AN ANALYSIS OF CURRENT TEACHER ORIENTATION PROGRAMS AND
PRACTICES IN SELECTED TEXAS SECONDARY SCHOOLS WITH
IMPLICATIONS FOR PROGRAM PLANNING AND ASSESSMENT

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The problem with which this study deals is that of describing and analyzing current new teacher orientation programs and practices in selected Texas secondary schools. To conduct the study, two questionnaires were developed with the assistance of an advisory panel and validated by a ten-member jury panel. One questionnaire was mailed to the superintendent and a secondary school principal in every Texas school district with 3,000 or more students in average daily attendance. Secondary school principals were requested to return a list of the names and addresses of every teacher new to his school during the 1971-72 school year. The names of all new teachers obtained were compiled to form a master list, and from that list a random sample of 250 names was selected. A questionnaire and a letter requesting participation in the study were mailed to each of the 250 new teachers. This procedure produced a return of 148 usable questionnaires from administrators and 128 usable questionnaires from new teachers.
The purposes of this study are sixfold. They are (1) to identify the problems which are of concern to new and beginning teachers, and to ascertain the degree of concern new and beginning teachers have for these problems; (2) to determine the success of current orientation practices as viewed from the perspective of (a) administrators and (b) new teachers; (3) to ascertain the extensiveness of current orientation programs based on the utilization of the practices reported in the administrator survey instrument; (4) to formulate from a review of the literature criteria and principles for planning, developing, and evaluating an ideal new-teacher-orientation program; (5) to describe those methods currently employed in the planning and assessment of orientation programs in selected Texas secondary schools; and (6) to determine whether or not new-teacher-orientation practices have been affected by the addition of ten staff development days provided by the passage of House Bill 240.

The presentation of the study is made in five chapters. Chapter I presents an introduction to the problem. A review of the literature and recent teacher orientation studies are presented in Chapter II. Criteria for an ideal new teacher orientation program are also developed in this chapter. Chapter III details the procedures for the collection of data; and Chapter IV relates the findings of the study. A summary of the study, pertinent findings, conclusions, implications, and recommendations for future studies are presented in Chapter V.
Several of the conclusions reached in this study follow.

1. There is apparently some type of orientation program provided in most Texas secondary schools. Many school districts provide a program at both the system-wide and building levels.

2. Only a small number of orientation programs have carefully-defined goals and objectives.

3. Administrators appear hesitant to assign a lighter teaching load to a new or beginning teacher; however, some do reduce the extracurricular assignments of these teachers during the first semester or year.

4. From the time of official notification of employment to the time of reporting for duty in August, the assistance provided new and beginning teachers seems much too limited.

5. New and beginning teachers seem to be more concerned about the problems that relate to personal and professional adjustment than with those problems dealing with adjustment to the community.
AN ANALYSIS OF CURRENT TEACHER ORIENTATION PROGRAMS AND PRACTICES IN SELECTED TEXAS SECONDARY SCHOOLS WITH IMPLICATIONS FOR PROGRAM PLANNING AND ASSESSMENT

DISSERTATION

Presented to the Graduate Council of the North Texas State University in Partial Fulfillment of the Requirements

For the Degree of

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CHAPTER I

INTRODUCTION

Each new school year, thousands of beginning teachers take one of the most important steps of their lives—they report to a school ready to assume the responsibilities of their first teaching assignment. Most are well-prepared in a subject area as well as in professional education, and, almost without exception, each one is anxious to be successful in this initial assignment.

Most beginning teachers are the products of good teacher training institutions; however, no matter how thorough the preparation has been, it cannot remove the anxiety that accompanies the uncertainty of a new environment. Eric Hoffer writes,

It is my impression that no one really likes the new. We are afraid of it. It is not only as Dostoyevsky put it that "taking a new step, uttering a new word is what people fear most." Even in slight things the experience of the new is rarely without some stirring of foreboding (6, p. 1).

For the beginning teacher, teaching is not altogether a new experience. He has been involved in classroom experiences as a student teacher, but a true awareness of the magnitude of the challenge and responsibility that is his becomes significant when the time comes to report for duty.
The beginner, for example, is faced with the problem of immediate adjustment to a new situation—new students, new associates, and a new routine. Additionally, he must quickly familiarize himself with curriculum guides, school policies, and pupil evaluation procedures. Finally, he must be prepared to handle numerous clerical chores, develop specific lesson plans for teaching assignments, perhaps become a member of a team of teachers under a flexible or modular system of scheduling, or be responsible for an individual classroom in a traditional setting. The first year of teaching, in fact, may be described as "a patchwork of the known and the unknown, the anticipated and the unanticipated, the familiar and the unfamiliar" (9, p. 170).

With such a wide variety of problems to resolve in a very short time span, it is not difficult to understand why beginning teachers are plagued by fear and anxiety as the opening of school draws near.

Beginning teachers are not the only ones who experience problems of adjustment. Those teachers who change from one school to another or one school system to another school system often find themselves in completely different situations from the job they previously held. New situations require both personal and professional adjustments and, more often than not, adjustments to a somewhat different community. Consequently, teachers new to a school or a school system share a commonality of problems with beginning teachers.
The level of proficiency attained by new teachers and even their future effectiveness depends to a large extent on the assistance provided them in making the necessary adjustments in the crucial year ahead. Perhaps the most effective means of providing this assistance is through a well-organized, carefully planned orientation program.

James B. Conant, in his book *The Education of American Teachers*, indicts school districts for having been scandalously remiss in failing to give adequate assistance to new teachers (3, p. 70). While his indictment may have been somewhat strong and perhaps slightly unjust, his recommendations stimulated the initiation of several refreshingly different experimental programs involving new-teacher induction, one by the National Association of Secondary School Principals (1965-68) and another by the state of New York (1968-69).

Helping the new teacher to adjust, to feel secure, and to reach a level of teaching competency more rapidly are goals well worth the time and effort required to achieve satisfactory end results (10, p. 81).

Statement of the Problem

The problem of this study was to describe and to analyze current new-teacher-orientation programs and practices in selected Texas secondary schools.
Purposes of the Study

More specifically, the purposes of this study were as follows:

1. to identify the problems which are of concern to new and beginning teachers and to ascertain the degree of concern new and beginning teachers have for these problems;

2. to determine the success of current orientation practices as viewed from the perspective of (a) administrators and (b) new teachers;

3. to ascertain the extensiveness of current orientation programs based on the utilization of the practices reported in the administrator survey instrument;

4. to formulate, from a review of the literature, criteria and principles for planning, developing, and evaluating an ideal new-teacher-orientation program;

5. to describe those methods currently employed in the planning and assessment of orientation programs in selected Texas secondary schools;

6. to determine whether or not new-teacher-orientation practices have been affected by the addition of ten staff development days provided by the passage of House Bill 240.

Additionally, it was proposed that this study would provide information that would assist in providing answers to the following questions:

I. What are the problems which are of concern to new secondary teachers in Texas?
II. From the viewpoint of the new teachers, how successful have present practices been in assisting them to resolve these problems and adjust satisfactorily to their new teaching positions?

III. In the judgment of administrators, how helpful to the new teachers are the practices currently in use?

IV. What methods and procedures are currently utilized in the planning, development, and assessment of teacher-orientation programs in medium and large Texas schools?

V. Has the addition of ten staff development days resulted in increasing the extensiveness of orientation practices in Texas?

VI. What criteria should be used as basic guidelines in establishing an effective teacher-orientation program?

Background and Significance of the Study

There was a time when teacher orientation consisted of handing a new teacher a copy of the textbook for his classes, providing him with a teacher's handbook for reference, and then instructing him to go to work. While orientation programs have become considerably more formalized, there remains a pressing need for improvement in our existing programs. Castetter emphasizes the need to minimize problems confronting new personnel so that they can contribute maximally to the work of the school (1, p. 223). Too many
new teachers are still being subjected to operating in a "sink or swim" situation and expected to do so effectively (8, p. 118).

Common sense indicates that a new teacher requires assistance in getting started properly in a new assignment. Authorities in the field of administration and supervision agree that the assistance provided by the administration and staff of a school at the outset of employment is highly significant to the effectiveness and feeling of personal satisfaction by the first-year teacher. Upon the beginning teacher's successful orientation depends the pattern of conduct which will undoubtedly be established in the classroom as well as in the relationships developed between teacher and student (2, p. 53). Failure on the part of a school to orient adequately its new teachers can have an adverse effect on their future in education. The philosophy of "sink or swim" has caused many prospectively excellent teachers to be lost to the profession because of a traumatic first-year teaching experience (8, p. 121). When both new and beginning teachers are given the proper assistance in making a successful adjustment to their new assignment, improved staff morale and a reduced teacher turnover will follow (4, p. 76).

The importance of teacher induction is being increasingly recognized by superintendents of schools. Most have made provisions for an induction program of some type; however,
too many seem only to be paying lip service to this need. Many of the programs that appear glamorous and effective with only a cursory examination fall short of being truly effective when evaluated in terms of the needs of new teachers (11, p. 181). Hunt points out that no other important profession is so careless about the induction of its new members. He states,

So far as I know, teaching is the only major profession in which the beginner is given full and immediate responsibility, the same or more difficult assignment than the experienced worker has, and then he is often criticized because he doesn't perform at the same level as his experienced colleagues. The beginning teacher deserves better and so do his students (7, p. 130).

In 1969, the Sixty-First Legislature passed, and the governor signed, House Bill 240. This bill increased the number of required school days from 175 to 180 days of actual classroom instruction for pupils. Similarly, it increased the number of teacher duty days to 190. In a ruling on House Bill 240, the Texas Education Agency specified that the ten additional days should be allotted for in-service education and preparation for the beginning and ending of the school term. Since the provision for these staff development days almost two years ago, teacher-induction practices in Texas should have changed rather decidedly. While one might logically expect a noticeable change, careful scrutiny of current practices might prove otherwise. For, just as a coordinated process in the human body called
homeostasis acts to resist change and maintain a steady state, a similar sociological process operates to resist change and maintain a status quo in various educational practices.

The provision for additional teacher duty days means not only that more time can be appropriated for preschool teacher induction, but it might also serve as a catalyst to initiate induction programs that do not abruptly cease with the beginning of school and leave the neophyte with a feeling of inadequacy.

Hopefully, the majority of school systems in Texas will recognize the necessity for assisting the new and beginning teachers with personal, professional, and community adjustments, and will take specific steps to establish programs that will provide these teachers with every possible form of help. To accomplish this objective, there must be an understanding of the common concerns of new teachers. Additionally, assiduous planning, development, and assessment of orientation programs must be completed. For "newness," after all, is a state of being which nearly all teachers experience more than once during a typical career (5, p. 18). Texas educators will be somewhat remiss if they fail to take action on a matter of such vital concern to the education profession.
Definition of Terms

For the purpose of this study, the following definitions have been formulated:

Orientation program—the total collection of services provided newly appointed teachers to assist in minimizing adjustment problems in a new teaching situation.

Induction programs—in this study, the same definition will apply as given for orientation programs. The two terms will be used synonymously.

New teacher—a teacher who is newly appointed to a teaching position in a different school regardless of past teaching experience.

Beginning teacher—a teacher who is newly appointed to a teaching position and has had no previous professional teaching experience.

Experienced teacher—a teacher who presently holds a teaching position and has held that position for two or more years.

Secondary school—a unit of school organization consisting of grades nine, ten, eleven, and twelve; grades ten, eleven, and twelve; grades seven, eight, and nine; grades six, seven, or eight; or grades seven and eight.

Limitations

This study was limited to an analysis of new-teacher orientation practices and programs in Texas school districts with 3,000 students and above in average daily attendance.
It is further limited to those teachers new to a school for the 1971-72 school year.

Basic Assumptions

It was assumed that school districts with 3,000 or more scholastics would be more capable of financing a truly ideal orientation program for new teachers.

It was assumed that adequate and reliable data could be obtained through the medium of the survey instrument, and that the public school persons would respond honestly to the questions in the instrument.

Instrument

In order to conduct this study, two extensive questionnaires were designed and submitted to an advisory panel of six persons consisting of a college professor, two school administrators, two experienced teachers, and an educational consultant. The advisory panel was selected from educators who have had considerable experience in teacher-orientation programs. The role of this panel was to clarify the wording and interpretation of questions, and to recommend additional questions or deletions as needed.

Following the revisions suggested by the advisory panel, the questionnaires were submitted to a jury of ten people consisting of administrators, consultants, and teachers for the purpose of validating the questionnaires. The jury was to approve or disapprove items on the questionnaires on the
basis of clarity and appropriateness. These procedures served to validate the questionnaires and add reliability to the study.

**Procedures for the Collection of Data**

A review of the literature was conducted to develop criteria and principles for an ideal orientation program and to determine some of the problems and needs of new and beginning teachers. Additionally, a number of salient practices that characterize effective, well-planned orientation programs were identified.

A survey of school administrators in Texas led to the identification of current practices in new-teacher-orientation programs and to the determination of the extent to which these practices are being utilized. The survey also produced information on program planning and organization as well as program assessment.

A survey of new teachers employed in the schools of the aforementioned administrators identified those problems which are of concern to new and beginning teachers and determined how effective current practices have been in assisting these teachers to resolve their problems.

The revised survey instrument for administrators was sent to each superintendent and one secondary school principal in every Texas school district with 3,000 or more students in average daily attendance. The principal was
requested to furnish the researcher with a list of teachers new to his school at the beginning of the 1971-72 school year. The names of all teachers provided by the principals were compiled and developed into a master list of teachers. From this list the selection of a sample of 250 teachers was made, using a table of random numbers. Each of the teachers selected was sent a revised survey instrument for new teachers.

Administrators were asked to indicate the size of their school district by checking one of two categories on the survey instrument. One category included school districts with a population between 3,000 and 7,000 students in average daily attendance. The other category included school districts with more than 7,000 students in average daily attendance. The number of respondents deemed adequate to produce a significant study was 50 administrators and 50 teachers from each of the categories. This requirement insured a substantial representation in the study of both medium and large school districts.

In those school districts that had only two secondary school units, the choice of the school in that district to be included in the study was decided by a flip of a coin. When there were more than two secondary school units in a district, the choice of the school was determined by drawing a number from a box which had the number of each school in
the district included. Every school had an equal chance to be drawn.

Procedures for the Analysis of Data

The data from the survey instruments were compiled, tabulated, and reported. The tables present the data obtained in the form of percentages, rankings, composite values, and responses to questions on the survey instruments.

The criteria and principles for an ideal orientation program which were developed from a review of the literature were compared with the data from the study to indicate whether or not teacher-orientation practices and programs in Texas are commensurate with the criteria for an ideal program.

From the data collected, the problems of concern to new and beginning teachers were identified, the success of certain orientation practices was determined, and current practices employed in the planning, development, and assessment of orientation programs were ascertained.

Additionally, conclusions, implications, and recommendations were drawn from the data obtained as well as from a comparison of current practices with the criteria developed for an ideal program.

Summary

The presentation of this study is made in five chapters. Chapter I has presented an introduction to the problem and
specified the procedures utilized in conducting the study. A review of the literature and recent teacher-orientation studies is presented in Chapter II. Criteria for an ideal new-teacher orientation are also developed in this chapter. Chapter III details the procedure for collecting the data as well as other pertinent procedures used in the completion of the study. Chapter IV presents the findings; the summary, pertinent findings, conclusions, implications, and recommendations for future studies are presented in Chapter V.
CHAPTER BIBLIOGRAPHY


CHAPTER II

REVIEW OF THE LITERATURE AND RELATED RESEARCH

Introduction

Many volumes have been written on the problem of successfully orienting new and beginning teachers into our public schools. Adjustment to a new job situation is a real and basic problem of these times. Industrial organizations have made substantial progress in establishing programs for their new employees primarily because management has recognized the value of these programs in strengthening the company's productive power. Properly inducted employees demonstrate the importance of induction programs through their improved job performance and high morale (11, p. 72).

The success of future orientation programs might well hold the key to the retention of beginning teachers in the profession as well as to the improvement of their immediate teaching efficiency. In the three sets of guidelines issued by the National Association of Secondary School Principals (NASSP) for their Project on the Induction of Beginning Teachers, the quotation on the initial page of each guideline expresses what is perhaps the expectation of many educators regarding new teachers: "Our hope is in these new teachers for, in the long run, our success depends on theirs" (26, p. 1).
This review of the literature was undertaken for the purpose of (1) determining the needs and problems of new and beginning teachers, (2) identifying some important aspects of purposeful planning and assessment of new-teacher-orientation programs, and (3) developing a set of criteria for an ideal or model teacher-orientation program.

The presentation of this review has been divided into six sections. The sequence of the topics is as follows: (1) the problems and needs of new teachers, (2) goals and objectives for new-teacher orientation, (3) a survey of recent orientation studies, (4) planning and assessing new-teacher-orientation programs, (5) new paradigms for teacher orientation, and (6) development of criteria for an ideal orientation program.

The Problems and Needs of New Teachers

Entering a school system as a new or beginning teacher often results in emotional strain and anxiety that has a crippling effect on the efficiency and teaching effectiveness of a teacher. The neophyte is especially susceptible to those problems of adjustment that accompany the change to a new situation. With respect to the adjustment problems that face new employees, teaching is not too different from industry (11, p. 73). Yet industrial management has seemingly shown more concern for its new employees than have those who administer the public schools. Induction to teaching must
be dealt with as a pertinent stage in career development (28, p. vii). The beginning teacher must not be compelled to resort to time-consuming, often disheartening, trial-and-error methods in meeting problems with which he has a professional right to expect some initial help. In her comments on the importance of being properly inducted into a school system, a beginning teacher expresses a viewpoint that is commonly shared by other neophytes:

To inject newcomers into the familiar peerage of teachers at an opening faculty meeting and expect them almost immediately to assume the unaccustomed stance of authority in the classroom seems enough to discourage even a Disraeli from trying to overcome the British aristocracy (31, p. 87).

The new teacher does indeed have special needs. His needs during the initial year of employment are somewhat different from those of regular staff members. Gibson and Hunt (13, p. 184) point out that joining the staff of a school is a form of induction into a social system. The newcomer's role and the expectations of the system for him must be clearly defined. In so doing, the system must assist the newcomer to adjust to its purposes and procedures, formal and informal organization, and be sensitive to his many needs. One thing that schools can do to help is to alleviate the beginning teacher's sense of isolation. The first-year teacher is not only in need of help in coping with his classes, but he also needs support as an individual.
At this time in life when trials are numerous, he is a stranger to the vast numbers of people around him (32, pp. 187-188).

Eye and Lane (11, p. 89) emphasize that the new teacher will need information which will relieve his immediate apprehensions and remove mental blocks to the achievement of his immediate goals. Bartels (3, p. 161) believes that new teachers are looking for specific, practical information in their orientation to a new position, and they will seek this kind of help wherever it is available. The research and development department of the Detroit Public Schools surveyed new and beginning teachers in that system to determine the kind of assistance that would be most helpful to them. The type of assistance deemed most helpful by this group was

1. aid in planning
2. aid in discipline matters
3. help in classroom control
4. knowledge of school policies
5. insights into better utilization of instructional materials (36, p. 82).

In order truly to know and recognize the needs of new teachers, their common concerns and problems must be identified. In one of the most comprehensive and widely accepted studies of the problems that teachers specified were of greatest concern to them, Wallace (39, pp. 291-309) found that one of the most serious problems experienced by new teachers was that of learning, understanding, and accepting the school's philosophy and objectives. Other problems
identified by Wallace which ranked high in terms of their concern to new teachers were (1) understanding the system of evaluating pupil achievement, (2) learning administrative reports and routines, (3) disciplinary problems in the classroom, (4) out-of-school demands on the teacher's time, and (5) non-constructive criticism. In his survey of 165 beginning Ohio teachers, Flesher (12, pp. 14-19) noted that the problems most frequently mentioned were (1) discipline, (2) pupil evaluation, (3) materials and equipment, (4) individual differences, (5) teaching schedules, (6) promotions, and (7) student assignments. Schwalenberg (33), in a study conducted almost twenty years later, identified the ten most frequently reported problems of concern to new teachers as

1. determining school marks and evaluating pupil progress,
2. problems related to discipline,
3. expectancies of the principal for the teacher,
4. availability and procedures for obtaining supplies, books, and equipment,
5. understanding the local school philosophy,
6. policies on salaries, promotion, tenure, and absences,
7. type of records required by the school,
8. provision of guidance and counseling services,
9. availability of audio-visual equipment, and
10. securing teaching materials before opening day.
Beginning teachers, regardless of the kind of college preparation they have received, the subject they teach, or the school or school district in which they teach, seem to share many common concerns relating to their basic adjustment to an initial teaching situation. Swanson (36, p. 77) lists several of these common concerns as

1. failure on the part of the administration to provide adequate direction during the first few days of school,
2. teaching outside of their subject field,
3. multi-room teaching assignments,
4. establishing a good working relationship with the principal and other supervisory personnel,
5. teaching slow learners,
6. handling discipline problems,
7. preparing and grading tests, and
8. assigning of homework and motivation of students.

Can the many problems of adjustment that plague beginning teachers be resolved fully or alleviated before the teacher actually leaves the institution of higher learning from which he received his teacher training? A review of the nature and variety of those problems, many of which have already been delineated, would indicate that the possibility for success might be quite remote; however, the need for teacher education institutions to extend their influence and responsibility into the beginning years of teaching is fairly ostentatious. Something more than the experience of student
teaching could prove highly desirable for the aspiring teacher trainee. Recognition of this responsibility led educators in the state of Washington to initiate the Project for the Orientation and Induction of New Teachers (POINT). The project was a joint endeavor of the teacher training institutions, Washington Education Association, and the National Education Association's Commission on Teacher Education and Professional Standards. The project was divided into many subprojects. In all of the subprojects, the first years of teaching were subjected to "intensive analysis, study, and evaluation by school-college teams" (1, p. 22). The teams consisted of experienced teachers and college personnel from schools of education. These subprojects covered a broad spectrum of activities including demonstration projects, videotaped analyses and evaluations of teaching situations, and sensitivity training, to mention only a few of the activities. Educators who participated in the project acknowledge that while some adjustment problems remain unresolved, the prospect for "considerably improving the often dismal plight of the beginning teacher" is much brighter (1, p. 23).

Goals and Objectives for New Teacher Orientation

Goals, objectives, and guiding principles are extremely important to all phases of educational programs. They provide direction for programs and a foundation on which to
build. Goals and objectives enhance the probability for success and make more feasible the task of planning and development. Teacher-orientation programs are no exception. Each orientation program must have specific goals and objectives in order that the needs of the personnel for which the program is planned and developed can be fully realized (4, p. 41-42).

In the establishment of a new-teacher-induction program, primary consideration should be given to the identification of goals and objectives for the program. Chandler and Petty list several induction goals, all of which they insist, should be functional goals. These goals include the following:

1. aid the new teacher in becoming socially oriented to the school and the community
2. assist the new teacher in the establishment of desirable human relationships with staff members, citizens, and pupils
3. aid the new teacher in the development of a sense of security in his work
4. develop an understanding among new faculty members of the philosophy, purposes, traditions, and policies of the school and school system
5. acquaint the new teacher with the organization, routines, rules, and regulations of the school and school system
6. encourage and assist new teachers in the discovery and utilization of human and material resources in the community (7, p. 168).

Other writers in the field of educational administration propose goals for induction somewhat similar to those of Chandler and Petty. Castetter (6, p. 232), for example, lists the following: (1) informing the new teacher about
the community, the school, and the teaching position, (2) permitting the new appointee to feel quickly that he is an integral part of the organization, (3) determining whether the man and the position are compatible, (4) providing technical assistance in the form of developing skills and attitudes, (5) helping the new teacher reach a satisfying level of performance by utilizing both human and material resources, and (6) making the conditions of employment conducive to position satisfaction.

