year Dr. Weller hired nineteen new teachers with only three being beginning teachers. The average of the new teachers hired was six year's experience and this setting helps determine the objectives for the orientation program.

The first objective for the new teachers' orientation program which Weller believes is the most significant is survival skills: where can the teachers find what they need quickly to live in the school? Learning the standards and expectations of the school are the next objectives. The last objective for the program is the enculturation of the new teachers. New teachers are given a mentor within the department that they teach in and they also get a partner from last year's class of new teacher orientation. An important consideration is getting them to be part of the Lilly family and understanding how they think, how they behave, and what is the Lilly way of doing things. When Dr. Weller assembles the

program for the year "these are the strands running through my mind."

The priorities for the program are to make the teacher successful -- "To make sure that at the end of the freshman year the teacher comes back." The objectives for the program are determined by the principal of the school as Weller believes that is who should be responsible for this important function.

In the summer Dr. Weller mails the teachers three books to read; two of them will vary. The third book is always Children of Fast Track Parents: Raising Self-Sufficient and Confident Children in an Achievement Oriented World "because that's who they're going to be dealing with on a daily basis." The books are discussed in a group setting and alluded to on other occasions.

The initial orientation program deals with survival, such as what are the services that the library offers the students and teachers. In the second part of the program the superintendent, the director of student services, the director of technology, the deans of discipline and the department chairperson for the library are among the presenters who explain discipline, counseling special education, the advisory system, and instruction. Dr. Weller explains what the research says about the pitfalls of being a new teacher. There are models of good conduct and grading that are presented to the new instructors.

Attempts are made to have teachers get to know each other since the school is very large and has over three hundred instructors. Weller believes it is important for teachers to meet colleagues from other disciplines. "Because it's too easy to get isolated in a big school. So that you only see your little piece of the total project."

The first day of the orientation program a bus is rented to take the teachers on a tour of the district to show them the environment that the Lilly students live in. "We have a conversation on the bus about what do you think it feels like to be a teenager in this community." The teachers are expected to do home visits and are taught "about the formalities they can expect or the informalities they can expect." Weller wants to make sure the teachers are not left open to a social faux pax.

First year teachers are encouraged to participate in the TESA program. The program, Teacher Expectation and Student Achievement is designed to teach help raise the quality of teaching and was developed through Phi Delta Kappa. There are many students of Asiatic origin in the school with limited English proficiency. Lilly High School district has been a site where many transferred professionals buy homes as they have learned of the outstanding reputation of the school.

It is recommended for new teachers in their second year to attend a Writing Across the Curriculum workshop and in

their third year attend a learning, thinking, and "meta-cognitions type of class."

Weller places a high priority on informal kinds of communication. She spends a great deal of time observing teachers in their classrooms, but before she begins these observations she teaches the elements of a good lesson to the new teachers in a large group setting. Meetings are held in large and small groups.

Dr. Weller believes using different strategies and methodologies with the new teachers will help increase the chances for success.

"You've got to use all the same techniques that you would be using in a classroom. The most important thing is for me to make sure that whether I'm the speaker or someone else they have to use the best teaching strategy they know how because we always model teaching. And if all we do is sit and get, that's exactly what the teacher is going to regurgitate when I come in to watch. And that's exactly what we don't want."

Each Friday the new teachers meet after school, and when the meeting has concluded they go out socially as a group. "They need to feel a sense of unity." There is a definite attempt to create an esprit de corps. Each meeting is held in a different place in the building and snacks are served at each session.

The school has not hired career change persons as teachers. This year some teachers who are returning after extended periods of absence were hired after being away from education for eight or ten years.

"They have to start all over again; they are new teachers. They are no different. They have greater insight. I can use them for a meeting situation because they are parents so there's a maturity level dealing with the children. We can talk about what are parental roles and call upon them. So there are meaningful experiences that they have that we can incorporate into our program. My job is to facilitate the talents of my teachers, but they need refresher courses. There's no question about it."

Dr. Weller believes

"The most important thing that happens in this building is instruction. And I will be as close to my teachers as I could be. As a principal, my job is to teach teachers, and I can never acquiesce [sic] that, I can never give away that piece of my responsibility to anyone else in the institution. Because this is my legacy -- the teachers I've hired. I want this school to be different because I was here. Not because of me personally, but because of the teachers I've hired. That is my legacy."

Analysis of the data

This study concentrated on thirteen large high schools and their orientation programs for all new teachers whether they are teachers who have just completed a program in teacher education, returning teachers, or career change teachers. The person interviewed in each study was the principal with the exception of two schools. At Brighton Beach, which is a one building high school district, the assistant superintendent was interviewed at the request of the principal because the principal did not supervise or direct the orientation program. The second exception was Allright high school at which the principal delegated the task of being interviewed to the assistant principal because she was the administrator in charge of the program. The interviews were audio-taped and

quotes included are verbatim. The references to the literature and research are synthesized based upon investigations in Chapter 2. Each high school had an enrollment greater than two thousand three hundred students.

The questions guiding this study, included in appendix A, were focused on four aspects of orientation programs:

1. Objectives
2. Content
3. Methodology
4. Evaluation

For this research thirteen high schools from suburban areas in close proximity to the city of Chicago were included. The principals interviewed had served in this capacity for a length of time from two to seventeen years. The two administrators who were not the principals of the school were an assistant superintendent who had served in his position for ten years and an assistant principal who served in this position for two years. The number of assistant principals in each school had varied from one to four in number. The number of teachers in each school ranged from one hundred forty to three hundred. The number of assistant principals in each school schools varied from one to four.

