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A Study of the Induction Needs of Novice Teachers as Perceived by Central Office Administrators and as Perceived by Students in Their Last Year of Teacher Training as Compared to Novice Teachers' Induction Needs Identified from a Synthesis of the Literature on New Teacher Induction

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A STUDY OF THE INDUCTION NEEDS OF NOVICE TEACHERS AS

PERCEIVED BY CENTRAL OFFICE ADMINISTRATORS AND AS

PERCEIVED BY STUDENTS IN THEIR LAST YEAR OF

TEACHER TRAINING AS COMPARED TO NOVICE

TEACHERS'INDUCTION NEEDS IDENTIFIED

FROM A SYNTHESIS OF THE LITERATURE

ON NEW TEACHER INDUCTION

BY

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This study sought to discover how central office
administrators of elementary school districts in DuPage
County, Illinois view the induction needs of novice teachers
in their districts. It further explored what students, about
to graduate from an elementary education program at Wheaton
College in DuPage County, thought should be included in an
induction program for novice teachers.

From a review of the literature on new teacher induction
a survey with 24 topics for possible inclusion in a new
teacher induction program was devised. The survey requested
respondents to circle a number indicating if they thought the
topic should definitely be included, probably be included,
might or might not be included, probably not included, or

definitely not included in a new teacher induction program.

The responses of the survey were converted to the percent of respondents who thought each topic should be definitely included, probably included, might or might not be included, probably not included, or definitely not included. The responses of administrators and students were then compared.

Administrators' responses indicated that 50% or more thought 14 of the 24 topics should definitely be included. Student responses indicated that 50% or more of the students thought that three of the topics should definitely be included. Administrators apparently think that novice teachers need more support than the graduating seniors think novice teachers need.

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VITA

The author, Mary Ellen Burke, was born in Chicago, Illinois on November 15, 1945.

After graduating from Aquinas High School in 1963, she entered Chicago Teacher's College (now Northeastern University) from which she received the degree of Bachelor of Arts with majors in elementary education and psychology in 1966. In 1981 Ms. Burke received a Master of Arts in the Teaching of Learning Disabilities from Northeastern University. A Certificate of Advanced Study in Educational Administration was awarded from the University of Illinois, Champaign-Urbana to Ms. Burke in 1987.

Ms. Burke supplemented the degree work with necessary course work at other institutions (National Lewis University, Illinois Benedictine and Loyola University) to earn a number of Illinois certificates and endorsements. Certificates and endorsements she holds include: Type 75 general administrative and superintendent, Director of Special Education endorsement, Type 10 Special Education Certificates for trainable mentally handicapped, educable mentally handicapped, physically handicapped, social/emotional disorders, learning

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Ms. Burke began her professional career as an elementary school teacher at Gregory School in Chicago, where she taught from 1966-1969. After an extended maternity leave she worked as a teacher consultant for Area Services Project, a federal grant program, from 1981-1985. She then worked as a teacher and administrator in Oak Park District 97 and River Forest District 90 from 1985-1988. From 1988 to 1990 Ms. Burke served as a consultant and supervisor for Northern Suburban Special Education District, a special education joint agreement serving 22 districts in the suburbs of Chicago along the north shore of Lake Michigan. From 1990 to 1992 Ms. Burke was the Special Education Coordinator for Geneva School District 304. Since August of 1992 Ms. Burke has been the Director of Special Education for School District 45, Villa Park, Illinois.

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INTRODUCTION AND PURPOSE OF THE STUDY

This study examines what central office administrators (policy makers) think needs to be included in an induction program for novice teachers compared to what students in their last year of an elementary education program think needs to be included.

Chapter 1 begins with discussion of background information regarding the importance of a successful induction program. The purpose and need for the study is stated, terms with particular meaning for the study are defined, and the limitations of the study are delineated. In conclusion, a brief overview of the entire study is presented.

Need for the Study

The demand for excellent teachers is apparent, for they are the backbone of any educational system. A quality induction program will assist in retaining novice teachers. It will aid in developing professionals of the highest caliber who will be life long learners. It will support districts in their quest to improve. If novice teachers are left totally on their own, they may not survive the first few years of teaching. Those who do survive may not grow professionally,

without the strong start a planned induction provides. Districts may not improve their programs the way they want to without a planned program for the induction of novice teachers.

Shanker (1985) indicates that in the next few years the demand for new teachers is expected to exceed the supply by about 20%. Both the Holmes Group and the Carnegie Task Force predict a teacher shortage (Keppel, 1986). Shortages of high quality mathematics teachers as well as shortages in physics, chemistry, earth science and biology have been reported by the Association of School, College, and University Staffing (Akin, 1988).

Sullivan reports (1992) that the Metropolitan Life Survey of American Teachers indicates that thirty-four percent of all teachers plan to leave the field within five years. The shortage and predicted shortage is being exacerbated by the numbers of beginning teachers who leave the field after a short stint of teaching. Approximately 40% to 50% leave the profession within seven years. Some 15% typically depart after the first year, another 15% after the second year, and about 10% after the third year; by the fourth year the turnover rate levels out to about 6% annually. It is noted that of all beginning teachers who enter the profession

40% to 50% will leave during the first seven years of their careers and in excess of two thirds of those will do so in the first four years of teaching (Huling-Austin , 1987; Kronwitz, 1992; Schlecty and Vance, 1983). These figures are especially distressing to Schlecty and Vance (1983) in light of evidence suggesting that those teachers who are the most academically talented leave in the greatest numbers.

Teachers leave the classroom not so much because of money, but because they are troubled by a lack of professionalism, collegiality, recognition, or control (Natale, 1993). An induction program could prevent the novice teacher from experiencing these lacks.

This idea is supported by Bey and Holmes (1990) who note that although all personnel administration textbooks point out the need for effective induction programs for new employees, the typical program in a school system has generally consisted of a short informative program conducted during the preplanning week. Until new teachers become fully adjusted to teaching and its demands, the school and community environments, and the faculty and with its expectations, they cannot be expected to perform at the highest level. Many capable individuals have given up teaching as a result of a particularly unpleasant or frustrating first year that may

have been avoided with a comprehensive induction program.

Glickman (1990) states the uncaring ways of inducting new persons into teaching will have to go. The induction process has been an insult to professionalism. In the past, inverse beginner responsibility has been the most common induction process. Neophyte teachers were "welcomed" to teaching with the least physically desirable classrooms, with less supplies, materials, and furniture; and with the most difficult and challenging students. The way the novice teacher is "welcomed" into the profession will have profound impact on their satisfaction and the likelihood of their staying in the profession. Those who have an unhappy experience are more likely to be among those who leave the profession shortly after entering it.

Students graduating from a university and entering the profession of teaching must have a formal well planned successful induction program. The program to be successful should cover the topics the novice teacher as well as the district consider important. Arin-Krupp (1989) notes that the ultimate responsibility for the development of an individual within the organization is the individual's. However, staff developers can maximize the chance the individual will want to grow by careful planning and attention to adult learning

research. Attending to the novice teacher's perceived needs will increase the effectiveness of the induction program, and assist the retention of the teacher in the profession.

In addition to the retention of promising new teachers an induction program for novice teachers should be undertaken to promote the personal and professional well being of the new teacher, and to improve teaching performance. (Huling-Austin, Odell, Ishler, Kay, & Edelfelt, 1989).

Ryan, Newman, Mager, Applegate, Lasley, Randall, and Johnson in Biting the Apple (1980) reflect on a statement by Ashley Montagu, the distinguished anthropologist. Montagu remarked the largest personal sorrow suffered by human beings consists of the difference of what one was capable of becoming and what one has, in fact, become. This statement may apply to many in all walks of life. It strikes the authors of Biting the Apple as having particular application to teachers. The difference between the ideal education (the continuing development of the human potential of each individual) and what goes on in schools (assigning homework, prodding some to learn, giving others busy-work, testing and assigning grades) is great, and teachers are painfully aware of the gap. Some aspects of schooling, such as previous learning and personal history with which the child enters the classroom, are out of

teachers' control. But much is within control. It is within the arena of personal control where many fail to live up to their human potential as teachers. Many of those who study what happens to first year teachers believe that the events during the induction year contribute to the gap between what they were capable of becoming, and in fact what they have become.

For beginning elementary school teachers there are many questions that remain unanswered as they prepare to assume professional responsibility. No matter how thorough the training, how broad the preservice experiences, how successful the student teaching, the first assignment is approached with considerable doubt and concern (Foster and Jacobs, 1970). The concerns and doubts that the new teacher leaving a teacher preparation program has, may differ from those suggested in the literature and those perceived by central office administrators.

Teacher induction can be considered the mortar that cements preservice training to continued in-service professional development (Reinhartz, 1989). Fox and Singletary (1986) state that a properly structured induction program can ease the transition from being a student of teaching to being a professional teacher. The first year of

teaching has long been recognized as a difficult, if not the most difficult, year for teachers. Ironically, this is the time when support from universities is usually stopped (Henry, 1989). The transition from teacher training to the first teaching job could be a dramatic and traumatic one. In the English and German literature the transition is often referred to as the "reality shock," "transition shock," "Praxisschock," or "Reinwascheffekt." In general this concept is used to indicate the collapse of the missionary ideals formed during teacher training by the harsh and rude reality of everyday classroom life (Veenman, 1984).

Hirsh and Brooks (1986) feel that the university based certification program is acknowledged as the first phase of the professional development of the classroom teacher. The induction program must strive to increase the probability of new teacher satisfaction and professional competence within district responsibilities and expectations. Nemser (1983) suggests that teachers entering classrooms for the first time often bring with them idealistic and unrealistic expectations and are often overwhelmed by the realities of their responsibilities. They panic, and feel that they are unprepared by their teacher preparation programs to deal with actual classroom life. However, It would appear that the

teacher induction context may produce new teachers who are characterized as being more motivated to continue teaching, more open to the receipt of support, and more focused on the instructional process during their initial teaching year (Odell, 1989).

A review of the literature regarding new teacher induction did not reveal any studies comparing what novice teachers (students graduating from an elementary education program) thought was needed in an induction program compared to what central office administrators (policy makers) thought needed to be included. Such a study can provide insights and assist in planning both pre-service and in-service programs.

Purpose of the Study

This study will seek to discover how elementary central office administrators (policy makers) in Du Page County view the induction program needs of novice teachers in their districts. It will further explore how students about to graduate from an elementary teacher training program based in Du Page County (Wheaton College), foresee their induction program needs as they prepare to enter the profession. The two perspectives will be surveyed using topics recommended for an induction program derived from the literature.

The purpose of the study will be to see if the outcomes are congruent. The outcome could assist in planning induction programs for novice teachers (either validating current programs or suggesting change). It may also assist in planning pre-service programs and experiences.

Definition of Terms

For the purpose of this study the term **novice teacher** means one who has not previously been employed as a public school teacher. The term **induction program** means the staff development offered to a new teacher to assist the teacher in orientating to the position. It generally begins with the signing of the contract and continues through the first year of employment.

Limitations of the Study

The students in this study are limited to those who graduated in 1993 from Wheaton College as elementary education majors. Some of them may not plan on teaching, despite their degree, and those that do, may not be employed in Du Page County, IL. Other colleges and universities in Du Page County may have students who graduated in 1993, who would respond differently to the survey.

The central office administrators represent elementary districts in Du Page County, IL. These administrators may be in charge of hiring new staff, however, they may not be solely responsible for planning and implementing the induction program. Others including principals, mentor teachers, and staff development committees may have responsibilities for the induction program. Unit districts were not included, even though they include elementary schools. Du Page County, elementary districts are in a limited geographical area, and may not accurately reflect other districts.

Despite the limitations of the study, it will offer insights into the topics for a new teacher induction program deemed needed by the central office administrators and by the novice teachers. It will be especially helpful in planning programs for novice teachers.

Overview

Chapter 1 offers the introduction and purpose for the study. Chapter 2 presents a review and discussion of the related literature. The third chapter explains the methods employed in the study, including the development and distribution of the survey used to gather the data. The fourth chapter reports the data and gives a question by question

analysis of the reported answers to the survey. The fifth chapter offers a summary, conclusions, and suggestions for further research. The appendix and bibliography follow the chapters.

Summary

This chapter discussed background information for understanding an induction program, the need and purpose of the study; it defined the key terms used in the study, and explained the limitations of the study. Finally it gave a brief overview of the study.

CHAPTER II

Introduction

The previous chapter discussed background information regarding the importance of an induction program. The purpose, need, and the limitations of this study were presented, and a brief overview of the study was given. Chapter 2 reviews relevant literature regarding an induction program for novice teachers.

It begins with a brief history of teacher induction and staff development. Studies and reports delineating what is practiced or what should be in the staff development (in-service) area of teacher induction will be reviewed.

No study that compared viewpoints of central office administrators to final year elementary education major students was found. No studies specifically dealing with DuPage County, Illinois were found. Examples and models of induction programs for novice teachers were found and reviewed.

History of Teacher Induction

The concept of in-service began over a century ago.

Many teachers in the mid-1800's were not prepared to be teachers, but were recruited as more children entered schools (Orlich, 1989). Much of the in-service training at the time consisted of short two or three day institutes, evening sessions, and various courses to remedy teacher deficiencies. This concept of in-service to remediate deficiencies remained the basis for virtually all in-service until after World War II. From 1945 to 1960 in-service was orientated to personal and curriculum development. Since 1960, staff development has moved from content to process.

Presently there is a greater understanding and recognition that the cost of teacher incompetence and poor performance is staggering. It is judged far better to provide support and avoid problems, than to try to "fix" problems after they occur. Failure by school administration to take action (provide induction programs) results in decreased student achievement, low teacher morale, diminished confidence toward schools, teacher and administration liability, and increased litigation (McGrath, 1993).

Kestor and Marockie (1987) suggest that it is time to move induction programs away from the deficit model and make them developmental. A developmental model is based on the premise that each professional entering the system has a set

of skills, and as a result of an induction program, the skills are extended, modified, and refined to meet the needs of the professional and uniqueness of the system. This is in agreement with adult learning theory which mandates a switch from remediation to growth orientation (Caldwell, 1989).

Johnston and Ryan (1980) put it rather simply, by stating that while there is much yet to learn, it appears that the education profession knows more about induction than it is doing. Schools need to be and are becoming proactive in providing staff development for their teachers; they cannot wait to remediate deficiencies. There is evidence that the profession is doing more than ever before in the area of induction. The numbers of induction programs have greatly increased in recent years, in 1981 Florida was the lone state with a mandated program, by 1991 there were thirty-one states (Huling-Austin, 1989). However, there is still much that needs to be done.

Need for Induction Program

Shroyer (1990) feels that staff development may be one of the most critical issues in education today. Virtually every recent approach to educational improvement has included staff development as a critical component. This is to be expected,

since school improvement is dependent upon those individuals who make up the school. Staff development and school development go hand in hand. Orlich (1989) notes that the implications for school improvement and staff development are almost limitless when viewed from a teacher induction perspective. Fitch and Kopp (1990) propose that staff development should move professional staff from "what is" to "what should be".

Odell (1989) states that it appears the teacher induction context may produce new teachers, who are more focused on the instructional process during their initial year. There is an indication that induction programs are essential to the improvement of schools. Beginning teachers need assistance in learning the rules, procedures, and standards of their new workplace. They need information related to guidelines and expectations of their new school district. If these include the expectation of continuous improvement and quality education, then the system has in new teachers a real opportunity to inculcate these values.

Varah, Theune, and Parker (1986) propose that an induction program is necessary to improve the teaching profession and ultimately improve the quality of education in the nation's schools. Bullough (1991) supports this viewpoint by expressing

the belief that the teaching role negotiated by the beginner reverberates outward into the wider professional community, carrying to others interested in the education of young people a statement of ideals and implied beliefs about teaching as a profession. Actions intended to assist the beginning teacher negotiate a role ought to be guided by a recognition, that for good or ill, induction involves not only a process by which the novice is linked to both school and communities, but is also the means by which the communities are sustained.

Teachers are the most important of all the factors in improving schools. Novice teachers need support and assistance, if they are to develop as professionals (Andrews, 1987). Induction forms the foundation of a beginning teacher's continuous development (Hirsch & Brooks, 1986). Teachers and administration are realizing that you can no longer enter a classroom upon completion of a pre-service program and expect to be prepared for a lifetime of teaching (Kyle & Sedotti, 1986). Novice teachers need to be helped to become simultaneously students and architects of their own professional development (Bullough & Gitlin, 1983). Caldwell (1989) notes that it is abundantly clear that staff development has become the vehicle for meaningful change within schools. Induction programs are the first staff

development programs in which teachers participate, these programs set the stage for future development and change.

The university based certification program is acknowledged to be the first phase of professional development of the classroom teacher. A teacher induction program can provide the transition from college or university student to elementary school teacher. Knowledge of problems faced by beginning teachers may provide important information for the improvement and (re) designing of preservice and inservice programs (Veenman, 1984). Much work needs to be completed in this area. Some studies discuss the problems perceived by novice teachers and some studies investigate problems perceived by others. No studies compare perceptions of novice teachers and policy makers.

Brooks (1886) states that beginning teachers exit programs that have little in common beyond occasional reference to planning, instruction, management, and evaluation. The professors rarely address the same objectives, even within the same course at the same university. The students don't see the same teachers. They don't work with or see the same students. They aren't expected to do the same things. They aren't evaluated in the same way. Different criteria are often used. They don't

teach the same subjects, with the same materials in the same buildings. Novice teachers need help in becoming a part of a school system that shares the same goals and has a shared knowledge base.

The way that teachers joining the district are initiated into the school will greatly influence how the teachers view their role and relationship with colleagues. Joyce (1990) says that the future culture of the school will be fashioned largely by how staff development systems evolve. If the culture of the school is to be one that values and supports quality schooling, then the induction process has to lay the groundwork.

Goals of an Induction Program

Odell (1986) states that teacher induction programs take on a variety of forms and are in place for various periods of time, but always the paramount objective is to offer assistance to new teachers. An obvious concern which arises quickly in designing an induction program, is identifying precisely the nature of the assistance that would be most helpful to the new teacher.

In addition to a wide range of activities, according to Champion (1988), the induction program should be tailored to

the local context and take into consideration the full range of possible purposes of the induction. Flexibility and planned change should be built into the program. A variety of people should be involved to provide support. The purposes of induction should be to address perceived needs, improve teaching skills, integrate new teachers, resolve predictable concerns, and foster adult development.

Kestor and Marockie (1987) note the purposes of an induction program generally fall into three categories:

1. Orientation (history, philosophy, procedures, calendar, job description, details such as purchasing school supplies, duplicating and field trips)

2. Evaluation

3. Assistance (collegial encouragement, specific training in discipline procedures, class management, strategies)

Odell (1987) states the general goal of teacher induction is to offer interventions that orientate the new teachers to the school and the community, and to provide instructional and interpersonal support which fosters professional development.

Howey and Zimpher (1987) enumerate the goals of an induction program. They include: to assist in the

identification of problems and issues attendant to entry year, to communicate realistic standards, to clarify and establish ongoing relationships between public schools and universities (and continued learning on the part of the novice teacher), to provide direct service in the way of continued education, to establish conditions that allow for more clinical, reflective, and inquiry orientated approaches to teaching.

Induction program goals highlighted by Johnston and Kay (1986) include conveying the informal lore and customs of the building and school system to the novice. Orientation of teachers to the school neighborhood is also considered an important goal. Beginning teachers need to understand the community attitudes and values about schooling, and they need both professional and personal knowledge of community resources and services. Another goal they consider essential is to promote beginning teachers' professional self esteem and sense of professional well being.

Eagan (1981) states in setting goals for an induction program two questions should be asked to determine the content of the program. These questions in effect are the goals of the induction. What should happen for the school? (The teacher should capture the vision of the school mission and the spirit of its goals and objectives.) The second question

is: what should happen for the teacher? (There should be a growth in knowledge, attitudes and skills in major areas that include school goals and structures, philosophy and history of the school, policies,, procedures, and unwritten customs.)

Varah, Thune, and Parker (1986) identify a number of induction goals and objectives. They highlight the need to acquaint the novice with the philosophy and goals of the system. A plan of action for the classroom should be given, which includes an explanation of the curriculum, lesson plan development for the start of school, a plan for classroom management, and a plan for student evaluation. They suggest that there be a review of the principles of learning and the anatomy of a lesson. They stress the need for effective relationships in the school and the importance of communication.

Because novice teachers arrive with differing amounts of knowledge and differing needs, Harris (1989) reminds educators that different purposes and goals may be reached by use of the same material. It is suggested that novice teachers be included in staff development programs offered by the district as well as any separate induction programs. Harris further says that the purposes of induction and staff development are: basic generic competency development; remediation of any

inappropriate performance patterns; specialized competency development; and innovations with any related competency development.

Huling-Austin (1989) presented a synthesis of the research on the goals of seventeen induction programs for new teachers. This summary provides insight into what is valued as a part of induction programs. She found that the goals of the programs fell into five general categories:

1. Improve teaching performance

2. Increase the retention of promising new teachers

3. To promote the professional and personal well being of beginning teachers

4. To satisfy the mandated requirements related to induction and certification in some states

5. To transmit the culture of the system to beginning teachers.

Program Components

Before an induction program is developed Ryan (1987) says there has to be an overview of where one is going. Some plans are rather simple and others highly theoretical and abstract Moffet, St. John, and Ishler (1987) suggest that although no single program can address all of a district's needs, a

training effort that combines theory, demonstration, feedback, and coaching can help new teachers survive-perhaps even flourish-while enabling districts to maintain high levels of professionalism among all teachers.

Duke (1990) postulates that like social change, professional development is more often advocated than achieved. Professional development does not mean the simple acquisition of new factual knowledge. Rather it is a dynamic process of learning that leads to a new level of understanding or mastery and a highlighted awareness of the context in which educators work. This is especially crucial when considering an induction program, since it may form the basis for future expectations and growth.

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

upon neophytes to undergo elaborate vocabulary building activities. There is an assumption that the inductee will become a full fledged member of the profession. The most effective systems have intensive clinical supervision, demonstration, coaching, and constant corrective feedback by real practitioners in real situations. The responsibility for providing all of this support is diffused throughout the group (Schlechty, 1985).

Varah, Theune, and Parker (1986) suggest seven goals of an induction program. The goals blend the needs of the teacher and the needs of the district, recognizing that the two are interwoven. The seven are:

1. Provide a planned first year teaching experience that makes possible a broad variety of professional learning experiences

2. To reach a level of professional skill and judgement that characterize a well qualified career teacher

3. To raise professional competency to a level distinctly above that of the beginning teacher holding a bachelor's degree

4. To re-examine numerous teaching techniques and instructional strategies and to experience others

5. To develop extensive professional understanding and

familiarity within the inductee's scope of
certification

6. To synthesize various learning theories and to study
   their application to different styles of teaching and
   learning situations

7. To develop an individual teaching style based on broad
   observation, discussion and consultation

Induction may be offered through group activities such as
orientation meetings, workshops, grade level team meetings,
and department meetings. There may be preassignment
contracts, orientation activities and information
dissemination, personal support by experienced staff, problem
solving approaches to teaching improvement, and formal
presentations (Champion, 1988). A coach may be assigned, and
there may be training before school starts with release time
throughout the year (Moffett, St. John, and Ishler, 1987). It
is not as important, as to the way in which the support is
offered, but that support is given in an organized planned
program. Strong et al. (1990) make a valid point by pointing
out the perhaps nothing has been so destructive to staff
development as the label "training" - it is an inappropriate
metaphor for working with practicing professionals. In
planning the induction program it is important to recognize

that the novice teacher is now a professional and should not be "trained", but assisted in developing their emerging expertise.

Robbins (1986) notes that top management set the tone and need to be positive role models for any staff development program. New teacher induction offers the opportunity to create new stories, symbols and rituals. It allows the socialization process to align with any new values the district wants accepted. Districts may use induction of new teachers to assist in achieving district wide change.