In addition to induction goals, some general guiding principles are necessary to insure the development of activities and procedures that will accomplish the purposes for which an orientation program is established. Cable outlines those principles which he believes should be basic to all orientation programs. Orientation programs, he writes, should be

1. conceived and carried through in democratic fashion by all who stand to be affected by it and are capable of making contributions to it
2. aimed at the ultimate goal of improving the learning situation for children
3. developed with secondary goals, aims, and purposes clearly set forth and understood
4. adapted to the school system and the individual school
5. based on the best research available
6. timed in order to meet the adjustment needs of new teachers when it will be of most benefit to them and their situation
7. subjected to continuous evaluation for the sake of constant improvement
8. supported fully by the major policy-making body of the school district (4, p. 41).
Sound goals, objectives, and guiding principles provide at least some assurance that a program will successfully accomplish the purposes for which it is intended. An effective and successful orientation program is often identifiable by the presence of certain distinguishing characteristics and important elements. Chandler and Petty feel that a program which will satisfactorily orient new faculty members is characterized by the following features:

1. Induction practices are well-organized and effectively administered.
2. Induction is a phase of local selection and assignment of teachers and also of the in-service education program.
3. A desirable induction program recognizes the problems and needs of new teachers.
4. Definite and specific objectives and goals are stated.
5. The plan is comprehensive and employs practices specifically designed to achieve the stated goals.
6. The induction program helps a school system to realize full value from new teachers.
7. Induction plans are adapted to the particular school system.
8. The induction program is continually evaluated and improved (7, p. 179).

Eye and Lane (11, p. 326) propose the following as elements they consider to be of greatest significance to an orientation program:

1. All teachers must believe the program to be both desirable and necessary, and they must cooperate in its implementation.
2. The program must provide a means of giving accurate information and help from the time of appointment until the time that orientation has been completed.
3. Each person involved must be cognizant of his function in the program and the manner in which his tasks fit into the total plan.

4. The program is based on the needs of those being inducted.

5. Selected citizens from the community are included in the orientation team.

6. The time devoted to the program must not be so great as to burden new staff members.

7. Adjustments to the teaching load of new teachers are made in order that maximum advantage of the induction program will be obtained.

8. Students, teachers, administrators, school trustees, and citizens of the community are utilized in the induction process.

While there may be a number of variations in the goals, objectives, and guiding principles presented by writers in the field of educational administration and teacher education, there are many commonalities noted. One basic tenet is acknowledged by most writers—goals and objectives are not only highly desirable, they must be carefully developed and utilized to assure some measure of success in accomplishing the purposes for which the program is created.
Survey of Recent Orientation Studies

A primary purpose for reviewing the literature was to enable the researcher to develop a set of criteria for an ideal or model new-teacher-orientation program. Based on a review of the recommendations of writers in the field of educational administration, a survey of some of the more recent studies dealing with new-teacher orientation is presented for the purpose of examining a number of the conclusions and recommendations made in each study.

Prior to 1950 only a limited number of studies dealing with new-teacher orientation were in existence. Since 1950, however, numerous studies on the subject have evolved and a rather significant number of articles have been published. The studies presented in this topic are those made subsequent to 1955 and all but one are later than 1960.

Strickland, in 1955, made a comprehensive study of the orientation practices and their effectiveness in Ohio schools in which 1,242 new teachers from 561 school systems and the superintendents from each of the systems were surveyed in order to determine the necessity of an organized orientation program, to identify the most serious adjustment problems of new teachers, and to determine how effective the orientation programs in Ohio were in alleviating the problems of adjustment to a new situation. Of the 1,242 new teachers, 33 percent were beginners and 67 percent were new teachers with
previous teaching experience. His recommendations for improvement of the orientation programs in Ohio were that

1. appropriate organized orientation programs be provided all new teachers regardless of the type of school district, type of school, or in the amount of teaching experience of new teachers.
2. orientation programs be provided on a system-wide basis.
3. specific orientation be provided at the building level.
4. an orientation committee assist the superintendent in developing and operating the orientation program for new teachers.
5. an in-service program be provided the entire staff to familiarize each person with the program.
6. program objectives should be established to cope effectively with the problems of new teachers.
7. appropriate assistance be provided for new teachers immediately after appointment and during the first month of school.
8. the orientation program should be integrated with the supervisory program of the school.
9. programs should be evaluated cooperatively by all persons involved to determine the effectiveness of the program and to discover its weak points.
10. sound administrative practices should be included in the orientation program for new teachers.
11. programs should be revised in light of the findings of the evaluations (35, p. 174).

In 1961 Hill conducted a study in which he developed a set of criteria for use as guidelines in the establishment of new-teacher-orientation programs or as bases for evaluating and improving existing programs. These criteria were developed from an extensive review of the literature and submitted to a jury of twenty-two school administrators for evaluation. The criteria were submitted in the form of a check-list, and
each criterion was rated on a five-point scale according to its importance to the program. The criteria were ranked in order of their importance, as indicated in the following list:

1. The orientation program within a given school should be recognized as a definite responsibility of the principal.
2. The orientation program should be planned carefully and thoroughly for each individual school system.
3. The planning of the orientation program should include provision for orientation in the particular school in which the new teacher is to instruct.
4. The orientation program should be organized carefully for the most effective utilization of personnel, activities, and information.
5. The orientation program should be recognized as a definite responsibility of the superintendent.
6. The orientation program should be continuously evaluated in terms of its success in orienting teachers.
7. The orientation program should provide for systematic execution of activities for effective presentation of information in a logical sequence and at the time of greatest need.
8. The orientation program should begin no later than the initial interview with the prospective teacher and should continue through the first year of the teacher's appointment.
9. The purposes and goals set forth in the planning phase of the program should be stated in terms of the needs of the teachers new to the system.
10. It should be the explicit policy of the school board to approve and support adequate orientation program for all new members of the teaching staff.
11. The plan of the orientation program should be based on the best research available.
12. The abilities of those individuals and groups with whom the new teacher needs to be oriented should be utilized in planning and carrying out the orientation program (17, pp. 44-72).
Schwalenberg surveyed 267 secondary school superintendents and principals in the 152 first- and second-class school districts of Oregon as well as 1,320 new and beginning secondary teachers. This study identified personal characteristics of new teachers, reviewed organizational practices used in establishing orientation programs in Oregon, determined the range of problems and practices of new teachers, and developed a set of principles to govern the provision of new-teacher orientation. These guidelines are general and, like those developed by Hill, they may be used in developing and evaluating any orientation program. These principles are as follow:

1. The objectives of an orientation program should be derived on the basis of the ascertained needs of new and beginning teachers.
2. The administration should accept the responsibility of providing an organized orientation program for new and beginning teachers.
3. All persons or agencies involved in the presentation of the program should be included in the planning and coordination.
4. The community must be interested in the program of orientation and lay people used in planning and presenting it.
5. The orientation program should begin with the first interview and progress in a timely manner through at least the first year of the new teacher's appointment.
6. The orientation program for new and beginning teachers must result in providing the teacher with sufficient skills and knowledge so that he may operate within the system in a secure manner.
7. Supervision of teacher orientation programs must complement the system's regular in-service education.
8. The teacher orientation program must be regularly evaluated in terms of the program's objectives by all cooperating persons and agencies (33, pp. 172-175).
A study in 1963 conducted by Wolotkiewicz sought to analyze the procedures followed in the planning of orientation programs for new teachers in selected school districts in New Jersey. Another objective of the study was that of determining from the analysis of planning procedures those which were most commonly utilized in the development of orientation programs. Wolotkiewicz identified seven major components of planning orientation procedures and activities and validated these components with a survey of fifty practicing administrators who were enrolled in graduate education courses at Temple University at the time of her study. The major components of planning orientation procedures were reported as

1. philosophy and objectives,
2. participants in the planning process,
3. areas of activities,
4. time involved,
5. financing,
6. appraisal, and
7. relationship to other in-service activities.

This study provided the following conclusions:

1. The planning process is significant to the overall effectiveness of an orientation program for teachers and should contain the essential components identified in the study.
2. Written objectives are needed to give focus to the planning of an orientation program, and these objectives should be the combined suggestions of several groups including new teachers, administrators, and program planners.
3. Continuous planning is necessary to meet teacher needs as they arise during the year.

4. The planning of the orientation program and total staff in-service professional growth should be one continuing program; that is, both should be planned by the same committee.

5. Provision should be made during the planning process for program evaluation. The evaluation should be designed to gather evidence which will reveal the extent to which the program objectives are realized (42, pp. 270-271).

Still another study in 1963 was made by Graves to determine what orientation practices were being used in selected secondary schools in the state of New York and to gain the evaluation of new teachers and administrators of these practices. The results of the study led Graves to the following conclusions:

1. Orientation should be considered the period of time from the first interview at least to the end of the first year of teaching.

2. Administrators should offer the necessary leadership in organizing orientation programs and, at the same time, involve as many of the experienced staff members as possible.

3. Orientation programs should be continuously evaluated by the new teachers involved.

4. The planning of orientation programs should include what the new teachers feel they need and that which is felt needed by the planners.

5. Orientation meetings should be scheduled throughout the first year.

6. Orientation should be considered as a part of supervision and should be instructional as well as informative (14, pp. 147-148).

Graves felt that perhaps the most significant finding of his study was the notable difference between the evaluations made by the administrators and those made by new teachers with respect to both the value and use of orientation practices. Whereas the administrators emphasized the value of
general orientation practices such as welcoming new teachers and providing a tour of the community for them, new teachers placed far more value on the practices that offered specific information in fulfilling their daily teaching responsibilities.

Lucas surveyed 283 new teachers in twenty-seven southern California school districts to evaluate teacher-orientation programs at the high school level and to determine what improvements were possible in these programs. Among Lucas' conclusions were the following:

1. While new teachers may be interested in obtaining information about their new communities, they are more concerned about information that is directly related to their teaching assignment.

2. Most new teachers prefer to receive assistance pertaining to classroom preparations from departmental chairmen or other experienced teachers in their same subject areas of instruction.

3. Most new teachers prefer to receive assistance pertaining to school policies from the school administration.

4. New teachers prefer that community information be mailed prior to signing contracts. Other orientation information should be presented to them before the beginning of school.

5. New teachers consider individual or small group meetings presented in their own school by personnel at that level to be of most assistance.

6. General district meetings are not considered of direct orientation assistance in preparing new teachers for their teaching responsibilities.

7. Payment for preschool orientation time and the manner in which the time is spent are of considerable concern to new teachers (21, pp. 239-241).

Lucas found that new teachers expressed considerable interest in small group participation with experienced teachers as an
ideal method of dealing with orientation problems. Additionally, he states,

Since new teachers consider areas dealing with their new teaching assignment to be of greatest importance, this fact should be borne in mind when planning orientation activities (21, p. 242).

Coody (9) studied the techniques and procedures employed in orienting new teachers in selected Louisiana schools and the effectiveness of these induction practices as judged by principals and new teachers. Eighty-two new teachers and 101 principals participated in the study. Responses to the use and effectiveness of 36 orientation practices and procedures were solicited. Only 40 percent of the principals and a shocking 26 percent of the teachers indicated that their school had an organized, preplanned orientation program. Coody noted a considerable disparity in the effectiveness rank given a number of the practices by principals and the effectiveness rank given the same practice by teachers. He pointed out that this disparity between the two groups should emphasize the importance of cooperative planning in the development of an orientation program. The study was completed in 1964.

Two studies on teacher orientation were completed in 1971. Thompson (38) studied the induction program for new teachers in the Cedar Rapids Community School District to determine how program planners and participants viewed the effectiveness of the program. Main features of the program
included a six and one-half day preschool workshop for teachers new to the Cedar Rapids School District and a four-day preschool preparation period which provided individual time for work in classrooms for both new and experienced teachers. A total of 188 new teachers were surveyed. Thompson found that the problems of greatest concern to the group were student discipline and student individual differences. He also noted that there was justification for a differentiated program of new-teacher induction between those who are new to teaching and those new teachers with prior experience.

Taylor studied orientation and in-service practices for beginning teachers and the effectiveness of each in nine school districts in Los Angeles County. Survey instruments were sent to 229 beginning teachers and 42 administrators. Taylor observed that the practices ranked as highly effective by beginning teachers ranked lower in the view of the administrators. He concluded the following:

1. Beginning teachers do not perceive programs and activities that school administrators have planned for them in the same light as do school administrators.
2. The effectiveness of the orientation program was lower in the eyes of the beginning teachers than in the eyes of the administrators of the school district.
3. The needs of beginning teachers are not correctly assessed and approached in the planning of orientation and in-service programs.
4. A communication gap exists between the administration and beginning teachers.
5. Orientation programs are frequently too condensed in the opening of the school year and then dropped. Teachers tend to prefer a more gradual orientation.

6. In-service activities could be more effective if they concentrated on the needs of specific teachers and were more person-to-person oriented.

7. More effort, planning, time, and personnel are needed for the successful execution and evaluation of orientation and in-service programs (37, pp. 153-159).

Planning and Assessing New-Teacher-Orientation Programs

Two extremely important processes in the administration of any educational program are planning and assessment. Even though each process may be the specific responsibility of an individual, emphasis here is placed on the importance of both as group processes. Cooperative planning and assessment are essential elements of an effective orientation program; moreover, unless the orientation program for new teachers is carefully planned and assessed, it will do little or no good (27, p. 15).

Planning may be defined as "purposeful preparation culminating in a decision which serves as a basis for subsequent action" (19, p. 42). The alternatives to planning are trial and error, guesswork, or hasty decisions made on impulse. Knezevich emphasizes that "purpose or goal-orientation provides the basis for differentiating between planning and mere idle speculation" (19, p. 42). For simplicity, intelligent planning can be described laconically as "preparation for effective action" (15, p. 111).
While there is really no commonly accepted guide for program planning, the following statement indicates some of the approaches that might be taken by planners:

A plan may be developed by an individual . . ., refined through consideration by other individuals or small groups, proposed to larger groups, adopted or rejected by larger groups, implemented through group or individual activity, or returned to the originator for further development. A plan may grow out of a group discussion, it may be sketched in general by the group as a whole, assigned to a smaller group or to an individual for development, and returned to the originating group for approval and initiation (16, pp. 177-178).

Planning should concern itself with long-range preparations as well as current operational activities.

Preparing a program for the induction of new teachers requires an organized plan. In the absence of an organized plan, the problems of new teachers can be easily overlooked or remain undiscovered during the critical period when habits and attitudes which will largely determine success or failure are being formed (30, p. 206). Developing an organized plan can be a time-consuming operation. Smith (34, pp. 47-48) cites the need for early planning and suggests that the first step in developing an effective plan is to form a system-wide planning committee that will determine the overall strategy for the program. A specific task of the committee is to determine the topics that should be presented at the general sessions. The second step is that of organizing departmental presentations. These presentations should be tailor-made
for specific groups of new teachers. Additional steps, according to Smith, include the preparation of orientation kits, checking orientation facilities, revising the manual for new teachers, which should contain plans for the first day of school, and making the necessary provisions for welcoming new teachers to the system. Smith concludes that the real proof of the effectiveness of a program depends on what use is made of the help and assistance that is provided. She writes,

The final proof of the program's effectiveness can be measured only after the new teacher has had time to use what he has learned or what he should have learned from his orientation experience (34, p. 48).

Douglas Hunt, director of the NASSP's Project on the Induction of Beginning Teachers, admonishes planners to give careful consideration to the time that orientation activities are scheduled. In a letter to this researcher dated January 6, 1971, he writes,

During the research phase of the project, we found that orientation programs that are typically conducted before the school year begins and before the beginner has experienced or even understands problems that he will encounter are of questionable value and have little impact. Prior to school, beginning teachers are most apprehensive and least able to absorb information or instructions. We have found that during the year they will be receptive to information and suggestions when they feel the need for advice (20).

Gibson and Hunt warn that a too elaborate program can overtax the staff and facilities for its operation and can
overload those it is intended to help. They also point out
the need for properly timing orientation activities so that
timing coincides with need for the activity. Those respon-
sible for program planning should note that "timing must be
ddictated by the immediacy of the need, not a slavish ad-
herence to a preconceived plan" (13, p. 184). Assistance
that is "too little or too late may lose most of its effec-
tiveness" (10, p. 320).

Planning an effective orientation program must involve
more than just the administration of the school district;
instead it should be a cooperative venture involving experi-
cenced school personnel as well as new teachers. After all,
who other than the new teachers themselves can best express
their true needs and concerns. And in what better way can a
new teacher be introduced realistically to the principles of
cooperaive planning than by being a participant in develop-
ing the orientation plan. Studies have reported that
"teachers tend to reject any educational program which is
presented as a program planned entirely by administrators
and required of teachers so that they may make up for their
own deficiencies" (29, p. 131). Democratic leadership must
extend to all aspects of the school program including new-
teacher-orientation planning.

To maximize the probability for success, the personnel
responsible for planning orientation activities should have
a thorough knowledge of the program objectives and goals.
Additionally, the purposes for which each activity is designed should be clearly understood. No activity should be included in the program simply because it seems like an attractive thing to do or because some other school system reports a successful experience with it. The activities chosen for implementation should be appropriate to the local situation and to the means existing for providing help (13, p. 184). Furthermore, new ideas and learning are the result of the experience gained yearly by the planning group. Experience enables planners to translate new ideas into practices and activities for subsequent years.

As a basis for planning the activities in a new-teacher-orientation program, Yeager (43, p. 162) recommends seven considerations: (1) philosophy of the school, (2) the organization of the school, (3) the school program, (4) administrative reports and routines and evaluation of personnel, (5) rules and regulations of the board of trustees, the school administration, and the individual school, (6) the physical plant, and (7) general information about the community and the school.

Just as purposeful planning and organization provide direction and enhance the probability for success, the assessment or evaluation of a program enables its planners to determine how well or how extensively the objectives of the program are being met. The terms "evaluation" and "assessment" may be defined as the appraisal of worth (15, p. 242).
Is there indeed a more important function than that of appraising the worth of a program? Appraisal is inevitable; it is inherent in any good plan. An appraisal is made not only to identify weaknesses, but to discover strengths as well (5, p. 312). If the appraisal is comprehensive and continuous, each time the program is presented, refinements, modifications, deletions, or additions that result from the appraisal should improve and enhance its overall effectiveness.

The appraisal of an orientation program cannot and must not be based on the opinion of an individual or perhaps the poorly substantiated judgment of a few people. Instead, the appraisal of a program should involve all those who participate in its planning and implementation. Stated in slightly different terms, the evaluation of an organization or program "appropriately involves all those persons concerned with what is being evaluated" (5, p. 316).

Appraisals should be appropriately tailored to the purposes and needs of the situation. One method of satisfactorily appraising a program in one situation might be very unsatisfactory in another situation. Campbell and Gregg suggest that the evaluation process "should result in the continuing improvement of organizational plans and procedures and of individual and group efforts in the accomplishment of accepted purposes" (5, p. 312). When educators consider that the general purpose of appraisal is to improve the
effectiveness of goal achievement, the need for some criteria or principles to judge whatever is to be appraised becomes significant. Morphet, Johns, and Reller point out that any defensible appraisal should recognize and be in accord with certain principles. They identify these principles as

1. Effective appraisal is dependent on clearly defined objectives.
2. An appraisal must be valid.
3. Bases or standards for the appraisal must be established.
4. Appraisal must be comprehensive.
5. Appraisal must be continuous.
6. Appraisal must be cooperative.
7. Appraisals must be integrated and interpreted into a portrait (25, p. 275).

New Paradigms for Teacher Orientation

In 1965 the National Association of Secondary School Principals launched a three-year experimental demonstrative project called the Project on the Induction of Beginning Teachers. The project was conducted as a study to examine the suitability of recommendations on new-teacher induction made to educational leaders by James B. Conant. In his book The Education of American Teachers, Conant writes,

During the initial probationary period, local school districts should take specific steps to provide the new teacher with every possible help in the form of: (a) limited teaching responsibility (b) aid in gathering instructional materials (c) advice of experienced teachers whose own load is reduced so that they can work with the new teacher in his own classroom (d) shifting to more experienced teachers those pupils who create problems beyond the ability of the novice to handle effectively and (e) specialized instruction concerning the characteristics of the community, the neighborhood, and the students he is likely to encounter (8, p. 70).
Conant's recommendations are reflected in the four basic elements that were agreed upon as essential by the three school districts that participated in the first year of the study. All agreed that while their programs might vary from one district to another, these elements would form the basis of the programs. These elements were agreed upon:

1. A teaching load reduced by one class period for the beginning teachers during the first year of employment.
2. A teaching load reduced by one class period for an experienced teacher, known as the cooperating teacher, who would advise and counsel the beginning teachers in the demonstration project.
3. Assistance for beginners in finding and using good instructional material.
4. Provisions of special information on the character of the community and the student body and information on school policies (36, p. 75).

During the first year of the program, 58 beginning teachers, 18 cooperating teachers, and 24 schools were involved. Beginning teachers were drawn at random from those hired in the normal manner. Cooperating teachers were chosen by the individual principals and none were serving in an administrative capacity. The program was expanded in its second year to a complement of 188 beginning teachers, 38 cooperating teachers, and 33 schools. Since that time, the three sets of guidelines which were issued to all participants in the project have been used in "thousands of schools and although they are quite brief, it was our conclusion . . .
that brief statements stimulate thought and action at the school level" (20).

The design of the NASSP project is such that it permits adaptations of its basic elements and pattern to a specific school. Jerry feels that a program such as this offers the greatest hope for improved instruction and teacher retention than anything else which has been proposed concerning new-teacher induction. He writes,

Although the Induction Project hasn't received the widespread publicity and may lack some of the glamorous appeal of some of the national curriculum projects, the fact remains that it is a program that can make a great deal of difference in the quality of education in any school (18, p. 122).

Swanson (36, p. 82) concludes, after working with the project for three years, that Conant's analysis of the problem was accurate and that his proposed solution is both necessary and practical. From the feedback obtained from participating schools and their educational leaders, apparently a number of others share the same view. Although the utilization of the principles and elements of this project have certainly not become universal, there is strong evidence that, for many educators, the Beginning Teacher Induction Project has become a paradigm for orientation programs in many schools.

Another project designed to assist first-year teachers that has operated on a somewhat smaller scale is the Beginning Teacher Project in New York State. The project
represents a composite of the ideas of three leading educators in New York: John Reading, Vincent Barone, and Vincent Gazzetta. In its initial year, the project involved 20 schools in 7 school districts, 20 master teachers, and 127 beginning teachers. A substantial increase in the number of schools, master teachers, and beginning teachers was noted during the second year of the project.

The project utilized a team approach with an experienced teacher specially trained as a master teacher to head the team of first-year teachers. During the early phases of induction, the team functioned as a place to discuss problems without fear, and orientation involved mostly personal adjustments. McGinnis (23, pp. 44-49) describes the program as one based on the premise that the privacy of the team is inviolate. Not only were team members visited by the leader, but team members visited the team leader's classes as well.

In their visitation, team members not only observed but collected data as well. Included in the data collected were such items as (1) frequency of student participation, (2) extraneous activities of pupils, (3) nervous mannerisms of the team leader, and (4) other observations which were made topics of discussion in the group meeting that followed. The effectiveness of the whole program centered around the master teacher/team leader. These leaders were trained in summer sessions financed by the State Department of Education. While the program was experimental, it achieved a high degree
of success. McGinnis reports that "teachers who have been involved in the program to date have been enthusiastic about what it has done for them in terms of new insights, self-improvement, and increased job satisfaction" (23, p. 48).

Development of Criteria for an Ideal Orientation Program

A review of the educational literature and recent studies in teacher orientation verifies that there are indeed many divergent views connected with the concept of orienting new teachers. Because of this divergence, there is an ostensible need to develop a set of criteria from which an ideal or model orientation program for new teachers can be established. These criteria must be both general and flexible in order that they might be made adaptable to varying local situations. While the criteria may serve as primary objectives for the establishment, development, and assessment of orientation programs, secondary objectives may be added so that the program may be more nearly tailored for the particular school and community in which it will be implemented.