Objectives

Each of the thirteen selected high schools presented some type of program for new teachers. The objectives varied in

substance and number from one to three. Three of the high schools had but one objective.

In the interviews the principals hesitated before they were able to state their objectives of the new teacher orientation program. "I don't think we've got these objectives specifically written anywhere, but I can tell you what they are."

The research states that the objectives should be explicitly defined in written documents that are presented to the new teachers and also articulated at any meetings that are conducted as part of the orientation programs. None of the schools in the study had written objectives. The objectives should reflect the standards and goals of the school and the district. In the interviews conducted no school had clearly written objectives which may be the reason why administrators had difficulty in stating the objectives.

Helping to make the teachers feel comfortable with the schools by giving them a thorough knowledge of the facilities was an objective that the principals at Allright, Capitol, Eli Lilly, Elkhart, Harrison, Inland, and Knight High Schools hoped to achieve. Although these seven schools indicated that they wanted to make the new teachers comfortable the method by which they attempted to accomplish this feeling of comfort was not revealed.

The term comfortable was not defined so it is unsure as to what it meant in the context used. The method by which the

level of comfort is judged is not evident by any of the statements made by the administrators in the study.

Other high schools differed in their stated objectives. At Capitol High School an objective was to make the new teacher feel comfortable with the overall culture of the school. The method by which they attempted to make them feel comfortable was not stated. Mr. Cline at Stratford and Dr. Young at Jamestown were specifically concerned with the adaptation of the new teachers to the at-risk students that make up a large percentage of the student population. The deans at each school presented sessions at which they discussed the student population which may aid in the achievement of the objective.

As the literature states, helping the teacher feel comfortable in the school and adjusting to the students will aid in promoting the personal and professional well-being of the new faculty and may contribute to an increased retention rate of the new teachers. It was difficult to determine the extent to which the personal and professional well-being was enhanced in the programs studied. The evaluation process and the statements by the administrators did not provide enough evidence to determine how well the lives of the teachers were enhanced.

Acquainting the teachers with the policies and procedures was a high priority for Allright, Brighton Beach, Capitol, Elkhart, Friendship, Ivanhoe, and Knight High Schools. The

administrators were aware that in order to have a successful initial year of teaching a new teacher would have to be knowledgeable of items such as attendance policies and disciplinary procedures. Since the other schools did not place knowledge of policies and procedures as a priority then their new teachers might become confused as a result of being unable to complete these procedures effectively. The administrators may have decided that the teachers would eventually become familiarized with the policies through the assistance of a mentor or department chairperson. The administrators may have also determined that eventually through trial and error the new teachers would learn the policies and procedures.

As the researchers have explained, an understanding of procedures and policies is integral to helping new teachers make adjustments to their environment. Without adequate knowledge a new teacher to the building might have problems dealing with the everyday mechanics of managing a classroom.

"Our impression is that colleges and universities don't do a very good job with them, preparing them to step from the university setting right into the classroom." Dr. Young's perception prompted him to teach his new teachers what he believed were effective instructional strategies in the goal of improving the quality of teaching at Gemini High School. He did not identify what he thought were effective strategies. The school did have a consultant from a university develop a program to help all teachers improve their teaching. Since

many of his new teachers had moved to higher paying districts one might assume that he did provide effective instructional strategies.

Instruction has been stressed in the literature as being an important component of a new teacher orientation program. An effective program provides modeling in the area of instruction. Eleven of the schools in the study have delegated this modeling task to the mentor or department chairperson.

With a student population of over 2,300 the principals may have found there were constraints on their time. There might be an assumption by the principal that a mentor or department chairperson may be in closer proximity to the new teacher making it more convenient and conducive to providing assistance in instruction. Allowing the mentors or department chairpersons to assume the responsibility for instruction frees the principal to address other issues in the school.

When mentors or department chairpersons are educated in current instructional strategies, the principals may feel more confident that this vital aspect of the educational process will be taught by individuals well versed in instruction. Guidance and supervision by the principal when conducted on a regular basis can assure that instruction is carried out in an effective manner. From the statements by the principals this support or supervision was not evident. It is also not known to what extent the mentors or chairpersons provided assistance in instruction to the new teachers.

The principals at Eli Lilly, Gemini, and Stratford High Schools were also strong advocates for insuring the success of the new teachers by focusing their efforts on effective instructional strategies as they thought it was important to the program. The realization that instruction is important is a result of both experience, training, and having them encouraged to stress instruction as part of their initial formal orientation programs which could provide an adequate foundation on which the new teachers could build.

The concentration on instructional strategies at the three schools was designed to help teachers to become proficient instructors. The administrators thought that if the new teachers did not have an adequate foundation from their education or were poor teachers then support in instructional strategies would promote or facilitate improvement in instruction.

The improvement of teaching skills was an objective priority at Stratford and Lilly. This objective was transmitted throughout the orientation programs within the framework of the content and methodology for new teachers.

The assistant principal at Allright concurred with the beliefs of the principals at Stratford and Lilly and attempted to adjust the program by offering some after school programs in instructional strategies to help make a smooth transition for new teachers. None of the other schools felt that instruction was a priority.

In addition to focusing on instructional strategies, socialization was important to Dr. Weller at Eli Lilly High School and Mr. Cline at Stratford High School. Mr. Cline perceived the mentors would assume the responsibility for serving as positive role models for the new teachers. The mentors are trained to transmit information to help all new teachers in understanding the climate of the school and becoming socialized by discussions with the mentees. Cline believed the assistance would decrease frustration and create higher morale. It seemed that Weller realized by creating situations that would encourage cohesiveness in her new teachers they may be happy and develop loyalty to the school.