The components of an induction program and methodology are subject to judgement. There are no absolutes. The only thing that must be done in an induction program is to give thought to research data, validated principles, and emerging data. The only thing that must never happen is for the novice to loose dignity or confidence. (Joyce, 1990).

Topics For an Induction Program

There are a number of sources that suggest various topics that should be covered in an induction program in order to meet perceived needs. Those who teach future teachers and those who are in the school systems have developed ideas as to the composition of an induction program.

Hirsch (1990) does not focus specifically on the contents of an induction program. Rather, the recommendations offered, center on letting the novice teacher be the guide, though there is a format proposed. It is suggested that the novice teacher's induction start with workshops addressing classroom management and ways to begin the year. There should be opportunities to be observed by "safe" individuals, who are not responsible for supervision/evaluation. There needs to be opportunities to observe experienced teachers. Sessions that offer the opportunity to be supported and to share experiences should be facilitated by experienced teachers. Finally, Hirsch says that, there should be a mentor teacher to address the day to day concerns of the new teacher.

Johnson and Kay (1987) suggest that the induction program include orientation to the district and profession, psychological support, and acquisition and refinement of teaching skills. They also note new teachers have to acquire the informal lore and customs of the building and the school system in which they will begin their professional career. Orientation of teachers to the school neighborhood is an important factor. Teachers need to understand community attitudes and values about schooling, and they need both professional and personal knowledge of community resources and

services. Lastly they postulate that crucial to the success of an induction program is the goal to promote the beginning teachers' professional self esteem and professional well being.

Strong, and others (1990) discuss the need to prevent the various movements in staff development from competing against each other. Rather than delineate specific topics they suggest guidelines and general areas that should be covered. They feel that all teachers can benefit from the development of a master plan within the district that would by implication include the induction program for new teachers. They suggest the uniting of five powerful movements when presenting a staff development program. Instructional theory into practice, thinking skills, cooperative learning, teaching styles and reading and writing in the content areas should be included in planning an induction program as well as all other staff development programs. They see as crucial the following: consideration of curriculum (what shall we teach?), methodology (how shall we teach?), and environment (what kinds of support shall we supply to ensure successful implementation?).

Veenman (1984) did an extensive frequently cited study on the perceived problems of beginning teachers. The

implication is that once the problems were identified, the induction program could prevent or ameliorate them. He reviewed 83 studies conducted between 1960 and 1984, fifty-five from the United States, seven from West Germany, six from the United Kingdom, five from the Netherlands, four from Australia, two from Canada, two from Austria, one from Switzerland, and one from Finland. From these studies he rank ordered the twenty-four most frequently perceived problems of the beginning teacher. These are as follows:

1. Discipline

2. Motivating students

3. Dealing with individual differences

4.5. Relations with parents

4.5. Assessing students' work

6.5 Organization of class work

6.5 Insufficient materials and supplies

8. Dealing with problems of individual students

9. Heavy teaching load resulting in insufficient preparation time

10. Problems with colleagues

11. Planning of lessons and school days

12. Effective use of different teaching methods

13. Awareness of school policies and rules

14. Determining levels of students

16. Knowledge of subject matter

16. Burden of clerical work

16. Relation with principals/administrators

18. Inadequate school equipment

19. Dealing with slow learners

20. Dealing with students of different cultures and deprived backgrounds

21. Effective use of text books and curriculum guides

22. Lack of spare time

24. Large class size

Jensen (1989) discusses the importance of principals giving time to offer the needed support to the novice teacher. Jensen notes some principals are apparently reluctant to closely supervise and offer support. They have the attitude that the novice needs to try their wings. This may actually only lead novices to repeat mistakes. Jensen's suggested topics for a formal scheduled induction program delivered by the principal are:

Providing classroom management and student discipline

motivating students

mastering content

fitting into the school environment

preparing and organizing the work

locating materials and resources

establishing relationships with students, parents and

    colleagues

adjusting to the demands of teaching.

As one reviews the list that Hoffman (1985) prepared of things to include in an induction program, it may be noted that there is no mention of the novice teacher's needs or concerns, minimal mention of students and their related needs, and that most of the topics seem to relate to things that would make the life of an administrator easier. He notes that many beginning teachers have difficulty with and concern about classroom management, but that induction programs must not limit the focus or emphasis to only that topic. School regularities that Hoffman says should be discovered during induction are:

How to interact with other adults in the setting

How to interact with the community and organized parent

    groups as well as individual parents

How to manage non instructional duties

How to discover and/or cope with the school, informal

    rewards and norms

Budgetary considerations

Provision for staff development etc.

Classroom management is ranked high on the list of beginning teachers' concerns in the research, note Fox and Singletary (1986). They caution that while this topic should be a primary focus, other topics need to be included in an induction program. They list the following as also important:

district curriculum

record keeping

parent conferences

procedures for referral and assessment for students with
    suspected learning problems

grading

relationships with colleagues and administrators

coping with the reality shock, isolation, anxiety, self
    doubt and stress.

While the Fox and Singletary list (1986) ranked the more personal needs of the teacher, and the Hoffman list (1985) didn't take the novice teacher's needs into consideration, Guerro and Mason (1989) feel that until these concerns are addressed the others won't be. They offer the following topics as those to be dealt with:

1. Reduce anxiety

2. Understanding of the basics of teaching

3. Organize and manage a class

4. Design a lesson

5. Preparation for the first day

6. Preparation for the first week of teaching

7. Review of curriculum materials to plan for the year

8. Feel comfortable about teaching in the community

9. Preparation for non teaching responsibilities

10. Understanding the needs of the culturally diverse
    student

Kilgore and Kozisek (1989) report that Teachers College, University of Nebraska, Concordia Teachers College, and Doane College all in the state of Nebraska and part of a statewide consortium, developed a first-year teacher support program from the higher education perspective. They collected both qualitative and quantitative data regarding the efficacy of including the following topics:

1. Classroom discipline

2. Classroom management

3. Motivating students

4. Dealing with individual differences

5. Evaluation of students

6. Relationship with parents

7. Organization of classroom

8. Organization of own time

9. Teaching techniques/methods

10. Subject matter specific to area

11. Planning and organizing

12. Paperwork, records, reports

13. First day of school

14. Use of curriculum guides, texts, materials, and resources

15. Communication with administrators colleagues, and students.

They concluded that more research is needed. However, the inclusion of the above topics in an induction program would assist in reducing the number of teachers who leave the profession, and increase the teaching skill of the novice.

Tisher (1982) in his presentation at the annual meeting of the American Educational Research Association addressed only the teacher concerns and worries. Those presented included:

Teaching groups with a wide range of ability

Teaching slow learners

Evaluating own teaching

motivating pupils

Discovering level at which to teach

Teaching specific skills

Controlling classes

Assessing student work

Devising schemes of work

Teaching immigrants

An approach that seems to meet both the need of the district and the needs of the novice teacher is suggested by Gordon (1992). All the items that the district deems important are included on a survey. The novice teachers are asked to rank them, using the following categories: the ones that they have little or no need for assistance, some need, moderate need, high need, and very high need. There are also two open ended questions. From this list he suggests that the mentor, appointed by the district, draw information about the novice's needs and meet them. The items are:

1. Communicating with the principal

2. Communicating with parents

3. Communicating with other teachers

4. Organizing and managing the classroom

5. Managing student discipline

6. Finding out what is expected of me as a teacher

7. Obtaining instructional resources and materials

8. Planning for instruction

9. Managing time and work

10. Diagnosing student needs

11. Evaluating student progress

12. Motivating students

13. Assisting students with special needs

14. Dealing with individual differences among students

15. Understanding the curriculum

16. Completing administrative paper work

17. Using a variety of teaching methods

18. Facilitating group discussions

19. Grouping for effective instruction

20. Administrating standardized achievement tests

21. Understanding the school system's teacher evaluation system

22. Understanding legal rights and responsibilities

23. Dealing with stress

24. Dealing with union related issues

25. Becoming aware of special services provided by the school district

26. List any professional needs not addressed by the preceding items _____

27. What types of support not currently available should the school district provide? _____

Topics Covered in Existing Programs

In a paper presented at the annual meeting of Teacher Educators, Elsner (1984) told of the topics that were covered in an Oklahoma assistance program for new teachers. The topics are inclusive of both curriculum, methodology, and relationships. They were not presented in a rank order, but do give a sense of the things considered important in this induction program. The list is as follows:

1. Time use

2. Handling discussions

3. Outline of objectives and organization of courses

4. Management of discipline

5. Ability to teach

6. Possession of a satisfying philosophy of life.

7. Ability to work with administrators in professional endeavors

8. Sense of professional obligation to others

9. Command of a broad field of knowledge

10. Ability to organize and present ideas to colleagues

11. Knowledge about the process of human growth and development

12. Purposes of education

13. Characteristics of effective teachers

14. Organization of public schools

15. Educational measurement

16. Teaching methods

17. Educational materials and media

18. Effective interaction with parents

19. Contemporary problems in education

20. Skills to work ethically with parents and teachers

In Nebraska teachers participated in two, three credit hour workshop seminars during the summer after graduation and preceding their first year of teaching. The objective was to answer as many questions as possible before the school year and lessen the shock of reality that might accompany the first year of teaching. The first workshop was designed to develop skills and the second workshop was to assist in application and planning.

Workshop I - assist in building skills in the following:

Observation

Testing and test construction

Socialization of first year teachers

Planning and learning to anticipate

Gathering information

Knowledge of specifics (textbooks, schedules, community and school, assignments, curricula)

Workshop II - application and planning

    Yearly calendar

    Bulletin boards

    Lesson plans for the first two weeks

    Curriculum outline for the year

    Teacher made tests and quizzes

    Discipline plan

    Transparencies and other media to enhance the

      instruction

    Plans for developing and reporting grades

Guerro and Mason (1989) report the New York City new teacher induction program included 4,251 new teachers. There were three segments: preservice for four days in the summer preceding the first year of service, education conferences three days during the year, and education convention for three days the summer after the first year of teaching. In order to obtain the position the teacher had to agree to participate in the induction program (for which they were compensated).

The topics covered in the preservice portion presented four days in the summer before the first year include: fire drills, class preparation, report cards, record keeping, individual education plans for special education students, students with limited English proficiency, substance abuse,

AIDS, and a special session for specific area depending upon their assignment (elementary education, music, business etc.).

During the year at the three days of educational conferences there is a published list of topics from which the novice teacher can choose. The list includes such topics as: computers, early childhood, and special education.

In the summer following the first year at the three day education conference, the novice is also offered a choice as to topic. The topics include: conferring with parents, writing process, gifted, child abuse, and critical thinking.

The negatives reported by the teachers included that the stipend was too low, it was too long, and the group was too big. The presenters offered the same criticism regarding the size of the groups and the length of the day. They also felt that they had to give too much information in too short of a time. However, the positives seem to outweigh the negatives. Many of the teachers noted that the program was well organized and presented realistic information. They felt more confident, had a positive attitude, and reduced anxiety.

Summary

Chapter 2 presented a review of the literature regarding the induction of novice teachers. This chapter began with a brief

history of teacher induction, there is a movement from a remediation focus of induction to a developmental one. The goals of teacher induction were reviewed. They include such areas as improvement of teaching performance, increasing the retention rate, district reform, meeting mandates, and orientation to the community and school. Program components were highlighted and ranged from formal to informal. They included meetings with the principal and colleagues, orientation activities, mentor conferences, and a variety of other supports.

Topics that are deemed appropriate for new teacher induction were examined. Classroom management was mentioned by ten of the studies and community resources by nine as being important to include in an induction program. Evaluating student progress, parent relations, curriculum expectations, policies and rules of the school were all mentioned by eight writers as being important for inclusion in an induction program. Student discipline, dealing with stress, and locating materials and resources in the district were included by seven of the writers as being necessary for inclusion in an induction program. Five authors stated that motivating students and preparing/organizing work should be part of the induction program. Diverse cultures, programming for

individual differences, organization of own (teacher) time, lesson design, and school routines were thought by four of the researchers to be topics needed in a new teacher induction program. Three authors mentioned special education, district philosophy, teaching techniques/strategies, preparation for the first day, record keeping, and teacher evaluation process and two writers mentioned gifted education as topics for a teacher induction program agenda.

CHAPTER III

METHODS AND PROCEDURES

The primary concern of this study was to examine the topics that novice teachers felt were important in an induction program compared to what central office administrators thought was important. This chapter will describe the methodology and procedures used to investigate what students about to graduate from Wheaton College as elementary education majors thought was important to include in the induction program as compared to what central office administrators of elementary districts in Du Page County thought was important.

Methodology

Eisner (cited in Leedy, 1993) points out the term "qualitative" suggests its opposite "quantitative" and implies that qualitative makes no use of quantification. This is not the case, Eisner continues, with some aspects of education quantification may be the most appropriate means for describing what one needs to say. Qualitative also implies that other forms of inquiry - the scientific experiment for

example – have nothing to do with qualities. Nothing could be farther from the truth. All empirical phenomena are qualitative. The difference between "qualitative inquiry" and quantitative research" pertains mainly to the forms of representation that are emphasized when presenting a body of work. The difference is not that one addresses qualities and the other does not.

This study was qualitative in that it contained some of the features that Eisner (cited in Leedy, 1993) outlines. It engaged the situation and made sense of it. The respondents' replies on the survey were interpreted by the researcher to have meaning. There was an attempt made to account for or explain the responses.

The study was also quantitative in part. It used a rating scale to gather data, and this is traditionally an instrument of the quantitative camp. Quantitative research seeks to be exact and precise. The attitude of the quantitative researcher is an either/or attitude. They construct hypothesis and "test" them against the hard facts of reality (Ramer cited in Leedy, 1993). The survey used in this study has a rating scale, however there was not an attempt to construct a hypothesis or decide an either/or.

Leedy (1993) offers that qualitative and quantitative

data may compatibly in the same house; the terms refer more to a global atmosphere in which the researcher attempts to solve the basic problem of research, not to any exclusive method of operation.

This study employed descriptive research by use of the questionnaire. Descriptive research deals with the present through the analysis of data gathered via various tools such as observation, questionnaire, interview, and test. Descriptive research describes what is (Lang and Heiss, 1984).

Leedy (1993) notes the descriptive survey method is sometimes called the normative survey method. It is used to process data that comes to the researcher through observation. This method of research looks with intense accuracy at the phenomena of the moment and then describes precisely what the researcher sees. The name implies that what one observes at one time is normal, and that under the same conditions could be observed again in the future. The basic assumption underlying such an approach is that given phenomena usually follow a common pattern or norm.

This study describes the opinion of elementary district central office administrators in Du Page County as to the need to include selected topics in an induction program. It also

describes the opinion of students in their final year of a teacher education program at Wheaton College as to the need to include the same topics in an induction program for new teachers. The data was gathered by use of a questionnaire survey, the implication is that the results would follow the same pattern, if the same conditions were present in the future.

Survey

In developing the survey, advice offered by Viladas (1984) was followed. The questionnaire was made uncluttered (orderly and organized) with easy to read type. Instructions were explicit and the questions unambiguous. Viladas further notes that the Likert technique of an agree/disagree rating is considered a classic, and fits the category of unambiguous.

Viladas (1984) additionally suggested the survey be timed three times in order to determine if it falls into the budgeted time. Two college seniors and one administrator, who were not in the group to be surveyed, completed the questionnaire, and expressed no difficulty in completing it within ten minutes.

In selecting items to be placed on the survey a review of the literature was conducted. Those who wrote about what they

felt should be included in a program, and those who wrote about what was in an existing program were included. Items mentioned by at least two of the writers were incorporated into the survey.

The review of the literature began with a widespread search, including the ERIC data base, the dissertation data base, books and articles cited in bibliographies of materials found, review of journal indexes and review of materials cited in an annotated bibliography by Hunter (1988). The material targeted to be synthesized for inclusion was no older than 1979, to prevent out dated information from being included.

Locke (1987), Guerro (1989), Elsner (1984), and James (1990) describe new teacher induction programs in specific districts. Jensen (1987), Brooks (1987), Andrews (1987), Champion (1988), Hirsch (1986), Tisher (1979), Eagen (1981), Kilgore and Kozisek (1989), Varah, Theune, and Parker (1986), Howey and Zimpher (1987), and Odell (1986) offer ideas of what an induction program for new teachers should include. Veenman (1984) provided valuable information in his review of ninety-one studies of new teacher induction programs.

The following items were the ones synthesized from the literature and mentioned at least twice (most were mentioned more frequently):

classroom management

student discipline

motivating students

evaluating student progress

special education program

gifted education program

diverse cultures

programming for individual differences

parent relations

preparing/organizing work

curriculum expectations

organization of own (teacher) time

locating materials and resources in the district

community resources

district philosophy

personnel policy (sick days, salary payment etc..)

teacher evaluation process

dealing with stress

lesson design

teaching techniques/strategies

preparation for the first day

policies and rules of the school

record keeping

school routines.

These items were placed on the survey. A rating scale with the numbers one to five was used. They were then asked to circle the number that indicated their opinion as to the need to include the listed items in an induction program. Number one indicated definitely, number two indicated probably, number three indicated might or might not, number four indicated probably not, and number five indicated definitely not.

In a separate section, at the beginning of the survey, respondents were asked to circle either number 1 to indicate they were in the last year of a teacher preparation program or number two to indicate they were the central office administrator primarily responsible for hiring teachers. After the rating scale, additional comments were solicited by leaving a space for them, and suggesting that the back of the paper could also be used.

The survey instructions included a definition of terms that might be interpreted differently by the respondents. Novice teacher was defined as one who has not previously been employed as a public school teacher. Induction program was defined as the staff development offered to a new teacher to assist in orientating the teacher to the position. It

generally begins with the signing of the contract and continues through the first year of employment.

Subjects

Both the college and the school districts used in the study are located in DuPage County. This county is among the fastest growing in the United States. It is twenty miles west of Chicago and a vital part of the metropolitan area in Northeast Illinois. Du Page was initially an agricultural county, with acres of farmland. It developed from this into 39 municipalities and several unincorporated areas. Almost all of the old farms have given way to new residential subdivisions, industrial parks, commercial buildings and shopping centers (King, 1991). Du Page County has 332.1 square miles and 781,666 people (Slater & Hall, 1993). In Du Page there are thirty one elementary school districts that are often the pride of their community.

Novice teacher participants were drawn from Wheaton College. All respondents were elementary education majors. All thirty-seven of the 1993 graduating class were asked to complete and return the survey. Wheaton College is a residential coeducational liberal arts college. The student body consists of over 2200 undergraduates and 300 graduate

students.   It is located in a residential suburb, 25 miles west of Chicago in Du Page County (Wheaton College, 1993).

The list of districts in Du Page County was obtained from the Educational Service Center in Wheaton.   Central office administrators responsible for hiring new staff were identified by telephoning all of the elementary school districts in Du Page County.   It was explained that a survey regarding induction programs for new teachers was going to be distributed, and asking for the name of the administrator most involved with the hiring of professional staff. A list of 31 names was generated.

Procedures

The department chair and professor of education at Wheaton College, asked the senior students to complete the survey on their last day of class, before graduation. Surveys were given to students along with pencils if needed, as the students left the room, they placed the surveys in a large brown envelope.   All students were elementary education majors, who had successfully completed the program at Wheaton College and are eligible for certification in the state of Illinois.

An individualized cover letter using the name of the

administrator (Appendix A), the survey (Appendix B), and a stamped return envelope were sent to each identified administrator. Although there is little or no experimental evidence available on the inclusion of a cover letter and a postage paid envelope, both are considered a must in surveys (Viladas, 1984). The surveys were requested to be returned by a given date (June 1, 1993). The return envelopes were numbered so that the administrators who did not return the survey could be identified. Those who did not return the survey by June 5, 1993 were contacted by phone and asked to do so. Following this verbal request, a second survey was sent along with a second return envelope.

Summary

This chapter described the methodology and procedures used to investigate what students about to graduate from Wheaton College as elementary education majors thought was important to include in an induction program as compared to what central office administrators of elementary districts in Du Page County thought was important. The methodology employed was both qualitative and quantitative, and was based on a descriptive study employing a questionnaire. The respondents to the survey and how they were selected was

discussed. The development and distribution of the survey was also discussed.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

The purpose of this study, was to examine the topics that students in their last year of an elementary education program felt were important to include in an induction program for novice teachers, compared to what central office administrators thought was important. This chapter presents and analyzes the data obtained from surveys that were administered to novice teachers and to central office administrators. The surveys were designed to ascertain if the respondents thought the presented topics needed be included in an induction program for new teachers. The topics were drawn from those suggested in the literature as being important to include in an induction program for new teachers.

After a review of the literature, 24 topics for inclusion in an induction program for new teachers were identified. Each topic was mentioned by at least two authors since 1979. Each identified topic was presented on the survey and the respondent was asked to indicate their opinion as to the need to include the item in an induction program for new teachers.

The items were listed, and followed by the numbers one to five. The person completing the survey was asked to circle number one to indicate they would definitely include the item, number two to indicate probably they would include it, number three that they might or might not include it, number four to indicate they probably would not include the item, and number five to indicate they definitely would not include the item. The survey also left space for additional comments.

The survey was distributed to students in an elementary education program at Wheaton College on the last day of classes before their graduation. Every senior in the graduating class returned the survey. There was a total of 37 surveys completed by the students. All surveys were usable, all numbers were clearly marked and no questions omitted.

The survey was also distributed to the central office administrator primarily responsible for the hiring of teachers in Du Page County elementary districts. After the original mailing, 18 central office administrators responded. Follow-up phone calls and mailing increased this number by 10, resulting in a total of 28 responses out of a potential total of 31. All surveys were usable, all numbers were clearly marked and no questions omitted.

Each of the responses to the 24 items, identified for

possible inclusion in an induction program by the literature, was analyzed. The percentage of the students who answered each item was compared to the percentage of central office administrators that answered the item. The percentages were rounded to the nearest tenth of a percent. An analysis of each item was made. A graphic representation for each of the items follows the narrative analysis.

Class Management

The review of the literature revealed that Fox and Singletary (1986), Gordon (1992), Guerro and Mason (1989), Hirsch (1990), Hirsch and Brooks (1986), Huling-Austin et al. (1986), Jensen (1989), Kilgore and Kozisek (1989), and Tisher (1992), all included classroom management in their discussion of induction programs. The deliberations centered on the need to help new teachers understand the necessity for a plan to manage the class. New teachers have many responsibilities relating to the management of a class, and while they may have had some exposure to classroom management techniques in their student teaching experiences, and in their university training, they could benefit from additional instruction.

In responding to the need to include class management in an induction program, 89.2% of the central office

administrator respondents ranked it as definitely needing to be included, and 10.7% said it probably should be included. No item on the survey received a greater number of administrators indicating support for inclusion of the topic in an induction program. The survey results likely reflect central office administrators' concern that novice teachers receive immediate assistance in the area of classroom management. Central office administrators may recall from personal experience as first year teachers themselves, difficulties in class management. During their years in education they may have noted the problems experienced by novice teachers. Based on their experiences they ranked this item as a high priority for inclusion in an induction program.

Fifty nine and four tenths of the students ranked classroom management as definitely needing to be included in an induction program for novice teachers, 24.3% thought it probably should be included, 8% thought it might or might not be needed, and 8% thought that it was probably was not needed.

While the majority of students recognized the need for class management to be included in an induction program, there were some who thought it might or might not be included, or that it probably should not be included. In their student teaching experiences these students may not have recognized

the class management that was provided by the cooperating teacher and not realize its importance. Some students may be unaware of the class management techniques employed by their own teachers as they articulated through various school systems. Therefore they are unsuspecting of the need for formal instruction in class management. Another possibility is that they have confidence in the skills developed during their work at the university and in student teaching, and do not identify a need for additional instruction in this area.

Indicate the need to include class management in an induction program for new teachers.