In developing these orientation criteria, special attention was given to integrating some of the basic goals and objectives proposed by writers in the field of educational administration and teacher education with some of the recommendations made in recent orientation studies. To complete the final synthesis of the criteria, certain aspects of the
paradigms for teacher orientation mentioned in an earlier topic were included.

The first criterion deals with one of the major reasons for which an orientation program is established; the program must meet the ascertained needs of new teachers. Recent orientation studies conducted by Hill (17), Schwalenberg (33), Strickland (35), Wolotkiewicz (42), and Taylor (37) cite the importance of developing goals and objectives for the orientation program from an understanding of the needs of the teachers involved. For an induction program to be desirable, it must recognize the problems and needs of new teachers (7, p. 179).

In his comments on the topic of orienting new teachers, Michael writes, "the major needs of the newly elected teachers should determine the purpose of the orientation program" (24, p. 72). Eye and Lane (11, p. 325) list as an important element of any orientation program that it is based on the needs of those being inducted.

The views cited above serve as a basis for the first criterion:

**Criterion I.**—The objectives of the orientation program are specific and have been derived on the basis of the needs of new teachers.

The responsibility for seeing that provision is made for a program of new-teacher induction is that of the chief
administrator. Although the program is based on school board policy governing the total personnel function, the superintendent is responsible for conceptualizing the total induction process, for seeing that objectives of the induction program are established, for appraising induction plans, and for developing the total induction program (6, p. 231). Designated staff members should be responsible for the planning and implementation of the program. At the individual building level, the principal should assume the primary responsibility for providing a program of orientation activities that will provide useful information about the school. Graves (14) and Schwalenberg (33) indicate that the school administration should provide the necessary leadership for the organization and planning of the program. Yeager (43, p. 160) also describes the orientation program as being essentially an administrative function.

Barrett (2, p. 49) states that the orientation program is the responsibility of the superintendent of schools, and Hill (17) and Strickland (35) agree that the superintendent should have the overall responsibility for the program, but Hill emphasizes that the orientation program within a given school should be recognized as a definite responsibility of the principal. Strickland (35) recommends that an orientation committee assist the superintendent with the induction program by planning and operating it.
The views cited above serve as a basis for the second criterion:

**Criterion II.**—The responsibility for providing an organized program of orientation activities is that of the administration.

The induction of new teachers into the community is an essential aspect of orientation. Schwalenberg (33) reports that most communities are interested in the program of orienting new teachers; therefore lay citizens should be used in the planning and presentation of the program. Eye and Lane (11, p. 326) feel that the inclusion of selected citizens from the community enhances the effectiveness of the program. Conant (8, p. 71) suggests that specialized instruction concerning the characteristics of the community, the neighborhood, and the students the new teacher is likely to encounter would be beneficial.

Lay leaders from the community often make excellent resource persons for the induction of new teachers into the community. Cable (4, pp. 41-42) states that the use of service organizations, clubs, and other forms of community leadership assists in making the newcomer's adjustment to the community more satisfactory. Castetter (6, p. 226) insists that the incidence of difficulties experienced by teachers becoming fully acquainted with the community and its characteristics is serious enough to warrant contention
that more can be done administratively to insure a better understanding on the part of the new teacher of the community and its effects on the school.

By involving lay leaders in orientation activities, the school system may accomplish two major objectives. First of all, the community through its leaders is brought directly to the new teachers. Personal contact is invaluable in communicating the willingness of the community to assist those who are responsible for the education of its youth. Second, the inestimable value of bringing together school and community leaders to work toward the achievement of a common goal should not be overlooked.

The views cited above serve as a basis for the third criterion:

Criterion III. -- Lay leaders from the community are involved in both the planning and implementation of the program.

Enabling new personnel to feel at ease in a new environment is an important objective of any orientation program. To accomplish that goal, the program must be specifically designed for and made adaptable to the environment in which it will be utilized. Writers in the field of new teacher orientation are almost unanimous in their agreement that an orientation program should be adapted to the school system or individual school for which it is developed. Cable (4, p. 42), Chandler and Petty (7, p. 179), Bartels (3, p. 161),
Eye and Lane (11, p. 326), Hill (17), and others urge that induction plans and practices be adapted to a particular school or school system.

Always a matter of great concern to those responsible for administering an orientation program is proper utilization of the available staff in the planning, implementation, and assessment of the program. One of the better sources of assistance from which to draw is the group of experienced teachers in the system who have expressed an interest in working with the incoming teaching personnel. Conant (8, p. 71) advocates the use of experienced teachers whose own load is reduced so that he can work closely with the new teacher in the classroom. The NASSP Project on the Induction of Beginning Teachers found this recommendation to be both practical and necessary in achieving a solution to the problem of new-teacher assistance (36, p. 83).

The Beginning Teacher Project in New York trained a number of experienced teachers as orientation team leaders and found them to be very effective, especially in improving the personal adjustment of the beginning teacher. The effectiveness of the program as a whole centered around the team leader and his ability to work with a group of neophytes (23, pp. 44-49).

In both of the projects described, the experienced teachers assigned to work with the new teachers were provided
released time to perform this task. On the basis of references cited above, both the fourth and fifth criteria are stated:

Criterion IV.—The orientation program is specifically adapted to the school system or individual school for which it is developed.

Criterion V.—Experienced teachers are utilized in the planning, implementation, and assessment of the orientation program with released time provided for this assignment.

In order to state Criterion VI, a decision regarding the beginning and completion times for the program is necessitated. One authority feels that the program should provide help for the new teacher from the time of appointment until the time that the teacher has been fully inducted into the system (11, p. 328). Strickland (35) recommends that the program begin immediately after appointment and continue through the first month of school; however Schwalenberg (33) envisions the need for a more complete program. He maintains that the orientation program should begin with the first interview and progress in a timely manner through at least the first year of the new teacher's appointment.

In the Niagara Falls, New York school system, orientation begins even before employment. Potential candidates for teaching jobs are mailed copies of the school system's
philosophy, picture brochures, salary guides, and written information prepared to acquaint the candidate with the school system. The program continues through the first semester (39, pp. 526-528).

Graves (14) states that orientation should be considered the period of time from the first interview at least to the end of the first year of teaching; however, a program that begins with preschool orientation meetings and continues through six semesters is utilized in at least one major school system. The program is a three-year plan designed to transform the beginning teacher into a fully adjusted veteran and has proven to be quite successful in that district (22, pp. 175-177). Many new teachers prefer to have information about the community mailed to them prior to signing a contract, and they prefer that other orientation information be presented to them before the beginning of school (21, p. 240).

The views cited above serve as a basis for the sixth criterion:

Criterion VI.--The orientation of new teachers begins prior to employment and continues through the completion of the initial year.

An effective program of orientation requires an organized plan. Planning should be a cooperative venture and involve more than just the administrative staff of the school district. Involvement of lay leaders from the
community in developing a plan for a program has already been mentioned. To help insure the success of a program, Cable suggests that experienced teachers be utilized in the planning and presentation of the program. Furthermore, he writes, "the orientation program should be democratic in character involving the cooperation, thinking, and planning of all who stand to be affected by it" (4, p. 42).

Smith (34, pp. 47-48) recommends the organization of a system-wide planning committee for each school system. The committee should be composed of central administration personnel, representatives from secondary subject matter departments, elementary school representatives, and a representative from a teacher training institution. Eye and Lane (11, p. 326) cite the need for cooperation of all teachers in the implementation of an orientation program. They suggest that students, teachers, administrators, school trustees, and citizens from the community should be utilized in the induction process.

Orientation planners should consider the abilities of those individuals and groups with whom the new teacher needs to be oriented as they plan and develop a program. Schwalenberg (33) contends that all persons or agencies involved in the presentation of the program should be included in the planning and coordination of it. Graves (14) and Coody (9) emphasize the need of cooperative planning. They recommend
the involvement of as many experienced staff members as might be feasible to include.

On the basis of the references cited above, the seventh and eighth criteria are stated:

**Criterion VII.**—All personnel involved in the presentation of the orientation activities are included in the planning and the assessment of the program.

**Criterion VIII.**—Planning and assessment of the orientation program includes all persons affected by the program, including new teachers.

The purposes of both the in-service and new-teacher-orientation programs are in many ways similar since both are logically based on the needs of teachers and their desire to become more proficient in their work. Professional growth is, and must continue to be, important to every member of the school staff. So closely are they related, Wolotkiewicz (42), in her study, concluded that the planning of both programs should be the responsibility of the same committee. Taylor (37) found that the needs of beginning teachers are often not correctly assessed and approached in the planning of both orientation and in-service programs. Chandler and Petty (7, p. 179) view the orientation of new teachers as a phase of the in-service education program of a school. Schwalenberg (33) states that the supervision of a teacher
orientation program must complement the system's in-service program.

Perhaps the most significant method for one program to complement the other is proposed by Kevin Ryan (32, pp. 187-188). He suggests that the school provide special in-service experiences to permit beginners to teach and learn from one another, to provide opportunities for veterans and beginning teachers to teach and learn from one another, and to come together and discuss the many problems that surround the education of the young.

The views cited above serve as the basis for the ninth criterion:

Criterion IX.--The orientation program for new teachers complements the system's regular in-service program.

The presentation of orientation activities at a time when they will be most beneficial to the new teacher is undeniably important. Proper timing of an activity to coincide with an ascertained need is very decidedly a factor in determining the effectiveness of the activity. Eye and Lane (11, p. 326) reinforce the value of properly timing orientation activities and emphasize the importance of providing information at a time when it will be of greatest help. Weber also notes the importance of timeliness. He emphasizes that the program should be timely; that is, it should give new teachers help at the time that the assistance is needed most.
The help provided should be neither too early nor too late (41, p. 161). Too little assistance or that which is provided too late may considerably reduce its effectiveness (10, p. 320). Finally, Gibson and Hunt state that timing must be dictated by the "immediacy of the need" rather than adhering to some preconceived plan (13, p. 184).

The appraisal of an orientation program in terms of its objectives and goals or in accordance with predetermined criteria is an important element of a successful program. The value of continual program evaluation is noted by such authorities as Chandler and Petty (7, p. 179), Castetter (6, p. 233), Cable (4, p. 42), and Weber (41, p. 165). Hill (17) noted that an evaluation of the plans, organization, information, and activities should be made to determine the effectiveness of each in orienting new teachers.

The evaluation of any program appropriately involves all those persons concerned with what is being evaluated (5, p. 316). During the planning process, provision should be made for an evaluation of the program. The evaluation should be designed to reveal the extent to which program objectives are realized (5, p. 312).

The views cited above serve as the basis for Criteria X and XI:

**Criterion X.**—Orientation practices are timely in that they are presented at a time that they will be of most benefit to the new teacher.
Criterion XI.--The program is regularly evaluated in terms of its stated objectives by all who participate in its planning and implementation.

Very little is found in the educational literature about the operational cost of an orientation program. An effective orientation program must be accorded the necessary financial support; provisions for this support should be made in the school system's budget. A good induction program assumes that the board of education, the administration, and the school staff believe that the program is essential to staff development (6, p. 233). It is not only desirable but necessary that the orientation program be fully supported by the major policy-making body of the school district (4, p. 42). Although some orientation and in-service activities can be presented at little or no cost to the district, most of them require definite budget provisions (3, p. 34). Items that require budgetary support by the board of education include released time for experienced teachers, outside resource assistance, appropriate materials, and an adequate supervisory staff. Payment for preschool orientation time is also a major concern of new teachers (21, p. 240).

Since Criterion V insists that released time be provided for experienced teachers who are assigned to work with the new teachers, adequate financing must be provided to cover the cost involved. Failure on the part of the school board and the administration to provide adequate funding can
result in a drastic reduction of the overall effectiveness of the program.

The views cited above serve as a basis for the final criterion:

**Criterion XII.**—Necessary financial support is provided to cover the cost of the program.

**Summary**

New and beginning teachers have special needs and share many common concerns. Beginning teachers seem most apprehensive prior to the beginning of school and are least able to absorb information and instructions at that time. By providing help and support to each individual, schools can assist their new teachers by alleviating the sense of isolation that a new teacher often feels.

Goals and objectives are extremely important in that they furnish a direction for the orientation program and provide at least some assurance that a program will successfully accomplish the purposes for which it is intended. Goals and objectives should be specified in writing in order that they might assist program planners and those involved in the assessment of the program.

Preparing a program for the induction of new teachers requires an organized plan. Efficient and effective planning involves not only those who are responsible for the presentation of the program, but those who will be affected
by the program as well. New teachers, therefore, should be included in program planning.

The assessment of an orientation program should be both comprehensive and continuous, and the inclusion of new teachers in the assessment phase is a definite necessity. An appraisal of the program is made not only to identify weaknesses, but to discover strengths as well. The assessment of a program should be appropriately tailored to the purposes and needs of the situation and should involve all those who participate in the planning and implementation of the program.

Two major experimental projects on teacher induction, both conducted since 1965, describe the use of experienced teachers as team or group leaders to advise, counsel, and assist beginning teachers. The experienced teachers who participated in the projects were provided special training and given released time for this assignment. Beginning teachers were given aid in planning, aid in discipline matters, knowledge of school policies, and information on the utilization of instructional materials.

The twelve criteria developed from a review of the literature and recent studies on teacher orientation are general and were designed to serve as guidelines for the establishment, planning, development, and assessment of teacher orientation programs. They integrate some of the basic goals and objectives proposed by writers in the field
of educational administration with some of the recommenda-
tions made in recent orientation studies.
CHAPTER BIBLIOGRAPHY


CHAPTER III

THE COLLECTION OF DATA

The problem of this study was to describe and to analyze current new-teacher-orientation programs and practices in selected Texas secondary schools.

The following procedures were utilized to obtain the appropriate data for the study: (1) selection of an advisory panel, (2) construction of the initial survey questionnaires for administrators and new teachers, (3) selection of a jury panel for validation of the questionnaires, (4) validation of the initial questionnaires, (5) construction of the final questionnaires, (6) selection of the sample of administrators and new teachers, (7) administration of the final questionnaires, (8) development of criteria for an ideal orientation program, (9) selection of a jury panel for validation of the criteria, and (10) validation of the criteria.

Selection of the Advisory Panel

In order to develop effective questionnaires for the study, an advisory panel of six members was selected from a group of educators with experience in the area of new-teacher orientation. A list of twenty-two names was compiled with the advice of two college advisors, a director of
staff development, and a public school superintendent. The list consisted of experienced classroom teachers, college professors, public school superintendents, directors of personnel, instruction, and staff development, and educational service center personnel.

A six-member advisory panel (Appendix C) was selected and described as follows: (1) a professor of educational administration with background and experience as an educational leader in public education, experience as a consultant for public school districts and educational service centers, holder of a Doctor of Philosophy degree from a southwestern university; (2) a professor of education who, as a supervisor of student teachers in a midwestern university, works closely with the induction of new teachers into public schools; (3) a superintendent of a medium-size school district who has an interest in and knowledge of sound procedures for orienting new teachers and who also has a Doctor of Education degree from a major university; (4) a school superintendent with more than thirty-five years of experience in public education and a recognized educational leader in this immediate area; (5) an experienced classroom teacher with long service in secondary schools, recognized by her peers and superiors as a master teacher, and who, in her capacity as departmental chairman, has participated in the orientation of numerous new teachers; and (6) an associate director of an educational service center with
experience as an educational leader in public education and holder of a Doctor of Education degree from a major university.

The role of the advisory panel was to clarify wording and interpretation of questions, to recommend additional questions appropriate to the study, and to suggest modifications that would make the questionnaires more effective. Each member was contacted and asked to participate and each accepted.

As a result of the panel recommendations, the following changes were made on the initial questionnaires: (1) on the administrator questionnaire, items 15 and 18 were substantially changed in order to gain more information than would have been obtained from the original questions; (2) a very slight change in wording was made in item 10 of the same questionnaire and all statements in the checklist were converted to complete statements by the addition of the appropriate verbs; (3) column headings for the check-lists on both survey instruments were reduced in size, and abbreviations for the responses stated in the directions for completing the check-lists were utilized; (4) the responses to item 2 on the new-teacher questionnaire were changed to read "the program was of . . ." instead of "I received . . ."; (5) on the teacher questionnaire, three responses were added to question 8 and one additional item was included to make a total of eleven questions instead of ten.
Developing the Initial Questionnaires

A review of the literature and recent studies on new-teacher orientation preceded the development of tentative questions for each of the two questionnaires. Eighteen questions and a check-list containing thirty-six orientation practices (Appendix A) were developed for utilization in surveying superintendents and secondary school principals. Ten questions and a check-list containing thirty problems identified in previous studies as those which are of concern to new teachers (Appendix B) were formulated for use in surveying new teachers. Both the questions and the check-lists were designed to provide specific data upon which to base answers to the questions posed in the study.

The tentative questionnaires and pertinent sections of the study proposal were mailed to each advisory panel member. They were requested to study the material carefully, prepare written recommendations and comments, and return them by mail as quickly as possible. Following the receipt of all written recommendations, each panel member was interviewed in person or by telephone to discuss the composite list of suggestions made by the panel. The interview was held within ten days after the initial mailing of the materials.

Selection of the Jury Panel for the Questionnaires

The remaining sixteen members of the list of twenty-two chosen for selection of the advisory panel were considered
for the jury. It was considered important that each jury member be experienced in public education, especially in the specific area of new-teacher orientation. The ten members (Appendix D) selected were (1) two secondary school principals, both from large high schools and experienced in the development of new-teacher-orientation programs; (2) two experienced classroom teachers, each aware of the problems of new teachers and with special interest in orientation activities; (3) an assistant superintendent of schools with a Doctor of Education degree serving in a Texas school district with above 5,000 students in average daily attendance and whose responsibility is the instructional and staff development program for his district; (4) a director of personnel for a large metropolitan area school district presently serving on a state committee pertaining to student teaching; (5) two directors of instruction, one from a large metropolitan area school district and the other from a school district with approximately 5,000 students in average daily attendance; and (6) two education service center associate directors, both with considerable experience in public education and both with Doctor of Education degrees from a major university.

Each prospective jury member was contacted and requested to participate in the validation procedure. Each agreed to participate and to return his reply within ten days. The role of the jury in validating the questionnaires was
explained. Approval or disapproval of questionnaire items was to be made on the basis of clarity and appropriateness.

Validation of the Initial Questionnaires

The initial questionnaires were sent to the jury panel to obtain their approval for validation of each question as well as each item on the check-lists. A copy of both questionnaires (Appendices H and I), accompanied by a letter of instruction (Appendix F) and a self-addressed, stamped envelope were mailed to each member of the panel. Each judge was asked to consider whether or not each item would provide appropriate information, and if each item were clearly stated. A validity response was provided in the left margin of the questionnaires and a validity response sheet (Appendix G) was provided for the check-lists. A validity response for the check-list was requested as a whole, with space provided on the sheet for recommendations, deletions, additions, or modifications. For each numbered question, the numbers "1," "2," and "3" were typed in the margin preceding each item number. The members of the jury panel were asked to respond by circling the "1" if the question were clearly stated and appropriate. If the jury member was undecided on an item, he was to circle the "2." If the item was unclear or considered inappropriate to the study, the jury member was asked to circle the "3."
Additional space was provided on the validation sheet for jury members to submit additions or corrections. Each jury member was requested to certify the acceptance of the questionnaires as complete or with noted exceptions. It was decided that acceptance by eight of the ten members of the jury panel would constitute validity and justify inclusion of the item in the final questionnaires.

Construction of the Final Questionnaires

The final questionnaires were constructed from the responses of the jury panel. Sixteen of the eighteen items on the administrator's questionnaire received unanimous approval of the jury, and the remaining two items received the approval of eight of the ten jury members. All eleven questions on the teacher questionnaire received the approval of the jury, as did the check-lists on both questionnaires. All questions and check-lists on both questionnaires were ruled valid as a result of the jury approval. One jury member suggested that the orientation practices stated in the check-list of the administrator's questionnaire be ordered somewhat differently so that the practices that were related to specific areas of orientation were grouped together. The member's contention was that rearrangement so that practices relating to community, professional, and personal orientation were grouped together would represent a definite improvement over the present order. Another member recommended that the
word "minority" be substituted for "black" in question 9 of the teacher questionnaire. The recommended changes were made, and the revised questionnaires were mailed to each jury member for response if the changes were questioned. No questions were raised.

Both questionnaires were typed neatly and printed on an offset press using single sheets of sixteen-pound paper. The questionnaires were used to survey (a) the superintendent or his designated representative and one secondary principal in all Texas school districts with 3,000 students and above in average daily attendance and (b) a randomly selected sample of 250 new and beginning teachers from these school districts.

Selection of the Administrator and Teacher Samples

The 1971-72 Public School Directory (2, pp. 1-165) was used to identify those school districts in Texas with 3,000 students and above in average daily attendance. This source also provided the names and addresses of the superintendents and principals to whom questionnaires were mailed.

Selections of the secondary school principals were made by (a) a flip of the coin when only two secondary schools were listed under the name of a school district with 3,000 or more students and (b) numbering each secondary school when more than two were listed and drawing a number from a box containing the numbers of each school. Using the
above-mentioned procedures, each secondary school in a district was given an equal chance for the selection of its principal.

The secondary school principals surveyed were requested to furnish a list of the names and addresses of the teachers new to his school at the beginning of the 1971-72 school year. All lists of names received were compiled into a master list consisting of 565 names. From this master list, 250 names of new teachers were randomly selected using a table of random numbers (1, pp. 286-287). An impartial party drew two numbers from a box to provide the column and row numbers for the beginning number in the table of random numbers, and numbers were obtained until the sample of 250 names had been selected.

Administration of the Final Questionnaire

The validated questionnaires were administered to the samples described to collect data for the study. The administrator questionnaires were mailed first, and approximately forty-five days later the teacher questionnaires were mailed. A cover letter (Appendices J and L), explaining the purpose of the study and requesting participation, a survey instrument (Appendices K and M), and a self-addressed, stamped envelope were mailed to each superintendent, principal, and new teacher by name. Each person was directed to indicate his choice of a response by checking one or more
choices of a response to the survey questions. Responses to the check-list in each questionnaire were made by placing a check mark in the column which was deemed most appropriate by the respondent. A total of 274 questionnaires were mailed to administrators, and 250 questionnaires were sent to each teacher in the random sample of new and beginning teachers previously described.

The questionnaires were dated, numbered, assigned to the reporting group, and checked on the working list as they were returned. A return of 148 usable questionnaires was received from the administrators surveyed. Three administrator questionnaires were returned only partially completed, and in each case the respondent stated that the questionnaire was too long. These instruments were not included in the total of 148.

There was a fairly equal distribution of responding administrators in each of the two categories identifying school district enrollment. Sixty-four questionnaires were received from administrators in school districts having between 3,000 and 7,000 students in average daily attendance; and 84 administrators from school districts with above 7,000 students in average daily attendance returned completed survey instruments. Both numbers exceed the 50 respondents from each category of school district enrollment deemed adequate to produce a significant study. The 148 respondents
represent a 54 percent return of the administrator survey instrument.

A return of 128 usable questionnaires was received from the new teachers surveyed. Two of the teacher questionnaires were returned with notations that one recipient was not a new teacher and the other was a school librarian. Still another questionnaire was returned only partially completed and was not included in the 128 total. Fifty-eight of the new-teacher respondents were employed in school districts with an average daily attendance of between 3,000 and 7,000, while 70 of the responding teachers taught in school districts with more than 7,000 students in average daily attendance. Both numbers exceed the total of 50 respondents required from each category of district enrollments. The 128 new-teacher respondents represent a return of 51 percent of the 250 teachers surveyed.