Awareness and knowledge of the curriculum of the high school were objectives at Allright, Capitol, Elkhart, and Harrison High Schools. These objectives were included in four high school orientation programs stressing the importance of the curriculum as a segment of each program. A 1951 article indicated deficiencies in knowledge of secondary education graduates as they entered the initial phase of their profession¹. This old study raised the issue which critics of education believe still exists. The administrators interviewed did not acknowledge support in subject matter to new teachers as a segment of the orientation programs. Dr. Young realized the necessity for more knowledge of the subject matter, but said providing knowledge is the function of the university. If

¹Wey, 32-37.

a new teacher had a lack of adequate knowledge of the subject matter and the orientation program did not provide assistance to improve the level of knowledge this deficiency would hamper the ability of new teachers to teach the curriculum. The students might not receive information at a level that would facilitate learning prerequisite material that may be necessary to proceed successfully on to advanced classes.

Other objectives stated at individual schools included developing a sense of tradition at Brighton Beach, and the mentoring program at Ivanhoe. The mentoring program is the method by which the administrators at Ivanhoe are trying to accomplish the goal of insuring the success of the new teachers. These objectives were not previously mentioned in other programs.

Research has shown that needs and methods of support for new teachers should be individualized. None of the schools in the study individualized assistance in the areas of instructional strategies, subject matter, and classroom management as part of the formal initial orientation program.

The administrators (with the exception of Stratford and Ivanhoe) interviewed tried to convey the impression that individualization was accomplished through the mentors or department chairpersons. There was no evidence given to indicate that individualization was accomplished or how it was achieved through mentoring or the department chairpersons.

Stratford High School trained its mentors and then assigned mentors the task of individualizing programs of support for their mentees. At Ivanhoe the mentors were also given training and delegated the task of providing individualized support in any area that the administration does not address its formal program.

While policies, procedures, and orientation to the school are the most prevalent of the objectives, the second most prevalent objective is the assimilation of new teachers into the school culture. The research states that transmitting the culture of a school is one of the most common objectives.

The transmission of culture of the school is addressed through a video presentation, a bus tour of the community, and is discussed at four high schools in the initial group orientation. Other schools chose not to address the culture of the school in their formal orientation.

Allright, Brighton Beach, Capitol, and Eli Lilly provided information about the culture of the school through discussions as a part of their formal program. Other schools did not transmit information in their formal programs. It was not communicated in this study if culture was addressed by the department chairpersons or mentors during the initial part of the year or any other time during the school year. The schools that provided information about culture believed enculturation could be a lengthy process and new teachers may feel

uncomfortable until they achieved an adequate level of understanding of the school culture.

When the four schools attempt to transmit the culture to the teachers they believe a sense of bonding and ownership to the system may develop. Without a transmittal of the culture of the system a sense of ownership or a commitment to the school by the teachers may not develop. Stress and dissatisfaction may result without practical knowledge of the school culture and a teacher may be unable to function effectively in the new environment which could lead to teacher drop-out.

Except for Eli Lilly and Inland, all administrators agreed that decisions regarding the objectives would be made with agreement of the other administrators in the school after discussion of the issues. Since it was difficult for the administrators to state the objectives it is unsure that this was one of the topics of discussion for orientation programs. Any changes made were also the result of discussions with other administrators. The principals at Eli Lilly and Inland believed it was their sole responsibility to make this type of decision.

Site-based management and shared decision making have affected orientation programs at Stratford, Knight, Brighton Beach, Gemini, Harrison where the mentors are given the opportunity to provide input as to their views on the strengths and weaknesses of the orientation programs. At

Allright the mentors who are members of the staff development program are solicited for their input. At Ivanhoe the union contributes suggestions for the teacher orientation that are being included in the program.

Not one school had special objectives for career change and returning teachers. Dr. Stinespring, the principal at Knight believed that those teachers who fall into the category of career change and returning teachers do need special assistance. The administrators at Knight and Allright believed that the needs of career change teachers and returning teachers were different than those of new teachers. They attempted to show that the department chairpersons or the mentors individualized the objectives to the teacher. Neither of the two administrators could substantiate any specific instances nor could they indicate any evaluation methods which would determine what objectives had been identified. With new mandates in Illinois regarding career change teachers, schools may see a large influx of new teachers from this group. Since career change teachers will have a different foundation than people with education backgrounds, adjustments in objectives will probably be necessary for many schools as they hire career change teachers.

Dr. Weller at Lilly did not believe that returning teachers were any different than beginning teachers and were not treated differently. Mr. Carr and Dr. Meyer both stated they would not consider a career change teacher for an

employee as the person probably was a failure in his other career. There was no need to provide objectives for career change teachers at these two schools.

At Allright, Elkhart, Eli Lilly, and Inland the priorities were designed by the administrators to facilitate the success of the first year teachers with, as Miss Ash stated, "the least disruption for the student and the teacher." Dr. Weller believed that, as principal at Eli Lilly High School, the most important task she had was to develop superior teachers. Likewise, Mr. Dreyer at Elkhart said his priority was to help the teacher become the best staff member he could be. The content and the length of the program were designed to provide the necessities to meet this priority as identified by materials that listed the content of each session of the orientation program for new teachers.

Dr. Will indicated each objective was equally critical and would not single out one as a priority. He attempted to instill an aura of tradition and prestige for the new teachers in order that they would perceive how fortunate they were to teach at Brighton Beach.