Figure 1
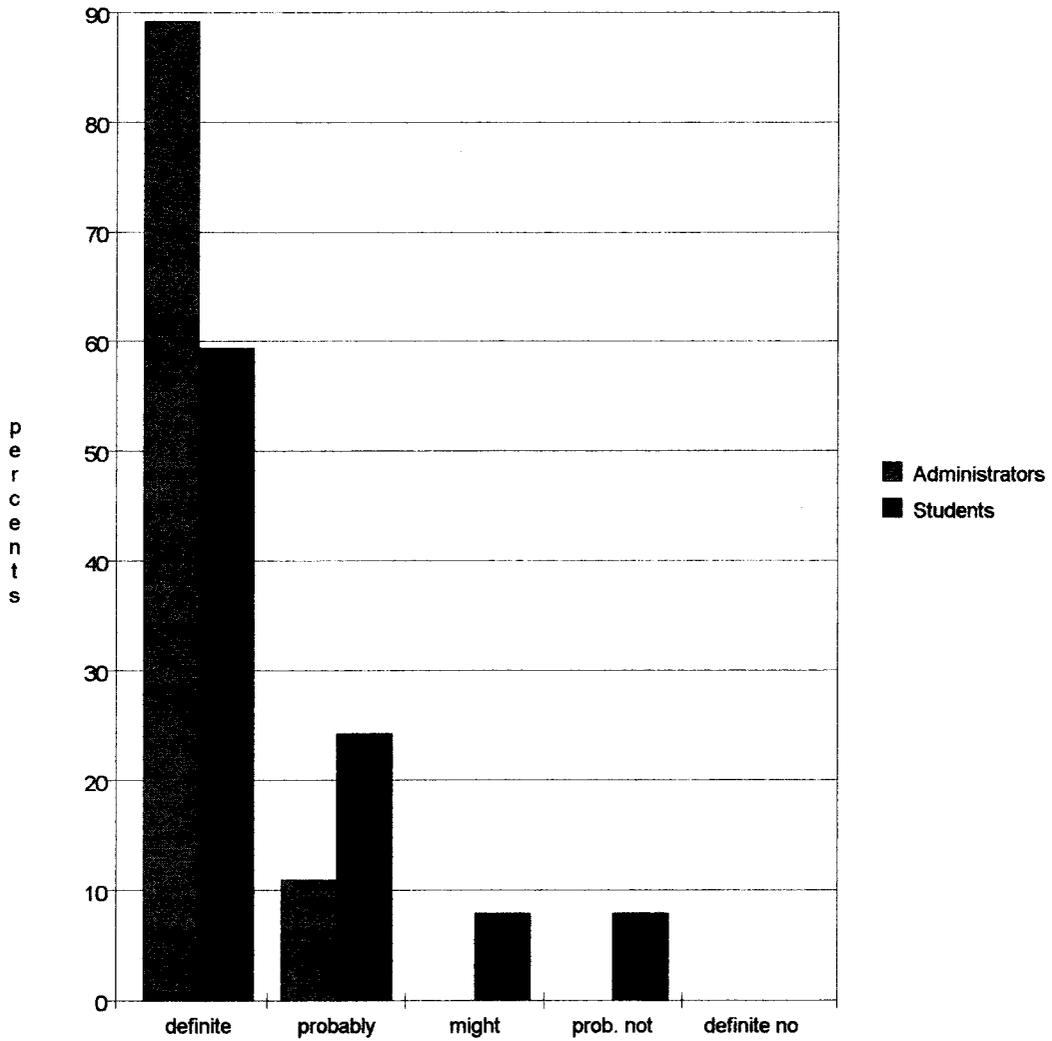
Discipline

Eisner (1984), Gordon (1992), Jensen (1989), Kilgore and Kozisek (1989), Odell (1989), Varah et al. (1986), and Veenman (1984), all include student discipline on their agendas for novice teacher induction. Students need to be orderly and in control of their actions for learning to take place. The new teacher may need assistance and knowledge of how to set limits and provide structure for students. Children do not need to be sitting in rows without talking in order to be disciplined. Nor should they be allowed to wander about the room or make inappropriate remarks. There needs to be a standard of acceptable behavior explained and monitored by the teacher. Novice teachers may err on both ends of the continuum, they may be too restrictive, or too lax. In either case, it is usually considered difficult to reverse a discipline stance taken in the beginning of the year. An induction program offers the opportunity to offer assistance to the novice, and prevent possible mistakes. The need to revamp an ineffective discipline plan might be avoided by an effective induction program for the novice.

When asked to indicate the need to include student discipline in an induction program for new teachers, 71.4% of the administrators responded definitely, 25% said probably,

and 3.5% said might or might not. Based upon their personal experiences and observations the administrators likely have recognized student discipline to be problematic for new teachers and want to offer help before a problem arises. It is probable that administrators are aware of the difficulties involved in establishing a discipline plan after a previous one has failed, or after there wasn't a consistent plan in place.

The students responded to the inclusion of the topic of discipline in an induction program with 45.9% saying definitely, 37.8% probably, 8% saying might or might not, and 8% saying probably not. Most of the students agree with the administrators and the cited authors as to the need to include discipline as a topic in an induction program. However, there are some who do not, and place it as a lower priority. The students may not recognize the necessity because they have unknowingly relied on the cooperating teacher's discipline during their student teaching experience. Students may not have perceived the techniques used by their own teachers and not understand that the orderliness of student behavior was by design rather than chance. They may not understand the need for a carefully crafted plan, and assume it "just happens", or not view it as a needed component in their classroom.

Indicate the need to include student discipline in an induction program for new teachers.

Figure 2
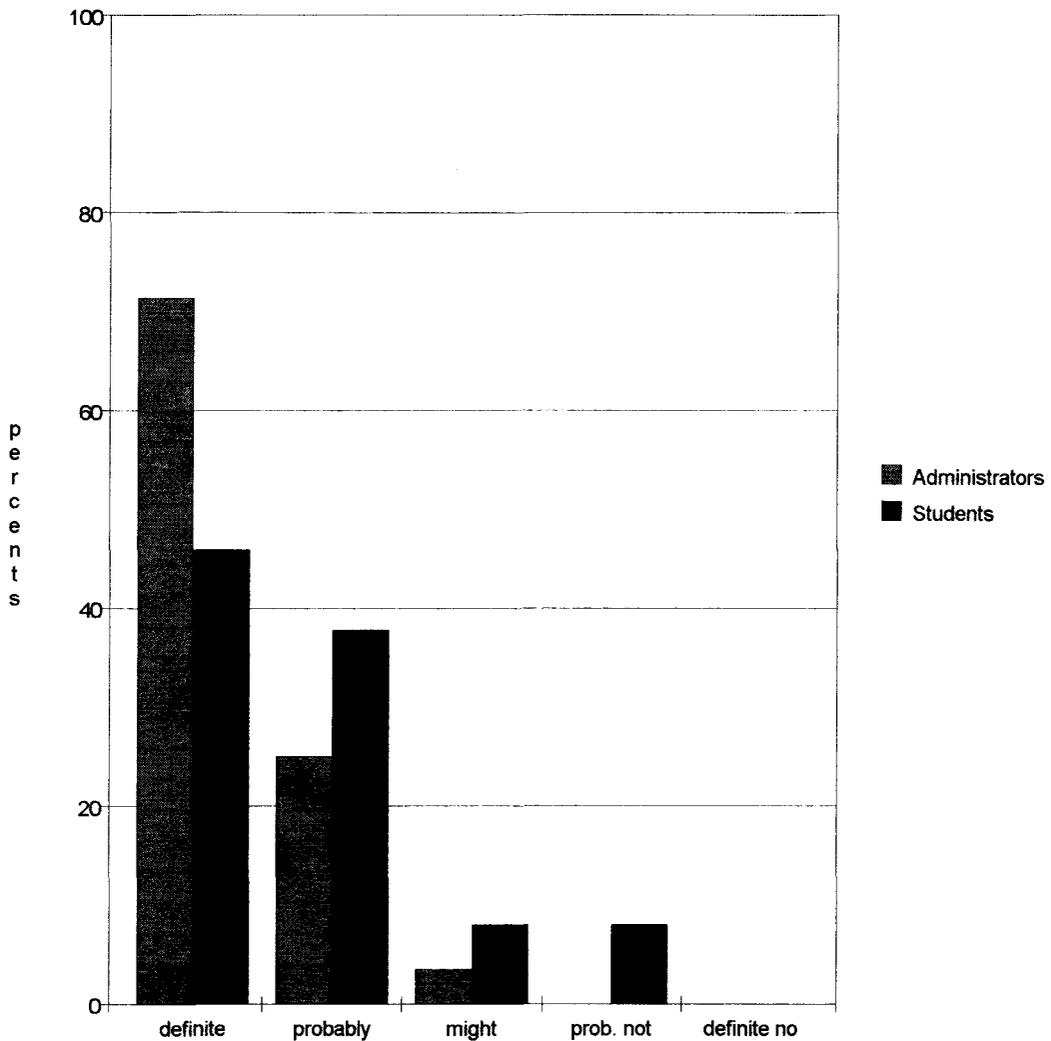
Motivating Students

Gordon (1992), Jensen (1989), Kilgore and Kozisek
(1989), Odell (1989), Tisher (1982), Varah et al. (1986), and
Veenman (1984), feel that the topic of motivating students
should be a part of a new teacher induction program. Learning
is best accomplished when the knowledge is connected to
previous experiences. It is most easily achieved when the
purpose of the exercise has meaning and relevance to the
learner. Teachers should have understanding of learning
theory and how to make the process of mastering the curriculum
important to the students.

When asked in the survey about the topic of motivating
students, 50% of administrators responded that it definitely
should be included in a new teacher induction program, 46.4%
said that it probably should be included, and 3.5% said it
probably should not be included. Administrators likely
recognize the importance of students wanting to participate in
learning in order for education to take place. They may
through their experience know that some students need
information about the relevance and significance of topics in
the curriculum to be specifically pointed out in order to be
interested in learning.

The students responded to this item by 32.4% saying it

should definitely be included, 35.1% saying it probably should

be included, 24.3% saying it might or might not be included,

and 8% saying it should definitely should not be included.

The responses to this item by the students were not too far

off the administrators responses. It may be that those who do

not feel it needs to be included think students want to learn

and do not need to be motivated to do so. They may think

motivation techniques are so obvious that they do not have to

be presented during the induction program. It is also

possible they believe novice teachers have acquired the needed

expertise in this area through student teaching and university

work.

Indicate the need to include motivating students in an induction program for new teachers.

figure 3
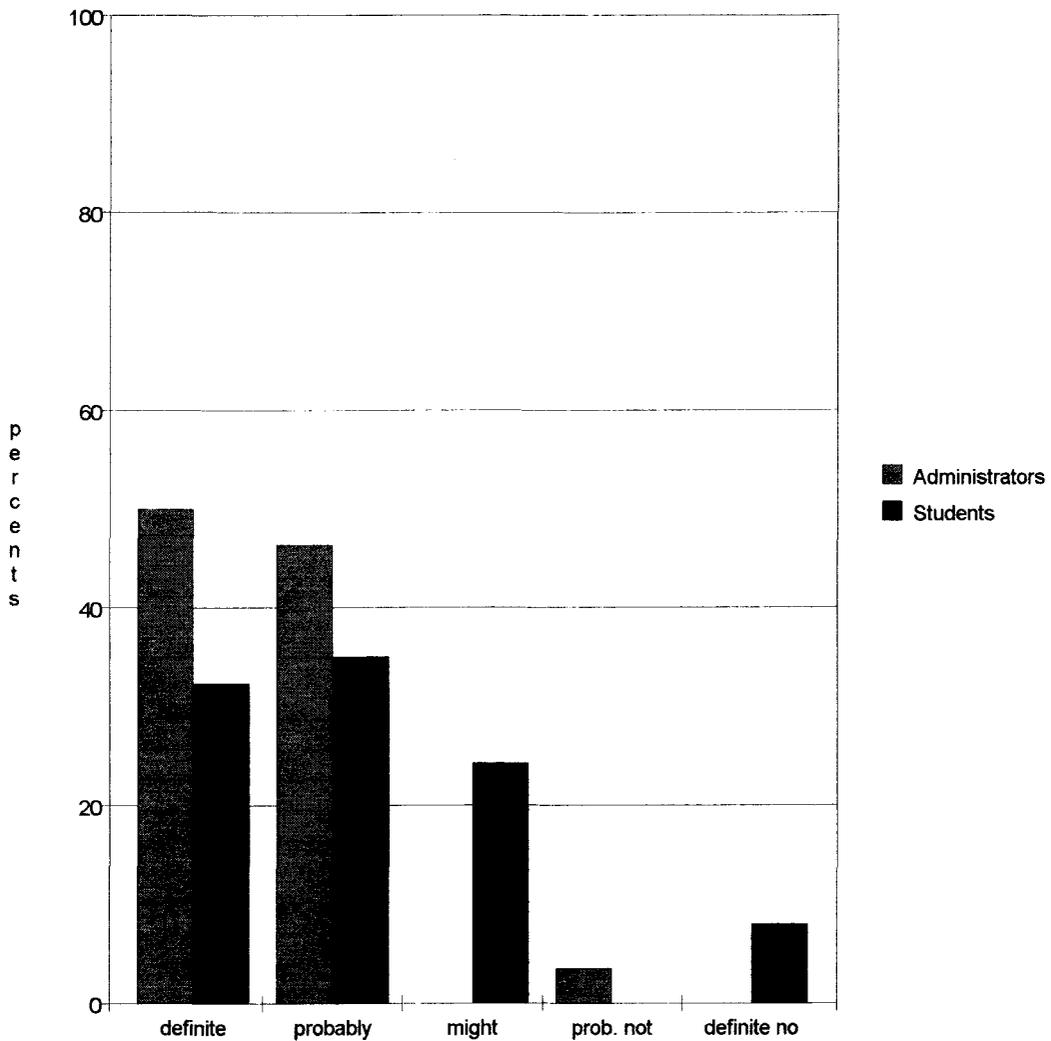
Evaluating Student Progress

Fox and Singletary (1986), Gordon (1992), Hirsch and Brooks (1986), Kilgore and Kozisek (1989), Tisher (1982), Varah et al. (1986), and Veenman (1984), all include the topic of student evaluation when discussing induction programs for novice teachers. New teachers may have difficulty assessing student work. They may lack the experience to judge the merit of assignments. The district may have certain standards or expectations that must be met for a student to receive a grade. Teachers may need assistance in analysis of student errors so they can adapt the test or curriculum to better reflect the ability levels of the students.

When asked to indicate the need for the inclusion of the topic of evaluating student progress in the induction program for novice teachers 60.7% of the administrators thought it should definitely be included, 25% thought that it probably should be included, and 14.2% thought it might or might not be included. At least some central office administrators based on their experiences doubt the competence of the novice in this area, and want to ensure that some information on this topic is given during the induction process. Administrators, at times, deal with parents and students, who are angry, disappointed, or unsure due to an evaluation given by a

teacher, and have a heightened awareness of the importance of understanding evaluation.

The students in responding to this item had 27% say it definitely should be included, 35.1% said it probably should be included, 29.7% said it might or might not be needed, and 8% thought it probably should not be included. The students may not have had enough experience in the evaluation process to understand there may be situations that call for variations of the methods they used in their student teaching experience or they experienced as students, when their work was evaluated. They could be unaware that a district has standards to which they must adhere. They may be unsuspecting of the impact evaluations may have on the student and their future program. The soon to be novice teachers may also be confident of their ability to evaluate student progress based on their preparation and experiences.

Indicate the need to include evaluating student progress in an induction program for new teachers.

Figure 4
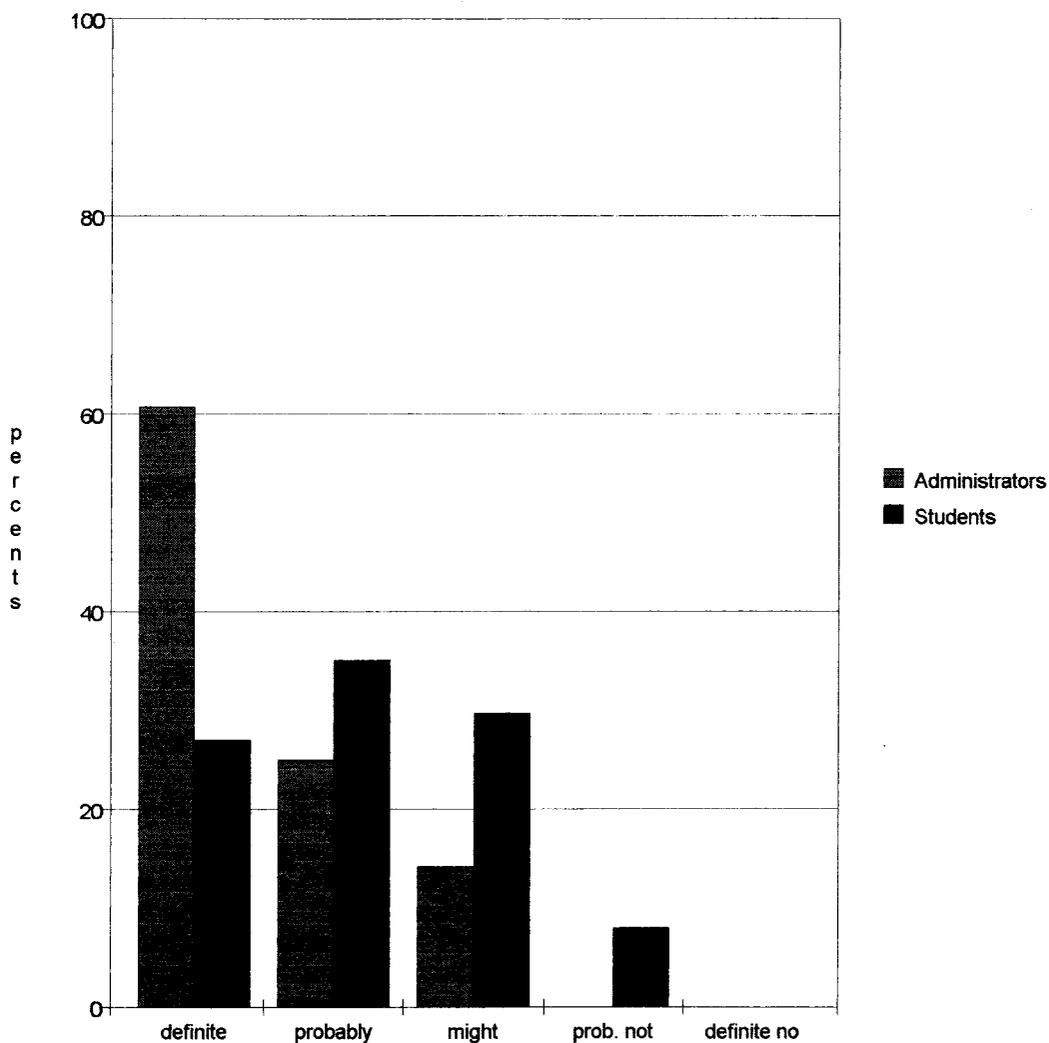
Special Education Programs

Special education is mentioned in the literature by Fox and Singletary (1986), Gordon (1992), and Guerro and Mason (1984) as being desirable to include in the induction program. Teachers will have in their classrooms students who have disabilities. They should be aware of the continuum of services and support systems available to students with special needs. The teacher has to be cognizant of the process for obtaining the help that is available and how to access the system of special education for students.

Thirty nine percent of the administrators responded that special education program information should definitely be included in the induction program, 42.8% said that it probably should be included, 7.1% said it might or might not be included, 10.7% said that it probably should not be included. The students responded by 27% saying that it should definitely be included, 37.8% saying it probably should be included, 18.9% saying that it might or might not be included, 8% saying it probably should not be included, and 8% saying that it definitely should not be included.

The results of the survey indicate that the administrators and the students are fairly close in their opinions as to the inclusion of special education programs in

the induction program for novice teachers. Most think it should or probably should be included in the induction program, but some do not see the need. Administrators and students who did not indicate a need for information, may not anticipate dealing with students who have disabilities due to the past practice of segregating the disabled. It could also be that they feel familiar with special education processes and not feel the need for additional information, since all future teachers in Illinois must have at least one course in the area of exceptional children.

Indicate the need to include information about the special education program in an induction program for new teachers.

Figure 5
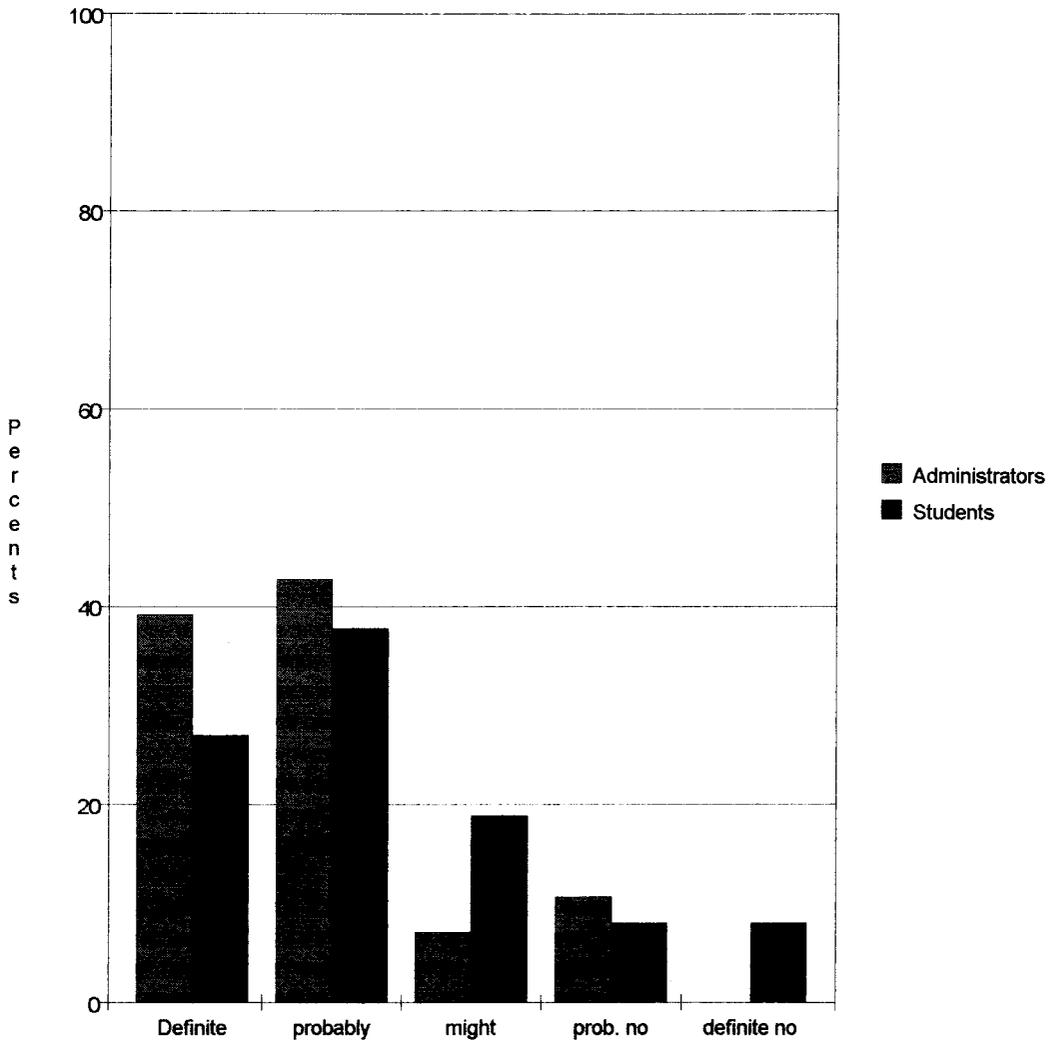
Gifted Education Program

Gifted education was mentioned by Veenman (1984) and Guerro and Mason (1984) as being needed, but the fact that it did not appear in more of the literature indicates that it is not a primary concern for inclusion in an induction program by some of those writing. Children, who are gifted with special talents, need the opportunity to develop the talent. The novice teacher may not be aware of the options and alternative ways of teaching that will help the gifted student to reach their potential. Programs for the gifted vary widely from place to place. The teachers in a district need to be aware of what there is, and how to access it for their gifted children.