Developing the Criteria for an Ideal Orientation Program and Selection of a Jury for Criteria Validation

A review of the literature and recent studies on new-teacher orientation was conducted and, from this review, several statements were formulated as criteria or guidelines for organizing and implementing an ideal orientation program. The list of prospective criteria included twelve statements. These criteria have already been enumerated and described in Chapter II. The criteria were developed for the purpose of
comparing the criteria for an ideal orientation program with those orientation practices currently being utilized by school systems in Texas.

A jury panel of eight persons was selected to judge the criteria for the purpose of validating each criterion. These eight persons consisted of four university professors as well as two directors of staff development and two assistant superintendents from four large Texas school districts. An equal balance between university professors and practicing administrators was considered desirable. Three of the university professors have been recognized as authorities in the field of educational administration, and the fourth is an experienced professor of secondary education with special interests in teacher training. Two of the practicing administrators were chosen from the two largest school districts in Texas, and the remaining two members of the jury were selected from slightly smaller districts. Each educator was contacted either in person or by telephone, and each agreed to serve on the jury panel.

Validation of the Criteria

The role of the jury panel in the validation of the criteria was to rate each criterion listed in terms of its significance to an ideal orientation program. A five-point scale was used with the responses ranging from "insignificant" at one end of the scale to "extremely significant" at
the other end of the scale. Numerical values were assigned each response as follows: insignificant, 1; slightly significant, 2; significant, 3; very significant, 4; and extremely significant, 5.

A mimeographed list of the criteria (Appendix O) was prepared and mailed to each jury member for consideration. A letter of instruction (Appendix N) and a self-addressed, stamped envelope accompanied each list. Judges were requested to rate each criterion by placing a check mark above the rating on the scale that best represented their assessment of the significance of the criterion to an ideal orientation program.

A composite rating value was calculated for each criterion. This composite rating value was computed by multiplying the number of jury members by the numerical value assigned each response. For a criterion to be considered valid, it was decided that it should have an average rating of significant or better. To achieve this rating, a composite rating value of twenty-four must be attained from the total ratings of the eight jury members.

Of the twelve criteria stated, only one, Criterion III, failed to receive a composite rating value of twenty-four. This criterion received a total value of nineteen. The jury panel obviously did not feel that involving lay leaders from the community in both the planning and implementation of the orientation program was of sufficient significance to warrant
inclusion as a criterion for an ideal orientation program. As a result of the low rating given this criterion by the jury panel, the criterion was withdrawn from the list and ruled invalid.

The remaining eleven criteria received composite rating values that varied from thirty-one to thirty-six. One received a value of thirty-one, four received a value of thirty-two, four more had a composite rating value of thirty-three, and the final two criteria accumulated values of thirty-four and thirty-six.

Summary

In this chapter the procedures utilized to obtain the appropriate data for the study were specifically described. The selection of a six-member advisory panel and its role in the development of the survey instruments was discussed. Construction of the initial questionnaires, their presentation to a ten-member jury panel for validation, and their modification into a final form was described in detail. Additionally, a presentation of the validation procedures for the criteria for an ideal new-teacher-orientation program developed in Chapter II was made. Results of the criteria validation by the eight-member jury panel were also presented.

Administrators and new teachers from school districts in Texas with 3,000 or more students in average daily
attendance participated in the study. Usable returns were received from 148, or 54 percent, of the administrators and 128, or 51 percent, of the new teachers.
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CHAPTER IV

PRESENTATION OF FINDINGS

The findings presented here are the results of two survey questionnaires. One questionnaire surveyed secondary school administrators, and the other surveyed new and beginning secondary school teachers. The items in these questionnaires were designed to provide data that would describe new-teacher-orientation programs and practices in selected Texas secondary schools as well as to identify the problems which are of concern to new and beginning Texas teachers.

These findings are presented under the following main headings: (1) personal and professional data pertaining to teacher respondents, (2) size and organizational patterns of districts surveyed, (3) new-teacher-orientation programs in Texas secondary schools, (4) problems of new and beginning teachers, (5) new-teacher-orientation practices in Texas secondary schools, and (6) relationship of the criteria for an ideal orientation program to the study data on current orientation programs and practices.

Personal and Professional Data Pertaining to Teacher Respondents

Respondents to the new-teacher questionnaire were asked to provide information about their sex, marital status, age,
and teaching experience. Additionally, each was requested to check one of three categories to indicate the student enrollment of the school in which they taught. The three categories include (1) schools with less than 1,000 students, (2) schools with an enrollment between 1,000 and 1,500 students, and (3) schools with more than 1,500 students.

**Sex**

In the group of 128 respondents, there were 38 males and 90 females. The females were the predominant component of the respondents with 70.3 percent, and males completed the remaining 29.7 percent of the group.

**Marital Status**

Eighty-five, or 66.4 percent, of the respondents indicated that they were married, while forty, or 31.3 percent, reported that they were single. Three, or 2.3 percent, of the group did not respond to this item.

**Age**

The teacher questionnaire responses to age were divided into six age groups. These age groups were (1) 20 through 25, (2) 26 through 30, (3) 31 through 35, (4) 36 through 40, (5) 41 through 45, and (6) over 45. All 128 teachers responded to this item.

Sixty-six, or 51.6 percent, indicated that their age was between 20 and 25 years. The 26 through 30 age group
contained 27, or 21.1 percent, of the total number. There were 17, or 13.3 percent, in the 31 through 35 age group, and 6, or 4.7 percent, in the 36 through 40 age group. Only 12 of the respondents reported that their age fell into one of the remaining two categories. Seven, or 5.5 percent, indicated that their age was between 41 and 45 years. The smallest number of teachers (5, or 3.9 percent) reported their age to be over 45.

**Teaching Experience**

Teachers were asked to indicate the number of years they had taught prior to the present one. Beginning teachers with no previous teaching experience dominated the 128 respondents with 65, or 50.8 percent. Seventeen, or 13.3 percent, of the group reported only one year of teaching experience, while 10, or 7.8 percent, of the total group specified that they had taught two years prior to the present school year. There were eight teachers, or 6.3 percent, with three years of teaching experience.

Because of the small number that indicated more than three years of prior experience, the remainder of the respondents were grouped in four-year intervals. Fifteen, or 11.7 percent, reported from four through seven years of experience, and 9, or 7.0 percent, indicated eight through eleven years of experience. Only 4 respondents, or 31.1 percent, had taught more than eleven years.
Size and Organizational Patterns of Districts Surveyed

All administrators who participated were requested to specify the number of students in their school district as well as the organizational pattern utilized in the secondary schools. The categories used to represent the number of students in a district were school districts with 3,000 to 7,000 students and those with over 7,000 students. Categories used for specifying a school district's secondary school organizational pattern were (1) grades 6-8 and 9-12, (2) grades 7, 8, and 9-12, (3) grades 7-9 and 10-12, and (4) other.

**School District Enrollments**

A total of 148 administrators responded to the administrator's questionnaire. There were 64 administrators, or 43.2 percent, of the total number responding that indicated their school enrollment was between 3,000 and 7,000 students. Eighty-four administrators, totaling 56.8 percent of the group, reported that their total school enrollment was in excess of 7,000 students.

**Organizational Practices**

The responding administrators indicated that school organizational patterns at the secondary level are fairly evenly distributed among the first three categories of organizational plans. The plan most frequently reported was
that which includes grades 7-9 at the lower level and grades 10-12 at the upper level. This plan represents the junior high--high school organization and was reported by fifty-two, or 35.1 percent, of the responding administrators as the one used in their school district. The middle school--high school plan involving grades 6-8 at the lower level and grades 9-12 at the upper level was the next most frequently mentioned pattern of organization. Forty, or 27.0 percent, of the respondents indicated that their school district operated under this plan. Thirty-six, or 24.3 percent, report the use of a plan that combines grades 7 and 8 at the lower level and grades 9-12 at the upper level. Twenty-two, or 13.6 percent, reported other organizational plans ranging from grades 5-8 at the lower level and grades 9-12 at the upper level to three levels which included grades 7 and 8 at the lower level, grade 9 at an intermediate level, and grades 10-12 at the upper level. Of the total 148 respondents, 80 indicated the use of the four-year high school. This represents a somewhat surprising total of 54.0 percent of the responding administrators.

New-Teacher-Orientation Programs in Texas Secondary Schools

Both new teacher and administrator questionnaires contained a number of questions designed to provide comprehensive information about the new-teacher-orientation programs currently in operation in Texas secondary schools. The
information furnished about the programs is from the perspective of the new teachers and practicing administrators. Responses to the questions previously mentioned are being reported under the following headings: (1) type of program, (2) beginning time for programs, (3) length of the program, (4) responsibility for the program, (5) program planning, (6) program assessment, (7) teacher participation and reduction in teaching load, (8) funding and expenditures, (9) effects of additional staff development days on new-teacher-orientation programs, (10) value of the orientation program from the viewpoint of the new teacher and the administrator.

Type of Program

More than two-thirds of the administrators who responded described their program as a formal program consisting of a general system-wide program followed by a specific program at the building level. Sixteen, or 10.8 percent, considered their program a formal one with structured activities and administrative leadership at the building level only. Fourteen, or 9.5 percent, of the administrators reported that their program was very informal with little or no structure, and thirteen, or 8.8 percent, viewed their program as being a formal general system-wide program provided by the central office staff. None specified that they offered no program, and no administrator failed to respond to the question. Two, or 1.37 percent, indicated that they provided some other
type of program. Table I summarizes the administrator's responses pertaining to a description of the type of program offered by their school districts.

TABLE I

GENERAL DESCRIPTION OF CURRENT NEW-TEACHER-ORIENTATION-PROGRAMS AS PERCEIVED BY ADMINISTRATORS AND NEW TEACHERS

<table>
<thead>
<tr>
<th>Type of Program</th>
<th>Administrators</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
</tr>
<tr>
<td>Very informal, little or no structure</td>
<td>14</td>
<td>9.5</td>
</tr>
<tr>
<td>Formal program, general system-wide program only</td>
<td>13</td>
<td>8.8</td>
</tr>
<tr>
<td>Formal program, general system-wide program followed by a program at the building level</td>
<td>103</td>
<td>69.6</td>
</tr>
<tr>
<td>Formal program, building level only</td>
<td>16</td>
<td>10.8</td>
</tr>
<tr>
<td>No program provided</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Other</td>
<td>2</td>
<td>1.3</td>
</tr>
<tr>
<td>No response</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Total</td>
<td>148</td>
<td>100.0</td>
</tr>
</tbody>
</table>

New teachers had a somewhat different perception of the type of program that had been provided to assist their adjustment to a new situation. The largest number of teachers, fifty-eight, reported the type of program provided them had been a formal one consisting of a general system-wide program followed by a specific program at the building level. In
contrast to the administrator responses, thirty-eight new teachers, or 29.7 percent of the group, described the program provided them as very informal, with little or no structure. The same number of teachers and administrators (thirteen) reported a formal, general system-wide program provided by the central office staff. Eight teachers, or 6.29 percent of the group, described their orientation program as being formal, with structured activities and administrative leadership at the building level only. Seven, or 5.5 percent, of the teachers considered the program provided them as something other than one of the choices listed. Four teachers, or 3.1 percent, of the group reported that no program was provided for them. All teachers responded to this question. Table I provides an analysis of the responses that teachers made as to the type of orientation program that was provided for them.

**Beginning Time for the Programs**

The administrators were requested to specify when their orientation program actually begins. More than three-fourths (113 or 76.4 percent) reported that their program begins during staff development days prior to the opening of school. Eighteen, or 12.1 percent, of the group indicated that their orientation program begins prior to employment as a part of the recruitment program. The administrators who specified that they begin their program immediately following
appointment represent a total of fourteen, or 9.5 percent, of the group. None indicated a beginning time as late as the day prior to the opening of school, and three, or 2.0 percent, did not respond to the question. Table II presents these responses in tabular form.

**TABLE II**

BEGINNING TIME FOR ORIENTATION PROGRAMS

<table>
<thead>
<tr>
<th>Program Begins</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to employment as a part of the recruitment</td>
<td>18</td>
<td>12.1</td>
</tr>
<tr>
<td>program</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Immediately following appointment</td>
<td>14</td>
<td>9.5</td>
</tr>
<tr>
<td>During staff development days prior to the</td>
<td>113</td>
<td>76.4</td>
</tr>
<tr>
<td>opening of school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The day prior to the opening of school</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>No response</td>
<td>3</td>
<td>2.0</td>
</tr>
<tr>
<td>Total</td>
<td>148</td>
<td>100.0</td>
</tr>
</tbody>
</table>

**Length of Program**

Teachers and administrators alike were asked to indicate how long the orientation programs in their schools continued. Ninety-four, or 73.4 percent, of the teacher respondents indicated that the program continued through the opening day of school only. Ten teachers, or 7.8 percent of the group, reported that the program continued through the entire first year. Those teachers reporting that their program continued one week past the opening day of school numbered ten, or 7.8 percent, while an additional four
respondents specified that their program continued one month past the opening day of school. Four teachers, or 3.1 percent, said that their program continued for one semester, and six teachers, or 4.7 percent, did not respond to this item.

There was some degree of disagreement between administrators and teachers on the length of time that orientation programs continued after they were begun. The largest percentage of respondents in both groups agreed that the program continued until the opening of school. Sixty-nine administrators, or 46.6 percent, identified the above category as the length of their program's continuation; however, a surprisingly large number (forty, or 27.0 percent) reported that their program continued for one year or longer. Fifteen, or 10.1 percent, said that their program continued for one semester, making a total of 37.1 percent of the administrator respondents that reported program continuation for at least one semester. Only 10.9 percent of the teachers stated that their orientation program continued for at least one semester. Twelve administrators, or 8.1 percent of the total group, said their program continued one week following the opening of school, and six, or 4.1 percent, of the administrators reported that their program continued for at least one month. An equal number did not respond to this item. Table III provides a comparison of
teacher and administrator responses to the questions pertaining to the length of time that their orientation programs continued.

TABLE III

LENGTH OF ORIENTATION PROGRAMS

<table>
<thead>
<tr>
<th>Program Continues</th>
<th>Administrators</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
</tr>
<tr>
<td>Until the opening of school</td>
<td>69</td>
<td>46.6</td>
</tr>
<tr>
<td>One week following the opening of school</td>
<td>12</td>
<td>8.1</td>
</tr>
<tr>
<td>One month</td>
<td>6</td>
<td>4.1</td>
</tr>
<tr>
<td>One semester</td>
<td>15</td>
<td>10.1</td>
</tr>
<tr>
<td>One year or longer</td>
<td>40</td>
<td>27.0</td>
</tr>
<tr>
<td>No response</td>
<td>6</td>
<td>4.1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>148</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Responsibility for the Program

The administrator respondents were asked to indicate the person (1) whose primary responsibility it is to plan and organize the system-wide orientation program and (2) whose responsibility it is to plan and organize the orientation program at the building level. The data obtained from the administrator questionnaires identify those personnel who are responsible for planning and organizing orientation programs at both levels. These data are presented in Tables IV and V.
Table IV

Primary Responsibility for System-Wide Orientation Program

<table>
<thead>
<tr>
<th>Primary Responsibility</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent of schools</td>
<td>20</td>
<td>13.5</td>
</tr>
<tr>
<td>Assistant superintendent</td>
<td>56</td>
<td>37.8</td>
</tr>
<tr>
<td>Director of instruction</td>
<td>45</td>
<td>30.4</td>
</tr>
<tr>
<td>Director of personnel</td>
<td>12</td>
<td>8.1</td>
</tr>
<tr>
<td>Other</td>
<td>5</td>
<td>3.4</td>
</tr>
<tr>
<td>No response</td>
<td>10</td>
<td>6.8</td>
</tr>
<tr>
<td>Total</td>
<td>148</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The two positions most frequently mentioned as the administrator or staff member whose primary responsibility it is to plan and organize the system-wide program were (1) an assistant superintendent and (2) director of instruction. Fifty-six administrators, or 37.8 percent, reported that in their district an assistant superintendent had this responsibility, while forty-five, or 30.4 percent, of the respondents said that the director of instruction was assigned this responsibility in their district. Twenty, or 13.5 percent, of the administrators stated that the superintendent of schools was the person responsible for planning and organizing their school district's system-wide program. Twelve, or 8.1 percent, specified the director of personnel, and five, or 3.4 percent, indicated someone other than those listed performed the above-mentioned duty. Ten, or 6.8 percent, of the group did not respond to the item.
### TABLE V
RESPONSIBILITY FOR ORIENTATION PROGRAM AT THE BUILDING LEVEL

<table>
<thead>
<tr>
<th>Responsibility of</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal of the school</td>
<td>120</td>
<td>81.1</td>
</tr>
<tr>
<td>Assistant principal</td>
<td>8</td>
<td>5.4</td>
</tr>
<tr>
<td>Committee of teachers and office staff designated by the principal</td>
<td>13</td>
<td>8.8</td>
</tr>
<tr>
<td>Experienced teacher</td>
<td>1</td>
<td>0.7</td>
</tr>
<tr>
<td>Other</td>
<td>3</td>
<td>2.0</td>
</tr>
<tr>
<td>No response</td>
<td>3</td>
<td>2.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>148</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

The responsibility for the orientation program at the building level, according to 120, or 81.1 percent, of the administrator respondents, was clearly identified as that of the principal of the school. Thirteen of the responding administrators indicated that the chief responsibility for the orientation program at the building level was that of a committee consisting of teachers and office staff designated by the principal. This represents 8.8 percent of the group. Eight, or 5.4 percent, reported that the assistant principal was charged with the responsibility for planning and organizing the program at the building level, and only one respondent indicated that an experienced teacher had this responsibility. Three, or 2.0 percent, indicated that someone other than those listed was responsible, and the same number gave no response to this item.
Planning the Orientation Program

New teachers and administrators were asked to respond to four questions on the questionnaires that pertained to program planning. Three of the four questions were directed to the administrator respondents. The question directed to new teachers asked them to specify by either a yes or no reply whether or not they participated in any way in the planning of the activities that were included as a part of their orientation program. Only six, or 4.7 percent, of the group replied that they had participated in the planning. One person did not respond to the question. The remaining 121, or 94.5 percent, of the new teachers indicated that they had not participated in any way in planning the orientation activities. Table VI provides a tabulation of the number and percentage of yes and no responses made by the new teachers.

TABLE VI
NEW-TEACHER PARTICIPATION IN ORIENTATION PLANNING

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes #</th>
<th>%</th>
<th>No #</th>
<th>%</th>
<th>No Response #</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did you participate in any way in the planning of the activities that were included as a part of your orientation program?</td>
<td>6</td>
<td>4.7</td>
<td>121</td>
<td>94.5</td>
<td>1</td>
<td>0.8</td>
</tr>
</tbody>
</table>
The administrator respondents were asked to specify who did the planning of their system-wide orientation program. The largest number, sixty-three administrators, totaling 42.6 percent of the respondents, said that a committee consisting of teachers, principals, and central office staff planned their system-wide program. A committee consisting of principals and central office staff were identified by twenty-nine, or 19.6 percent of the group, as the personnel who planned the system-wide program. Twenty-six of the respondents, or 17.6 percent, reported that a committee consisting of central office staff only planned their system-wide program. Twelve administrators replied that the superintendent or an individual appointed by him planned the program. This number represented 8.1 percent of the total responses. Fifteen administrators did not respond to this item. This is not surprising, however, since sixteen respondents indicated that their orientation program consisted of a formal program at the building level only. Table VII presents a compilation of the responses to the query of who plans the system-wide orientation program in the respondent's school district.

The administrator respondents were requested to identify the sources they used to determine the content of their program. Responses were made by checking a comprehensive list of items that enabled the respondents to identify those
TABLE VII

PLANNING OF THE SYSTEM-WIDE ORIENTATION PROGRAM

<table>
<thead>
<tr>
<th>Planned by</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A committee consisting of teachers, principals, and central office staff</td>
<td>63</td>
<td>42.6</td>
</tr>
<tr>
<td>A committee consisting of principals and central office staff</td>
<td>29</td>
<td>19.6</td>
</tr>
<tr>
<td>A committee consisting of central office staff only</td>
<td>26</td>
<td>17.6</td>
</tr>
<tr>
<td>An individual; the superintendent or an individual appointed by him</td>
<td>12</td>
<td>8.1</td>
</tr>
<tr>
<td>Other</td>
<td>3</td>
<td>2.0</td>
</tr>
<tr>
<td>No response</td>
<td>15</td>
<td>10.1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>148</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

sources readily. Table VIII shows the frequency of responses made to each source listed. Multiple responses to this question were possible. The number of responses per questionnaire ranged from a single response to as many as seven of the eight responses listed. In Table VIII, tabulations are shown for both the frequency of each response and what percentage that total is of the group N = 148.

The item most frequently checked by the administrators was that which indicated that suggestions from experienced teachers were instrumental in determining the content of their orientation program. This item was checked by 102 administrators, or 68.9 percent of the total number of respondents. The next most frequent response was checked by 88, or 59.5 percent, of the responding administrators. In
TABLE VIII
SOURCES CONSIDERED IMPORTANT IN THE DETERMINATION OF PROGRAM CONTENT*

<table>
<thead>
<tr>
<th>Source</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suggestions made by new teachers</td>
<td>80</td>
<td>54.1</td>
</tr>
<tr>
<td>Suggestions from experienced teachers</td>
<td>102</td>
<td>68.9</td>
</tr>
<tr>
<td>Retention of past practices</td>
<td>88</td>
<td>59.5</td>
</tr>
<tr>
<td>Survey of educational literature</td>
<td>31</td>
<td>20.9</td>
</tr>
<tr>
<td>Utilization of ideas obtained from successful orientation programs</td>
<td>76</td>
<td>51.4</td>
</tr>
<tr>
<td>Suggestions from educational consultants</td>
<td>43</td>
<td>29.1</td>
</tr>
<tr>
<td>Results obtained from program evaluation</td>
<td>72</td>
<td>48.6</td>
</tr>
<tr>
<td>Recommendations of a program planning committee</td>
<td>53</td>
<td>35.8</td>
</tr>
<tr>
<td>No response</td>
<td>1</td>
<td>0.7</td>
</tr>
</tbody>
</table>

*There were multiple responses to this question. The frequency of responses to each item has been tabulated, and the percentage shown is the percentage of each frequency to the group N, where N = 148.

marking this response, the administrators indicated that retention of past practices was important in determining program content. Eighty administrators, or 54.1 percent, reported that suggestions made by new teachers played an important role in determination of program content. The utilization of ideas obtained from successful orientation programs and the utilization of results obtained from program evaluation were reported by 51.4 percent and 48.6 percent of the responding administrators as being important in determining the content of their programs. The remaining items checked by the administrator respondents and the percentage
that checked them are as follow: (1) recommendations of a program planning committee, 35.8 percent; (2) suggestions from educational consultants, 29.1 percent; and (3) survey of educational literature, 20.9 percent.

Since orientation goals and objectives are considered to be quite important by a number of authorities, the administrator questionnaire contained a question that asked administrators if goals and objectives for their programs had been specified in writing. Written goals and objectives are of extreme value to the planning and assessment phases of orientation. The responses to this question revealed that 108, or 73.0 percent, of the respondents stated that goals and objectives for their program were not specified in writing. Thirty-six, or 24.3 percent, replied in the affirmative to this question. Four administrators, or 2.7 percent of the group, did not respond. An analysis of the responses to this item is provided in Table IX.

TABLE IX
ORIENTATION GOALS AND OBJECTIVES

<table>
<thead>
<tr>
<th>Question</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are the goals and objectives of your program specified in writing?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>#</td>
</tr>
<tr>
<td></td>
<td>36</td>
</tr>
</tbody>
</table>
Program Assessment

A total of four questions were asked new teachers and administrators to obtain information pertaining to the assessment of the orientation program. One question was directed to new teachers and three to the administrator respondents. The new teachers were requested to make a simple "yes" or "no" response relative to their participation in the assessment of their orientation program. A total of 103, or 80.5 percent, of the new teachers reported that they had not participated in the program assessment, while 23, or 17.9 percent, said that they had participated. Two, or 1.6 percent of the total, did not respond. Responses to this item are reported in Table X.