The remaining schools in the study had varied priorities. Dr. Meyer and Dr. Young both desired a rapid transformation from novice to veteran teacher. The reasoning was that a new teacher without experience would have greater difficulty dealing with Jamestown and Gemini students. However, the content of the program at Jamestown did not contain

information about instructional strategies, how to teach students from lower socio-economic families, or how to teach students from diverse multi-cultural backgrounds, which would make the possibility of a rapid transformation from novice to experienced teacher more difficult to achieve. The orientation program at Gemini was substantive in that the program included content that focused on providing the new teachers with instructional strategies, class management, discipline, lesson design and other subjects, thus helping to achieve a quick transformation.

At Knight High School Dr. Stinespring directed the department chairpersons to adapt their strategies to the particular new department member whether it be a beginning teacher, returning teacher, or career change teacher. The chairperson would determine what the priorities would be.

The Friendship High School principal, Mr. Carr, ranked knowledge of the goals of the curriculum as his priority yet there was very little planned to carry out this objective. The department chairpersons meet with new teachers for one afternoon prior to the return of the remainder of the faculty. It would be difficult to evaluate what new teachers learn from just one afternoon meeting. A limited time to learn the curriculum may difficulties as the new teachers began to develop their lesson plans.

The mentoring program is the priority at Ivanhoe. It seemed odd that this was chosen as a priority when the

mentoring program is already in existence. La Guardia believed the individual help provided by the mentors was the most important and effective method of helping the new teachers. Since the school did not have a very lengthy new teacher orientation program the mentors were left to fill in the gaps and meet the needs of every new teacher. Even though the school has extensive staff development plans for all teachers they are not specifically designed for new teachers.

Dr. O'Neal at Harrison designated the socialization of the new teachers as the priority. He determined that if teachers feel accepted and at ease in the school environment then they will be able to perform effectively. Dr. O'Neal operates on the assumption that if an individual is able to learn how the "system" operates he may be able to accomplish more change without pessimistic response from fellow teachers.

Capitol High School chose knowledge of the school building policies, and procedures as the priority for all new teachers. The priority was perceived by the principal as being more important than knowledge of the curriculum. Dr. Marsh is sure that insufficient knowledge or unclear ideas will make day to day survival more complicated for teachers new to a building. Knowledge of the building policies and procedures should contribute to new teacher job satisfaction.

The school administrators at eleven high schools in the study said the programs were adjusted to the needs of career change and returning teachers by the department chairpersons

or mentors who would determine after talking with their new teachers what the priorities should be. In each of these cases there is nothing substantive provided for career change or returning teachers in the initial orientation program. As previously stated there was no evidence of any priority or adjustment made for returning or career change teachers with the exception at Knight where the building of self-esteem was a priority for career change teachers although statements to the contrary were made at the other schools.

In summation, instruction is identified in the related literature as one of the most frequently stated objectives of orientation programs but was only designated by three schools as a priority in this study of high school orientation programs. Priorities in the school districts generally were diverse and only at Brighton Beach and Eli Lilly did the priorities completely coincide with the objectives that had been stated by the interviewees. School administrators at all schools interviewed except for Knight could not verbally state any priorities for career change teachers or returning teachers. At all schools that had a mentoring program the mentor and/ or department chairperson were expected to determine what would be the priorities.

Content

All of the respondent schools in the study furnished an introduction to the policies and procedures of their buildings. The administrators believed that unless they

provided the new teachers with a basic understanding of the "nuts and bolts" a teacher would have difficulties in the initial year of teaching. This knowledge is intended help with the day to day operation of the classroom and is consistent with the needs of new teachers identified by research in the field of orientation programs.

With the exception of Brighton Beach and Harrison High Schools each program provided teachers with information dealing with discipline problems. The administrators in the two schools did not divulge why they decided to omit the subject of discipline from the orientation program. It is not evident if the department chairperson or the mentors provided assistance to the new teachers on the subject of discipline.

Nearly every study indicates discipline is the most prevalent of all the problems faced by new teachers yet two administrators excluded this subject in the content of their programs. The other eleven schools that deal with the area of discipline are making an effort to help teachers cope when discipline problems arise and to become more successful teachers.

Class management strategies that will indirectly help new teachers to minimize discipline problems and free more classroom time for instruction are included in formal orientation at Brighton Beach, Capitol, Elkhart, Ivanhoe, Stratford, and Lilly.

Five of the schools explained the special education programs in their schools and how the programs would affect a regular classroom instructor. The trend toward more special education students being mainstreamed will have a tremendous impact on new teachers who will find these students in their classes. The new teachers in the eight schools where teachers did not receive information about special education programs may not be given the knowledge to deal with the complex and diverse problems of the mainstreamed special education student.

In this study, 53% of the schools incorporated instructional strategies as part of their formal new teacher orientation program, but it is not a priority. The research indicated that most schools have instructional strategies included in their orientation programs for all new teachers to help them be adequately prepared to teach their classes.

In the other 47% of the case studies where the formal orientation program did not provide information on instructional strategies then mentors or department chairpersons were left to provide assistance by giving information on the subject to new teachers. The principals did not provide any reasons why they did not include instructional strategies as a part of their formal orientation programs. It may have been assumed that the mentors or department chairpersons would provide an adequate amount of knowledge on instructional strategies.

At Allright, Gemini, and Harrison release time was provided to allow mentees to observe other classes where effective instructional strategies and discipline were modeled. Ivanhoe and Inland provided common planning time which will help to support the mentoring relationship. In the other schools that had a mentor program there may be difficulty planning for mentees to observe other classes since release or common planning time is not part of the mentoring program. Information was not provided to indicate how and if the department chairpersons furnished assistance.