Administrators responded with 14.2% indicating gifted education should definitely be included in the induction program, 50% saying it probably should be included, 25% saying it might or might not, 10% saying probably not. Students responded with 13.5% saying gifted education should definitely be included in the induction program, 45.9% saying it probably should be included, 32.4% saying it might or might not be included, and 8% saying it probably should not be included.

The students and administrators responded in much the same manner, with the majority feeling that the topic of

gifted education should be or probably should be included in the induction program. Those surveyed were in agreement that gifted education should be included, but did not rank the need as high as other needs. It may be that the number of gifted students is small, and not of great concern. Gifted students usually are not considered "difficult to handle" and therefore those working with them may not be expected to need extra help or instruction. There is also a perception on the part of some people that the gifted child will learn no matter what program is provided, therefore special assistance is not necessary.

Indicate the need to include information about the gifted program in an induction program for new teachers.

Figure 6
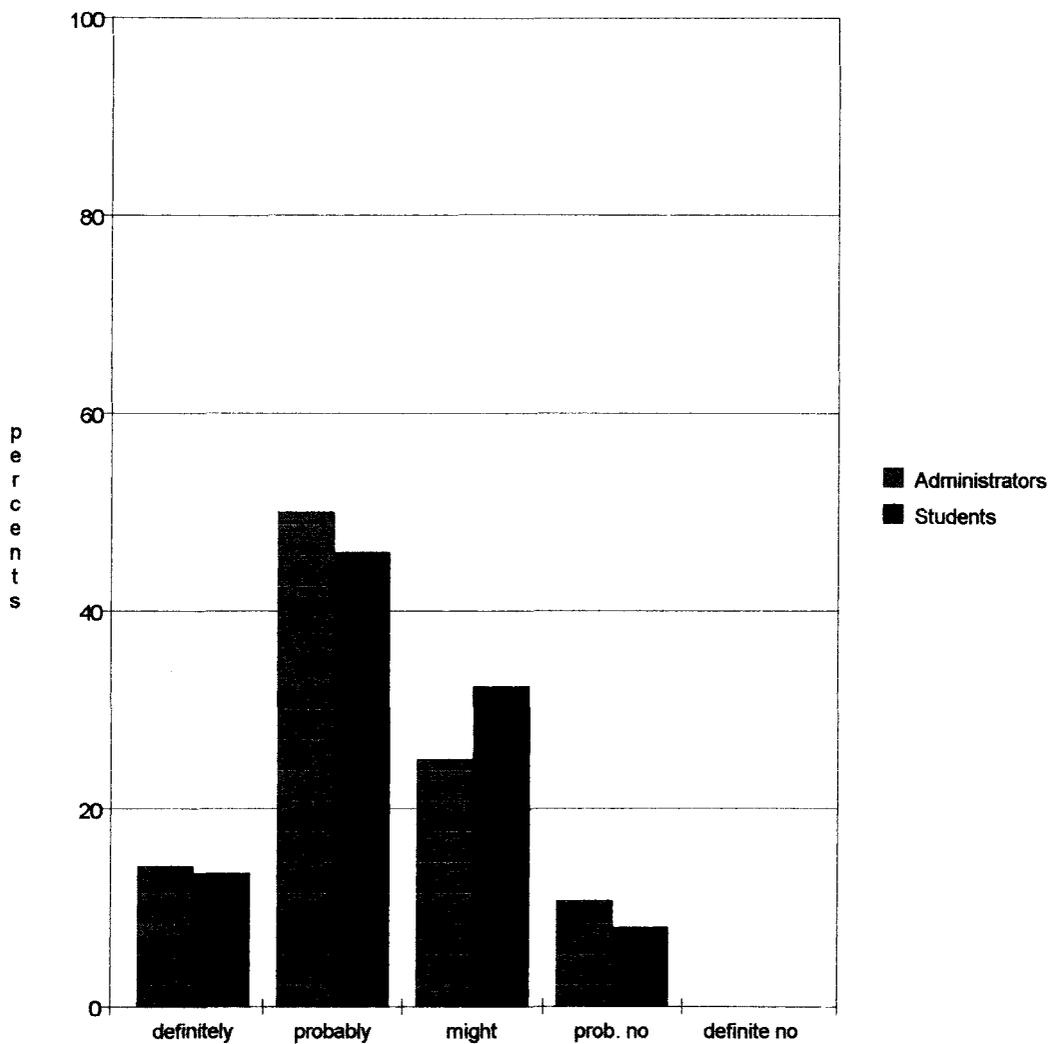
Diverse Cultures

In the literature review Guerro and Mason (1989), Orlich (1989), Tisher (1982), and Veenman (1984), all suggested that information on diverse cultures be included in the induction program for new teachers. The suggestions generally were to tailor the needs of the district to the program, so that if the district has students from a particular culture, facts about that culture should be included in the induction program. As the United States becomes more diverse in language and culture, it is increasingly important to foster a sense of pride and celebration of the various cultures. It is also important for a new teacher working with people from a different culture not to misinterpret actions or customs of the culture and therefore misjudge interactions with children and parents.

Of the administrators 35.7% felt that the inclusion of the topic of diverse cultures is definitely needed in an induction program, 32% said that it probably should be included, 25% said that it might or might not be needed, and 7% said it probably should not be included. The majority of administrators perceive the need for including information about diverse cultures in an induction program for novice teachers. Administrators in DuPage County are likely

experiencing a rise in the number of students from diverse cultures reflective of the changing demographics in the metropolitan areas and in the nation. This change in the school population likely underlies their concern to include information about diverse cultures in the induction program for novice teachers. They probably realize the importance of preventing problems between the novice teacher and the community based upon cultural differences.

The students responded with less concern for information on diverse cultures than expressed by the administrators. Sixteen and two tenths percent said it definitely should be included, 35.1% said it probably should be included, 27% said it might or might not be needed, 16.2% said it probably would not, and 5.4% thought it definitely should not be included.

The students graduating from Wheaton College, who did not see the need for information about diverse students may not have comprehended the differences students from diverse cultures require in education programs and in communication with families. The Wheaton students may not expect to teach children from diverse cultures. Another possibility is rather small, private, religiously affiliated colleges tend to be homogenous and not accentuate diversity. The future teachers may expect to be competent to meet any diverse cultural needs

of their students without having much basis for understanding

diversity.

Indicate the need to include diverse cultures in an induction program for new teachers.

Figure 7

- Administrators
- Students

y-axis: percents (0, 20, 40, 60, 80, 100)

x-axis: definite, probably, might, prob no, definite no
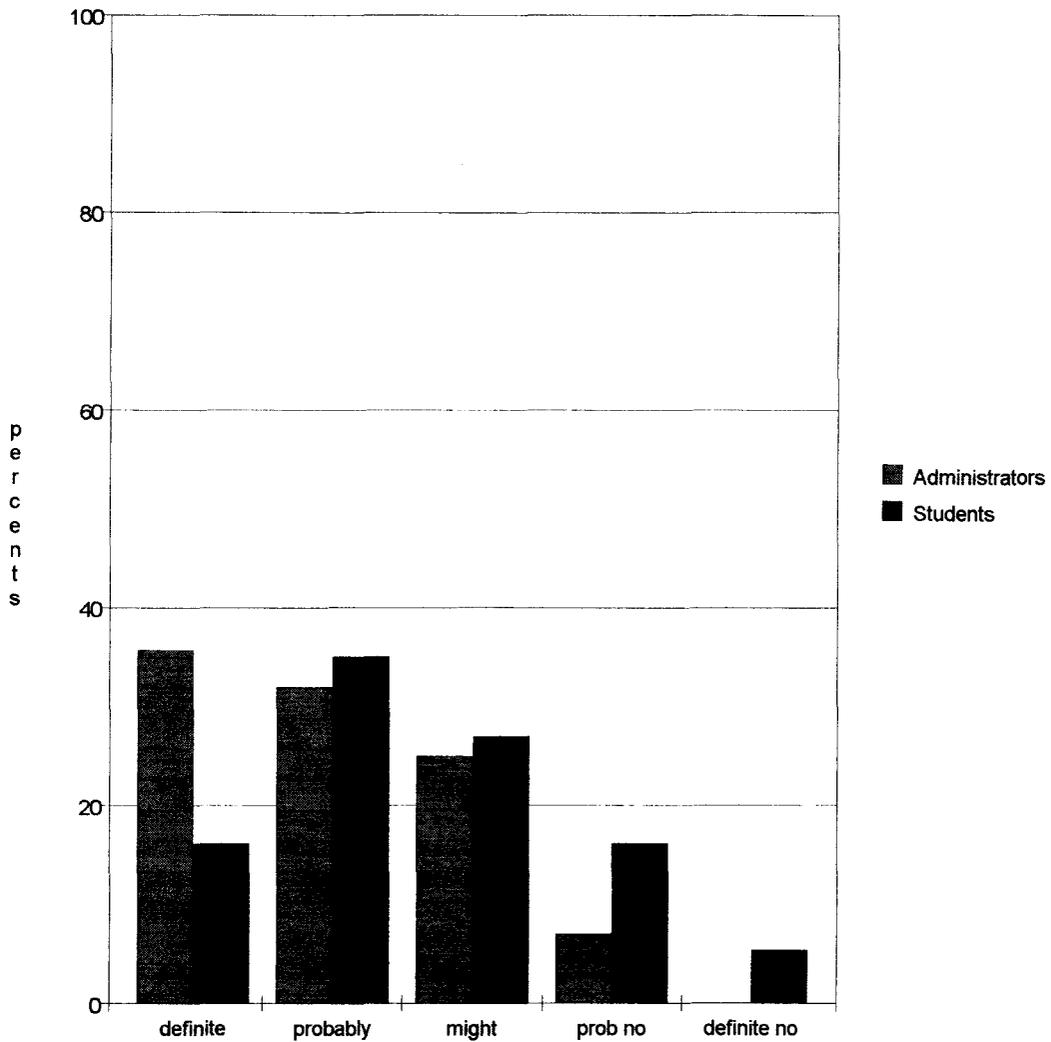
Programming for Individual Differences

Kilgore and Koisek (1989), Gordon (1991), Varah et al. (1986) and Veenman (1984), were found in a review of the literature to support the need to include programming for individual differences in an induction program. Other authors may consider planning for special education, gifted education, and meeting the needs of diverse cultures as covering the topic of programming for individual needs. However, there are children who are not necessarily identified as having special needs that will benefit from programming for individual differences. Students may need to move at a different pace, use different materials, or modalities in order to be successful. Novice teachers may need "permission" to modify or change curriculum to fit children's individual needs. Too often teachers fit children into existing programs, not programs to children.

When asked their opinion as to the inclusion of the topic of programming for individual differences, administrators responded with 39.2% saying it definitely should be included, 46.4% saying it probably should be included, 10.7% saying it might or might not be included, and 3.5% saying that it probably should not be included. While the majority of the administrators think the topic should be included or probably

included, there are some who apparently think it is not necessary. They may believe the novice teacher already knows how to provide for individual differences, or that they will learn how to do so at a later time. It could also be a response dependent upon the assumption that the novice is so overwhelmed that individualization is a lesser priority for an induction program.

Students answered with slightly less concern than administrators for the inclusion of the topic of programming for individual differences. Twenty-seven percent said it definitely should be included, 35.1% said it probably should be included, 29.7% said that it might or might not be included, 8% thought it probably should not be included. Students may feel that as novice teachers they would already have the skills necessary to provide for individual differences. They may also feel that there are not many differences, or due to inexperience, do not translate the differences in children to a need for differences in programming.

Indicate the need to include programming for individual differences in an induction program for new teachers.

Figure 8
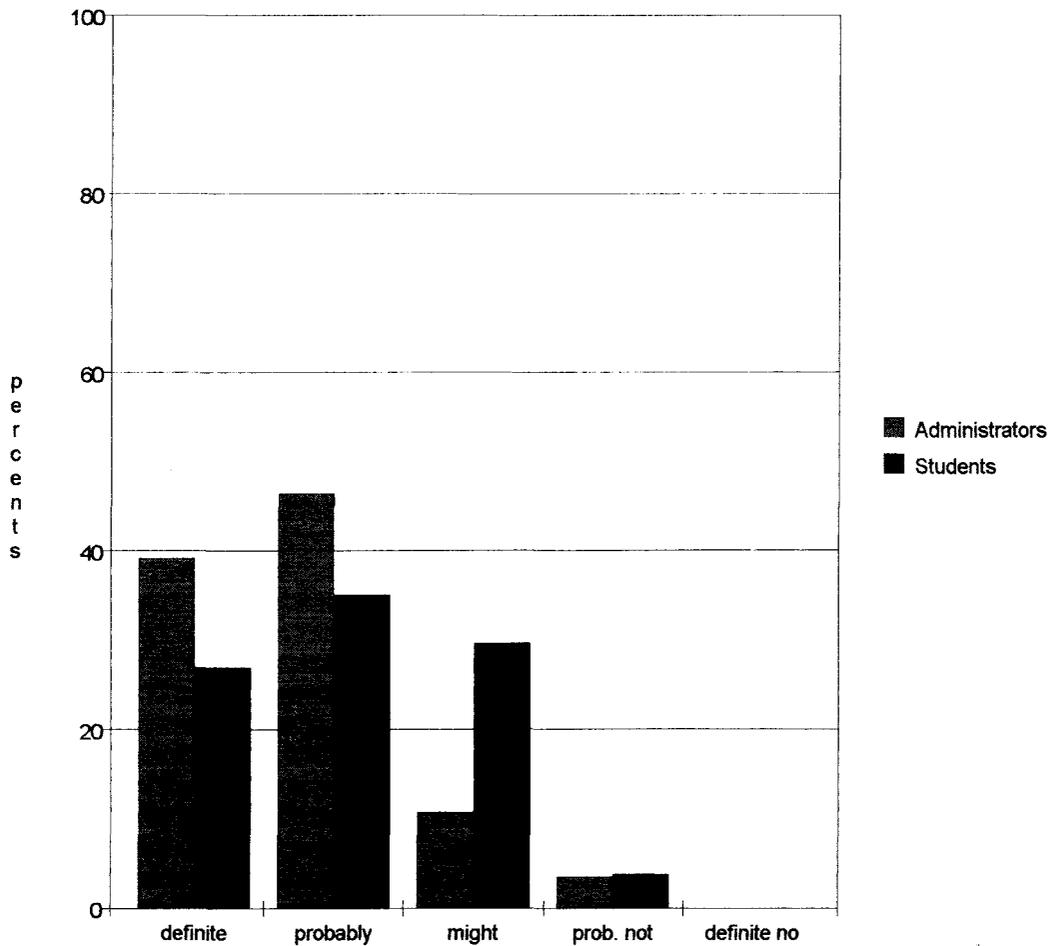
Parent Relations

A review of the literature shows many writers include this topic when discussing new teacher induction. Fox and Singletary (1986), Hirsch and Brooks (1986), Huling-Austin et al. (1986), Hoffman (1985), Jensen (1989), Kilgore and Kozisek (1989), and Veenman (1984) all include parent relations on their list of things to be covered in an induction program. Parental support is crucial to the success of schools. Unless there is a good relationship between the parents and the teacher there will be little hope of attaining educational goals. Children need their parents' support and approval, if parents do not support the school, it is unlikely that the children will value the work that goes on there. If parents do not honor the rules and expectations of the school, the children are unlikely to do so. Giving the novice teacher help in establishing communication and a foundation of trust with parents, will make the job of educating the children much easier.

Inclusion of parent relations in an induction program was important to the administrators surveyed, 60.7% said it definitely should be included, 32.1% said it probably should be included, and 7.1% said it might or might not be included. None of the surveyed felt that it probably should not or

definitely should not be included. Administrators from their experience with parents and school organizations likely realize the importance of establishing and maintaining open and trusting relationships with parents. Administrators likely realize that this takes some skill and the new teacher may not yet have acquired it.

Of the students surveyed 24.3% felt it definitely should be included, 29.7% felt it probably should be included, 40.5% felt it might or might not be included, and 5.4% felt that it probably should not be included. The results indicate that while the majority of the students feel parent relations should be included in the induction program for novice teachers, there are some who do not see the need. They may feel that teachers should focus on students and not understand the importance of parental support. It may also be that the students feel that their relationships with parents will go smoothly, and not need any special effort or further skill development on their part.

Indicate the need to include parent relations in an induction program for new teachers.

Figure 9
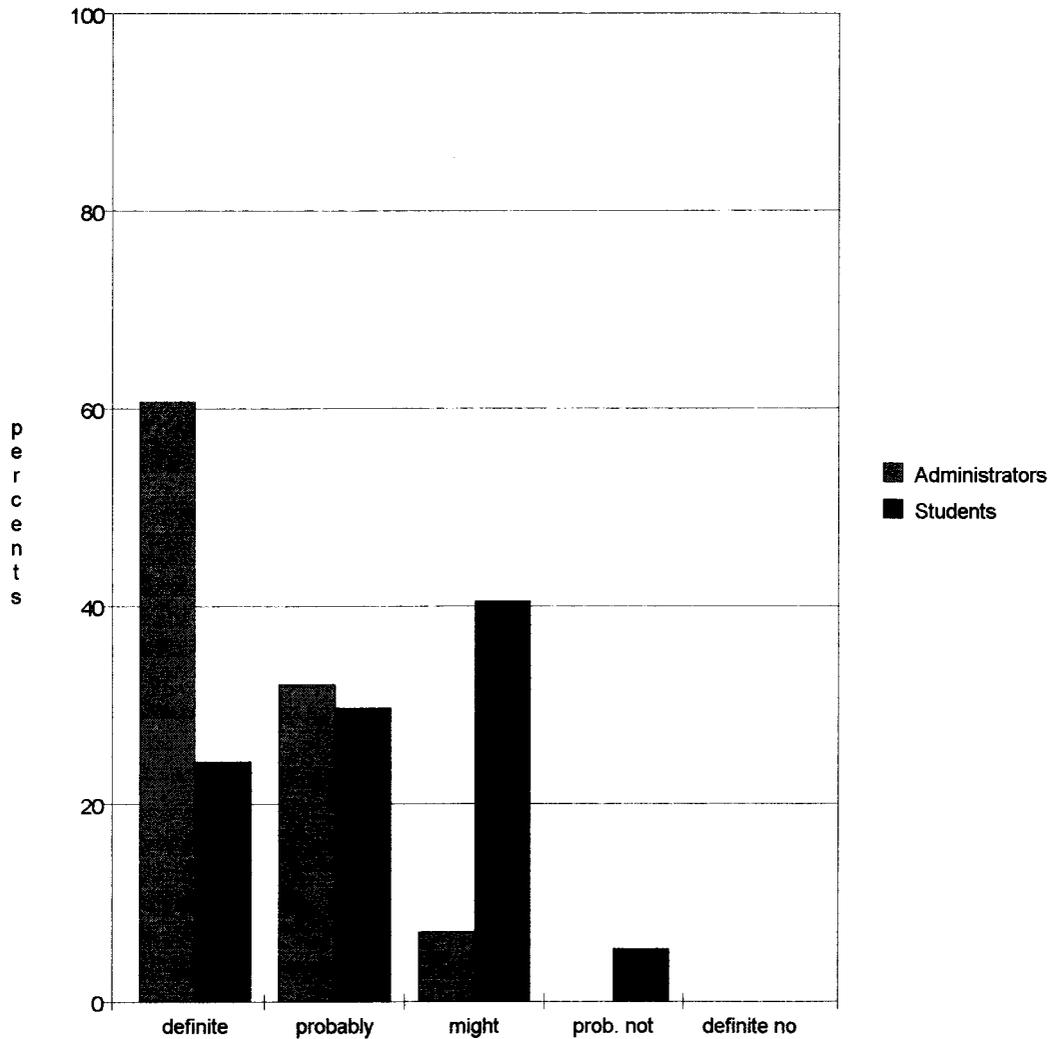
Preparing/Organizing Work

The review of the literature showed that Gordon (1991), Hoffman (1985), Jensen, (1989), Kilgore and Kozisek (1989), Odell (1989), and Veenman (1984), thought that preparing/organizing work should be included in the induction program for new teachers. Novice teachers usually do not have enough experience through student teaching in organizing and preparing the work involved in teaching to perform the tasks without difficulty. Assistance in priortizing the many tasks, and hints on short cuts to routine duties, can prove invaluable to many novice teachers.

Administrators responded to inclusion of the topic of preparing/organizing work in a new teacher induction program with 42.8% responding that it definitely should be included, 39.2% saying that it probably should be included, and 17.8% responded it might or might not be included. Administrators from their experience probably feel that novice teachers will need assistance in this area. From their vantage point administrators likely realize the demands the system makes upon teachers. Since the novice, by definition, has not done the job before, administrators likely feel success is more assured if some help is given to novice teachers with organizing and preparing work during the induction program.

Students, on the other hand, had more confidence in the ability of the novice teacher to prepare/organize work. They responded with 13.5% saying the topic should definitely be included, 8% saying that it probably should be included, 43.2% saying that it might or might not be included, 21.6% saying it probably should not be included, and 13.5% saying that it definitely should not be included. Because the new teacher may be unaware of the demands of the position, they may underestimate the importance of the topic as part of an induction program. They may feel that they were organized as students and they will automatically be so as professionals. They may also have relied upon their cooperating teacher's preparation and organization during student teaching and not realize the support they received.

Include preparing/organizing work in an induction program for new teachers.