**TABLE X**

NEW-TEACHER PARTICIPATION IN ORIENTATION PROGRAM ASSESSMENT

<table>
<thead>
<tr>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
</tr>
<tr>
<td>------</td>
</tr>
<tr>
<td>#</td>
</tr>
<tr>
<td>------</td>
</tr>
<tr>
<td>23</td>
</tr>
</tbody>
</table>

The administrator respondents were asked to check one of the statements listed which in their opinion best described the assessment of the orientation program in their
The frequency of response to each statement is shown in Table XI.

### TABLE XI

**DESCRIPTION OF ORIENTATION PROGRAM ASSESSMENT IN TEXAS SECONDARY SCHOOLS**

<table>
<thead>
<tr>
<th>Assessment is Made of</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>System-wide program only</td>
<td>28</td>
<td>18.9</td>
</tr>
<tr>
<td>Both system-wide and building level programs</td>
<td>78</td>
<td>52.7</td>
</tr>
<tr>
<td>Building level program only</td>
<td>22</td>
<td>14.9</td>
</tr>
<tr>
<td>There is no assessment made of either program</td>
<td>16</td>
<td>10.8</td>
</tr>
<tr>
<td>No response</td>
<td>4</td>
<td>2.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>148</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

A majority of the administrators indicated that assessment is made in their district of both the system-wide program and the building level program. Seventy-eight, or 52.7 percent, checked this statement. Assessment of the system-wide program only was indicated by twenty-eight, or 18.9 percent, of the respondents, and twenty-two said that assessment of the program at the building level only was the practice in their school district. Sixteen, or 10.8 percent of the group, reported that no assessment was made of either program in their district. Four administrators did not respond to this question.

Determining the methods utilized by school districts in Texas to assess orientation programs was the primary
objective of one question on the administrator's questionnaire. The data presented in Table XII reveal that the most

TABLE XII
METHODS OF PROGRAM ASSESSMENT*

<table>
<thead>
<tr>
<th>Method of Assessment</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Questionnaires completed by new teachers</td>
<td>47</td>
<td>31.8</td>
</tr>
<tr>
<td>Check-lists or rating scales</td>
<td>29</td>
<td>19.6</td>
</tr>
<tr>
<td>Individual conference with new teachers</td>
<td>97</td>
<td>65.5</td>
</tr>
<tr>
<td>Report from the planning committee</td>
<td>45</td>
<td>30.4</td>
</tr>
<tr>
<td>Reports from lay leader participants</td>
<td>2</td>
<td>1.4</td>
</tr>
<tr>
<td>Reports from departmental chairmen</td>
<td>72</td>
<td>48.6</td>
</tr>
<tr>
<td>Report from an educational consultant</td>
<td>26</td>
<td>17.5</td>
</tr>
<tr>
<td>Report from experienced teachers who participated</td>
<td>50</td>
<td>33.8</td>
</tr>
<tr>
<td>Other</td>
<td>4</td>
<td>2.7</td>
</tr>
<tr>
<td>No response</td>
<td>8</td>
<td>5.4</td>
</tr>
</tbody>
</table>

*There were multiple responses to this question. The frequency of responses to each item has been tabulated, and the percentage shown is the percentage of each frequency to the group N where N = 148.

widely used method of program assessment was through individual conferences with new teachers. Ninety-seven, or 65.5 percent, of the respondents reported the use of this method of assessment. There were multiple responses to this question, and eight, or 5.4 percent, of the administrators did not respond. The administrator respondents indicated that reports from department chairmen was the next most-used method of assessing their program. Seventy-two, or 48.6
percent of the group, utilized this method. Nearly one-third of the respondents reported the use of questionnaires completed by new teachers to assist in their program assessment. Approximately the same number (33.8 percent) of the responding administrators said that they used an assessment submitted by experienced teachers who participated to formulate an appraisal of the program. Forty-five, or 30.4 percent of the group, noted that reports from the planning committee assisted in the evaluation of their program. The frequency and percentage of each frequency to the group of 148 respondents is presented in Table XII. Those respondents who checked that they utilized some other source in their program assessment mentioned building principals, counselors, and special central office staff members.

Another important aspect of assessing orientation programs for new teachers deals with the time of assessment. Responding administrators were requested to specify when the assessment of their program was made. While there were multiple responses to this question, the two times that were most frequently reported were (1) after each orientation activity and (2) within the first six months of the school year. These two times were mentioned by forty-five and forty-one administrators, in that order. Thirty-three, or 22.3 percent of the group, reported that an assessment of their program is made within the first week of the school year, and twenty-seven, or 18.2 percent, indicated that their
district or school makes its assessment at the close of the school year. Fifteen administrators did not respond to this question. Table XIII presents the responses of the 148 administrators to the question pertaining to the time of assessment.

**TABLE XIII**

**TIME OF PROGRAM ASSESSMENT***

<table>
<thead>
<tr>
<th>Time of Assessment</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>After each orientation activity</td>
<td>45</td>
<td>30.4</td>
</tr>
<tr>
<td>Within the first week of the school year</td>
<td>33</td>
<td>22.3</td>
</tr>
<tr>
<td>Within the first six months of the school year</td>
<td>41</td>
<td>27.7</td>
</tr>
<tr>
<td>At the close of the school year</td>
<td>27</td>
<td>18.2</td>
</tr>
<tr>
<td>No response</td>
<td>15</td>
<td>10.1</td>
</tr>
</tbody>
</table>

*There were multiple responses to this question. The frequency of responses to each item has been tabulated, and the percentage shown is the percentage of each frequency to the group N, where N = 148.

**Teacher Participation and Reduction of Teaching Load**

The administrator respondents were asked to indicate how extensively they involved experienced teachers in orientation, and whether or not there was a reduction in the teaching load of those teachers who were assigned to work with new teachers. Additionally, these respondents were asked if new teachers were assigned lighter teaching loads during the first semester or the first year. The data received is presented in Tables XIV through XVI.
TABLE XIV
EXTENT OF EXPERIENCED-TEACHER PARTICIPATION IN THE ORIENTATION PROGRAM

<table>
<thead>
<tr>
<th>Degree of Involvement</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Considerable involvement</td>
<td>50</td>
<td>33.8</td>
</tr>
<tr>
<td>Moderate involvement</td>
<td>80</td>
<td>54.1</td>
</tr>
<tr>
<td>Little involvement</td>
<td>15</td>
<td>10.1</td>
</tr>
<tr>
<td>No involvement</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>No response</td>
<td>3</td>
<td>2.0</td>
</tr>
<tr>
<td>Total</td>
<td>148</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The majority of the administrators reported that experienced teachers were involved only moderately in their orientation programs; however, fifty, or 33.8 percent, reported considerable involvement of experienced teachers. Only fifteen administrators replied that the extensiveness of the involvement of their experienced teachers was only slight. None reported "no involvement" and three did not respond.

TABLE XV
REDUCTION OF THE TEACHING LOAD OF EXPERIENCED TEACHERS

<table>
<thead>
<tr>
<th>Question</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you reduce the teaching load of experienced teachers who are assigned to work with new teachers?</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>#</td>
</tr>
<tr>
<td></td>
<td>15</td>
</tr>
</tbody>
</table>
Almost the entire group of administrators reported that the teaching load of experienced teachers assigned to work with new teachers was not reduced, and all but six of the total group replied that teachers new to the system did not receive lighter teaching loads.

### TABLE XVI

REDUCTION OF THE TEACHING ASSIGNMENT FOR NEW TEACHERS

<table>
<thead>
<tr>
<th>Question</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are teachers new to the system assigned lighter teaching loads during the first semester or first year?</td>
<td>Yes: #1, %0.7, No: #142, %95.9, No Response: #5, %3.4</td>
</tr>
</tbody>
</table>

### Funding and Expenditures

The administrator respondents were asked to indicate if a specific amount of money was budgeted for an orientation program. They were also requested to check any items in a list for which money was expended in the implementation of their program. Almost three-fifths of the responding administrators stated that no specific amount of money was budgeted for a program. There were multiple responses to the question pertaining to items for which expenditures were made in the implementation of their program. Tables XVII
and XVIII present the responses to the questions relating to funding and expenditures for orientation programs.

TABLE XVII
FUNDING FOR THE ORIENTATION PROGRAM

<table>
<thead>
<tr>
<th>Question</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Is a specific amount of money budgeted for your program?</td>
<td>52</td>
</tr>
</tbody>
</table>

Table XVIII shows that refreshments or meals was the item most frequently reported for which money was expended.

TABLE XVIII
ITEMS FOR WHICH FUNDS ARE EXPENDED*

<table>
<thead>
<tr>
<th>Money is Expended for</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Refreshments or meals</td>
<td>97</td>
<td>65.5</td>
</tr>
<tr>
<td>Printing costs</td>
<td>91</td>
<td>61.5</td>
</tr>
<tr>
<td>Special supplies</td>
<td>72</td>
<td>48.6</td>
</tr>
<tr>
<td>Payment of an educational consultant to assist with the program</td>
<td>78</td>
<td>52.7</td>
</tr>
<tr>
<td>Additional payment for supervising teachers</td>
<td>11</td>
<td>7.4</td>
</tr>
<tr>
<td>No response</td>
<td>12</td>
<td>8.1</td>
</tr>
</tbody>
</table>

*There were multiple responses to this question. The frequency of responses to each item has been tabulated, and the percentage shown is the percentage of each frequency to the group N, where N = 148.
Ninety-seven, or 65.5 percent, of the administrators checked this item, and almost the same number (61.5 percent) identified printing costs as an item for which expenditures were made. Seventy-eight, or 52.7 percent of the group, indicated that compensation for an educational consultant was an item which required an expenditure of money.

**Effect of Additional Staff Development Days on New-Teacher-Orientation**

In order to determine what effect, if any, that the addition of ten staff development days to the school year has had on new-teacher-orientation programs, the administrator respondents were asked to check any of the responses listed that described how the ten additional days provided by House Bill 240 has affected their preschool orientation. While the responses to this question were multiple, approximately three-fifths (61.5 percent) of the responding administrators noted that these days had increased the amount of time scheduled for preschool orientation. Fifty-seven, or 38.5 percent of the group, said that this additional number of days had increased the number of preschool orientation activities provided new teachers. One-fourth of the respondents replied that the additional days had resulted in little or no effect on preschool orientation. Two administrators noted that the extra days had affected their program in some other way, but they did not specify in what way. Four administrators did not respond to this question. Table XIX
shows the tabulation of the responses to this question and the percentage of the total that the frequency represents.

**TABLE XIX**

**EFFECT OF ADDITIONAL STAFF DEVELOPMENT DAYS ON PRESCHOOL ORIENTATION PROGRAMS***

<table>
<thead>
<tr>
<th>The additional staff development days:</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increased the amount of time scheduled for preschool orientation</td>
<td>91</td>
<td>61.5</td>
</tr>
<tr>
<td>Increased the number of preschool orientation activities</td>
<td>57</td>
<td>38.5</td>
</tr>
<tr>
<td>Had little or no effect on preschool orientation</td>
<td>38</td>
<td>25.7</td>
</tr>
<tr>
<td>Other</td>
<td>2</td>
<td>1.4</td>
</tr>
<tr>
<td>No response</td>
<td>4</td>
<td>2.7</td>
</tr>
</tbody>
</table>

*There were multiple responses to this question. The frequency of responses to each item has been tabulated, and the percentage shown is the percentage of each frequency to the group N, where N = 148.

The administrator questionnaire contained a list of practices which the literature reported as having been successfully used in a number of orientation programs. Each administrator was requested to (1) rate each practice in terms of degree of help provided a new teacher by this practice and (2) check the appropriate column to indicate whether the practice was employed before or after the addition of ten staff development days provided by House Bill 240. Only six of the practices were checked by a total of five respondents, and all other practices were checked by less than five of the administrators. Fourteen administrators did not
respond to this section of the questionnaire. Results of the ratings are provided in another section of this chapter, but the data pertaining to use of the practices before or after the addition of the staff development days provide rather convincing evidence that there has been no appreciable change in the number and type of orientation practices provided new and beginning teachers as a result of the extra days.

The new-teacher respondents were queried as to the portion of preschool staff development days that were devoted to new-teacher-orientation activities only. Table XX presents the data obtained from the new-teacher respondents to this item. More than one-half of the new teachers reported

<table>
<thead>
<tr>
<th>Amount of Time Devoted to Preschool Orientation Activities</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A portion of one day</td>
<td>70</td>
<td>54.7</td>
</tr>
<tr>
<td>One full day</td>
<td>21</td>
<td>16.4</td>
</tr>
<tr>
<td>Two full days</td>
<td>15</td>
<td>11.7</td>
</tr>
<tr>
<td>More than two days</td>
<td>16</td>
<td>12.5</td>
</tr>
<tr>
<td>No response</td>
<td>6</td>
<td>4.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>128</td>
<td>100.0</td>
</tr>
</tbody>
</table>
that only a portion of one day was utilized for orientation activities. Twenty-one teacher respondents, or 16.4 percent, said that one full day was devoted to new-teacher orientation. Fifteen, or 11.7 percent, replied that two full days were utilized for this purpose, and sixteen, or 12.5 percent, stated that they had received more than two days of preschool orientation. Six new teachers, or 4.7 percent of the total, did not respond.

| Value of the Orientation Program from the Viewpoint of the New Teacher and the Administrator |

In order to gain some idea of the value administrators place on providing an effective orientation program, the administrator respondents were asked to what extent they felt that an orientation program is of value in increasing the teaching efficiency of new teachers. Almost three-fourths of the respondents felt that an orientation program was either valuable or very valuable in increasing the teaching efficiency of new teachers. Less than one-fourth expressed a feeling that an orientation program was of moderate value. Table XXI presents a tabulation of the opinions expressed by this group.

The new-teacher group, on the other hand, were requested to express their opinion in regard to the amount of assistance their program had provided in adjusting to a new situation. Fifty-nine, or 46.1 percent of the group, stated
TABLE XXI

ADMINISTRATOR OPINION OF THE VALUE OF AN ORIENTATION PROGRAM IN INCREASING THE TEACHING EFFICIENCY OF NEW TEACHERS

<table>
<thead>
<tr>
<th>Value of an Orientation Program</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very valuable</td>
<td>49</td>
<td>33.1</td>
</tr>
<tr>
<td>Valuable</td>
<td>62</td>
<td>41.9</td>
</tr>
<tr>
<td>Moderately valuable</td>
<td>30</td>
<td>20.3</td>
</tr>
<tr>
<td>Of very little value</td>
<td>2</td>
<td>1.3</td>
</tr>
<tr>
<td>No value</td>
<td>1</td>
<td>0.7</td>
</tr>
<tr>
<td>No response</td>
<td>4</td>
<td>2.7</td>
</tr>
<tr>
<td>Total</td>
<td>148</td>
<td>100.0</td>
</tr>
</tbody>
</table>

that the orientation program in their school had been of only moderate assistance to them. One-fourth (thirty-three) felt that their program had been of very little assistance to them in their adjustment. Slightly less than one-fourth of the teacher respondents (23.4 percent) said that the program provided by their school had been of considerable assistance to them. Only four teachers reported that their program had been extremely helpful. Table XXII shows the complete tabulation of teacher opinion relative to the effectiveness of their orientation program in assisting their adjustment to a new situation.
TABLE XXII
AMOUNT OF ASSISTANCE PROVIDED NEW TEACHERS BY THEIR ORIENTATION PROGRAM

<table>
<thead>
<tr>
<th>The program was of:</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very little assistance</td>
<td>33</td>
<td>25.8</td>
</tr>
<tr>
<td>Moderate assistance</td>
<td>59</td>
<td>46.1</td>
</tr>
<tr>
<td>Considerable assistance</td>
<td>30</td>
<td>23.4</td>
</tr>
<tr>
<td>Extremely great assistance</td>
<td>4</td>
<td>3.1</td>
</tr>
<tr>
<td>No response</td>
<td>2</td>
<td>1.6</td>
</tr>
<tr>
<td>Total</td>
<td>128</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Problems of New and Beginning Teachers

One of the purposes of this study was to identify those problems which are of most concern to new and beginning teachers. To make this identification, a list of thirty problems was compiled from those most frequently mentioned in the literature as problems that inhibit the adjustment of teachers to a new school and community.

Teachers were asked to evaluate carefully each problem listed and make a response based on their experience as a new or beginning teacher. Responses were made by placing a check mark in one of five columns. Possible responses were as follow: no concern, little concern, moderate concern, considerable concern, and extreme concern. Numerical values were assigned each response as shown: no concern, 1; little concern, 2; moderate concern, 3; considerable concern, 4; extreme concern, 5. The frequency for each response was
multiplied by the corresponding value for that response, and the summation of the products was recorded as a composite value for each problem listed. These composite values were determined in order that each problem might be ranked according to the degree of concern that new and beginning teachers reported.

If all of the 128 teachers checked column five indicating the problem was of extreme concern to them, the maximum composite value for that problem would be 640. However, if the opposite occurred and all checked column one, the lowest possible value would be 128. Table XXIII presents the rank order of the degree of concern new and beginning teachers have for orientation problems. Teachers expressed the

TABLE XXIII
RANK ORDER OF THE DEGREE OF CONCERN NEW TEACHERS HAVE FOR ORIENTATION PROBLEMS

<table>
<thead>
<tr>
<th>Problem</th>
<th>Rank Order</th>
<th>Composite Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establishing a good working relationship with the principal and other administrators</td>
<td>1</td>
<td>495</td>
</tr>
<tr>
<td>Learning school routines and administrative reports</td>
<td>2</td>
<td>484</td>
</tr>
<tr>
<td>Discipline problems. Failure to understand provisions and policies for resolving these problems</td>
<td>3</td>
<td>481</td>
</tr>
<tr>
<td>Problem of knowing exactly what to do on the first day of school</td>
<td>4</td>
<td>477</td>
</tr>
<tr>
<td>Evaluation procedures for pupil progress and achievement</td>
<td>5</td>
<td>476</td>
</tr>
<tr>
<td>Problem</td>
<td>Rank</td>
<td>Composite Value</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------------------------------------------------------------</td>
<td>------</td>
<td>-----------------</td>
</tr>
<tr>
<td>Information on the availability, operation and requisitioning of audio-visual aids</td>
<td>6</td>
<td>463</td>
</tr>
<tr>
<td>Knowledge of personnel policies, including salary schedule, sick leave, promotion, absences, insurance, and tenure</td>
<td>7</td>
<td>460</td>
</tr>
<tr>
<td>Knowledge of policies for students such as make-up work, graduation requirements, acceptable reasons for absence, dress and grooming, etc.</td>
<td>8</td>
<td>450</td>
</tr>
<tr>
<td>Pupil-teacher ratio too large for effective instruction</td>
<td>9</td>
<td>448</td>
</tr>
<tr>
<td>Understanding the school's philosophy and objectives</td>
<td>10</td>
<td>447</td>
</tr>
<tr>
<td>Knowledge of guidance and counseling services for students</td>
<td>11</td>
<td>444</td>
</tr>
<tr>
<td>Problems encountered in establishing good working relationships with parents</td>
<td>12</td>
<td>437</td>
</tr>
<tr>
<td>Knowledge of immediate superior and names of staff members from whom specific services can be requested</td>
<td>13</td>
<td>430</td>
</tr>
<tr>
<td>Understanding of the school's policies on the utilization of innovations and new instructional methods</td>
<td>14</td>
<td>427</td>
</tr>
<tr>
<td>Requirements and procedures for lesson plan preparation including provisions for lesson plan books</td>
<td>15</td>
<td>425</td>
</tr>
<tr>
<td>Learning procedures for requisitioning teaching supplies and materials</td>
<td>16</td>
<td>424</td>
</tr>
<tr>
<td>Problem of knowing to whom you can turn for help or advice and in whom you can confide</td>
<td>17</td>
<td>417</td>
</tr>
<tr>
<td>Problem of knowing proper channels for initiating a grievance</td>
<td>18</td>
<td>400</td>
</tr>
<tr>
<td>Adequacy of supervisory assistance for improvement of instruction</td>
<td>19</td>
<td>399</td>
</tr>
<tr>
<td>Information on the availability of human and material resources in the community</td>
<td>20</td>
<td>393</td>
</tr>
</tbody>
</table>
TABLE XXIII--Continued

<table>
<thead>
<tr>
<th>Problem</th>
<th>Rank Order</th>
<th>Composite Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Insecurity created by fear of personal evaluation; new teachers not informed about the frequency of and criteria for evaluation</td>
<td>21</td>
<td>390</td>
</tr>
<tr>
<td>No provision made for informing teachers of what professional ethics are stressed in the school</td>
<td>22</td>
<td>388</td>
</tr>
<tr>
<td>Rigidity of personal dress and grooming expectancies for teachers and staff</td>
<td>23</td>
<td>385</td>
</tr>
<tr>
<td>Opportunity to meet other faculty members and staff through informal social and get-acquainted activities</td>
<td>24</td>
<td>374</td>
</tr>
<tr>
<td>Difficulty with dress and grooming codes for students</td>
<td>25</td>
<td>368</td>
</tr>
<tr>
<td>Information on the community's support of and ability to finance its school system</td>
<td>26</td>
<td>364</td>
</tr>
<tr>
<td>Non-constructive criticism by supervisors</td>
<td>27</td>
<td>299</td>
</tr>
<tr>
<td>Knowledge of social habits and activities that are acceptable or unacceptable to the community</td>
<td>28</td>
<td>292</td>
</tr>
<tr>
<td>Information on recreational facilities and community activities</td>
<td>29</td>
<td>272</td>
</tr>
<tr>
<td>Information on the availability of living accommodations as well as the cost of the accommodations</td>
<td>30</td>
<td>263</td>
</tr>
</tbody>
</table>

highest degree of concern for the problem of establishing a good working relationship with the principal and other administrators. This problem had a composite value of 495. Ninety-five, or almost three-fourths, of the teachers expressed either considerable or extreme concern for this problem. The next most serious problem was that of learning
school routines and keeping up with administrative reports. The composite value for this problem was 484. Seventy-five, or two-thirds of the teacher respondents reported either considerable or extreme concern for the problem. Problems with discipline and failure to understand provisions and policies for resolving these problems rated third in order of degree of concern with a composite value of 484. Over three-fifths of the teachers indicated either considerable or extreme concern for the problem. The problems of knowing exactly what to do on the first day of school and evaluation procedures for pupil progress and achievement were fourth and fifth, respectively, in order of the degree of concern expressed by the new-teacher respondents.

Teachers seemed least concerned with problems that pertain to community adjustment. The least concern was expressed for the problem of availability of information on living accommodations as well as the cost of the accommodations. The next problem of least concern was that of obtaining information on recreational facilities and community activities. Eighty-seven stated no or little concern for the problem relating to availability and cost of living accommodations, while seventy-eight indicated no or little concern for information on recreational facilities and community activities. A total of seventy-three teacher respondents reported that a knowledge of social habits and activities that are acceptable or unacceptable to the
community was of little or no concern to them. Table XXIV shows the percentage of teachers expressing concern with problems of orientation. The percentage is provided for every possible response to each of the problems listed.