As a segment of the orientation programs at Brighton Beach, Capitol, Friendship, Inland, Jamestown, Knight, and Lilly High Schools, an introduction to the services of the media center or the library was provided which would acquaint new teachers to the policies and procedures of the school more quickly and utilize the facilities more efficiently. The remaining six schools in the study chose not to include this introduction in their formal orientation program. It is not known if the omission is a result of limited time, budget constraints, or a perception that orientation to media and library services was not necessary.

Research indicates that teachers need to have adequate knowledge of the facilities in order to function in an effective manner. It would be dependent on the subject matter that the new instructors would be teaching as to what effect the lack of orientation to the library or media center would

have on their teaching. Teachers who were dependent on the library or media center would be at a disadvantage not knowing the mechanics or resources available.

The literature indicates that addressing the issue of stress is a common objective in new teacher orientation programs. Stress has been identified as a major factor in the dissatisfaction of new teachers. Ms. Ash was the only administrator in this study who stated that she incorporated a discussion of stress and provided strategies for dealing with it with her new teachers. The other administrators did not mention the subject when content was discussed or any other time during their interviews. It is not known if the administrators who neglected the subject of stress were unaware of the extent to which the problem existed. Evidence is not provided to assume that the department chairpersons or mentors were furnishing the support. The administrator who provided information about stress management information was helping to promote the personal and professional well-being of the new instructors.

Eli Lilly, Ivanhoe, and Inland acquainted their teachers with multi-cultural education. Ivanhoe and Inland dealt with this issue through a special program for all their teachers. At Eli Lilly, Dr. Weller addressed the issue of cultural diversity with her new teachers and also revealed the goals that the parents of her students want their children to reach. Providing insight into the two areas Weller attempted to

provide the teachers with the knowledge that may help them teach more effectively. Kennedy² and Stimple³ in their studies indicated that students in university programs of education are not taught to deal with cultural diversity in the classroom or with colleagues. The schools in the study that have diverse cultures in their classrooms or among the faculty may have teachers who are unable to understand how to teach these children or work with their peers if they were not provided with this information in their undergraduate education. If the teachers are unable to teach these students the result may be children who are not achieving to their potential.

None of the schools in the study taught its new teachers to use diverse teaching strategies to deal with the individual differences of their students in the formal initial orientation program. Research has identified individual differences and problems of individual students as areas that need to be taken into consideration when planning an orientation program. Eli Lilly and Elkhart High Schools emphasized making the teacher the best he or she can be but neglected the concept of teaching individual differences.

Elkhart, Lilly, Inland, and Stratford High Schools worked with their new teachers to provide assistance with parent conferences and relationships. Lilly and Stratford High

²Stimple, 90.

³Kennedy, 15.

Schools chose to present the sessions near the time when parent conferences would be held making the subject more relevant and more likely to be retained in the minds of the new staff. Addressing the issue of parent relationships at a later date may reduce overload at the beginning of the school year.

Studies regarding new teacher orientation programs stressed that programs need to be presented that help new teachers with parent conferencing and also indicated that some schools of education fail to address the subject of relationships with parents, peers, and students. Elkhart, Inland, Lilly, and Stratford were the only schools that included sessions dealing with relationships. The other school administrators did not include the topic nor mention it during the interviews except the principal at Knight who said it was a good idea, but he neglected the subject in the orientation program.

Greater relevancy could be achieved if schools approach the topic of conferencing at times that are appropriate. Providing assistance at an appropriate time may protect new teachers from being overwhelmed at the beginning of the year when they are inundated with information.

Brighton Beach, Elkhart, Lilly, and Stratford were the only schools that attempted to acquaint their new teachers with the community. Lilly and Stratford chose to give the new teachers a bus tour of the community. History of the

community, geography, and community relations are areas that have recently been identified as being important to a new teacher orientation program. Nine schools did not offer information about the community that may enhance the ability of a new teacher to deal with the parents, teachers, and students and give a better perspective of the school programs and culture.

Some research concerning secondary teachers has indicated that teachers may not have adequate preparation to teach at the level that they are assigned. In this study department chairpersons were given the responsibility of preparing their new teachers for their assignments. There is no indication as to whether the department chairpersons are qualified in every area they supervise or that they have the knowledge to instruct their new employees. None of the schools had university coordinated programs where department chairpersons could be taught how to help prepare the new teachers teach to at the level at which they are assigned.

The presenters of the various content areas had been chosen by the administrators in charge of the programs who attempted to align the program with the individual who was best equipped to present the material. All of the presenters were chosen from the school or the district offices. No school chose to pay an expert from outside the district to introduce material and no explanation was given as to why they did not.

Current research indicates that an induction team consisting of teachers, representatives of the teachers union, mentors, principal, and parents should develop an orientation program. The team would choose the presenters and be providers of programs. None of the schools in the study had an induction team that encompassed all the groups suggested by the current literature. At Allright, Capital, Brighton Beach, Elkhart, Ivanhoe, Knight, and Stratford where the principal was not the administrator for the orientation program it did not appear that the principal provided a great amount of guidance and support to the program.

There was no special content in any of the thirteen school formal initiation programs for returning teachers or career change teachers. The material in the formal programs was designated for beginning teachers who had just completed their education. The department chairpersons or mentors were to determine over the course of the year what additional content the career change or returning teachers needed and then present this information. There was no supporting evidence that additional assistance had been accomplished at any school. The research in the field of orientation programs has indicated that there are commonalities in the need for assistance by all teachers in their first year of teaching such as knowledge of policies and procedures. All of the schools in the study are addressing this issue.