Figure 10
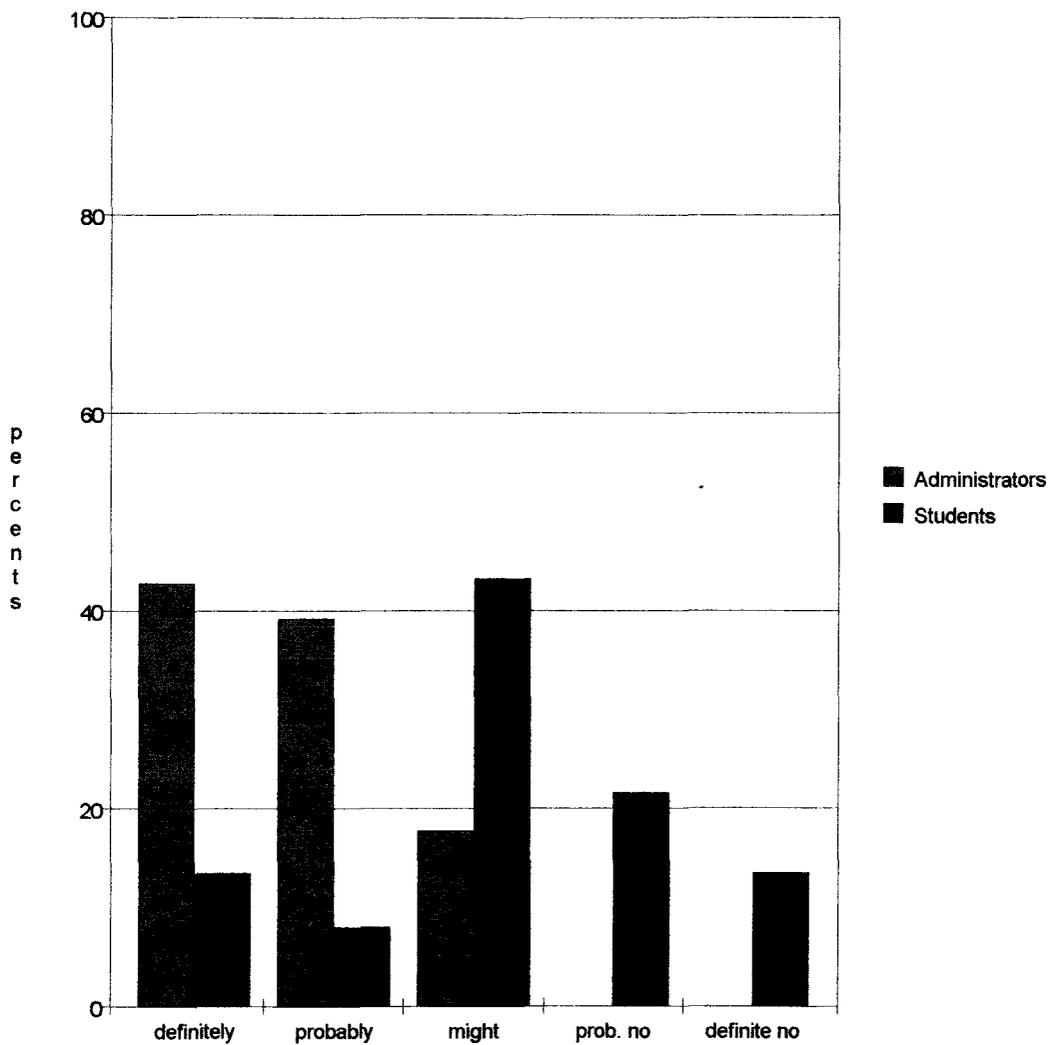
Curriculum Expectations

Brooks (1986), Fox and Singletary (1986), Gordon (1992), Guerro and Mason (1989), Jensen (1989), Kilgore and Kozisek (1989), Varah et al. (1986),and Veenman (1984) all include curriculum expectations as a topic for new teacher induction. They agree that understanding what academic material is to be covered, and to what degree it is to be mastered is information needed by the new teacher. The community's anticipation of what its children will accomplish and that of the novice teacher may be disparate. It is important for the new teacher to have a clear understanding of the expectations before beginning the task of trying to meet them.

Administrators responded on the surveys with 60.7% saying that curriculum expectations should definitely be included in the induction program of novice teachers, 21.4% saying that it probably should be included, 7.1% saying that it might or might not be needed and, 10.7% saying that it probably should not be included. Most administrators responded that the inclusion of curriculum expectations in an induction program is needed. Those that did not may be from districts that have curriculum expectations spelled out in curriculum guides and feel that it would be redundant to have it presented in the induction process. Others may feel the topic is too broad for

an induction program and think the novice teachers will learn the expectations as they teach.

The last year students responded to the topic of curriculum expectations being included in the induction program by 32.4% saying it should definitely be included, 35.1% saying it probably should be included, 21.6% saying it might or might not be needed, 5.4 % saying that it probably should not be included and 5.4% saying it definitely should not be included. The survey responses showed that some of the students have more belief in the abilities of the novice teachers than do the administrators. This may be based on confidence in their abilities from their experiences in student teaching and in class. However, some students may have felt inexperienced with different communities and schools, and recognize they lack understanding of differing expectations.

Include curriculum expectations in an induction program for new teachers.

Figure 11
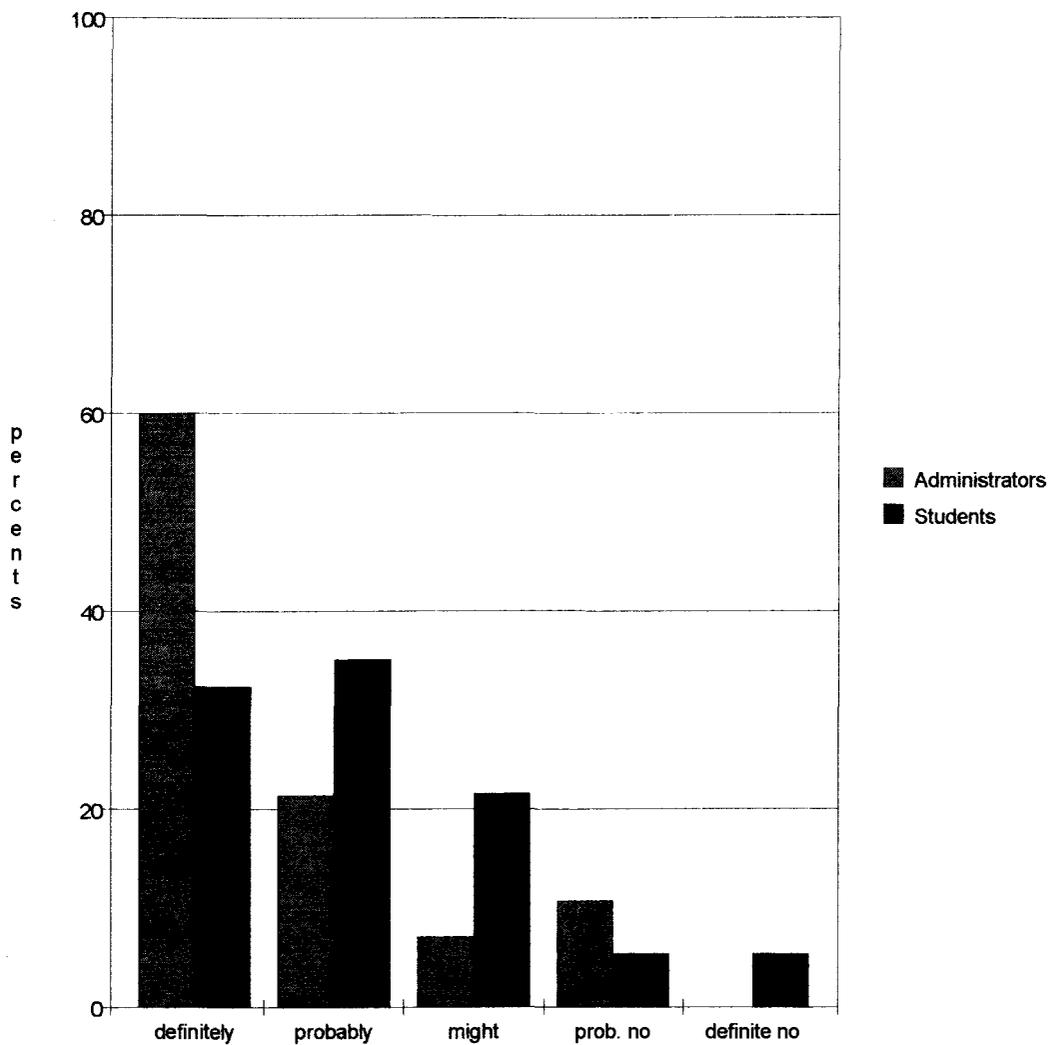
Organization of Own (teacher) Time

Eisner (1984), Gordon (1992), Kilgore and Kozisek (1989), and Veenman (1984) agree that the organization of time is a topic to include in an induction program for teachers. How to "find" time to plan, correct papers, attend meetings, teach, and remain a learner is at times overwhelming for some novice teachers. It may be helpful for novice teachers to have specific tips on how to balance all of the new time demands as they enter their professional career as a teacher.

Administrators responded to the survey item regarding the inclusion of organization of own (teacher) time with 28.5% answering that it definitely is needed, 25% saying it probably should be included, 35.7% saying it might or might not be included, 10.7 % saying it probably should not be included. This item may be one that some administrators hesitate to add to the list of agenda items for an induction program because they think it is difficult to teach. Each person has their own style and the administrators may feel that it is not in their purview to suggest how to organize time. It may also be that some administrators do not feel that the topic is of enough interest or importance to be included in the limited time a novice teacher has to learn and do all that is necessary in the induction year. Some administrators may feel

that time management is not a district responsibility, but the individual teacher's responsibility.

Students responded to the survey item by 13.5% saying it definitely should be included in the induction program, 16.2% saying it probably should be included, 21.6% saying it might or might not be needed, 40.5% saying it probably should not be included and 8% saying it definitely should not be included. Some of the students were even less enthusiastic than the administrators at having time organization included in the induction program. They may feel that it is not in the scope of an induction program. Some students may think that there is not enough time in the induction program to cover it, and feel it is an expendable item on the agenda. Others may under assess their need in the area due to lack of experience.

Include organization of own (teacher) time in an induction program for new teachers.

Figure 12
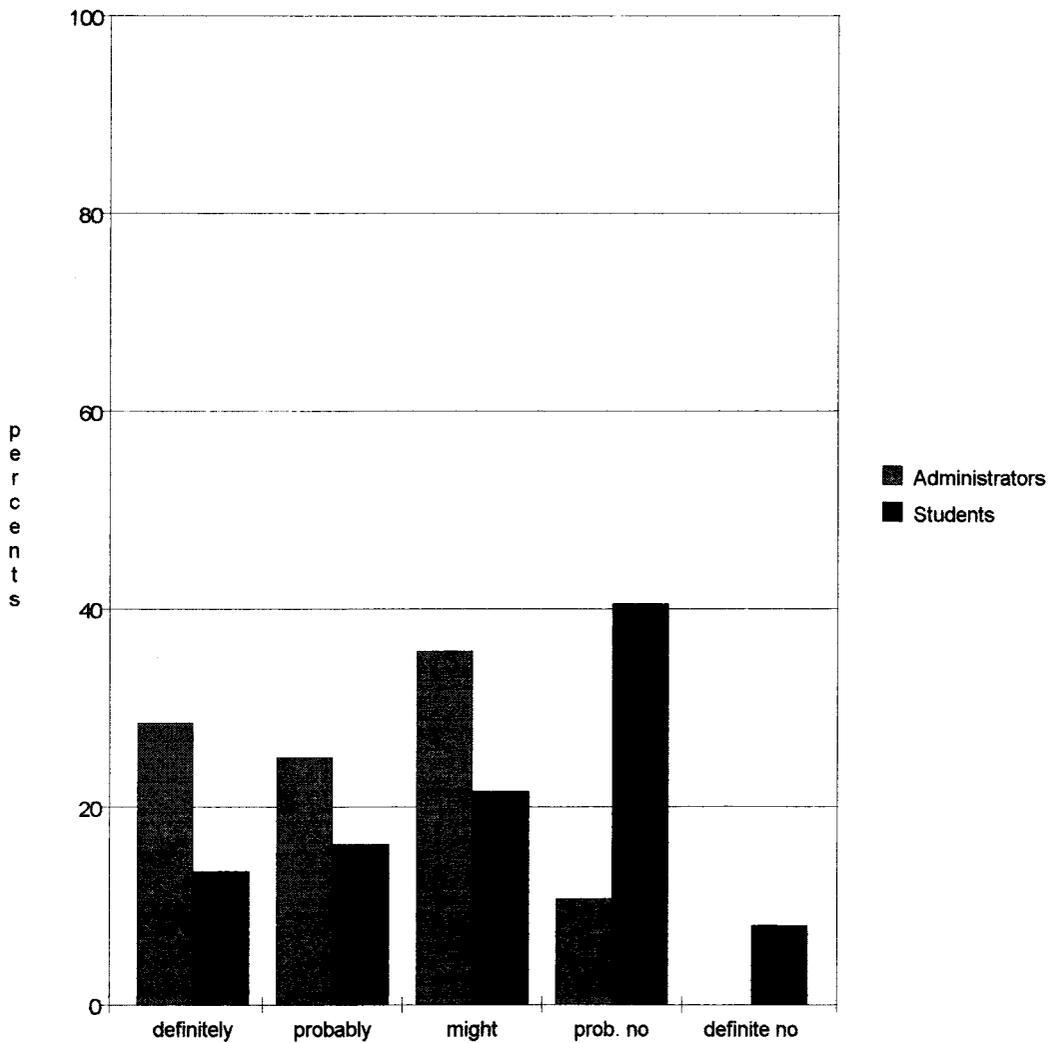
Locating Material and Resources (in district)

Brooks (1986), Gordon (1992), Huling-Austin et al. (1986), Jensen (1989) Hewton (1988), Hirsch and Brooks (1986), and Varah et al. (1986) recommend the inclusion of locating materials and resources within the district as part of a new teacher induction program. New teachers need to be able to find where supplies and materials they want to use are available. They should also be aware of the resources that the district has to offer. There are often people with specialized skills who are willing and able to assist in planning activities and projects the novice may want to undertake. Some districts have centers for technology, a professional library, or work centers shared throughout the system. If the novice is unaware of them, the materials and resources will not be utilized.

The administrators responded to this item of the survey with 40.5% saying they should definitely be included in the new teacher induction, 35.1% saying they should probably be included, 16.2% saying they may or may not be included, 2.7% saying probably not needed, and 5.4% saying definitely not needed. The administrators, who did not think the inclusion of locating materials and resources (in district) was important, may think that the novice will be able to ascertain

this information in a different way, or that an induction program should not be so specific. They may even feel it is simply not important, since the resources are apparent without becoming a formal item on the induction agenda.

The students responded to the need for inclusion of locating materials and resources in the district by 32.1% saying it was definitely needed in the program, 57.1% saying that it probably should be included and, 10.7 % saying that it might or might not be included. The students' responses show a concern on their part with knowing how to obtain the things they perceive as necessary to carry out the work of teaching. They are apparently more anxious than the administrators are about this topic. It may be that admitting to a lack in this area is not threatening to them, since no one could reasonably expect the novice to know where materials and resources are located. If the novice admits to lack of knowledge in areas which they think a professional should know, such as discipline or curriculum, they may feel diminished or incompetent. Some may feel it is acceptable to be unaware of the location of something, but it is unacceptable to admit a lack of professional expertise.

Include locating materials and resources in an induction program for new teachers.

Figure 13
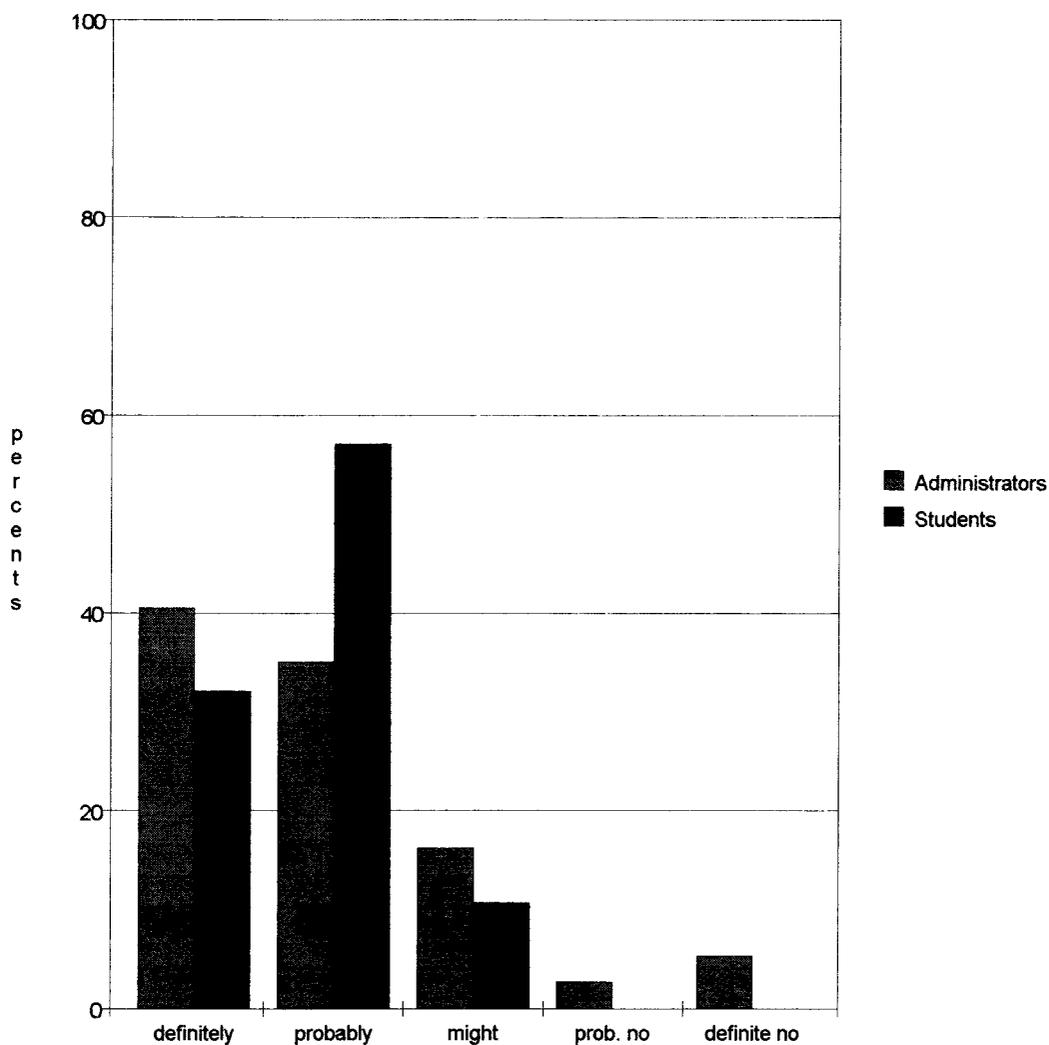
Community Resources

Brooks (1986), Guerro and Mason (1984), Hewton (1988), Hirsch and Brooks (1986), Holmes (1990), Huling-Austin et al. (1986), Johnson and Kay (1987), and Varah et al. (1986) discuss the need to include community resources as part of the induction program. The novice may be new to the community and not be aware of the support that it can offer through such resources as park district programs, libraries, and social service agencies. Inclusion of this information in the induction program gives them the opportunity to learn as soon as possible of the support systems that are available outside of the school. Students are in school a limited number of hours a day, and in the community the rest of the day. If teachers are aware of the resources the community has to offer they can help their students gain access to them.

In response to community resources being included in an induction program for new teachers, the administrators replied with 17.8% saying that the topic of community resources definitely should be included, 46.4% saying it probably should be included, 16.6% saying it might or might not be included, and 16.6% saying it probably should not be included. While the majority of administrators say community resources should either definitely or probably be included in the induction

program, there are a number who do not. Those who do not may imagine the novice will discover these things on their own. It could also be attributed to a lack of awareness by the administrators as to what is available in the community, and this inadequacy prevents them from valuing it. Some administrators may not have received support they sought from the community and not promote seeking such help. There also may be on some administrators' part a feeling that the topic is not important enough to use the limited time of the induction program.

Students responded to this topic with 40.5% saying it should definitely be included, 32.4% saying it probably should be included, and 27% saying it might or might not be included. The surveyed students expressed a greater need to have community resources included as a topic in the induction program than did the administrators They may feel it is not threatening to admit lack of knowledge in this area. They may recognize the help that can be offered and be more optimistic about the impact this help can have than the administrators.

Include community resources in an induction program for new teachers.

Figure 14
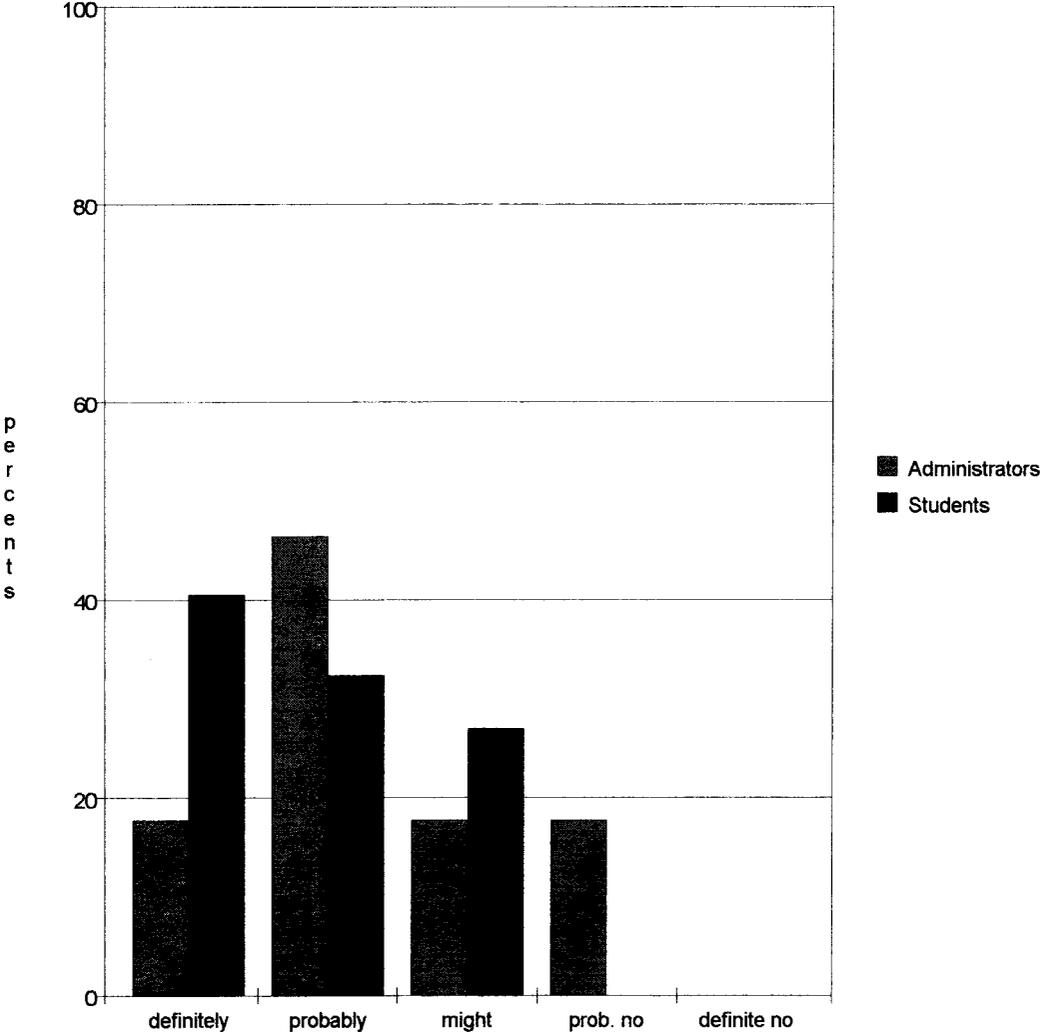
District Philosophy

Brooks (1986), Gordon (1991), Guerro and Mason (1989), Huling-Austin et al. (1987), Odell (1989), Ryan (1987), and Varah et al. (1986), and Veenman (1984) suggest that the district philosophy be included in the induction program. The guiding principles of the district and the value system should underlie all of the decisions and plans of the district. The actions and directions taken by the district are based upon knowledge of the philosophy. The novice may make decisions or head in directions that are unacceptable to the district, unless there is an understanding of the philosophy that the district has accepted.

Administrators responded to the need to have the District philosophy included in an induction program by 50% saying it definitely should be included and 50% saying that it probably should be included. Central office administrators are the policy makers of the district, they rely upon the philosophy of the district in developing the policies. They provide leadership in implementing the policy based upon the philosophy and understand its importance in everyday decision making.

Students responded to this topic with 45.5% saying it definitely should be included, 27% saying it probably should

be included, 13.5% saying it might or might not be included, and 13.5% saying it probably should not be included. It is possible that the students who weren't sure philosophy should be included did not comprehend the importance of the philosophy of the district. It is an abstract concept, and they may be more concerned with concrete needs as they start their careers. Some students know their philosophy of education and assume that it is the one they will follow, regardless of a possible different philosophy in the district. They may think the philosophy they accept is the one "everyone" follows. Due to limited experience they may not recognize that differences exist.

Include district philosophy in an induction program for new teachers.