New-Teacher-Orientation Practices in Texas Secondary Schools

A list of orientation practices were carefully selected to parallel as nearly as possible the problems stated in the teacher questionnaire. These practices were reported in the literature as practices that have been successfully used in various orientation programs to assist new teachers in their adjustment to the specific problems most frequently mentioned by new and beginning teachers as being of real concern to them. This list of practices was submitted to selected Texas administrators and each was asked to rate the practices by placing a check mark in the response column that most nearly described, in their estimation, the degree of help that the practice provides for a new or beginning teacher. The responses included the following: no help, slightly helpful, moderately helpful, helpful, and very helpful. The administrators were requested to respond only if they actually employed the practice in their district. Numerical values were assigned each response as shown: no help, 1; slightly helpful, 2; moderately helpful, 3; helpful, 4; and very helpful, 5. The frequency for each response was multiplied by the corresponding value for that response, and
<table>
<thead>
<tr>
<th>Problem</th>
<th>Rank</th>
<th>Order</th>
<th>No Response</th>
<th>Extreme Concern</th>
<th>Considerable Concern</th>
<th>Moderate Concern</th>
<th>Little Concern</th>
<th>No Concern</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establishing a good working relationship with the principal and other administrators</td>
<td>1</td>
<td>0.0</td>
<td>35.1</td>
<td>39.1</td>
<td>12.5</td>
<td>3.9</td>
<td>9.4</td>
<td></td>
</tr>
<tr>
<td>Learning school routines and administrative reports</td>
<td>2</td>
<td>0.0</td>
<td>27.3</td>
<td>39.1</td>
<td>23.4</td>
<td>4.7</td>
<td>5.5</td>
<td></td>
</tr>
<tr>
<td>Discipline problems</td>
<td>3</td>
<td>0.0</td>
<td>29.7</td>
<td>34.4</td>
<td>25.8</td>
<td>2.3</td>
<td>7.8</td>
<td></td>
</tr>
<tr>
<td>Problem of knowing exactly what to do on the first day of school</td>
<td>4</td>
<td>0.0</td>
<td>35.9</td>
<td>26.6</td>
<td>18.8</td>
<td>11.7</td>
<td>7.0</td>
<td></td>
</tr>
<tr>
<td>Evaluation procedures for pupil progress and achievement</td>
<td>5</td>
<td>0.0</td>
<td>21.9</td>
<td>42.2</td>
<td>26.5</td>
<td>4.7</td>
<td>4.7</td>
<td></td>
</tr>
<tr>
<td>Information on the availability, operation, and requisitioning of audio-visual aids</td>
<td>6</td>
<td>0.0</td>
<td>14.9</td>
<td>32.8</td>
<td>31.2</td>
<td>10.2</td>
<td>10.9</td>
<td></td>
</tr>
<tr>
<td>Knowledge of personnel policies</td>
<td>7</td>
<td>0.0</td>
<td>26.5</td>
<td>32.8</td>
<td>23.4</td>
<td>7.8</td>
<td>9.4</td>
<td></td>
</tr>
<tr>
<td>Knowledge of policies for students</td>
<td>8</td>
<td>0.0</td>
<td>21.9</td>
<td>31.2</td>
<td>30.5</td>
<td>9.4</td>
<td>7.0</td>
<td></td>
</tr>
<tr>
<td>Pupil-teacher ratio too large for effective instruction</td>
<td>9</td>
<td>0.0</td>
<td>35.1</td>
<td>21.1</td>
<td>17.2</td>
<td>11.7</td>
<td>14.9</td>
<td></td>
</tr>
<tr>
<td>Understanding the school's philosophy and objectives</td>
<td>10</td>
<td>0.0</td>
<td>17.2</td>
<td>39.1</td>
<td>27.3</td>
<td>8.6</td>
<td>7.8</td>
<td></td>
</tr>
<tr>
<td>Knowledge of guidance and counseling services for students</td>
<td>11</td>
<td>0.8</td>
<td>15.6</td>
<td>39.8</td>
<td>28.9</td>
<td>7.8</td>
<td>7.0</td>
<td></td>
</tr>
<tr>
<td>Problem</td>
<td>Rank</td>
<td>No Response</td>
<td>Extreme Concern</td>
<td>Considerable Concern</td>
<td>Moderate Concern</td>
<td>Little Concern</td>
<td>No Concern</td>
<td></td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>------</td>
<td>-------------</td>
<td>-----------------</td>
<td>----------------------</td>
<td>-----------------</td>
<td>---------------</td>
<td>-----------</td>
<td></td>
</tr>
<tr>
<td>Problems encountered in establishing good working relationships with parents</td>
<td>12</td>
<td>1.6</td>
<td>17.1</td>
<td>37.5</td>
<td>26.6</td>
<td>8.6</td>
<td>8.6</td>
<td></td>
</tr>
<tr>
<td>Knowledge of immediate superior and names of staff members from whom specific services can be requested</td>
<td>13</td>
<td>0.0</td>
<td>19.5</td>
<td>31.2</td>
<td>26.6</td>
<td>10.9</td>
<td>11.7</td>
<td></td>
</tr>
<tr>
<td>Understanding the school's policies on the utilization of innovations and new instructional methods</td>
<td>14</td>
<td>0.0</td>
<td>15.6</td>
<td>33.6</td>
<td>27.3</td>
<td>15.6</td>
<td>7.8</td>
<td></td>
</tr>
<tr>
<td>Requirements and procedures for lesson plan preparation including provisions for lesson plan books</td>
<td>15</td>
<td>1.6</td>
<td>21.9</td>
<td>25.0</td>
<td>26.6</td>
<td>17.9</td>
<td>7.0</td>
<td></td>
</tr>
<tr>
<td>Learning procedures for requisitioning teaching supplies and materials</td>
<td>16</td>
<td>0.8</td>
<td>15.6</td>
<td>32.1</td>
<td>27.3</td>
<td>18.7</td>
<td>5.5</td>
<td></td>
</tr>
<tr>
<td>Problem of knowing to whom you can turn for help and advice and in whom you can confide</td>
<td>17</td>
<td>0.0</td>
<td>21.1</td>
<td>28.9</td>
<td>20.3</td>
<td>14.1</td>
<td>15.6</td>
<td></td>
</tr>
<tr>
<td>Problem of knowing proper channels for initiating a grievance</td>
<td>18</td>
<td>0.0</td>
<td>17.9</td>
<td>19.5</td>
<td>31.3</td>
<td>19.5</td>
<td>11.7</td>
<td></td>
</tr>
<tr>
<td>Adequacy of supervisory assistance for improvement of instruction</td>
<td>19</td>
<td>3.1</td>
<td>19.5</td>
<td>23.4</td>
<td>25.0</td>
<td>17.3</td>
<td>11.7</td>
<td></td>
</tr>
<tr>
<td>Information on the availability of human and material resources in the community</td>
<td>20</td>
<td>0.0</td>
<td>10.1</td>
<td>25.8</td>
<td>32.1</td>
<td>25.0</td>
<td>7.0</td>
<td></td>
</tr>
</tbody>
</table>
TABLE XXIV--Continued

<table>
<thead>
<tr>
<th>Problem</th>
<th>Rank Order</th>
<th>No Response</th>
<th>Extreme Concern</th>
<th>Considerable Concern</th>
<th>Moderate Concern</th>
<th>Little Concern</th>
<th>No Concern</th>
</tr>
</thead>
<tbody>
<tr>
<td>Insecurity created by the fear of evaluation</td>
<td>21</td>
<td>0.0</td>
<td>19.5</td>
<td>19.5</td>
<td>26.6</td>
<td>14.9</td>
<td>19.5</td>
</tr>
<tr>
<td>No provision made for informing teachers of what professional ethics are stressed in the school</td>
<td>22</td>
<td>0.8</td>
<td>14.8</td>
<td>22.6</td>
<td>29.7</td>
<td>17.2</td>
<td>14.9</td>
</tr>
<tr>
<td>Rigidity of personal dress and grooming expectations for teachers and staff</td>
<td>23</td>
<td>0.0</td>
<td>10.9</td>
<td>27.3</td>
<td>29.7</td>
<td>15.6</td>
<td>16.4</td>
</tr>
<tr>
<td>Opportunity to meet other faculty members and staff through informal social and get-acquainted activities</td>
<td>24</td>
<td>1.6</td>
<td>10.2</td>
<td>24.2</td>
<td>26.5</td>
<td>27.3</td>
<td>10.2</td>
</tr>
<tr>
<td>Difficulty with dress and grooming codes for students</td>
<td>25</td>
<td>0.0</td>
<td>11.7</td>
<td>22.6</td>
<td>21.9</td>
<td>28.9</td>
<td>14.9</td>
</tr>
<tr>
<td>Information on the community's support of and ability to finance its school system</td>
<td>26</td>
<td>1.6</td>
<td>10.9</td>
<td>19.5</td>
<td>33.6</td>
<td>16.4</td>
<td>17.9</td>
</tr>
<tr>
<td>Non-constructive criticism by supervisors</td>
<td>27</td>
<td>0.8</td>
<td>8.6</td>
<td>13.3</td>
<td>19.5</td>
<td>21.1</td>
<td>36.7</td>
</tr>
<tr>
<td>Knowledge of social habits and activities that are acceptable or unacceptable to the community</td>
<td>28</td>
<td>2.3</td>
<td>8.6</td>
<td>9.4</td>
<td>22.6</td>
<td>22.6</td>
<td>34.4</td>
</tr>
<tr>
<td>Information on recreational facilities and community activities</td>
<td>29</td>
<td>2.3</td>
<td>7.0</td>
<td>7.8</td>
<td>21.9</td>
<td>19.5</td>
<td>41.5</td>
</tr>
<tr>
<td>Information on the availability of living accommodations as well as the cost of the accommodations</td>
<td>30</td>
<td>1.6</td>
<td>11.7</td>
<td>9.4</td>
<td>9.4</td>
<td>13.3</td>
<td>54.6</td>
</tr>
</tbody>
</table>
the summation of the products was recorded as a composite value for each practice.

Table XXV lists the orientation practices in rank order of the descending composite values for each practice. The

**TABLE XXV**

**RANK ORDER OF THE VALUE OF ORIENTATION PRACTICES AS RATED BY SCHOOL ADMINISTRATORS**

<table>
<thead>
<tr>
<th>Orientation Practice</th>
<th>Rank Order</th>
<th>Composite Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening day routine is carefully outlined</td>
<td>1</td>
<td>636</td>
</tr>
<tr>
<td>Instruction is provided on pupil accounting</td>
<td>2</td>
<td>629</td>
</tr>
<tr>
<td>Personnel policies are discussed</td>
<td>3</td>
<td>624</td>
</tr>
<tr>
<td>Duty responsibilities and assignments are detailed</td>
<td>4</td>
<td>623</td>
</tr>
<tr>
<td>Discipline policies explained and suggestions for resolving these problems are offered</td>
<td>5</td>
<td>622</td>
</tr>
<tr>
<td>Lesson plan procedures and expectancies are discussed</td>
<td>6</td>
<td>609</td>
</tr>
<tr>
<td>Teacher is provided with written instructions for opening day responsibilities</td>
<td>7</td>
<td>602</td>
</tr>
<tr>
<td>Teacher handbook is provided each teacher</td>
<td>8</td>
<td>601</td>
</tr>
<tr>
<td>Regular daily routine is carefully outlined</td>
<td>9</td>
<td>600</td>
</tr>
<tr>
<td>School's philosophy and objectives are explained</td>
<td>10</td>
<td>587</td>
</tr>
<tr>
<td>Availability, operation, and requisitioning of audio-visual aids is explained</td>
<td>11</td>
<td>583</td>
</tr>
<tr>
<td>Names of immediate superior and staff members from whom specific services may be requested are provided</td>
<td>12</td>
<td>575</td>
</tr>
<tr>
<td>Teacher is instructed on how to secure custodial services and requisition materials</td>
<td>13</td>
<td>574</td>
</tr>
<tr>
<td>Curriculum guide or course of study outline is furnished each new teacher</td>
<td>14</td>
<td>569</td>
</tr>
<tr>
<td>Orientation Practice</td>
<td>Rank</td>
<td>Composite Value</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------------</td>
<td>------</td>
<td>-----------------</td>
</tr>
<tr>
<td>Teachers are briefed on the dress and grooming requirements for students</td>
<td>15</td>
<td>568</td>
</tr>
<tr>
<td>Teachers are given instruction on the procedures for evaluating pupil progress and achievement</td>
<td>16</td>
<td>561</td>
</tr>
<tr>
<td>Student handbook is provided each teacher</td>
<td>17</td>
<td>541</td>
</tr>
<tr>
<td>New teachers are given adequate supervisory assistance by means of classroom visitation</td>
<td>18</td>
<td>538</td>
</tr>
<tr>
<td>Library services are described</td>
<td>19</td>
<td>535</td>
</tr>
<tr>
<td>Teachers are informed of proper channels for initiating grievances</td>
<td>20</td>
<td>520</td>
</tr>
<tr>
<td>Operation of office equipment and other equipment is explained</td>
<td>21</td>
<td>513</td>
</tr>
<tr>
<td>Conference with the principal is held when teacher reports to duty in August</td>
<td>22</td>
<td>482</td>
</tr>
<tr>
<td>Personal dress and grooming requirements are described</td>
<td>23</td>
<td>479</td>
</tr>
<tr>
<td>Teacher is provided a list of all reports with the date that each is to be completed</td>
<td>24</td>
<td>475</td>
</tr>
<tr>
<td>Informal social activities are scheduled</td>
<td>25</td>
<td>472</td>
</tr>
<tr>
<td>Guidance counselors provide information on the counseling services for students</td>
<td>26</td>
<td>468</td>
</tr>
<tr>
<td>The administration's philosophy on use of innovations and new instructional methods is clearly stated</td>
<td>27</td>
<td>459</td>
</tr>
<tr>
<td>An attempt is made to reduce the fear of personal evaluation</td>
<td>28</td>
<td>457</td>
</tr>
<tr>
<td>An experienced teacher is assigned to assist each new teacher</td>
<td>29</td>
<td>438</td>
</tr>
<tr>
<td>Conference between principal and teacher is held in the summer before school begins</td>
<td>30</td>
<td>396</td>
</tr>
<tr>
<td>Each new teacher is provided information concerning the availability of both human and material resources in the community</td>
<td>31</td>
<td>363</td>
</tr>
<tr>
<td>Orientation Practice</td>
<td>Rank Order</td>
<td>Composite Value</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------------</td>
<td>------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>Community leaders welcome new teachers and describe the opportunities available</td>
<td>32</td>
<td>360</td>
</tr>
<tr>
<td>Availability of living accommodations as well as cost is discussed</td>
<td>33</td>
<td>319</td>
</tr>
<tr>
<td>A map of the community is furnished</td>
<td>34</td>
<td>304</td>
</tr>
<tr>
<td>Information on community recreational facilities is provided</td>
<td>35</td>
<td>292</td>
</tr>
<tr>
<td>List of community services and activities is provided</td>
<td>36</td>
<td>248</td>
</tr>
<tr>
<td>Conference between principal and teacher is held following each class visitation</td>
<td>37</td>
<td>234</td>
</tr>
<tr>
<td>Extracurricular duties are reduced for new teachers during the first semester or year</td>
<td>38</td>
<td>206</td>
</tr>
<tr>
<td>Conference between principal and teacher is held sometime during the first semester</td>
<td>39</td>
<td>166</td>
</tr>
<tr>
<td>Conference between principal and teacher is held one or two weeks after school opens</td>
<td>40</td>
<td>143</td>
</tr>
<tr>
<td>New teachers are given a reduced teaching load during the first semester or year of employment</td>
<td>41</td>
<td>84</td>
</tr>
<tr>
<td>Conference between principal and teacher is held prior to each class visitation</td>
<td>42</td>
<td>75</td>
</tr>
</tbody>
</table>

Composite value reflects the rating of each practice by administrator respondents as to the degree of help the practice provides a new teacher in making a satisfactory adjustment to a problem. The practice that administrators rated as most helpful to the new teacher was that of carefully outlining the opening day routine. A total of 126 of the administrators, or 85.1 percent, rated this practice as
either helpful or very helpful. Providing the new teacher instruction on pupil accounting procedures was the practice rated second highest by the administrator respondents. Almost seven-eighths of the group rated this practice as either helpful or very helpful. Administrators indicated that third in terms of degree of helpfulness was the practice of going over personnel policies with the new teacher. This practice was reported used by 95.9 percent of the administrators, and 85.7 percent said that the practice was either helpful or very helpful. The next two practices rated fourth and fifth by administrators were (1) duty responsibilities and assignments are detailed and (2) discipline policies are thoroughly explained and the teacher is provided suggestions for resolving these problems.

Table XXVI provides information on how extensively the orientation practices listed are employed in the school districts of those administrators who responded to the survey instrument. Since the respondents were asked to check only those practices that were actually used in their school district, when no response was made to a practice, it was assumed that the practice was not used in the respondent's school district. The practice most extensively used was that of discussing lesson plan procedures and expectancies with the new teachers. This practice was reported by 97.3 percent of the administrators. Three practices were reported as being utilized by more than 95 percent of the group.
### Table XXVI

**Percentage of Administrators indicating use of specific orientation practices**

<table>
<thead>
<tr>
<th>Practice</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson plan procedures and expectancies discussed</td>
<td>97.3</td>
</tr>
<tr>
<td>Personnel practices are explained</td>
<td>95.9</td>
</tr>
<tr>
<td>Discipline policies are thoroughly explained and suggestions made for resolving the problems</td>
<td>95.3</td>
</tr>
<tr>
<td>Opening day routine is carefully outlined</td>
<td>95.3</td>
</tr>
<tr>
<td>Instruction is provided on pupil accounting</td>
<td>94.6</td>
</tr>
<tr>
<td>School's philosophy and objectives are explained</td>
<td>94.6</td>
</tr>
<tr>
<td>Duty responsibilities and assignments are detailed</td>
<td>93.9</td>
</tr>
<tr>
<td>Teacher is instructed on how to secure custodial services and requisition materials</td>
<td>93.9</td>
</tr>
<tr>
<td>Teachers are briefed on the dress and grooming requirements for students</td>
<td>92.6</td>
</tr>
<tr>
<td>Availability, operation, and requisitioning of audio-visual aids is explained</td>
<td>91.2</td>
</tr>
<tr>
<td>Regular daily routine is carefully outlined</td>
<td>91.2</td>
</tr>
<tr>
<td>Teacher handbook is provided</td>
<td>90.5</td>
</tr>
<tr>
<td>Teacher is provided with written instructions for opening day responsibilities</td>
<td>89.2</td>
</tr>
<tr>
<td>Names of immediate superior and staff members from whom specific services may be requested are provided</td>
<td>89.2</td>
</tr>
<tr>
<td>Curriculum guide or course of study outline is furnished each new teacher</td>
<td>88.5</td>
</tr>
<tr>
<td>Teachers are given careful instruction on the procedures for evaluating pupil progress and achievement</td>
<td>87.2</td>
</tr>
<tr>
<td>New teachers are given adequate supervisory assistance by means of classroom visitation</td>
<td>87.2</td>
</tr>
<tr>
<td>Teachers are informed of proper channels for initiating grievances</td>
<td>86.5</td>
</tr>
<tr>
<td>Library services are described</td>
<td>85.2</td>
</tr>
<tr>
<td>Operation of office equipment and other equipment available to teachers is explained</td>
<td>83.8</td>
</tr>
</tbody>
</table>
TABLE XXVI--Continued

<table>
<thead>
<tr>
<th>Practice</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student handbook is provided each teacher</td>
<td>82.1</td>
</tr>
<tr>
<td>Personal dress and grooming requirements are described</td>
<td>80.4</td>
</tr>
<tr>
<td>Informal social or get-acquainted activities are scheduled</td>
<td>79.7</td>
</tr>
<tr>
<td>Teacher is provided a list of all reports with the date that each is due</td>
<td>74.3</td>
</tr>
<tr>
<td>Guidance counselors provide information on the guidance and counseling services for students</td>
<td>75.8</td>
</tr>
<tr>
<td>An attempt is made to reduce the fear of personal evaluation</td>
<td>75.8</td>
</tr>
<tr>
<td>The administration's philosophy on the utilization of innovations and new instructional material is clearly stated</td>
<td>75.0</td>
</tr>
<tr>
<td>Conference between principal and teacher is held when the teacher reports for duty in August</td>
<td>73.0</td>
</tr>
<tr>
<td>An experienced teacher is assigned to assist each new teacher</td>
<td>70.3</td>
</tr>
<tr>
<td>Community leaders welcome new teachers and describe the opportunities available for them</td>
<td>68.7</td>
</tr>
<tr>
<td>Information on community recreational facilities is provided</td>
<td>64.2</td>
</tr>
<tr>
<td>Availability of living accommodations as well as their cost is discussed</td>
<td>63.5</td>
</tr>
<tr>
<td>Each new teacher is provided information concerning the availability of both human and material resources in the community</td>
<td>63.5</td>
</tr>
<tr>
<td>A map of the community is furnished</td>
<td>63.5</td>
</tr>
<tr>
<td>Conference between principal and teacher is held in the summer before school begins</td>
<td>59.5</td>
</tr>
<tr>
<td>List of community services and activities is provided</td>
<td>55.4</td>
</tr>
<tr>
<td>Extracurricular duties are reduced for new teachers during the first semester or year</td>
<td>41.9</td>
</tr>
<tr>
<td>Conference between principal and teacher is held following each class visitation</td>
<td>37.5</td>
</tr>
<tr>
<td>Conference between principal and teacher is held sometime during the first semester</td>
<td>27.0%</td>
</tr>
</tbody>
</table>
TABLE XXVI—Continued

<table>
<thead>
<tr>
<th>Practice</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>New teachers are given a reduced teaching load during the first semester</td>
<td>25.0</td>
</tr>
<tr>
<td>or year of employment</td>
<td></td>
</tr>
<tr>
<td>Conference between principal and teacher is held one or two weeks after</td>
<td>22.3</td>
</tr>
<tr>
<td>school opens</td>
<td></td>
</tr>
<tr>
<td>Conference between principal and teacher is held prior to each class</td>
<td>13.5</td>
</tr>
<tr>
<td>visitation</td>
<td></td>
</tr>
</tbody>
</table>

Those practices are (1) explanation of personnel policies, (2) explanation of discipline policies and suggestions for handling these problems, and (3) careful explanation of opening day routine. Practices employed by more than 93 percent of the administrators are (1) providing instruction on pupil accounting procedures, (2) notification of duty responsibilities and assignments, (3) instructions on securing custodial service and requisitioning materials, and (4) explanation of school's philosophy and objectives.

Table XXVII presents the responses of administrators in terms of the percentage of the group that rated each practice according to the degree of helpfulness. An analysis of the data in Table XXVII yields one very significant item of information. When the orientation practices are arranged in rank order, more than 50 percent of the respondents rate the first thirty practices as being either helpful or very helpful.