In summary, although nine schools in the study had significant numbers of minority students and had great cultural diversity in their schools only Inland, Ivanhoe, Stratford and Lilly dealt with cultural differences in teaching and relationships. Community history, geography, relationships with students, teachers, and parents are subjects that are included in new teacher orientation programs at Brighton Beach, Elkhart, Eli Lilly, and Stratford. The other schools in this study omitted these content areas.

The presenters in the program ranged from the principals themselves to the assistant principals, superintendents, assistant superintendents, teachers involved with mentoring committees, department chairmen, deans of students, and student support services.

Presenters are chosen by the administrator in charge of the program who attempted to coordinate the topic with the appropriate speaker. This was the case in every high school in the study.

With the exception of Brighton Beach and Harrison each of the schools taught the teachers how to deal with discipline problems. Five of the schools explained the special education programs in the school and how the special education program impacted a regular classroom instructor. Seven schools included instruction in the content of their orientation program. One school attempted to deal with the problem of stress in the new instructors and two schools with crisis

intervention. Six of the schools acquainted teachers with the facilities and services of the library and the use of audio-visual equipment. Stress management, a factor in the dissatisfaction with the teaching profession for new teachers, was formally addressed in only one school. Every school incorporated information about policies and procedures as part of the formal orientation and a majority included discipline and instruction, but instruction was a priority at just three schools. The other content categories were not as uniformly presented in the programs across the sample high schools.

Every administrator interviewed believed that the content was aligned to the objectives although at the time of the interviews there was difficulty in articulating those objectives. The principal at Capitol High School is typical in his response. "I think you can most clearly see the relationship between curriculum issues and rules and regulations issues. It is a little harder to maybe see a direct relationship to the third objective of the culture of the school."

The special content that was needed by career change or returning teachers was to be handled by the department chairpersons or mentors throughout the school year when discussion or observation indicated a need existed.

Methodology

In a school district where there was more than one high school, the district provided some type of formal orientation

program. In all cases except one, the program basically provided an introduction to the system, an explanation of benefits, and an introduction to the district level administrators. These programs were conducted during a morning session after which the teachers returned to the high school at which they had been assigned. The exception was the Knight district that provided, after school, a number of programs from which the new teachers had a choice. No reasons were provided as to why most districts believed it was better to individualize the orientation program to the school.

All the high schools had a formal orientation program of varying duration prior to the return of the entire faculty. After the school year began, six of the high schools had one and one-half to two days and one school had a three-day program. Six of the schools had formal programs on a monthly basis in addition to the initial program. One of the six had programs for the first six months of school. Three of the high schools met more than one time a month with one of these three meeting twice a week. Seven of the schools continued their orientation program throughout the entire school year. All the programs met after the normal school day during the school year.

It was not determined why there was such diversity in the duration of the programs. It is also not known if there is a lack of funding for orientation programs or if there is the thought that it is unnecessary to extend them into the school

year. The principals seemed to assume the mentors or department chairpersons would provide sufficient amounts of knowledge to render it unnecessary to continue the formal orientation program.

Research in the area of orientation programs has shown that ongoing orientation programs throughout the entire first year for new teachers may attract people to the teaching profession by using strategies such as continuous inservice and updating of skills that are similar to the private sector. The seven administrators believed that on going orientation programs helped teachers to retain material and promote satisfaction among new teachers. The other administrators did not reveal why they did not have ongoing orientation programs.

The presenters in the program ranged from the principals, assistant principals, superintendents, personnel directors, teachers, department chairpersons, and deans. Presenters are chosen by the administrator in charge of the program who attempted to coordinate the topic with the appropriate speaker. This was the case of every high school in the study.

Every program had both a lecture and discussion format. Two schools utilized video tapes to teach the content. Dr. Weller at Eli Lilly mailed three books to the new teachers prior to the first formal orientation program. The books were referred to throughout the initial year of teaching in the school and were chosen to help the teachers adapt to the school environment. Educators know that instructional

strategies need to be varied for all students. The administrators in the study generally failed to vary strategies for the new teacher orientation program and in ten schools lecture and discussion were the vehicles by which the material was presented. One school utilized video-tapes and another problem-solving situational activities.

Although the specific methodology used by the mentors goes beyond the scope of this study, data and analyses of the concept of mentoring are included in this section because of the close interrelationship between mentoring and orientation programs.

Jamestown and Friendship were the only high schools that did not have a mentoring program. The new teachers at Jamestown and Friendship worked with their department chairpersons to receive help. Schools either had people volunteer to be mentors or teachers were chosen on the basis of their teaching ability.

Allright, Capital, Ivanhoe, Knight, and Stratford had mentoring programs that provided training for the mentors who would determine the methodology for material they were to present. No information was divulged as to why the other eight schools did not provide the training that is important to mentoring programs as research has indicated.

Six of the schools that had mentoring programs provided compensation either in money or credit on the schedule for experience. It is possible that more or better qualified

teachers would volunteer for mentoring programs if credit or compensation were provided. Dr. La Guardia and Dr. Will at an earlier time compensated mentors but under budget constraints compensation was no longer possible.

Dr. La Guardia uses mentoring as part of the goal setting choices for his tenured teachers. The teachers can choose mentoring as part of their requirements toward evaluations and help them to get a better salary. Dr. Will found it more difficult to recruit mentors without compensation. Capitol, Ivanhoe, Inland, Allright, and Elkhart provide release time for the new teachers or mentors to visit other classes. Five of the schools had common planning time throughout the year for the mentors and the mentees. Five of the high schools had mentors from the same department as the mentees. John Stinespring, the principal at Knight High School said he believed it was important to provide common planning time but the manner in which the schedule was arranged made it difficult to accommodate this feature of the mentoring program. The remaining school administrators that had orientation programs said they did not provide common planning or release time.