Figure 15
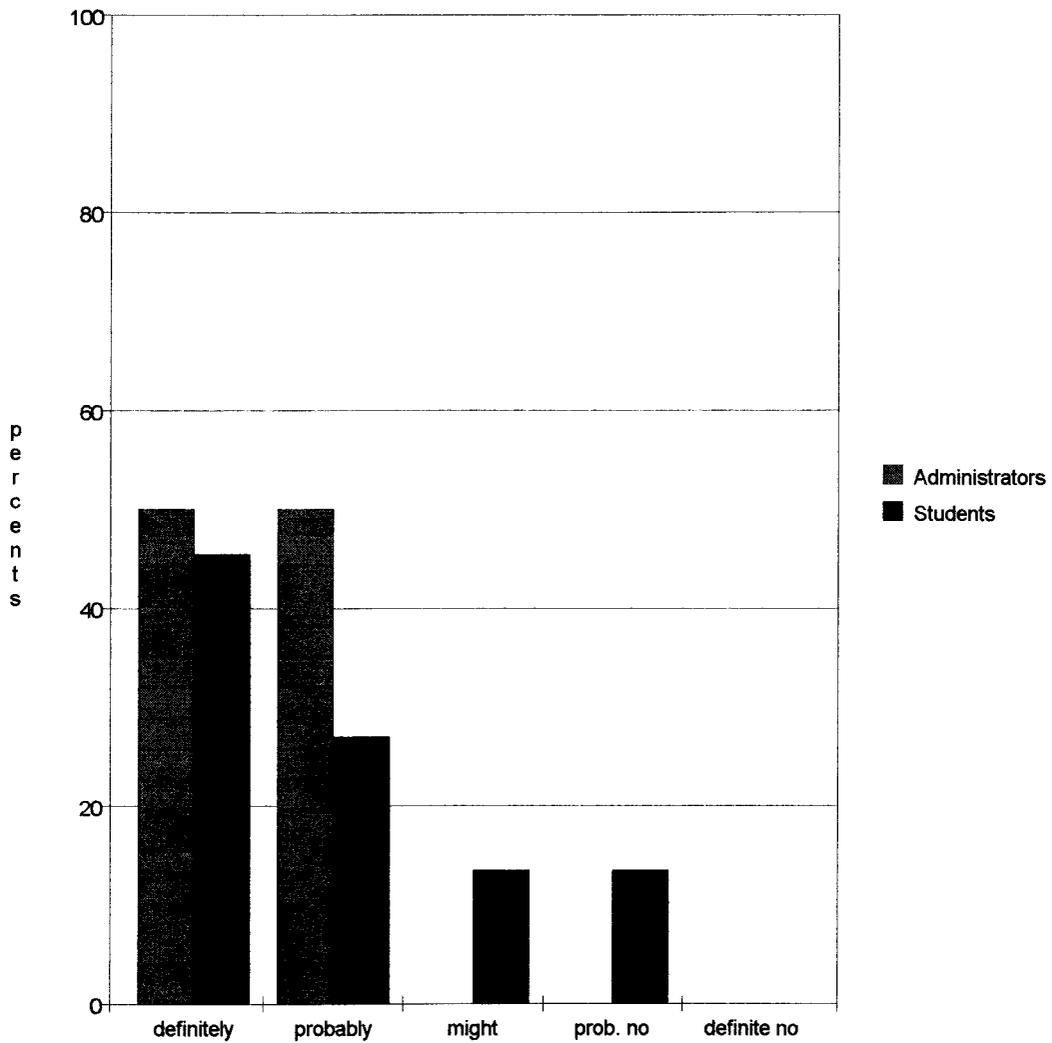
Personnel Policy

Guerro and Mason (1989) and Veenman (1984) include personnel policy on the list of things that should be in an induction program for new teachers. This information would include the general duties of teachers, the time schedules, pay days, sick leave and other such basic information. New teachers need to know the basics in order to function effectively in the system, and to have their questions answered before acting under misguided assumptions. Presenting this information to the new teacher will prevent the need for them to ask a number of questions or make false assumptions.

Administrators responded with 61% saying that personnel policies definitely needed to be included in the induction program, and the other 38.1% saying it probably should be included. Administrators likely understand the necessity of giving the basic operating instructions to the novice teacher. They work within the system and understand the importance of the governing rules of the organization.

Though the majority of the students responded positively to need for the inclusion of personnel policies in the induction program, some students expressed less concern than the administrators. Fifty four percent of the students said it

definitely should be included, 16.2% said it probably should
be included, 21.6% said it might or might not be needed, and
8% said it probably should not be included. Those who were
not concerned with the inclusion of personnel policies in the
induction program may be aware of the policies, and feel it is
redundant to have them presented. Some may feel that the
novice will get the information on their own, via printed
materials or manuals. Others may think that it is not an
important topic, or just feel that there is so much to learn
that they can only take in so much information during the
induction program.

Include personnel policy in an induction program for new teachers.

Figure 16

percents (y-axis, 0 to 100)

Legend:
- Administrators
- Students

Categories: definitely, probably, might, prob. no, definite no
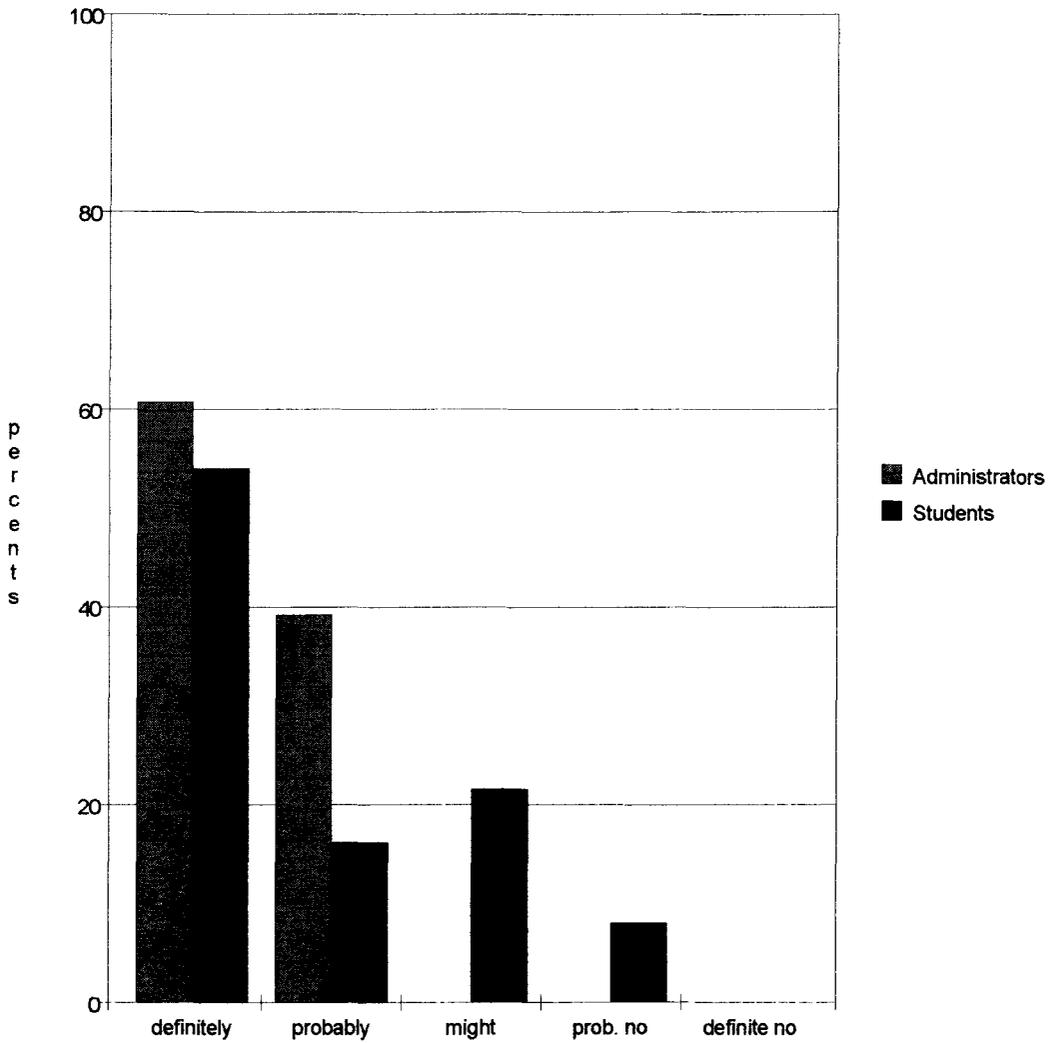
Teacher Evaluation Process

Brooks (1986), Gordon (1992) and Veenman (1984) discuss the importance of including information about the teacher evaluation process during the induction program. New teachers should understand the purpose, the criteria, and schedule of teacher evaluation. Having the information before engaging in the process will assist in making it work as it is intended. Misinformation can lead to misunderstandings which impede the success of the program.

Administrators when asked their opinion as to the need to include teacher evaluation as a topic in the induction process for novice teachers answered with 89.3% saying that it definitely should be included and 10.7% saying it probably should be included. This obvious majority opinion may be based partly on the desire of administrators to make sure that the novice teachers understand the Illinois state mandated evaluation as implemented in the individual districts. The administrators may be trying to protect themselves and their districts from any potential future claims by teachers of lack of knowledge or understanding of the procedures It could also, at least in part, be based on the desire of the administrator to take away any fear or sense of insecurity on the part of the novice teacher before the process gets

underway.

The students responded with a majority wanting the information as a part of the induction program. Fifty one and three tenths said that it definitely needs to be included in the induction program for novice teachers, 27% said it probably should be included, 16.2% said that it might or might not be needed, and 5.4% said that it probably should not be included. The students, who do not believe as strongly as the administrators, that the evaluation process should be explained may not realize that there is a mandated evaluation program. Others of this group may think that they have little control over the process, and it will proceed with or without their participation and understanding. There are also those who may be so confident of their abilities that they do not have concern with the particulars of the evaluation process, since they think they will be evaluated well regardless of the structure of the procedures used.

Include teacher evaluation in an induction program for new teachers.

figure 17
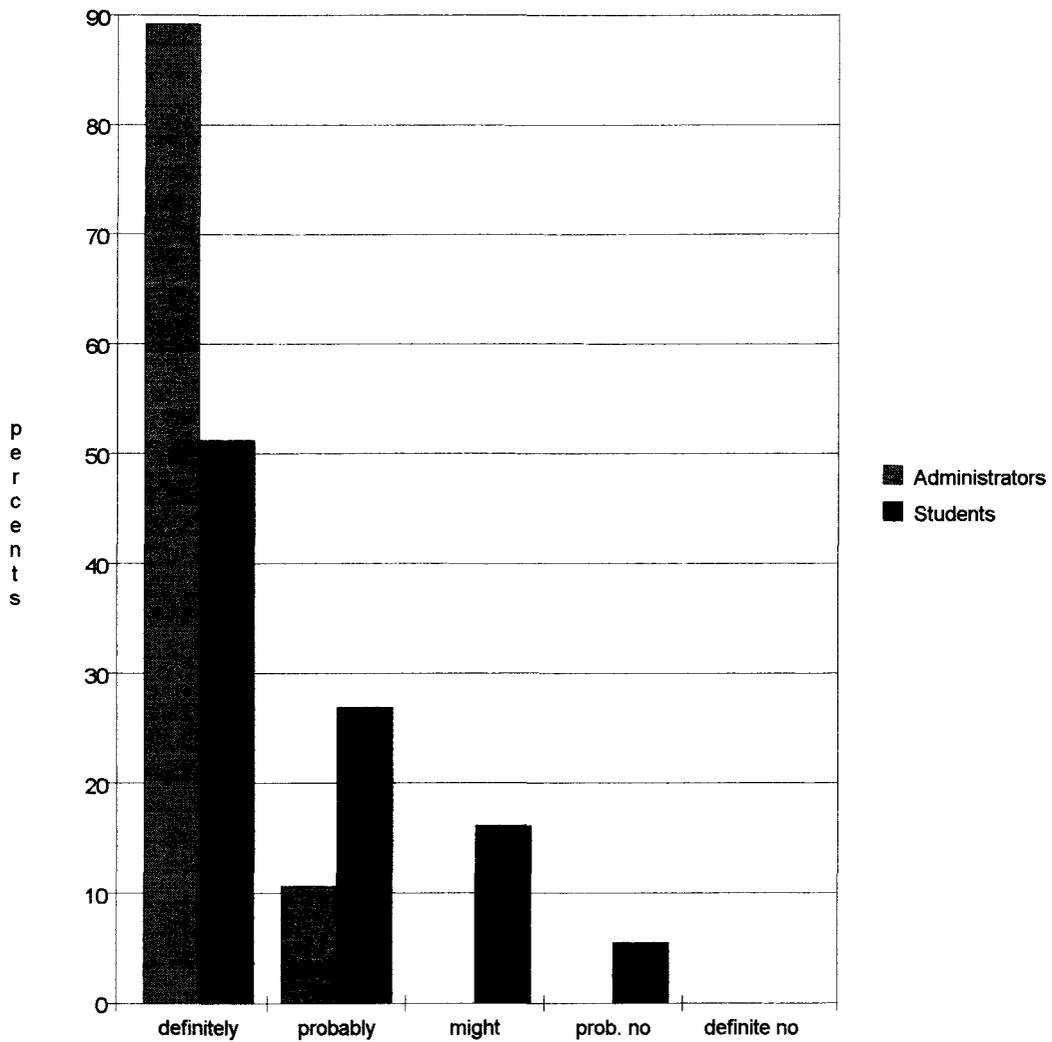
Dealing With Stress

Fox and Singletary (1986), Gordon (1992), Guerro and Mason (1989), Huling-Austin (1989), Huling-Austin et al. (1986), Natale (1993), and Nemser (1983), include dealing with stress in their discussions of induction programs for novice teachers. Most of the novice teachers are entering the professional work world for the first time. They may have left the relatively safe and structured world of the university and may be living and working "on their own" for the first time. Encountering many new people and becoming acquainted with a new community may prove difficult and stressful. Meeting the challenges of translating the knowledge gained from books and from limited supervised experience into a well organized classroom where learning takes place may produce stress. Giving the novice teachers ways to deal with the stress both in and out of the classroom may be the most needed support offered in an induction program. Working under stress can decrease effectiveness.

Administrators responded to the need to include stress reduction in an induction program by 10.7% saying it should definitely be included, 25% saying it probably should be included, 21.4% saying it might or might not be included, and 42.8% saying it probably should not be included. Some of the

administrators, who did not think this topic should be included in the induction program, may have felt stress reduction is out of the school's domain. They may believe that the novice teacher is best left to their own devices to individually resolve any stress. Others of this group may not think novice teachers have stress levels that need reduction.

Students responded to the survey item regarding dealing with stress in a way similar to the administrators. They responded with 13.5% saying that it definitely should be included, 21.6% saying that it probably should be included, 32.4% saying it might or might not be included, 27% saying it probably should not be included, and 5.4% saying it definitely should not be included. The students who did not feel that it should be included may think they will either not experience stress, or that they will be able to handle the stress without the help from the induction program. They may also think that admitting to stress is a sign of inability to do the expected job.

Include dealing with stress in an induction program for new teachers.

Figure 18
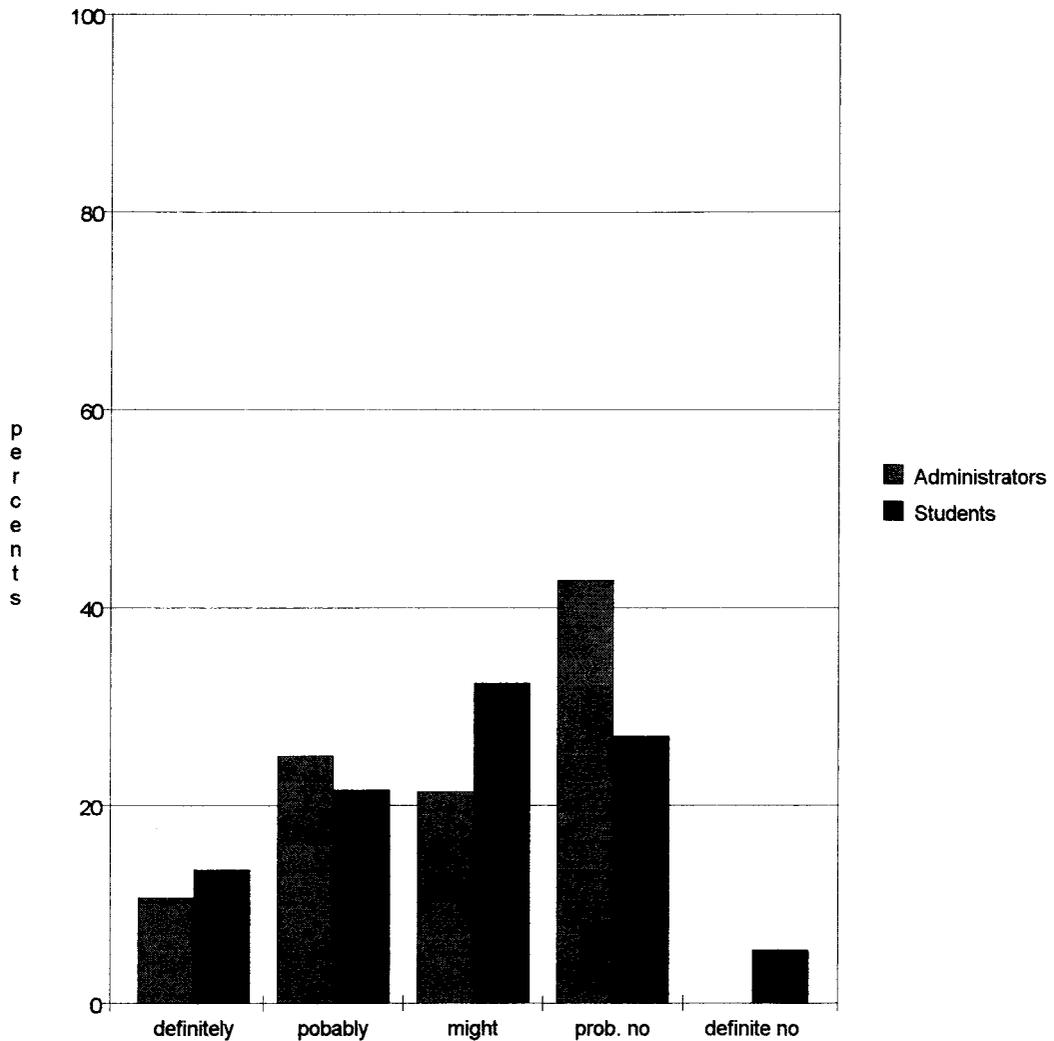
Lesson Design

Champion (1988), Guerro and Mason (1989), Hirsch and Brooks (1986), and Jensen (1989) discuss the need to include lesson design in the induction program for new teachers. Even though this topic has likely been covered at the university and in student teaching there is a need in their opinion to make clear the expectations of the school and the district in which the novice teacher will work. Some of the new teachers will begin their careers in classrooms that are substantially different than their pre-teaching experience, perhaps in different subject areas and with different age groups.

Administrators responded to the survey item with 32% saying that it definitely should be included, 50% saying that it probably should be included and, 17.8% saying that it might or might not be included. Based upon their experiences the administrators likely recognize the need to include this topic in the induction program. None of them felt that it probably or definitely should not be included.

The surveyed students responded with 5.4% saying that it definitely should be included, 27% saying that it probably should be included, 32.4% saying that it might or might not be included, 27% saying that it probably should not be included, and 8% saying that it definitely should not be included.

Those, who did not think that the inclusion of lesson design in the induction program for new teachers was needed, likely think that they know how to design lessons. They may have had successful experiences at the university and during student teaching and think further instruction in this area unnecessary. It may also be that they do not realize the variation possible in the design of a lesson and think that the format they use is appropriate for all of their teaching.

Include lesson design in an induction program for new teachers.

Figure 19
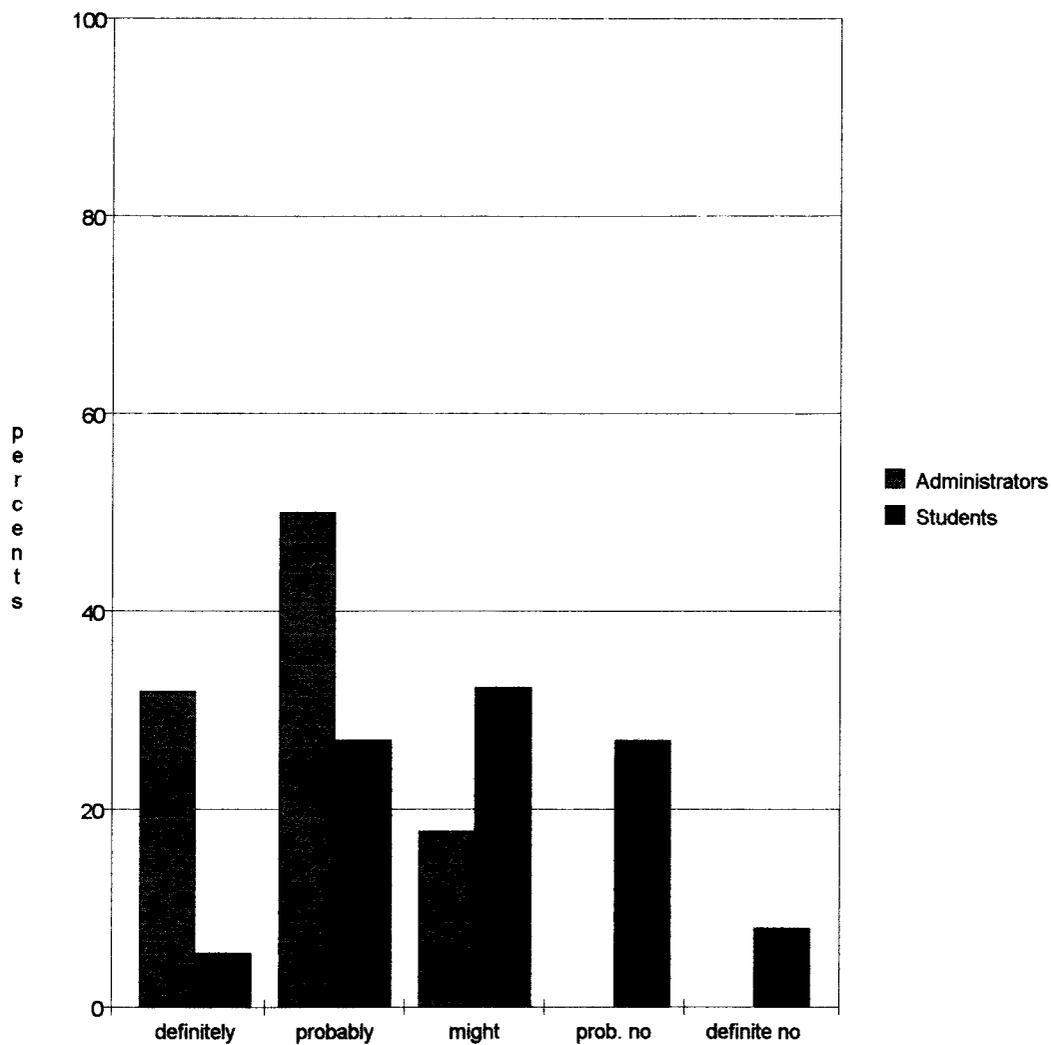
Teaching Techniques/Strategies

Gordon (1991), Odell (1989), Strong, et al. (1989), and Veenman (1984) recommend that teaching techniques and strategies be included in the induction program for new teachers. As they begin their careers teachers are usually more open and willing to try different methods. They are usually more willing to experiment and less tied to traditional patterns. If they are introduced to or reminded of techniques and strategies they are apt to use them as they develop their personal styles of teaching.

When replying to the need to include teaching strategies/techniques during an induction program for novice teachers, on the surveys the administrators responded with 50% saying that it definitely should be included, 28.5% saying it probably should be included, and 21.4% saying that it might or might not be included. None of the administrators felt that teaching techniques/strategies should probably not or definitely not be included. Based on their experiences the administrators seem to recognize a need for teachers to have many options and alternatives available, when planning or presenting lessons.