In order to answer the question concerning how successful present orientation practices have been in assisting new
## TABLE XXVII

**Administrators Rating of Each Orientation Practice According to Their Opinion of the Degree of Help the Practice Provides for New Teachers**

<table>
<thead>
<tr>
<th>Practice</th>
<th>Rank</th>
<th>No Response</th>
<th>No Help</th>
<th>Some Help</th>
<th>Moderately Helpful</th>
<th>Helpful</th>
<th>Very Helpful</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening day routine is carefully outlined</td>
<td>1</td>
<td>4.7</td>
<td>0.0</td>
<td>2.0</td>
<td>8.1</td>
<td>25.0</td>
<td>60.1</td>
</tr>
<tr>
<td>Instruction is provided on pupil accounting</td>
<td>2</td>
<td>5.4</td>
<td>0.7</td>
<td>1.4</td>
<td>6.1</td>
<td>29.0</td>
<td>57.4</td>
</tr>
<tr>
<td>Personnel policies are discussed</td>
<td>3</td>
<td>4.1</td>
<td>0.0</td>
<td>1.4</td>
<td>8.8</td>
<td>36.5</td>
<td>49.2</td>
</tr>
<tr>
<td>Duty responsibilities and assignments are detailed</td>
<td>4</td>
<td>6.1</td>
<td>0.0</td>
<td>2.0</td>
<td>4.1</td>
<td>34.4</td>
<td>53.4</td>
</tr>
<tr>
<td>Discipline policies are explained and suggestions for resolving these problems are offered</td>
<td>5</td>
<td>4.7</td>
<td>0.7</td>
<td>2.0</td>
<td>8.1</td>
<td>31.1</td>
<td>53.4</td>
</tr>
<tr>
<td>Lesson plan procedures and expectancies are discussed</td>
<td>6</td>
<td>2.7</td>
<td>0.0</td>
<td>4.1</td>
<td>13.5</td>
<td>35.8</td>
<td>43.9</td>
</tr>
<tr>
<td>Teacher is provided with written instructions for opening day responsibilities</td>
<td>7</td>
<td>10.8</td>
<td>0.7</td>
<td>1.4</td>
<td>4.1</td>
<td>24.2</td>
<td>58.8</td>
</tr>
<tr>
<td>Teacher handbook is provided each teacher</td>
<td>8</td>
<td>9.5</td>
<td>0.0</td>
<td>0.0</td>
<td>7.4</td>
<td>31.7</td>
<td>51.4</td>
</tr>
<tr>
<td>Regular daily routine is carefully outlined</td>
<td>9</td>
<td>8.8</td>
<td>0.0</td>
<td>1.4</td>
<td>7.3</td>
<td>31.8</td>
<td>50.7</td>
</tr>
<tr>
<td>School's philosophy and objectives are explained</td>
<td>10</td>
<td>5.4</td>
<td>0.0</td>
<td>0.0</td>
<td>7.3</td>
<td>31.8</td>
<td>50.7</td>
</tr>
<tr>
<td>Availability, operation, and requisitioning of audio-visual aids is explained</td>
<td>11</td>
<td>8.8</td>
<td>0.0</td>
<td>0.7</td>
<td>9.5</td>
<td>41.2</td>
<td>39.8</td>
</tr>
<tr>
<td>Name of immediate superior and staff members from whom specific services may be requested</td>
<td>12</td>
<td>10.8</td>
<td>0.0</td>
<td>2.7</td>
<td>8.8</td>
<td>31.8</td>
<td>45.9</td>
</tr>
<tr>
<td>Practice</td>
<td>Rank Order</td>
<td>No Response</td>
<td>No Help</td>
<td>Some Help</td>
<td>Moderately Helpful</td>
<td>Helpful</td>
<td>Very Helpful</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------</td>
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<td>-----------</td>
<td>--------------------</td>
<td>---------</td>
<td>--------------</td>
</tr>
<tr>
<td>Teacher is instructed on how to secure custodial services and requisition materials</td>
<td>13</td>
<td>6.1</td>
<td>0.0</td>
<td>4.1</td>
<td>14.2</td>
<td>41.2</td>
<td>34.4</td>
</tr>
<tr>
<td>Curriculum guide or course of study outline is furnished each new teacher</td>
<td>14</td>
<td>11.5</td>
<td>0.0</td>
<td>0.7</td>
<td>12.8</td>
<td>30.4</td>
<td>44.6</td>
</tr>
<tr>
<td>Teachers are briefed on the dress and grooming requirements for students</td>
<td>15</td>
<td>7.4</td>
<td>0.0</td>
<td>6.8</td>
<td>8.8</td>
<td>41.2</td>
<td>35.8</td>
</tr>
<tr>
<td>Teachers are given instruction on the procedures for evaluating pupil progress and achievement</td>
<td>16</td>
<td>12.8</td>
<td>0.0</td>
<td>1.4</td>
<td>9.5</td>
<td>33.8</td>
<td>42.5</td>
</tr>
<tr>
<td>Student handbook is provided each teacher</td>
<td>17</td>
<td>17.9</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New teachers are given adequate supervisory assistance by means of classroom visitation</td>
<td>18</td>
<td>12.8</td>
<td>0.0</td>
<td>2.7</td>
<td>16.2</td>
<td>31.8</td>
<td>36.5</td>
</tr>
<tr>
<td>Library services are described</td>
<td>19</td>
<td>14.8</td>
<td>0.0</td>
<td>3.4</td>
<td>12.2</td>
<td>29.7</td>
<td>39.9</td>
</tr>
<tr>
<td>Teachers are informed of proper channels for initiating grievances</td>
<td>20</td>
<td>13.5</td>
<td>0.0</td>
<td>6.1</td>
<td>12.8</td>
<td>37.0</td>
<td>30.4</td>
</tr>
<tr>
<td>Operation of office equipment and other equipment is explained</td>
<td>21</td>
<td>16.2</td>
<td>0.0</td>
<td>4.1</td>
<td>12.2</td>
<td>35.7</td>
<td>31.8</td>
</tr>
<tr>
<td>Conference with the principal is held when teacher reports to duty in August</td>
<td>22</td>
<td>27.0</td>
<td>0.0</td>
<td>2.0</td>
<td>2.7</td>
<td>27.7</td>
<td>40.5</td>
</tr>
<tr>
<td>Personal dress and grooming requirements are described</td>
<td>23</td>
<td>19.6</td>
<td>0.0</td>
<td>4.7</td>
<td>15.5</td>
<td>33.1</td>
<td>27.0</td>
</tr>
<tr>
<td>Practice</td>
<td>Rank Order</td>
<td>No Response</td>
<td>No Help</td>
<td>Some Help</td>
<td>Moderately Helpful</td>
<td>Helpful</td>
<td>Very Helpful</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
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<td>---------</td>
<td>--------------</td>
</tr>
<tr>
<td>Teacher is provided a list of all reports with the date that each is to be completed</td>
<td>24</td>
<td>25.7</td>
<td>0.7</td>
<td>3.4</td>
<td>6.8</td>
<td>24.2</td>
<td>39.2</td>
</tr>
<tr>
<td>Informal social activities are scheduled</td>
<td>25</td>
<td>20.3</td>
<td>0.7</td>
<td>6.8</td>
<td>8.8</td>
<td>39.2</td>
<td>24.2</td>
</tr>
<tr>
<td>Guidance counselors provide information on the counseling services for students</td>
<td>26</td>
<td>24.2</td>
<td>0.7</td>
<td>2.7</td>
<td>10.8</td>
<td>29.7</td>
<td>31.8</td>
</tr>
<tr>
<td>The administration's philosophy on use of innovations and new instructional methods is clearly stated</td>
<td>27</td>
<td>25.0</td>
<td>0.7</td>
<td>3.4</td>
<td>10.8</td>
<td>30.4</td>
<td>29.7</td>
</tr>
<tr>
<td>An attempt is made to reduce the fear of personal evaluation</td>
<td>28</td>
<td>24.2</td>
<td>0.7</td>
<td>5.4</td>
<td>11.5</td>
<td>27.7</td>
<td>30.4</td>
</tr>
<tr>
<td>An experienced teacher is assigned to assist each new teacher</td>
<td>29</td>
<td>29.7</td>
<td>2.0</td>
<td>3.4</td>
<td>7.4</td>
<td>22.3</td>
<td>35.1</td>
</tr>
<tr>
<td>Conference between principal and teacher is held in the summer before school begins</td>
<td>30</td>
<td>40.5</td>
<td>0.0</td>
<td>1.4</td>
<td>3.4</td>
<td>18.9</td>
<td>35.8</td>
</tr>
<tr>
<td>Each new teacher is provided information concerning the availability of both human and material resources in the community</td>
<td>31</td>
<td>36.5</td>
<td>2.7</td>
<td>6.1</td>
<td>9.5</td>
<td>24.2</td>
<td>20.9</td>
</tr>
<tr>
<td>Community leaders welcome new teachers and describe the opportunities available</td>
<td>32</td>
<td>31.1</td>
<td>6.1</td>
<td>6.8</td>
<td>19.6</td>
<td>17.6</td>
<td>18.8</td>
</tr>
<tr>
<td>Availability of living accommodations as well as cost is discussed</td>
<td>33</td>
<td>36.5</td>
<td>6.1</td>
<td>8.1</td>
<td>16.9</td>
<td>19.6</td>
<td>12.8</td>
</tr>
<tr>
<td>Practice</td>
<td>Rank Order</td>
<td>No Response</td>
<td>No Help</td>
<td>Some Help</td>
<td>Moderately Helpful</td>
<td>Helpful</td>
<td>Very Helpful</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>------------</td>
<td>-------------</td>
<td>---------</td>
<td>-----------</td>
<td>--------------------</td>
<td>---------</td>
<td>-------------</td>
</tr>
<tr>
<td>A map of the community is furnished</td>
<td>34</td>
<td>36.5</td>
<td>7.4</td>
<td>10.7</td>
<td>16.2</td>
<td>17.6</td>
<td>11.5</td>
</tr>
<tr>
<td>Information on community recreational facilities is provided</td>
<td>35</td>
<td>35.8</td>
<td>6.1</td>
<td>11.5</td>
<td>24.2</td>
<td>16.2</td>
<td>6.1</td>
</tr>
<tr>
<td>List of community services and activities is provided</td>
<td>36</td>
<td>44.6</td>
<td>8.1</td>
<td>10.7</td>
<td>17.6</td>
<td>9.5</td>
<td>9.5</td>
</tr>
<tr>
<td>Conference between principal and teacher is held following each class visitation</td>
<td>37</td>
<td>63.5</td>
<td>0.0</td>
<td>1.4</td>
<td>3.4</td>
<td>13.5</td>
<td>18.2</td>
</tr>
<tr>
<td>Extracurricular duties are reduced for new teachers during the first semester or year</td>
<td>38</td>
<td>58.1</td>
<td>8.8</td>
<td>1.4</td>
<td>6.8</td>
<td>17.5</td>
<td>7.4</td>
</tr>
<tr>
<td>Conference between principal and teacher is held sometime during the first semester</td>
<td>39</td>
<td>73.0</td>
<td>0.7</td>
<td>0.7</td>
<td>4.6</td>
<td>8.8</td>
<td>12.2</td>
</tr>
<tr>
<td>Conference between principal and teacher is held one or two weeks after school opens</td>
<td>40</td>
<td>77.7</td>
<td>0.0</td>
<td>0.7</td>
<td>1.4</td>
<td>10.1</td>
<td>10.1</td>
</tr>
<tr>
<td>New teachers are given a reduced teaching load during the first semester or year of employment</td>
<td>41</td>
<td>75.0</td>
<td>11.5</td>
<td>3.4</td>
<td>5.4</td>
<td>1.3</td>
<td>3.4</td>
</tr>
<tr>
<td>Conference between principal and teacher is held prior to each class visitation</td>
<td>42</td>
<td>86.5</td>
<td>0.7</td>
<td>2.0</td>
<td>2.0</td>
<td>4.1</td>
<td>4.7</td>
</tr>
</tbody>
</table>
teachers to make satisfactory adjustments to their new teaching situation, the teachers were asked to respond to one of three possible responses that would best express the effectiveness of the practices in their orientation program in providing assistance for them to make a satisfactory adjustment to the problem specified. The three responses were "ineffective," "partially effective," and "effective." These responses represent a perceived effectiveness of the orientation practices provided each teacher in his or her program.

Numerical values were assigned each response so that a rank order could be formulated of the new-teacher problems and the perceived effectiveness of orientation practices provided new teachers to assist them with adjustment to those problems. The numerical values assigned were "ineffective," 1; "partially effective," 2; and "effective," 3. The rank order was formulated on the basis of a composite value for the responses to each problem. The composite value was computed by multiplying the frequency to each response by the corresponding value for that response and summing the products. Table XXVIII presents a rank order of the problems of new teachers in terms of the perceived effectiveness of the orientation practices provided to assist them with adjustment to the problems. The percentage of the frequency of each response to the total 128 teacher respondents is also provided.
<table>
<thead>
<tr>
<th>Problem</th>
<th>Rank Order</th>
<th>Percentage of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Difficulty with dress and grooming codes for students</td>
<td>1</td>
<td>309 12.5 28.9 57.0 1.6</td>
</tr>
<tr>
<td>Rigidity of personal dress and grooming expectancies for teachers and staff</td>
<td>2</td>
<td>305 12.5 34.4 52.3 0.8</td>
</tr>
<tr>
<td>Knowledge of immediate superior and who to contact for specific services</td>
<td>3</td>
<td>301 12.5 35.1 50.8 1.6</td>
</tr>
<tr>
<td>Establishing a good working relationship with the principal</td>
<td>4.5</td>
<td>299 15.6 32.8 50.8 0.8</td>
</tr>
<tr>
<td>Knowledge of personnel policies</td>
<td>4.5</td>
<td>299 13.3 37.5 48.4 0.8</td>
</tr>
<tr>
<td>Discipline problems</td>
<td>6</td>
<td>287 17.9 37.5 43.8 0.8</td>
</tr>
<tr>
<td>Information on availability, operation, and requisitioning of audio-visual aids</td>
<td>7</td>
<td>283 18.7 36.7 43.0 1.6</td>
</tr>
<tr>
<td>Knowledge of policies for students</td>
<td>8</td>
<td>282 17.9 36.7 43.0 2.3</td>
</tr>
<tr>
<td>Problem of knowing exactly what to do on the first day of school</td>
<td>9</td>
<td>281 19.5 41.4 39.1 1.6</td>
</tr>
<tr>
<td>Understanding the school's philosophy and objectives</td>
<td>10</td>
<td>278 21.8 39.1 39.1 0.0</td>
</tr>
<tr>
<td>Problem of knowing to whom you can turn for help and advice</td>
<td>11</td>
<td>277 22.6 33.6 42.2 1.6</td>
</tr>
<tr>
<td>Problem</td>
<td>Rank Order</td>
<td>Composite Value</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>------------</td>
<td>----------------</td>
</tr>
<tr>
<td>Learning school routines and administrative reports</td>
<td>12</td>
<td>274</td>
</tr>
<tr>
<td>Evaluation procedures for pupil progress</td>
<td>13</td>
<td>272</td>
</tr>
<tr>
<td>Knowledge of guidance and counseling services for students</td>
<td>14.5</td>
<td>270</td>
</tr>
<tr>
<td>Lesson plan preparation</td>
<td>14.5</td>
<td>270</td>
</tr>
<tr>
<td>Opportunity to meet other faculty members and staff through informal social activities</td>
<td>16</td>
<td>261</td>
</tr>
<tr>
<td>Problem of knowing proper channels for initiating grievances</td>
<td>17.5</td>
<td>259</td>
</tr>
<tr>
<td>Information on what professional ethics are stressed in the school</td>
<td>17.5</td>
<td>259</td>
</tr>
<tr>
<td>Insecurity created by fear of personal evaluation</td>
<td>19</td>
<td>250</td>
</tr>
<tr>
<td>Learning procedures for requisitioning teaching supplies</td>
<td>20</td>
<td>248</td>
</tr>
<tr>
<td>Pupil-teacher ratio too large for effective instruction</td>
<td>21</td>
<td>244</td>
</tr>
<tr>
<td>Problems encountered in establishing good working relationships with parents</td>
<td>22</td>
<td>243</td>
</tr>
<tr>
<td>Understanding of the school's policies on utilization of innovations and new instructional methods</td>
<td>23</td>
<td>242</td>
</tr>
</tbody>
</table>
New teachers indicated that in terms of assistance for adjustment to a problem, the practices that were most effectively presented in their orientation program were those dealing with dress and grooming codes and expectancies for students and teachers. Fifty-seven percent of the teachers responded that the practice provided to assist with the problem of dress and grooming codes for students was effective.
in the help it provided. The practice dealing with dress and grooming expectancies for teachers was rated effective by 52.3 percent of the respondents. New teachers perceived as effective the practice that provided them with knowledge of their immediate superior and information on the person to contact for specific services. The percentage of teachers rating the practice as effective was 50.8.

The problem that teachers expressed the most concern with was that of establishing a good working relationship with the principal and other administrators. In expressing their perception of the effectiveness of their orientation program in assisting them to make a satisfactory adjustment to the problem, 50.8 percent of the group said that their program was effective in attaining its goal. A total of 83.6 percent of the teachers felt that their program had been either effective or partially effective in providing assistance for adjustment to the problem. The practice of providing new teachers with a knowledge of pertinent personnel policies was reported either effective or partially effective by almost 86 percent of the teachers. Of the thirty problems listed, approximately 70 percent of the new teachers perceived as either effective or partially effective the practices in their orientation program that provided assistance in adjusting to twenty-one of those problems. Additionally, five of the remaining nine problems ranked
lowest in terms of the degree of concern that new teachers expressed for the problem.

**Assistance Prior to Reporting for Duty**

At least some relief from the apprehension that faces a new teacher as he enters a new situation comes from the activities or orientation practices provided him following his official notification of employment and prior to his reporting for duty in August. A review of the literature and suggestions from the advisory panel revealed at least fourteen orientation practices that have been successfully used in various orientation programs during the interval described above.

Teachers were asked to respond to the activities listed by placing a check beside each practice provided them between notification of employment and reporting to duty in August. Table XXIX lists each practice with the number of respondents to each item as well as the percentage of responses to the total number of respondents N, where N = 128. There were multiple responses to the question. Two of the practices were checked by more than 80 percent of the teachers. They were (1) teacher was given notification about where and when to report to duty in August and (2) teacher was notified of a specific teaching assignment. Eighty-two, or 64.1 percent, of the teachers reported that they had been mailed a letter of welcome from the superintendent or a member of the central
TABLE XXIX
ORIENTATION PRACTICES PROVIDED FOLLOWING OFFICIAL NOTIFICATION OF EMPLOYMENT AND BEFORE REPORTING FOR DUTY IN AUGUST*

<table>
<thead>
<tr>
<th>Practice</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Notified of a specific teaching assignment</td>
<td>103</td>
<td>80.5</td>
</tr>
<tr>
<td>Informed of any special or co-curricular assignments</td>
<td>23</td>
<td>17.9</td>
</tr>
<tr>
<td>Mailed a letter of welcome from the superintendent or a member of the central office staff</td>
<td>82</td>
<td>64.1</td>
</tr>
<tr>
<td>Mailed a letter of welcome from the principal of the school to which assigned</td>
<td>26</td>
<td>20.3</td>
</tr>
<tr>
<td>Mailed a letter of welcome from the professional organizations</td>
<td>17</td>
<td>13.3</td>
</tr>
<tr>
<td>Provided with a textbook and other appropriate materials relative to the teaching assignment</td>
<td>59</td>
<td>46.1</td>
</tr>
<tr>
<td>Provided with a curriculum guide or course of study for each course assignment</td>
<td>26</td>
<td>20.3</td>
</tr>
<tr>
<td>Mailed or provided literature about the community</td>
<td>22</td>
<td>17.2</td>
</tr>
<tr>
<td>Given notification about where and when to report to duty in August</td>
<td>113</td>
<td>88.3</td>
</tr>
<tr>
<td>Provided with a teacher's handbook</td>
<td>43</td>
<td>33.6</td>
</tr>
<tr>
<td>Informed of an assignment to an experienced teacher that would assist throughout the first year of employment</td>
<td>26</td>
<td>20.3</td>
</tr>
<tr>
<td>Mailed a schedule of classes</td>
<td>9</td>
<td>7.0</td>
</tr>
<tr>
<td>Invited to a social function honoring new teachers</td>
<td>40</td>
<td>31.3</td>
</tr>
<tr>
<td>Offered assistance in locating a place to live</td>
<td>17</td>
<td>13.3</td>
</tr>
<tr>
<td>No response</td>
<td>1</td>
<td>0.8</td>
</tr>
</tbody>
</table>

*There were multiple responses to this question. The frequency of responses to each item has been tabulated, and the percentage shown is the percentage of each frequency to the group N, where N = 148.
office staff. Only 20.3 percent were mailed a letter of welcome from the principal of the school to which the teacher was assigned, and only 13.3 percent were mailed a letter of welcome from the professional organizations in the school district. One-third of the teachers indicated that they were provided with a teacher's handbook, and almost one-half were provided a textbook and other appropriate materials relative to the teaching assignment.

**Timing of Orientation Practices**

A review of the literature produced information written by several authorities concerning the importance of properly timing the activities in an orientation program. New teachers were asked to check one of the responses listed on the teacher questionnaire which best described the appropriateness of the timing of the activities in the orientation program presented to them. Almost 50 percent of the respondents indicated that most of their activities had been presented at an appropriate time, while nearly one-fourth of the teachers reported that some of their activities had been presented at an appropriate time. Slightly over one-fourth of the responding teachers stated that only a few of their orientation activities had been presented when they would have been most beneficial. Five teachers did not respond to this question. Table XXX shows the number and percentage of teachers who responded to each statement.
### TABLE XXX

**APPROPRIATENESS OF THE TIMING OF ORIENTATION ACTIVITIES BASED ON THE RESPONSES OF NEW TEACHERS**

<table>
<thead>
<tr>
<th>Responses to Appropriate Timing of the Activities</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most of the activities were presented at an appropriate time</td>
<td>60</td>
<td>46.9</td>
</tr>
<tr>
<td>Some of the activities were presented at an appropriate time</td>
<td>29</td>
<td>22.7</td>
</tr>
<tr>
<td>Only a few of the activities were presented at an appropriate time</td>
<td>34</td>
<td>26.5</td>
</tr>
<tr>
<td>No response</td>
<td>5</td>
<td>3.9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>128</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

**Cultural Awareness Training**

New teachers were asked two questions relative to the inclusion of training in cultural awareness or the conflict of cultures as a part of their orientation program. The first question involved determining the number of new teachers that teach in an integrated school system in which the population of minority students exceeds 10 percent of the total number of students in the school. Eighty-eight, or 68.8 percent, of the new teachers indicated that they did teach in a school where the population of minority students exceeded 10 percent of the total school population. Thirty-nine, or 30.4 percent, replied negatively to this question. One teacher did not make a response.

The next question asked new teachers relative to cultural awareness training was one in which those who replied
"yes" to the previous question were requested to indicate if any part of their orientation program was devoted to providing training in cultural awareness or the confluence of cultures. All eighty-eight who answered "yes" to the first question responded to the next question. Sixty-six of the eighty-eight indicated that there was no part of their orientation program that dealt with cultural awareness training. Twenty-two of the eighty-eight respondents to this question answered that a part of their program was devoted to at least some of this type of training.

Relationship of the Criteria for an Ideal Orientation Program to the Study Data on Current Orientation Programs and Practices

A review of the data obtained in this study will provide sufficient information to indicate how closely current new-teacher-orientation programs and practices in selected Texas schools are related to the criteria for an ideal orientation program formulated from a survey of the literature and recent orientation studies.

Criterion I.--The objectives of the orientation program are specific and have been derived on the basis of the needs of new teachers.

One hundred and eight, or 73.0 percent, of the administrators stated that the goals and objectives of their program were not specified in writing; however, ninety-seven, or 65.5 percent, of the administrators said that they used
individual conferences with new teachers as a method of evaluating their program which indicates an awareness of the needs of new teachers. Additionally, seventy-six, or slightly more than 50 percent, of the administrators use information obtained directly from new-teacher participants in the assessment of their program. This information is obtained in the form of questionnaires and check-lists or rating scales completed by new-teacher participants.

The most convincing evidence for determining that present programs have been derived on the basis of the needs of new teachers comes from the data in Table XXVIII. Of the thirty problems listed as being of concern to new teachers, approximately 70 percent of the new teachers perceived as either effective or partially effective the practices in their orientation program that provided assistance in adjusting to twenty-one of these problems. Five of the remaining nine problems ranked lowest in terms of the degree of concern that new teachers expressed for the problem.

While current practices and programs are not completely in accord with Criterion I, there is fairly strong evidence to indicate that the programs are being derived primarily from the needs of new teachers. There is an apparent need for focusing more attention on the development of specific goals and objectives and having them specified in writing.
Criterion II.—The responsibility for providing an organized program of orientation activities is that of the administration.