Knight High School trains its mentors to understand that if a returning or career person will be the mentee each will need different assistance. The career change person has no background in teaching while the returning teacher may need updating on teaching strategies. The training is intended to

give the mentors this awareness. The other schools with mentoring program did not provide the mentors with information about career change or returning teachers. The administrators stated that the mentors would adapt their assistance even though they were not provided with the training that may be necessary to help the career change or returning teachers.

Studies have established evidence that mentoring is one of the most cost-effective methods of delivering knowledge to new teachers. Six schools provided credit or compensation, one provided release time, two provided common planning time. Generally schools did not provide full support for mentoring programs.

At Brighton Beach the assistant superintendent administered the program. Except at Eli Lilly and Inland High Schools decisions made as to what subjects should be provided in the content and as to what methodology will be utilized were decisions made by a consensus of all the administrators. Dr. Winston and Dr. Weller were cognizant of the research that indicates the principal should be the instructional leader and they have accepted the responsibility for the methodology of the orientation programs.

New teacher orientation programs at each of the high schools had no connection to any university program except at Gemini High School. The administrators in the study did not seem to have any desire to work with any university based

program nor did they indicate that there was any need to do so.

The research indicates that schools might benefit if they include representatives from a university who would provide guidance during the planning of the content, methodology, implementation, and evaluation phase of the orientation program.⁴

In summary, the number of days that a formal initial orientation program varied as did whether the program continued over the entire year or concluded in the fall of the year. The reasons for the diversity in the length of the programs were not provided. Even though research has shown that a variation in instructional strategies is important to teach new skills, only four schools deviated from the lecture/discussion format in their orientation programs. Mentoring, a segment of most programs, was not supported by the administration in that not all provided release time, common planning time, compensation or training for the mentors.

The department chairpersons determined the methodology for their portion of the orientation programs. Principals valued the input of their administrators and accepted their assistance as decisions were rendered concerning the methodology of the orientation programs.

⁴Gordon, 13.

Evaluation

Evaluation of the new-teacher orientation program at the high schools is a formal written summative questionnaire at four of the high schools. The teachers are asked to respond to the program through written comments. At six other high schools the evaluation by the teachers is informal and is conducted through discussion with the administrators. At two schools the teachers have both a formal written and informal oral evaluation of the program.

In general, the administrators also informally evaluated the programs themselves. At Elkhart High School there is a formal written self-evaluation that Dreyer and Dr. Carlson complete. The principal at Jamestown is the sole evaluator of the program with no input from any other administrator. "Mine is just my self-evaluation. In other words I take notes down, what's this - I will adjust the program like what's on the first day, second and that depending on what I think are the needs for that year."

Administrators in the study said they have made modifications in the program as a result of oral and written evaluations by new teachers and mentors and as a result of discussions with other administrators. Ms. Ash, at Allright, believed that "We've added many things based on the assessments." She has added test design to the content of the program and two extra workshops during the year as a result of

her informal evaluations of the program with her new teachers when they stated they had deficiencies.

At Inland High School there have been few modifications of the program. Most changes have been made to move one segment of the program to a different time slot. A need to cut down on the amount of material presented has been the type of modification that has been implemented at Friendship High School. Dr. Young at Gemini stated that changes have been the result of administrators trying to keep abreast of new trend in technology and instructional improvement and new research on instructional methodologies and instructional improvement. Dr. Young believed that as a result of the changes in programs teachers have been able to get off to a better start. The principal at Ivanhoe High School responded that "I think people can make choices about their educational goals."

The modifications in the programs seem to have made them more responsive to the needs of the new instructors. An example would be moving a presentation on the topic of parent conferencing to a time slot that is nearer to the conferences. Another example is a school district that restructured a session from a re-active activity to a pro-active activity as a result of suggestions by the new teachers. The district program structured a scavenger hunt in the district offices to acquaint teachers with the district officials. The officials previously would lecture to the new staff about their positions. All the administrators interviewed believed the

modifications have made the programs more responsive to the needs of new teachers.

There is only one type of evaluation and it does not matter if it is a beginning teacher new to the profession, a career change teacher, or returning teacher. The type of evaluation for orientation program is still the same for all teachers at all the schools. The administrators were sure that career change teachers and returning teachers would have the opportunity to express their views of the program under the same conditions that the beginning teachers had.

Schools in the study do not assess improvements in learning through both pre- and post-tests for new teachers. Principals indicated they received feedback throughout the year from discussions with new teachers. No school used both formative and summative written evaluations. Elkhart was the only school to use formative evaluations as a guide to make changes throughout the year to meet the needs of the new teachers as these needs were identified. Flexibility to make minor adjustments is needed as a condition of a successful program so problems can be addressed as they develop. Summative written evaluations are not given to administrators, mentors and division chairpersons to provide data that can be used to make any minor or majors changes except at Elkhart.

All of those interviewed believed that the programs that they conducted for the new teachers orientation program were successful and met their objectives although, as previously

stated, these objectives were not always clearly defined and their existence seem dubious. Dr. Alt at Jamestown said that if the new teachers came back for a second year then "I have probably been fairly successful."

There is no evidence that the evaluation questions were adjusted to the individual school and the desires of the administration. The questions of the evaluations were not disclosed and it is not known if they reflect the goals and objectives that have been established for the new teacher orientation program and if they are aligned with the goals of the school and the district.