The students responded to the need to offer teaching techniques/strategies during an induction program for novice

teachers with 5.4% saying it should definitely be included, 29.7% saying it probably should be included, 37.8% saying it might or might not be included, 24.3% saying that it probably should not be included and 2.7% saying that it definitely should not be included. The students, who did not think that the topic should be included, may have confidence in the strategies that they used in their student teaching and in their pre-teaching experiences at the university. They may have a repertoire of teaching techniques and strategies that they have not had the opportunity to try out and not feel the need to acquire still more. The students may also feel that seeking help in this area would indicate lack of ability and perhaps lack of competency for the position, and be reluctant to express the need.

Include techniques/strategies in an induction program for new teachers.

Figure 20
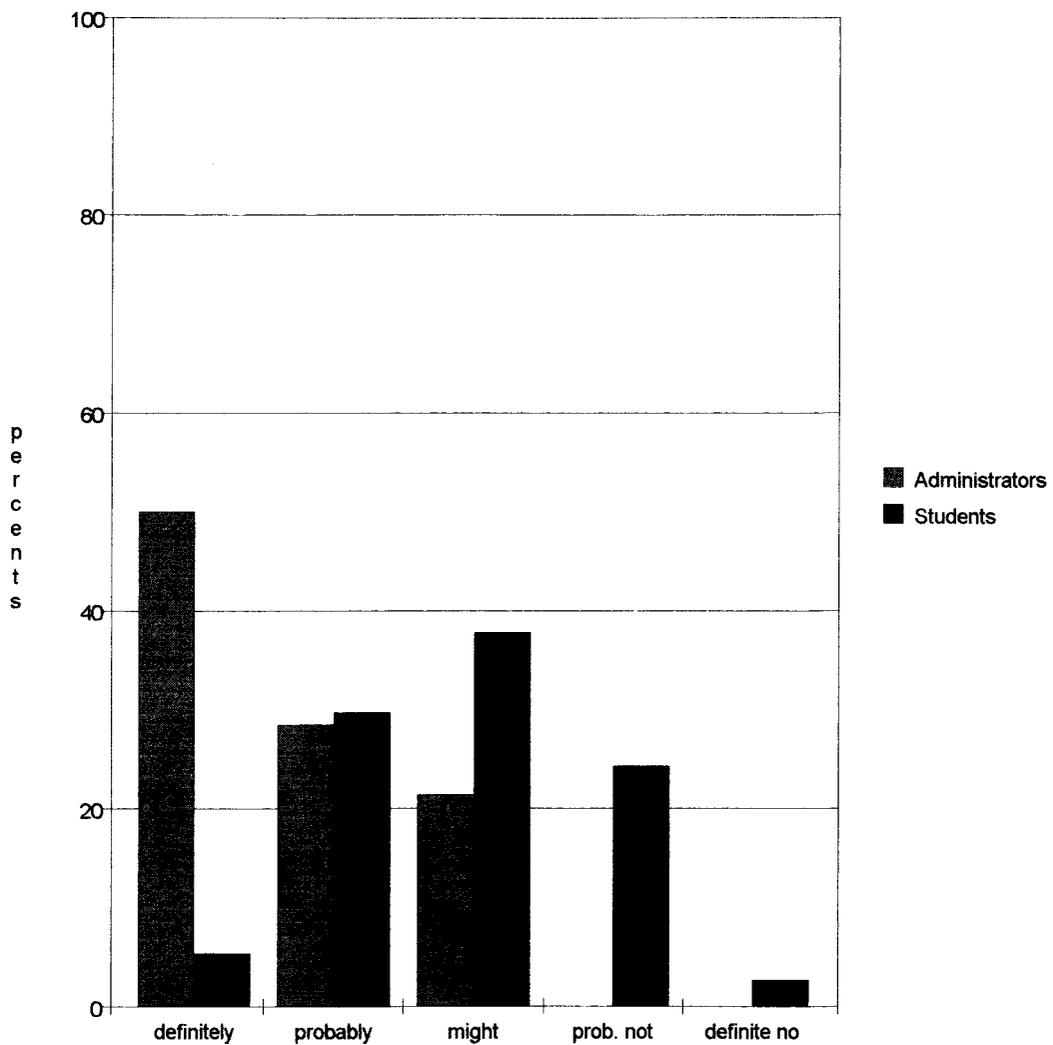
Preparation for First Day

Guerro and Mason (1989), Hirsch (1990), and Kilgore and Kozisek (1989) address the need to include preparation for the first day in an induction program for new teachers. Information about the length of the day, the schedule of regular events such as lunch and recess, and where to meet and how to dismiss the class are crucial pieces of information for a successful first day. How to begin the curriculum, distribute textbooks and relate information regarding expectations are other critical considerations.

Administrators replied to the need to include preparation for the first day with 53.5% of them saying that it definitely should be included, 25% saying it probably should be included and 21.4% saying it might or might not be included. None of the administrators thought it probably or definitely should not be included. Their experiences and backgrounds provided a knowledge base that influenced their decision making concerning the components of an induction program.

The students in replying to the need for preparation for the first day with 38.7% saying that it should definitely be included, 32.4% responded it probably should be included. Another 21.6% thought it might or might not be included, 5.4% said it probably should not be included, and 2.7% said that it

definitely should not be included. The students who do not think the topic of first day preparation should be included may have preconceived notions of how the first day should be, and not feel the need for any information. Due to their inexperience some may not understand what things need to be dealt with on the first day. Others may be unable to admit they need help and assume it will work out.

Include preparation for the first day in an induction program for new teachers.

Figure 21
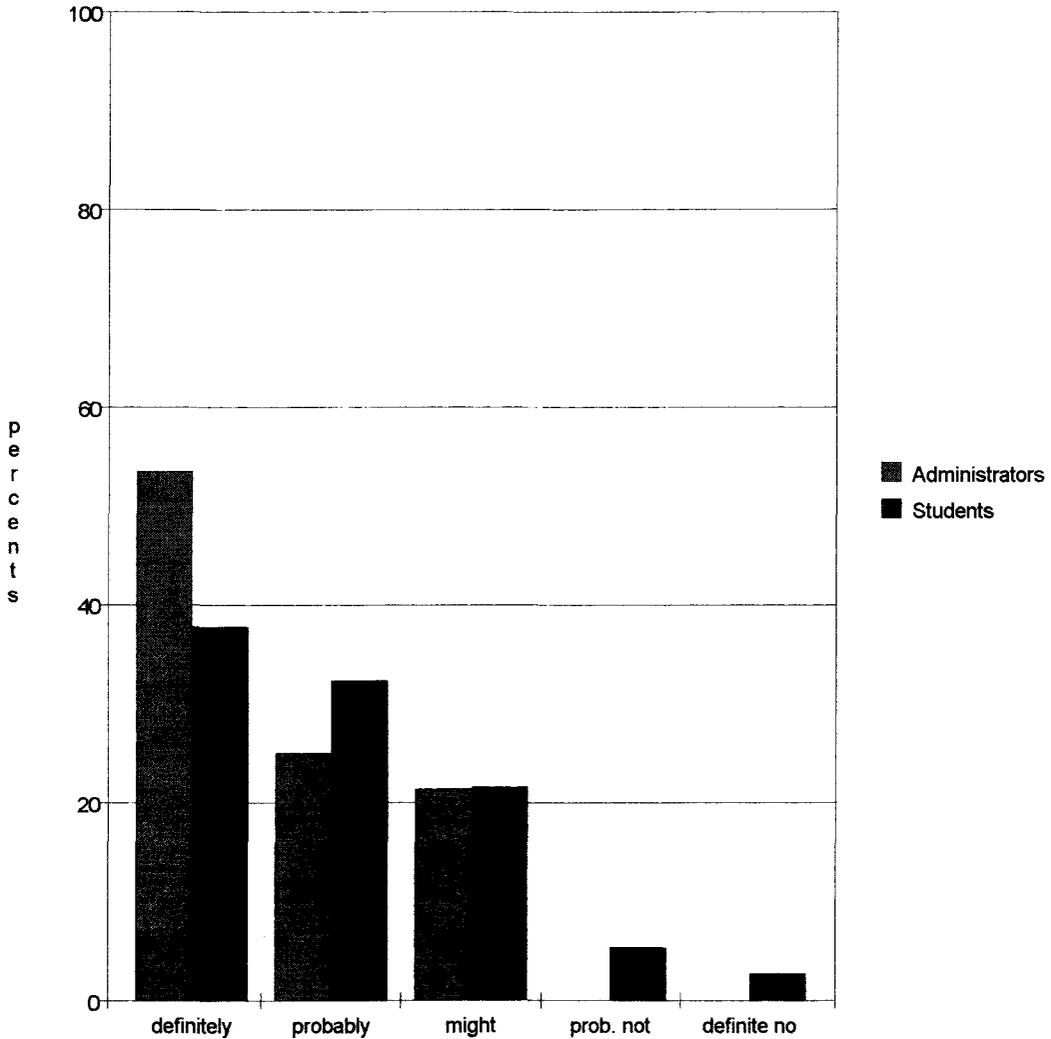
Policies/Rules

Gordon (1991), Hewton (1988), Hoffman (1985), Holmes (1990), Huling-Austin et al. (1986),Jensen (1989), Odell (1989), and Veenman (1984) note the need for policies and rules to be included in an induction program. The new teacher should understand the customs and practices under which the school and district operate. General expectations for all students need to be conveyed so that the novice will not inadvertently encourage or support students who are not in compliance, or through lack of knowledge of a rule make a mistake that causes harm.

The administrators who were by definition central office administrators and policy makers, responded to the need to include policies/rules in an induction program with 60.7% of them saying it should definitely be included, 25% saying that it probably should be included and 14.2% saying that it may or may not be needed. None of them felt that the topic should probably not or definitely not be included. The administrators have responsibility for developing and seeing that policies and rules are carried out. It is easy to understand that they would place a high value on the topic, and express the judgement that it should be included in an induction program for novice teachers.

Most students expressed the desire to have policies and rules for the school included in an induction program for novice teachers. Forty-three and two tenths percent said that it should definitely be included, 40.5% said that it probably should be included, 10.8% said that it might or might not be included, and 5.4% said that it should probably not be included. Those who did not think that policies and rules of the school should be included may already feel they know what the rules and policies are, they may think they are the same as other places and there is no need to go over them again. It may also be that they are hesitant to admit that they do not know the rules and policies. Some may assume they will learn what they need to know through observation or reading materials such as a handbook.

Include policies and rules of the school in an induction program for new teachers.

Figure 22
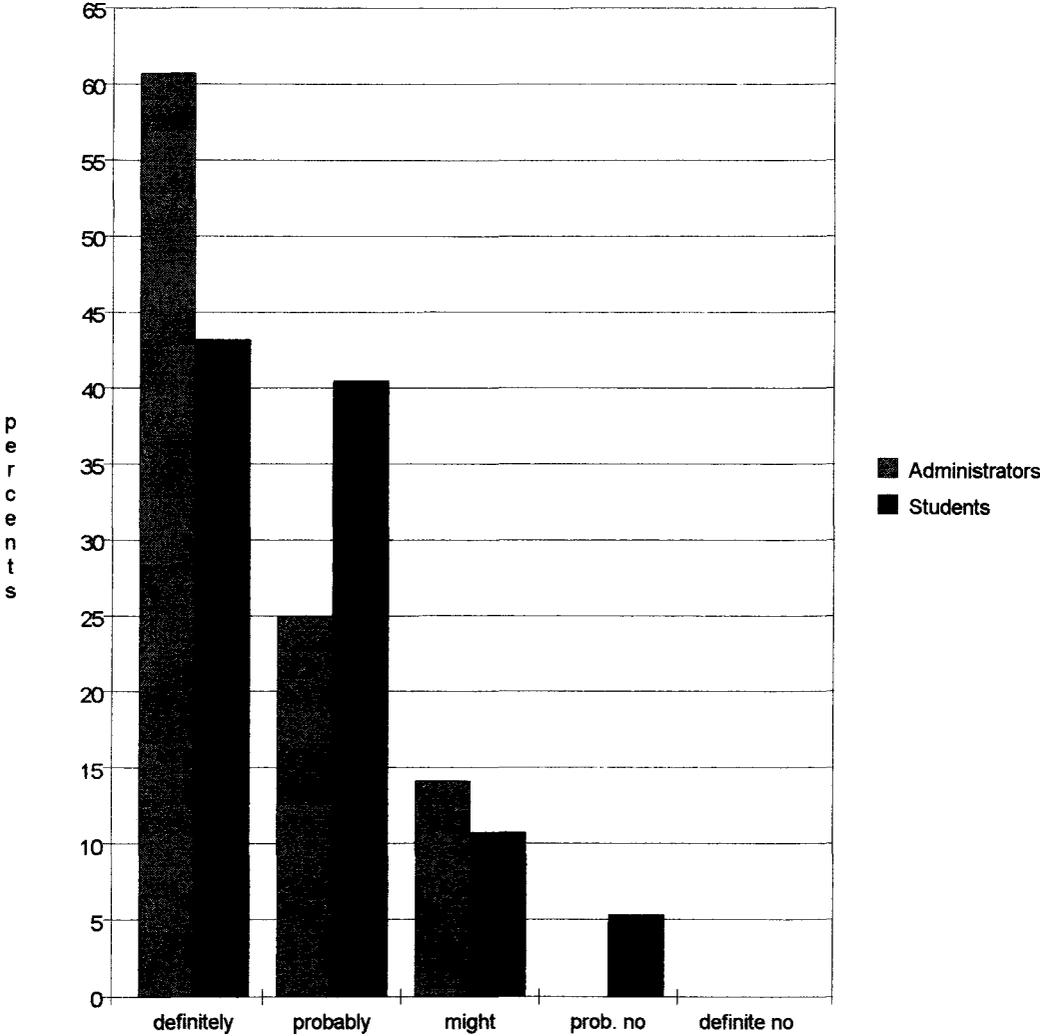
Record Keeping

Fox and Singletary (1986), Gordon (1992), and Guerro and Mason (1984) present the need to include record keeping in an induction program They note that novice teachers need to record such things as attendance, grades, permission slips, lunch money and a number of other things as they conduct daily activities. Each school may approach record keeping in a different manner. In some schools it may be the sole responsibility of the classroom teacher, in others there may be clerical support. However the tasks of record keeping are assigned, novice teachers should be aware of their role in these activities.

When asked to indicate the need for inclusion of record keeping in the induction program for novice teachers the administrators responded with 50% of them saying it should definitely be included, 32.1% saying that it should probably be included, and 17.8% saying that it might or might not be included. None of the administrators indicated that record keeping should probably or definitely not be included in an induction program. Administrators usually spend a portion of their time on record keeping and generally understand and support the value of the activity. This value is demonstrated in the responses the surveyed administrators gave.

Students when asked their opinion as to the need for the inclusion of record keeping in an induction program responded with 27% saying that it definitely should be included, 35.1% saying that it should probably be included, 27% saying that it might or might not be included, 5% saying that it probably should not be included, and 2.7% saying that it definitely should not be included. Those students who did not think that it should be included in an induction program may feel that they already know how to keep records, or could figure out what was needed when presented with the forms. There may also be some who do not value record keeping, and think that the process is burdensome, non productive, and not worth attention during the induction program.

Include record keeping in an induction program for new teachers.

Figure 23
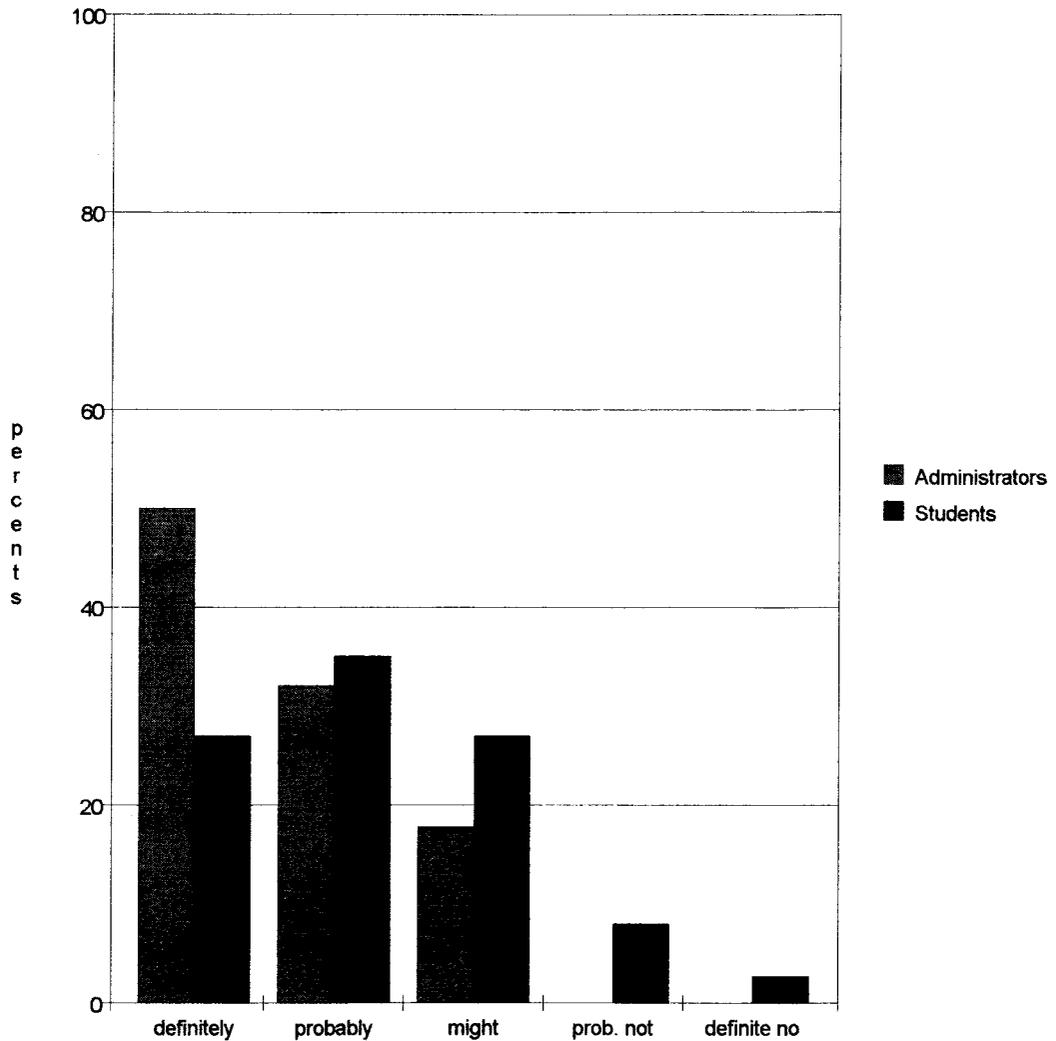
School Routines

Eisner (1984), Gordon (1992), and Guerro and Mason (1984) advocate the inclusion of school routines in an induction program for new teachers. The novice teacher has to learn what the school routines are in order to implement them. Such routines as how students move from one place to another, how assemblies and field trips are organized, the lunchroom system, and other organizational patterns have to be understood. Knowledge of the school routines will enable the novice to participate and support the established patterns to ensure the smooth operation of the school. Policies and rules in order to be changed go through a formal process. Routines may vary from time to time to accommodate changes in the building without going through a formal process.

Administrators when surveyed as to the need to include school routines in an induction program for novice teachers responded with 50% saying that it should definitely be included, 42.8% saying that it might or might not be included, and 7.1% saying that it might or might not be included. None of the administrators felt that it probably or definitely should not be included. Part of administration is making certain that the organization operates according to the plan. It is not surprising that administrators acknowledge the need

to prepare novice teachers for participation in the system by wanting to give them knowledge of the routines they will be expected to follow.

Students, when asked their opinion as to the need to include school routines in the induction program for novice teachers, responded by 48.6% stating that it definitely should be included, 13.5% saying that it probably should be included, 32.4% saying that it might or might not be included, and 5.4% saying that it probably should not be included. Most of the students agreed with the need to include school routines in the induction program, the few who did not, may think that they will gain the information in some other way such as in written material, or they may not realize that there are routines that are separate from those the teacher establishes in the classroom.

Include school routines in an induction program for new teachers.

Figure 24
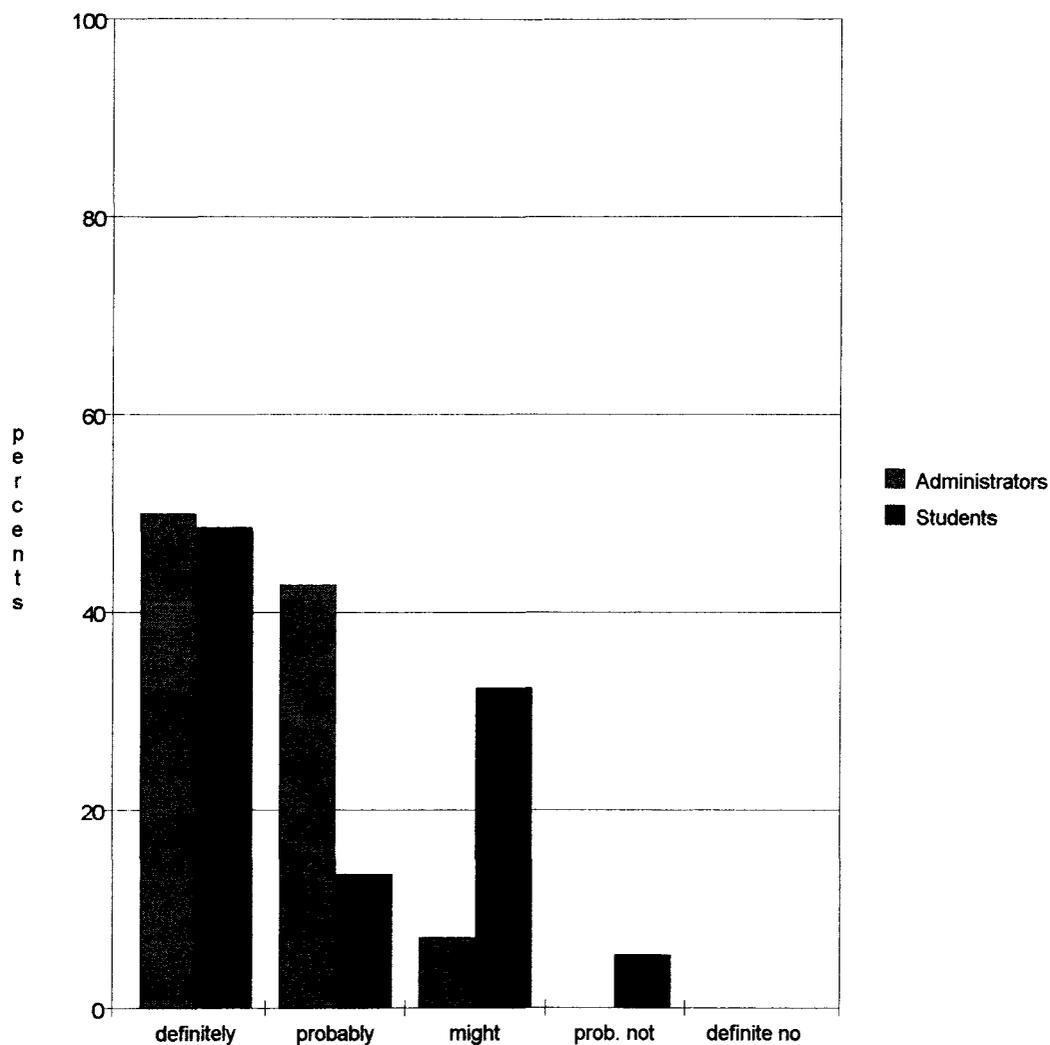
Additional Comments

Of the students in their last year of a teacher education program only one wrote in the section labeled additional comments. That student wrote they understood novice teachers were very busy and would not have much time for an induction program. Therefore any information that could be given in a written form should be given that way. It would seem the student did not realize a manual or other written material could be a part of the induction program. The student apparently assumed that the induction program would consist of one or more people giving information to the novice teachers presumably in a lecture format. Actually, a manual could be an integral part of an induction program.

Of the administrators who made additional comments only one was relevant to the survey topic. This person said that all of the topics were needed and none could really be omitted.

Summary

This chapter reported and offered analysis of the results of a survey given to students in their last year of an elementary education program at Wheaton College and given to central office administrators of elementary districts in Du

Page County. The survey asked the respondents to indicate their opinion as to the need to include various topics drawn from a review of the literature on teacher induction.

The responses to each topic were converted to the percent of respondents who thought the topic should definitely be included, the percent who thought it probably should be included, the percent who thought it might or might not be included, the percent who thought it probably should not be included, and the percent who thought it definitely should not be included. The responses of the administrators and of the students were then compared to ascertain if they were in agreement.

Students and administrators responded in much the same manner to the need to include the following topics: gifted education, programming for individual differences, dealing with stress, and policies/rules. In some cases, the students ranked a topic as more important than the administrators. The topics considered more important by students than administrators were: locating materials and community resources. Administrators responded by selecting some topics as being needed in an induction program to a greater extent than did the students. More administrators found the following topics to be necessary in an induction program than

the students: class management, discipline, motivating students, evaluating student progress, special education, diverse cultures, parent relations, preparing/organizing work, curriculum expectations, organization of own (teacher) time, district philosophy, personnel policies, teacher evaluation, lesson design, teaching techniques/strategies. first day, record keeping, and school routines.

Administrators' responses indicated that 50% or more thought there was a definite need to include 14 of the 24 topics. These topics included classroom management and teacher evaluation (89.2%); discipline (71.4%); evaluating student progress, parent relations, curriculum expectations, personnel policy, and policies and rules of the school (60.7%); preparation for the first day (53.5%); motivating students, district philosophy, teaching techniques/strategies, record keeping, and school routines (50%).

The students did not demonstrate the wish to have topics definitely included to the degree that the administrators did. Of the 24 topics only three were chosen as definitely needing to be included in an induction program by 50% or more of the students. These were class management (59.4%), personnel policy (54%); and teacher evaluation (51.4%).

When comparing the list of topics that 50% or more

administrators ranked as definitely need to be included to the
list of topics ranked by 50% or more of the students as
definitely need to be included, 11 items appear on the
administrators' list that do not appear on the students' list.
Of the three items that appear on both lists, the
administrators' tally of results indicated a greater majority
endorsing the inclusion of the topics. It is apparent that
more administrators think more topics should be included in an
induction program than do graduating elementary education
majors.

CHAPTER V

FINDINGS, CONCLUSIONS, RECOMMENDATIONS

Introduction

A quality induction program for novice teachers is
crucial. Teachers, the backbone of all educational systems,
need support when starting their careers. Without quality
teachers there cannot be quality programs. The desire for
excellent schools is a given in all districts, and excellence
rests upon having superior teachers. Currently there is a
shortage of competent qualified teachers that is being
exacerbated by forty percent of new teachers leaving the
profession within their first three years of teaching (Huling-
Austin, 1987; Kronwitz,1992; Schlecty and Vance, 1983).

An induction program can assist new teachers to enter
the profession with needed support and lay the foundation for
long, satisfying, and productive professional lives. Such a
program can encourage the beginning of a career of continued
learning and perfecting the art of teaching. It can assist in
preventing the loss of new professionals who might abandon the
field due to feelings of isolation and lack of support. It can
assist districts in achieving their goal of presenting a

quality system for their communities.

Summary of Findings

There are many ideas and thoughts as to what topics should be included in an induction program. This study sought to discover how elementary central office administrators (policy makers) in DuPage County view the induction program needs of novice teachers in their districts. It further explored what students, about to graduate from an elementary teacher training program based in DuPage County (Wheaton College), thought should be included in an induction program for novice teachers. The findings of the study are based on the opinions of students, who graduated from Wheaton College in May, 1993 with majors in elementary education, and central office administrators primarily responsible for the hiring of new teachers in elementary school districts in DuPage County. From the review of the literature, a survey with 24 topics for possible inclusion in an induction program for novice teachers was devised.

The central office administrators primarily responsible for the hiring of new staff in elementary districts of DuPage County were identified. Graduating seniors in an elementary education program at Wheaton College were identified. The

survey was then distributed to the identified central office administrators in DuPage County and to the graduating seniors at Wheaton College. A total of 28 responses out of a possible 31 were received from central office administrators, and the entire class of 37 graduating elementary education majors at Wheaton College responded.

This study and its findings are confined to central office administrators primarily responsible for hiring of new staff in elementary districts in DuPage County. The county is located in northeastern Illinois and is a part of the Chicago metropolitan area. In other geographic areas the responses are liable to be different, because the needs of the districts would likely be different.

By limiting the survey to central office administrators in Du Page County the opinions of administrators in other areas were not considered. Central office administrators in rural districts may have different concerns and priorities than suburban counterparts. The administrators in a central city have a different perspective on what is needed for a novice teacher to be successful in their districts. Different regions of the country have issues that potentially need to be addressed in their areas, but may need to be included in DuPage County, Illinois.

Students in their last year of an elementary education program were selected to be surveyed because new teachers would already be involved in an induction program. Students at colleges or universities other than Wheaton College would probably respond differently to the survey. Wheaton College is a relatively small private school. A large university would likely have a more diverse population, who might respond to the survey differently. A college located in another region of the United States would likely attract a different population, who would view needs of novice teachers differently.

The responses to each topic were converted to the percent of respondents who thought the topic should definitely be included, the percent who thought that it probably should be included, the percent who thought it might or might not be included, the percent who thought that it should probably not be included, and the percent who thought that it should definitely not be included. The responses of the administrators and of the students were then compared to ascertain if they were in agreement.

The results indicated that there were five topics the students and the administrators answered with nearly the same percentages in each of the five categories. These topics

were: motivating students, gifted education, programming for individual differences, stress reduction, and policy/rules. There were two areas that the students felt needed to be included at a greater percentage than the administrators felt the topic needed to be included. These topics were locating materials, and community resources. The remaining seventeen categories were judged by a greater percent of administrators to be needed to a greater degree than the students ranked the need to include them. These topics were: class management, discipline, evaluating student progress, special education, diverse cultures, parent relations, preparing/organizing work, curriculum expectations, organization of own (teacher) time, district philosophy, personnel policies, teacher evaluation, lesson design, teaching techniques/strategies, first day, record keeping, and school routines.

Administrators' responses indicated that 50% or more thought there was a definite need to include 14 of the 24 topics. These topics included classroom management and teacher evaluation (89.2%); discipline (71.4%); evaluating student progress, parent relations, curriculum expectations, personnel policy, and policies and rules of the school (60.7%); preparation for the first day (53.5%); motivating students, district philosophy, teaching techniques/strategies, record

keeping, and school routines (50%).

The majority of soon to be novice teachers did not demonstrate as great a desire to have topics definitely included. Of the 24 topics 50% or more of the surveyed students indicated only three definitely needed to be included. These were class management (59.4%), personnel policy (54%), and teacher evaluation (51.4%).

When comparing the list of topics that 50% or more of administrators ranked as definitely need to be included to the list of topics ranked by 50% or more of the students as definitely need to be included, eleven items appear on the administrators' list that do not appear on the students' list. Of the three items that appear on both lists, the administrators' tally of results demonstrated a greater majority favoring the inclusion of the three topics. It is apparent that more administrators think more topics should be included in an induction program than do graduating elementary education majors.

Conclusions

The first conclusion that can be drawn by this study is administrators demonstrated more concern about the importance of topics in an induction program than did the students.

Administrators responded that 14 of the 24 topics definitely needed to be included. Students said that 3 of the 24 topics definitely needed to be included.

Number of Topics Marked Definitely Needed in An Induction Program

figure 25

Legend:
- administrators
- students

X-axis: number of topics
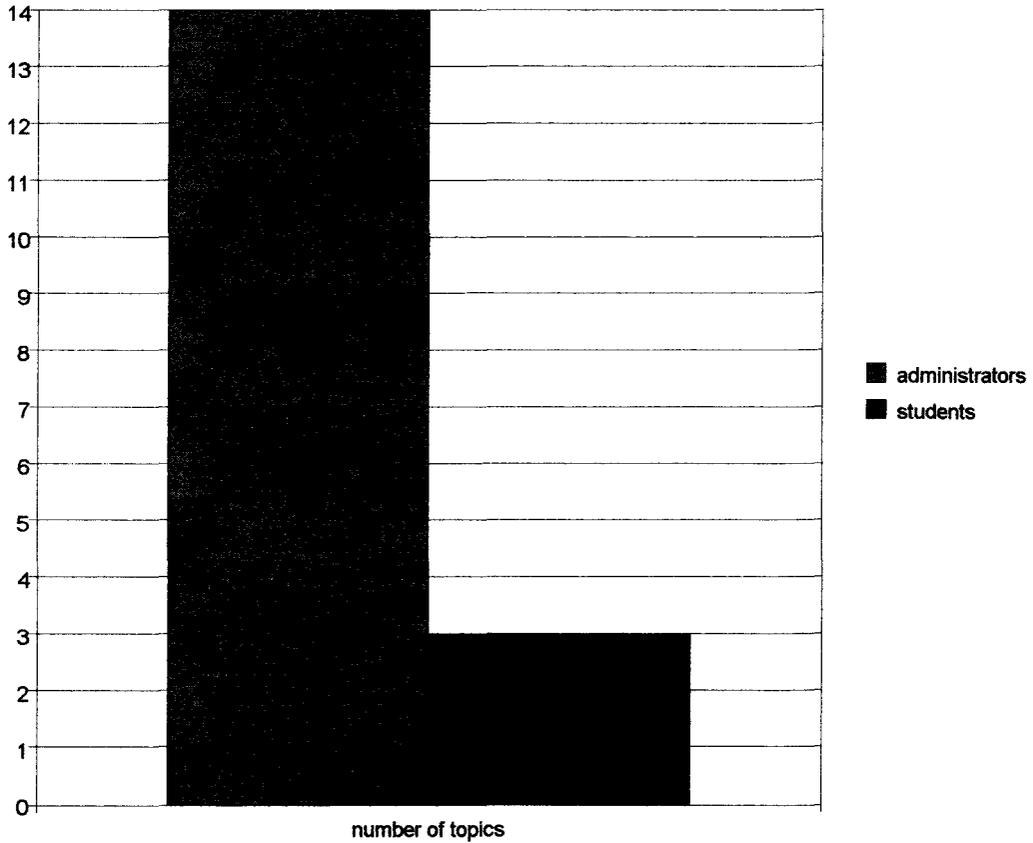
The second conclusion that may be reached is that administrators expressed a greater need to include topics. Of the 24 topics administrators favored the inclusion of 17 of them to a greater extent than the students. The students favored 2 of the topics to a greater extent than did the administrators. There were 5 topics that the students and administrators responded to in approximately the same way.

Number of topics favored by a greater percent of those responding.

figure 26
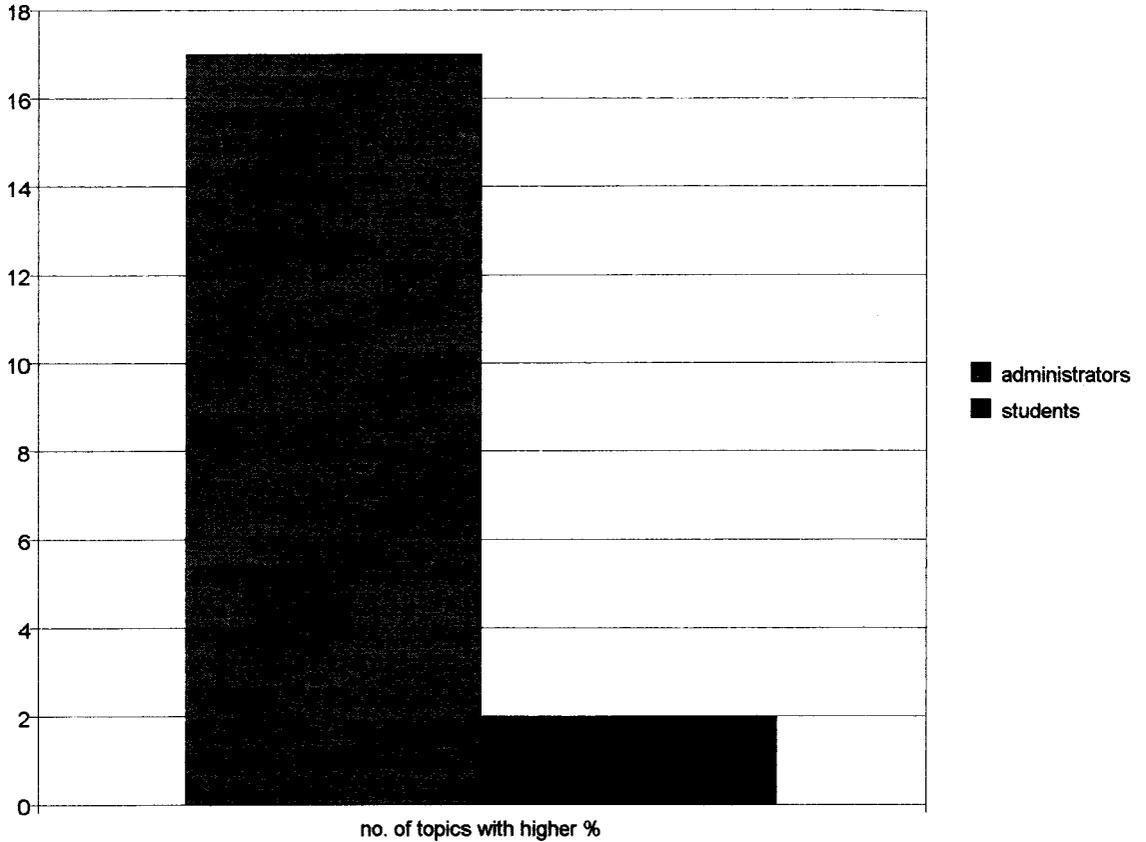
The administrators wanted to offer more topics and to a greater degree than the students.It may be that the administrators want to prevent problems before they occur and take a proactive stance regarding the need to include some of the topics. Administrators based on their experiences indicated novice teachers needed support in more areas than the students indicated novice teachers needed support.

The students may have false confidence in their ability, may simply be ignorant of the challenges awaiting the novice teacher, may be unwilling to admit their weaknesses for fear of appearing incompetent, or they may be so well prepared that many of the topics are viewed by them as unnecessary for an induction program. Administrators apparently had experiences that made them more cautious about accepting as fact competencies of novice teachers.

This study found administrators and students, who are about to be novice teachers, do not always agree on the need to include various topics in an induction program. Even when the percent of administrators and students was similar as to their judgement regarding the importance of a topic, there was still a group who felt the topic was not needed to as great a degree. The selection of topics for the induction program is critical to its success. There should not be an assumption

that the district or an administrator knows what the novice teachers need and want in an induction process.

As teachers begin their careers in a district, there is the opportunity through an induction program to provide support and knowledge to the novice. Given the foundation of a relevant induction program the novice teacher is more likely able to contribute to the success of students and less likely to leave the profession. The novice is more apt to become a professional who continues to learn and perfect their art throughout their career. The success of an induction program rests partly on the topics presented, therefore it is crucial the topics included by meaningful.

Recommendations for Action

To intensify the effect of the induction program the planners should assess the need of the novice teachers in their district for the topics that are planned. There should be an effort made to make the material relevant, especially for those topics that the novice does not rank as needed and the administration judged needed. Timeliness of the topic should be considered, when seeking to increase relevance. Consideration of different learning modalities of the novice teachers should be given, and presentation of information

should be in written and oral form when possible.

The administrators (policy makers) of the district should use the information from the research and the assessment in conjunction with their other sources to determine the relative emphasis the various topics will receive. The research should also give the presenters the opportunity to offer information on the relevance of a topic, if their assessment indicated that the new teachers did not agree with administration as to the importance of a topic.

A lack of congruence regarding topics to include and the importance of their inclusion in an induction program for new teachers indicates that the relevance of the topics presented must be made apparent to the audience. If novice teachers are not cognizant of the value of a presentation, it is unlikely that they will be motivated to incorporate the information in their professional undertakings. Before planning any presentation it is important to learn what the audience already knows and what they want to know. Planners of an induction program should do a pre-assessment of the novice teachers who will participate in the program. Based on the results they should be prepared to alter the program they have in mind. If there is a low interest expressed in a topic, the planner will know that the relevance of the topic needs to be

established. A high interest response in an area may cause the presenter to increase the amount of time devoted to the topic.

There were 14 topics judged to be of high need for inclusion in an induction program for novice teachers by 50% or more of the surveyed central office administrators. These administrators are the people in the district who were labeled as primarily responsible for the hiring of new teachers. They are the ones who will have great influence upon the choice of topics for the induction program. They are often the ones who plan and execute induction programs. It would be difficult if not impossible to adequately relay all that administrators feel is needed in a day or two workshop given just before school opens. Thought must be given to having the information shared throughout the year, to prevent overload on the novice teachers' part and to assist in making the program topics relevant.

Introducing a topic at a time that will enhance its pertinence increases the chance that it will be listened to and included in the novice teacher's repertoire. Acquainting the novice teacher with information about parent relations the week before open house or parent conferences is going to be more appreciated and useful than doing so in August before

school opens.

Thought should be given to presenting the novice teacher with a written document that offers a summary of the topics the district has determined needed in their induction program. This will serve as a reference to refresh the memory of a topic when a situation arises that is relevant to the information presented.

School districts and teacher preparation institutions should coordinate what is taught with what is needed. It should be understood that learning is a life long process with college graduation or teacher certification marking a transition, not an end to learning. Teacher preparation programs lay the foundation for professional growth. Teacher induction programs form the link between student and professional learning in the sequence of life long learning, care should be taken that this concept is understood by all. Careful attention to the choice of topics for an induction program will strengthen this link.

Recommendations for Further Study

Additional research is needed in the area of new teacher induction. The research should be designed to support a district in planning their program by providing information

for the process of topic selection. Research is needed to provide an accurate method to validate the selected topics and provide information about any needed changes. Additional research is needed to establish a procedure to measure the effectiveness of the induction program topics a district implements.

Even if the percentages of administrators and students matched perfectly on the need to include the listed topics, there could be cause for concern. The percent of administrators who did not feel a topic needed to be included might be paired with the percent of the novice population who thought the topic should definitely be included. The percentages of an entire group of novice teachers and administrators might match, but the individuals brought together in a district might not. Within a group of novice teachers in a district there will likely be a certain percent, who represent the ones not agreeing a topic needs to be included, even though the majority may be in agreement. The percent of administrators and students, who responded a topic was definitely needed, probably needed, might or might not be needed, probably not needed, or definitely not needed, might be the same, but not all of the groups agreed as to the need of any topic.

Additional research is needed to determine how the districts decide what is included in their induction program. Programs may be based on too narrow or too broad a perception. The programs may be replete with information that the novice is not ready, willing or able to comprehend at the beginning of the year when most programs are offered. Specific information is needed from the administrators, who traditionally plan the programs, as to how they determine topics for inclusion in the induction program, and how the relevance of the topic is established. Research on how to involve novice teachers, even though their experience is limited, in the planning of the induction process is needed. Research that centers on the effectiveness of a brief survey or pre-assessment tool given to the newly hired teachers before the induction program is implemented is needed.

Research needs to be conducted to determine the best way to share information. It might be by a large group meeting, a small group meeting, by use of printed materials, through a mentor system, or by a combination of all of the methods. Research might also indicate that there is no single way to achieve a successful program, but that depending upon the people involved there are different ways in different years to achieve success in an induction program. Research is needed

to determine the best method to find the most effective mix of delivery models.

Research needs to be conducted to discover if induction programs attain their goals. One goal of an induction program is to retain high quality novice teachers. Research needs to be conducted to establish if teachers who have a carefully thought out induction program stay in the profession and continue to grow professionally as a result of the induction support they received. Research should determine if the quality of education and teaching in a district is improved by the induction program.

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APPENDIX A

646 Lorraine
Elmhurst, IL 60126
March, 1993

Central Office Administrator
District 00
255 Any Street
City, IL 60181

Dear Central Office Administrator

I am a doctoral student at Loyola University, and am conducting the enclosed survey as part of my dissertation research. I hope that you will take a few minutes to complete it. Please place the completed form in the enclosed addressed stamped envelope for return as soon as possible, but no later than July 10, 1993.

The survey is designed to determine what you think needs to be included in an induction program for novice teachers. By induction program it is meant the staff development offered to a new teacher to assist in orientating the teacher to the position. It generally begins with the signing of the contract and continues through the first year of employment. Novice teacher means one who has not previously been employed as a public school teacher.

The return envelopes are numbered to monitor responses. The information you supply in the survey will be confidential and not identified in any way with you or your district. If you would like a summary of the results, please write your name and address on the survey, and I will send one to you.

While the survey is in your hand, please complete it. I know your position is a busy one, and has many demands, however without a few minutes of your time, my research will be incomplete. Thank you in advance for your help.

Sincerely,

Mary Ellen Burke

APPENDIX B

The purpose of this survey is to determine what you think needs to be included in an induction program for novice teachers. By induction program it is meant the staff development offered to a new teacher to assist in orientating the teacher to the position. It generally begins with the signing of the contract and continues through the first year of employment. Novice teacher means one who has not previously been employed as a public school teacher.

Please circle the number that describes the person filling out the survey.

1. In my last year of a teacher preparation program.

2. Central office administrator primarily responsible for hiring
      teachers.

Various items for inclusion in an induction program are listed. Please circle the number that indicates your opinion as to the need to include them.

1 Definitely	2 Probably	3 Might or Might Not	4 Probably Not	5 Definitely Not

Classroom Management	1	2	3	4	5
Student Discipline	1	2	3	4	5
Motivating Students	1	2	3	4	5
Evaluating Student Progress	1	2	3	4	5
Special Education Program	1	2	3	4	5
Gifted Education Program	1	2	3	4	5
Diverse Cultures	1	2	3	4	5
Programming for Individual Differences	1	2	3	4	5

Parent Relations	1	2	3	4	5
Preparing/Organizing Work	1	2	3	4	5
Curriculum Expectations	1	2	3	4	5
Organization of Own (teacher) Time	1	2	3	4	5
Locating Materials and Resources (in district)	1	2	3	4	5
Community Resources	1	2	3	4	5
District Philosophy	1	2	3	4	5
Personnel Policy (sick days, salary payment etc..)	1	2	3	4	5
Teacher Evaluation Process	1	2	3	4	5
Dealing With Stress	1	2	3	4	5
Lesson Design	1	2	3	4	5
Teaching Techniques/Strategies	1	2	3	4	5
Preparation for First Day	1	2	3	4	5
Policies and Rules of the School	1	2	3	4	5
Record Keeping	1	2	3	4	5
School Routines	1	2	3	4	5

Additional Comments: (use other side if needed)

The dissertation submitted by Mary Ellen Burke has been read and approved by the following committee:

Dr. Philip M. Carlin, Director
Associate Professor
Educational Leadership and Policy Studies
Loyola University of Chicago

Dr. Max Bailey
Associate Professor and Chairman
Educational Leadership and Policy Studies
Loyola University of Chicago

Dr. Janis Fine
Visiting Assistant Professor
Curriculum and Instruction
Loyola University of Chicago

The final copies have been examined by the director of the dissertation and the signature which appears below verifies the fact that any necessary changes have been incorporated and that the dissertation is now given final approval by the committee with reference to content and form.

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

November 15, 1993
Date

Director's Signature