CHAPTER IV

Chapter IV, the final chapter presents a brief summary of the study, conclusions, and recommendations for further study which developed as a result of the research are presented.

Summary

This study examined the orientation programs for beginning teachers, returning teachers, and career change teachers at large high schools. The focus of the study was on high schools in a five county area that are in close proximity to the city of Chicago. In-depth interviews were conducted with the building principals (with two exceptions) in thirteen high schools where enrollment exceeded two thousand three hundred students. The data and analysis were presented in narrative style. The related literature indicated that there is very little information specifically related to high school programs. But the literature established procedures and information that can be applied at the high school level. The literature demonstrated that there are many diverse areas that should be included in new teacher orientation programs but were not incorporated in many of the high schools included in the study.

Conclusions

Several conclusions are drawn from the study of the objectives, content, methodology, and evaluation of the new

teacher orientation programs at high schools as they relate to beginning teachers, returning teachers, and career change teachers.

1. There are no special provisions made for returning or career change teachers with one minor exception in formal orientation programs even though all administrators agreed that there were definite special needs. Programs were designed and structured for novice teachers who had recently completed a program in education from a university or college.
2. Objectives of the new teachers orientation programs are not clearly defined, well articulated, nor written. Priorities are not consistent with the stated objectives except in two schools.
3. Content of the new teacher orientation programs focused on policies and procedures and discipline but neglected other important areas that have been identified in the research as being central to a successful program.
4. The scheduling of the orientation program sessions is not always consistent with the findings of the research
that indicates formal orientation programs should be extended over the school year. There were three exceptions.
5. Mentoring was an integral aspect of most programs but

none of the schools provided for all of the following: release time, common planning time or training for the mentors to deal with novice, career change, or returning teachers.

6. Principals do not devote a great deal of time to the orientation program in the area of instruction and curriculum.
7. Department chairpersons and mentors are delegated the task of providing whatever information the formal initiation program does not cover and determining the type of assistance that is needed.
8. Evaluations do not provide an accurate analysis of what the new teachers have learned through the orientation program. There is no pre- or post assessment testing of new teachers. Evaluation procedures with the exception of one school do not allow for flexibility to change as needs are identified over the school year.

Recommendations

1. Returning and career change teachers should be provided with objectives, content, and methodology that are specific to their unique needs.
2. Objectives should be written that reflect the philosophy and goals of the school. Goals should be taken into account that reflect the resources of the school and its teachers. Goals should be

well-articulated in order that teachers can understand what is expected of them.

3. Content of the program should be expanded to include instructional strategies, community history, geography, community relations, parent conferencing, relations between teachers, students, and parents, teaching to different cultures, and teaching to individual differences.
4. Scheduling orientation programs sessions should be extended across the school year. Timing of specific subjects should be placed at an appropriate time when they will be relevant.
5. Mentoring needs to be supported by administrators in that release time, common planning time, scheduling of classes in close proximity to the mentee, mentees be from the same department training of mentors, and incentives for the training be provided if financially feasible.
6. Principals should provide guidance and leadership on a continual basis. The support of the principal should be in effect whether the principal is the provider of the orientation program or as the supervisor to the director of the program.
7. Pre- and post- assessment should be given to new teachers to determine the extent to which they have mastered the content of the orientation programs.

Formative evaluations should be conducted throughout the year to reveal the needs of teachers and adjustments should be made in the programs to address the needs that have been identified. Summative evaluations should be structured as to evaluate the entire program in order to determine the strengths, weaknesses, and needs of the program.

Suggestions for Further Study

As a result of this study it is recommended that further investigation be pursued:

1. To determine if department chairpersons have the training necessary to teach effective instructional strategies.
2. To determine if the department chairpersons have contributed to the knowledge base of new high school teachers.
3. To determine if schools of education and high school administrators teach new teachers pedagogical implications of individual and cultural differences of students
4. To determine what the special needs are of returning and career change teachers.
5. To determine what type of orientation programs in high schools with a population of less than 2,300 students present for their new teachers.
6. To determine what methods of evaluation are most

successful in determining the needs of new teacher in high schools.

7. To determine how objectives of the orientation program should be written and articulated for new teaching personnel in large high schools.
8. To determine the perception of teachers regarding large high school orientation programs.
9. To determine the role of principals in the orientation programs at other large high schools.
10. To identify a more effective method of setting priorities in large high schools.

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APPENDIX 1

SAMPLE QUESTIONSSPECIFIC QUESTIONS

What are the objectives?

Who determined these objectives?

Are there any priorities? If so who determined these? Have they been changed and if so who determined this?

Are there different objective and priorities for career changes and returning teachers?

CONTENT

What is the content of the orientation program?

How does the content relate to the objectives?

Who presents the material?

How are they chosen?

Is the content different for returning teachers?

Is the content different for the career change teachers?

METHODOLOGY

What is the structure of the program?

What is the duration of time over which the program is conducted?

What are the delivery strategies?

How is the program administered?

Who directs the program?

How were the decisions made regarding this aspect of the program?

Are there different methodologies for returning or career change teachers?

EVALUATION

What is the method of evaluation?

Has there been any need to modify the program?

How will this determination be made and by whom?

What are the consequences and differences that the changes have made?

Have different evaluations been structured for each category of new teachers?

Did the program meet its objectives?

Approval Sheet

The dissertation submitted by Rochelle Kroan Singer has been read and approved by the following committee:

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The dissertation is therefore accepted in partial fulfillment of the requirements for the degree of Doctor of Education.

April 29, 1992
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