Both teachers and administrators reported that some type of orientation program was currently being provided for new and beginning teachers in their school districts. One hundred thirty-two administrators of the 148 respondents said that a formal program was provided at the system-wide level, the building level, or both. This number represents almost 90 percent of the administrators. Fourteen administrators reported that they provided an informal program. Over 90 percent of the teachers indicated that either a formal or informal program was provided them.

Responses from the administrators to the question concerning primary responsibility for the system-wide program and the program at the building level clearly show that persons from the administrative team are responsible for the orientation program. Approximately 90 percent of the respondents reported that the superintendent, an assistant superintendent, the director of instruction, or the director of personnel has primary responsibility for the system-wide program while at the building level 86.5 percent replied that the principal or assistant principal was responsible for that program.
The data from this study indicate that present practices are very closely related to and in accordance with the principle stated in Criterion II.

Criterion III.—The orientation program is specifically adapted to the school or school system for which it is developed.

There were no questions on either questionnaire that requested this specific information; however, there is a considerable amount of evidence that gives a definite indication that current programs are being adapted to a particular school or school system.

The data reported in connection with Criterion II show significant participation by the administration in the school districts surveyed toward making provisions for an orientation program as well as in the planning and organization of the program. Additionally, approximately 70 percent of the administrator respondents said they used suggestions from experienced teachers to help in determining the content of their program. More than 79 percent of the administrators reported the use of planning committees to plan the system-wide program, and 86 percent of that group stated that the planning and organization of the building level program was the responsibility of the principal or the assistant principal.

The evidence presented seems to provide strong indication that current orientation programs are being specifically
adapted to the school system or individual school for which they are developed.

**Criterion IV.**—Experienced teachers are utilized in the planning, implementation, and assessment of the orientation program with released time provided for this assignment.

One hundred thirty, or 87.9 percent, of the administrators indicated that they involved experienced teachers either moderately or considerably. The majority (54.1 percent) indicated moderate involvement of their experienced teachers.

One hundred twenty-six administrators noted that they did not reduce the teaching load of the experienced teachers who were assigned to work with new teachers in the orientation program. Only 10.1 percent of the administrators signified that they did reduce the teaching load of their experienced teachers.

Over one-third of the administrators specified the use of experienced teachers in the assessment of their program, and 42.6 percent reported the use of teachers on the systemwide program planning committee. Seventy percent of the administrators reported that they assigned an experienced teacher to assist a new teacher.

The study data cited above indicate mostly a moderate involvement of experienced teachers in planning, implementing, and assessing current orientation programs. Very few school districts provide released time for the experienced
teachers who are utilized in the program. Thus the present practices as they relate to Criterion IV are only partially commensurate with those suggested for an ideal program.

Criterion V.—The orientation of new teachers begins prior to employment and continues through the completion of the initial year.

Only 12.1 percent of the administrators report that their program actually begins prior to employment as a part of the recruitment program. Over three-fourths of the group indicate that their program begins during the staff development days prior to the opening of school. Approximately one-half of the administrator respondents stated that their program continued until the opening of school, and slightly over one-fourth said their program continued one year or longer.

New teachers did report a limited number of activities that could be construed as orientation practices between the time of notification of employment and before reporting to duty in August. Notification of a specific teaching assignment and where and when to report for duty in August was indicated by 80.5 percent and 88.3 percent of the new teachers, respectively. Eighty-two, or 64.1 percent, of the teachers also reported receiving a letter of welcome from the superintendent or a member of the central office staff.
Based on the study data presented, present orientation practices as they relate to this criterion do not seem to be commensurate with those for an ideal program since the majority of districts begin their program during the staff development days prior to the opening of school and continue it until school begins.

**Criterion VI.**—All personnel involved in the presentation of the orientation activities are included in the planning and assessment of the program.

Information on the specific personnel involved in the presentation of the various orientation activities was not requested since the major emphasis in this study was directed toward the planning and assessment phases of orientation programs. Assuming, however, that administrators, consultants, departmental chairmen, and experienced teachers are all possible participants in the presentation of the program, there is sufficient information on which to make a judgment. For example, departmental chairmen are involved in program assessment by 48 percent of the administrator respondents, and one-third of the administrators reported the involvement of experienced teachers in the assessment phase. Educational consultants are used by 17 percent of the respondents in program assessment, yet 29 percent of the group indicates that suggestions from educational consultants are used in the determination of program content. The fairly extensive
involvement of experienced teachers and principals in planning the system-wide program has already been reported.

The data seem to indicate that while there is some evidence of the participation in program planning and assessment by those who present the activities, present practices are only partially commensurate with Criterion VI.

Criterion VII.--Planning and assessment of the orientation program includes all persons affected by the program, including new teachers.

When asked of their participation in (a) planning and (b) assessment of their orientation program, 94.5 percent of the new teachers stated that they did not participate in planning the program; and 80.5 percent reported non-participation in the assessment of the program.

Ninety-seven, or 65.5 percent, of the administrators reported, however, that individual conferences with new teachers were used as a method of evaluating the program. A total of slightly over one-half of the administrators reported the use of questionnaires, check-lists, or rating scales completed by new teachers as methods of assessing the program.

Reference has already been made to the participation of the administrative and supervisory staff in planning and assessing the program. Seventy-eight, or 52.7 percent, of the administrators report that they pay an educational consultant to assist with their program, and the consultant
participates in the program assessment. Forty-five, or 30.4 percent, of the administrators state that they utilize reports from the planning committee in evaluating their program.

The study data indicate that, with the exception of new-teacher participation in the planning of the orientation activities, there is a significant amount of involvement in the planning and assessment of the program by those people affected by it. For the current practices to be commensurate with the stated criterion, school districts should make it a point to involve more frequently the planning committee in the assessment phase of the program. Additionally, new teachers should participate more in the planning and assessment of the program.

Criterion VIII.—Orientation practices are timely in that they are presented at the time that they will be of most benefit to the new teacher.

New teachers were asked to respond to the appropriateness of the timing of the activities presented them and to express their feelings regarding the presentation of the orientation activities at a time when they would be most beneficial to the new teacher. Sixty, or 46.9 percent, said that most of the activities were presented at an appropriate time. Twenty-nine more, or 22.7 percent, of the teachers indicated that some of the activities were presented at an
appropriate time. This makes a total of almost 70 percent of the responding new teachers who indicated that most or some of the activities were presented at an appropriate time. The data from the study indicate that there is a fairly close relationship between the stated criterion and current orientation practices related to the criterion.

Criterion IX.—The orientation program for new teachers complements the system's regular in-service program.

No conclusive evidence is available from the study data to indicate if the orientation programs currently in operation complement the regular in-service program in their school systems.

Criterion X.—The program is regularly evaluated in terms of its stated objectives by all who participate in its planning and participation.

Almost one-third of the administrative respondents reported that an assessment of their program was made after each orientation activity, and thirty-three, or 22.3 percent, said that they make an assessment of their program within the first week of the school year. Forty-five percent indicated that their program assessment is made within the first six months or at the close of the school year. The data mentioned provide strong evidence that current orientation programs are regularly assessed.
More than 86 percent of the administrators specified that an assessment was made of the system-wide program, the program at the building level, or both. Over one-half stated that an assessment was made of both programs.

When asked what methods were utilized in the assessment of their program, administrators reported the following:

1. questionnaires completed by new teachers, 31.8 percent;
2. check-lists or rating scales, 19.6 percent;
3. individual conferences with new teachers, 65.5 percent;
4. reports from the planning committee, 30.4 percent;
5. reports from community lay leaders, 1.4 percent;
6. reports from departmental chairmen, 48.6 percent;
7. report submitted by an educational consultant, 17.6 percent;
8. an assessment submitted by experienced teachers who participated, 33.8 percent.

The data from the study indicate that current programs are being assessed by many of the persons who participate in the planning and implementation phases, but not by all. Since the goals and objectives for current orientation programs are specified in writing by slightly less than one-fourth of the responding administrators, it seems most unlikely that very many programs are evaluated in terms of stated objectives.

Comparing the study data with the criterion stated as the optimum, current practices relative to program evaluation are not commensurate in all aspects with the recommended or ideal principle of program evaluation. While the program
is evaluated on a regular basis, programs seem to be in need of stated objectives on which the assessment can be made. Additionally, there appears to be a need for involvement of more personnel with planning responsibilities in the assessment of the program.

**Criterion XI.**—Necessary financial support is provided to cover the cost of the program.

Although 61.5 percent of the administrator respondents reported that no specific amount of money was budgeted for their program, a rather larger percentage of the group did note that money was expended in the implementation of their program for several items. Approximately three-fifths said that money was expended for refreshments or meals and printing costs, and slightly over one-half said that they paid an educational consultant to assist with their program. Just under one-half of the respondents reported the purchase of special supplies for their program. There is evidence that, although no specific amount of money is budgeted for current orientation programs, a rather large number of the schools are expending money to provide the necessary financial support for their program. The study data indicate that the necessary financial support is being provided, and current programs are commensurate in their operation with the stated criterion.

A summary of the findings reported in this chapter is presented in Chapter V.
Summary

The problem of this study was to describe and to analyze current new-teacher-orientation programs and practices in selected Texas secondary schools. The purposes of the study were (1) to identify the problems which are of concern to new and beginning teachers, and to ascertain the degree of concern new and beginning teachers have for these problems, (2) to determine the success of current orientation practices as viewed from the perspective of (a) administrators and (b) new teachers, (3) to ascertain the extensiveness of current orientation programs based on the utilization of the practices reported in the administrator survey instrument, (4) to formulate from a review of the literature criteria and principles for planning, developing, and evaluating an ideal new-teacher-orientation program, (5) to describe those methods currently employed in the planning and assessment of orientation programs in selected Texas secondary schools, and (6) to determine whether or not new-teacher-orientation practices have been affected by the addition of ten staff development days provided by the passage of House Bill 240.
The related literature was subdivided into six sections: (1) "The Problems and Needs of New Teachers," (2) "Goals and Objectives for New-Teacher Orientation," (3) "A Survey of Recent Orientation Studies," (4) "Planning and Assessing New-Teacher-Orientation Programs," (5) "New Paradigms for Teacher Orientation," and (6) "Development of Criteria for an Ideal Orientation Program." The criteria developed in Chapter II were validated by an eight-member jury panel.

To conduct this study, two questionnaires were developed with the assistance of an advisory panel and validated by a ten-member jury panel. One questionnaire was mailed to the superintendent and a secondary school principal in every Texas school district with 3,000 or more students in average daily attendance. School districts with 3,000 or more students in average daily attendance were chosen to survey since it was felt that they would be more capable of financing an ideal program than smaller districts. Each questionnaire was accompanied by a letter requesting participation in the study. Secondary principals were requested to return a list of the names and addresses of every teacher new to his school during the 1971-72 school year. The names of all new teachers provided by the principals were compiled to form a master list, and, from this list, a random sample of 250 names was selected. A questionnaire and a letter requesting participation in the study were mailed to each of the 250 new teachers. This procedure resulted in a return
of 148 usable questionnaires from administrators and 128 usable questionnaires from teachers.

In the presentation of findings, Chapter IV, tables were used to report data accumulated from the questionnaires. These data were presented in the form of percentages, rankings, composite values, and number of responses to specific questions on the survey instruments. The criteria for an ideal orientation program, which were developed from a review of the literature, were compared with the data from the study to indicate whether or not teacher-orientation programs and practices in Texas are commensurate with the criteria for an ideal program.

Findings

A survey of the literature revealed the following findings:

1. New and beginning teachers have special needs and share common concerns.

2. New and beginning teachers are not only in need of help in coping with their classes, but also in need of support as individuals.

3. In two major experimental projects on teacher induction since 1965, experienced teachers were used effectively as team or group leaders to advise, counsel, and assist beginning teachers. For this assignment, special training and released time was provided.
4. In the research phase of one of the projects, it was determined that prior to the beginning of school, beginning teachers are most apprehensive and therefore are least able to absorb information and instructions at that time. Project directors concluded that orientation programs that continue only until school begins have little impact and are of questionable value.

5. The development of orientation goals and objectives help to insure the planning of practices and activities that will accomplish the purposes for which the program is established.

Data obtained from the survey questionnaires revealed the following findings:

1. Experienced teachers are only moderately involved in teacher-orientation programs in Texas. About one-third of the administrators reported that in their school district there was considerable involvement of experienced teachers in the orientation program.

2. Very few schools reduce the teaching load of the experienced teachers who have been assigned to assist with the orientation of new teachers. More than 85 percent of the administrators reported that no reduction was made. Over 95 percent of the administrators indicated that they did not assign lighter teaching loads to new and beginning teachers. Approximately 40 percent of the administrators reported, however, that they reduced the extracurricular
assignments of their new teachers during the first semester or year.

3. Only about one-fourth of the administrators indicated that they specified the goals and objectives of their program in writing.

4. Orientation activities provided new and beginning teachers following their official notification of employment and before their reporting to duty in August are quite limited. Administrators indicated that the two practices most frequently employed by school districts are (1) notifying new teachers of a specific teaching assignment and (2) providing notification about where and when to report in August. Slightly under 65 percent of the administrators reported that a letter of welcome from the superintendent or a member of the central office staff was mailed to each new teacher.

5. More than three-fourths of the orientation programs begin during the staff development days prior to the opening of school. Approximately one-half of the administrators stated that their program continues until the opening of school, and one-fourth of the administrators indicated that their program continues for one year. Three-fourths of the teachers surveyed noted that the program in their school continued only until the opening of school.
6. New and beginning teachers identified the following as the problems for which they had the greatest degree of concern:

(a) establishing a good working relationship with the principal and other administrators,

(b) learning school routines and keeping up with administrative reports,

(c) problems with discipline and failure to understand provisions and policies for resolving these problems,

(d) knowing exactly what to do on the first day of school, and

(e) evaluation procedures for pupil progress and achievement.

7. New and beginning teachers expressed least concern for those problems that dealt with securing information about the community.

8. New and beginning teachers indicated that, in terms of providing assistance for adjustment to each of the thirty problems listed in the questionnaire, the orientation practices that were most effectively presented in their program were those dealing with dress and grooming codes and expectations for teachers and students. Practices that provided them with knowledge of their immediate superior and information on persons to contact for specific services were perceived as effective by over one-half of the teacher respondents. Over 80 percent of the teachers rated as either
effective or partially effective the practices in their program that assisted them with establishing a good working relationship with the principal and other administrators. Of the thirty problems listed, approximately 70 percent of the teachers perceived as either effective or partially effective the practices in their orientation program that provided assistance with adjustment to twenty-one of these problems.

9. Administrators rated the practices listed below as those which, in their opinion, are of most help to new teachers in making a satisfactory adjustment to the new situation:

(a) opening day routine is carefully outlined;
(b) instruction on pupil accounting is provided;
(c) personnel policies are discussed;
(d) duty responsibilities and assignments are detailed;
and
(e) discipline policies are explained and suggestions for resolving these problems are offered.

More than 50 percent of the administrators rated thirty of the practices as being either helpful or very helpful.

10. Three-fourths of the administrator respondents felt that an orientation program was either valuable or very valuable in increasing the teaching efficiency of new and beginning teachers.
11. More than two-thirds of the teacher respondents reported that they teach in a school where the population of minority students exceeds 10 percent. Only one-fourth of the group replied that a part of their orientation program dealt with training in cultural awareness or the confluence of cultures.

12. An orientation program of some type is provided in almost every Texas school or school district with 3,000 or more pupils in average daily attendance. Most school districts provide a formal program with planned activities at the system-wide and building levels.

13. In the schools surveyed, the person who is primarily responsible for planning and organizing the system-wide program is (1) an assistant superintendent or (2) the director of instruction. At the building level, the principal of the school plans and organizes the program in most cases.

14. Planning of the system-wide program is usually performed by committees. Almost 50 percent of the administrators reported that the committee who planned their system-wide program consisted of teachers, principals, and central office staff. Participation by new teachers in orientation planning was almost non-existent.

15. In determining the content of the orientation program, the following sources were most often reported by the administrator respondents:
(a) suggestions from experienced teachers,
(b) retention of past practices, and
(c) utilization of ideas obtained from successful orientation programs.

16. Most of the administrators indicated that an assessment of some type was made of their orientation program. Only about 10 percent of the administrator respondents stated that no assessment of the program was made. The methods most commonly used in program assessment were (1) individual conferences with new teachers, (2) reports from departmental chairmen, (3) questionnaires, check-lists, and rating scales completed by new teachers. Responses made by the new teachers contradict somewhat the report by administrators that individual conferences are held to evaluate the program. More than 80 percent of the new teachers indicated that they had not participated in the assessment of their orientation program.

17. The time of assessment reported by one-third of the administrators was after each orientation activity, while slightly more than one-fourth of the group reported assessing their program within the first six months of school. Approximately 18 percent of the administrators wait until the end of the year to assess their program.

18. According to the responses received from new and beginning teachers, only about one-half of the orientation programs appropriately time their activities and present them when they would be of most benefit to the teachers.
19. Almost all of the administrator respondents who indicated use of a specific orientation practice stated that the practice was employed prior to the addition of the ten staff development days provided in House Bill 240. Only an insignificant number (less than 5 percent in every instance) indicated that a specific practice had been begun following the provision for these added days. When queried about the effect of the additional days on preschool orientation activities, three-fifths of the administrators noted that the additional days had caused them to increase the amount of time scheduled for preschool orientation activities, and approximately 40 percent said that the number of activities provided has been increased. One-fourth of the respondents reported that little or no change had resulted from the additional days.

20. A comparison of the data from this study with the criteria for an ideal orientation program developed and validated in this study revealed that current orientation practices are commensurate with four of the criteria stated for an ideal program. They are only partially commensurate with four criteria, and little relationship was noted between current practices and two of the criteria. There was no conclusive evidence to determine the relationship between one of the criteria and current practices.

21. More than 60 percent of the administrator respondents reported that no specific amount of money was budgeted
for their program; however, more than 50 percent of the group indicated that money was expended for (1) refreshments or meals, (2) printing costs, and (3) payment of an educational consultant to assist with the program.

Conclusions

Based on a survey of the literature and the findings presented in this study, the following conclusions are stated:

1. Administrators seem inclined to involve experienced teachers only moderately in the total orientation program. Most of the involvement appears to be in program planning and an assignment to assist a new teacher in an advisory capacity. Only a small number of administrators reduce the teaching load of the experienced teacher assigned to assist with new-teacher orientation.

2. Administrators appear very hesitant to assign lighter teaching load to a new or beginning teacher; however, some do reduce the extracurricular assignments of these teachers during the first semester or year.

3. The presence of meaningful goals and objectives seems to enhance the probability that a program will be successful and effective. It appears that only a small number of orientation programs have carefully defined goals and objectives.
4. From the time of official notification of employment to the time of reporting for duty in August, the assistance provided new and beginning teachers seems much too limited.

5. There appears to be a definite pattern followed in most orientation programs in medium and large Texas school districts. Most programs begin during the staff development days prior to the opening of school and many continue only until school opens. Only a relatively small number of schools provide a program that continues through the entire first year of employment.

6. New and beginning teachers seem to be more concerned about the problems that relate to personal and professional adjustment than with those problems dealing with adjustment to the community. Most of these teachers are concerned about personal relationships and information that is directly related to their teaching assignment.

7. Many new and beginning teachers apparently feel that current orientation programs have been moderately effective in providing them with assistance for resolving those problems which are of concern.

8. Administrators seem to hold the opinion that the practices which provide the most help for new teachers are those which outline opening day routine, provide instruction on pupil accounting, explain pertinent personnel policies,
detail assignments and responsibilities, and provide suggestions for resolving discipline problems.

9. There appears to be a recognition by administrators that teacher-orientation programs make a valuable contribution to public school education by increasing the teaching efficiency of a new teacher during the first year of employment.

10. A large number of the teacher respondents are currently employed in schools which have a population of minority students that exceeds 10 percent. There seems to be little indication that provision has been made for including as a part of the orientation program training in cultural awareness or the confluence of cultures.

11. There is apparently some type of orientation program provided in most Texas secondary schools. Many of the school districts provide an orientation program at both the system-wide and building levels.

12. The primary responsibility for the system-wide program seems to be that of either an assistant superintendent or the director of instruction. At the building level, the principal of the school assumes the responsibility for the program.

13. In performing the function of planning the system-wide program, most school districts seem to prefer the utilization of committees. The committee very often consists of teachers, principals, and central office staff.
14. In the determination of the content of the orientation program, administrators seem to prefer the utilization of three primary sources. These sources are (1) suggestions from experienced teachers, (2) retention of past practices, and (3) utilization of ideas obtained from successful orientation programs.

15. An assessment of some type is apparently made of most orientation programs. The following methods of assessment appear to be favored by the majority of administrators: (1) individual conferences with new teachers, (2) reports from departmental chairmen, and (3) questionnaires, checklists, and rating scales completed by the new teachers.

16. There seems to be a tendency on the part of administrators to assess orientation activities and practices somewhat prematurely. Teachers should be able to render a more accurate evaluation of the program and specific practices after they have had the opportunity to experience how helpful the program has been.

17. Many new and beginning teachers seem to be of the opinion that some of the activities in their orientation program could have been more appropriately timed.

18. The addition of ten staff development days provided by House Bill 240 does not seem to have appreciably affected the number of orientation practices provided new and beginning teachers. There is some indication, however, that there
has been an increase in the amount of time scheduled for preschool orientation activities.

19. A comparison of current orientation practices with the criteria for an ideal orientation program developed in this study revealed that a definite disparity exists between the two. Current programs and practices in most Texas school districts are not as closely related to the criteria for an ideal program as they should be.

20. Although many school districts are not budgeting a specific amount of money for teacher orientation programs, they are apparently providing the necessary financial support for current programs. Many school districts indicate that money is being expended for several orientation items.

Implications

Based on the findings and conclusions of this study, the following implications are stated:

1. Administrators in Texas secondary schools will need to give careful consideration to the experimental projects on the induction of beginning teachers which have created a new role for the experienced teacher who has distinguished himself as a master teacher. This role involves extensive involvement of the experienced teacher as a group or team leader to advise, counsel, and assist beginning teachers. For this assignment, special training and released time should be provided.
2. Educators in Texas will need to become more conscious of developing sound goals and objectives for their orientation program. These goals and objectives should be specified in writing.

3. The anxiety that accompanies a change to a new situation can at least be partially relieved by beginning orientation activities well before the new teacher reports for duty in August. Administrators will need to become more conscious of making some orientation practices a part of recruitment and continuing the program through the initial year of employment.

4. In making decisions regarding the content of the orientation program, planners will need to focus their attention on making provisions for orientation activities that relate more to professional and personal adjustment rather than those which provide information about the community.

5. Just as society and many of its values change, those problems which are of concern to new and beginning teachers change also. For this reason, school administrators will need to evaluate continually their orientation program to insure that it remains relevant to the needs of teachers.

6. Even though administrators perceive specific orientation practices as providing the most help for new teachers, they will need to give more consideration to the problems for which new teachers express a real concern. At the building level, principals will need to make a concerted
effort to establish a good rapport and to develop a good working relationship with the teachers new to the staff.

7. Since school administrators recognize the value of orientation programs in increasing the teaching efficiency of the new and beginning teacher, they will need to make continuous and concentrated efforts to improve their programs through appropriate additions, deletions, and modifications of practices and activities.

8. It is apparent that many new teachers are securing employment in schools which have a significant number of minority students. Educators will need to examine carefully the need for providing training in cultural awareness or the confluence of cultures as a part of either the orientation or in-service programs.

9. The planning phase is always a very important aspect of any program. To assure continued success and improvement of orientation programs, those persons who have primary responsibility for the program will need to place continued emphasis on the utilization of planning committees. These committees should consist of representatives from many aspects of the total school program. Additionally, provisions will need to be made for including new teachers in the planning phase.

10. Although educators appear cognizant of the importance of program assessment, they will need to give specific attention to ascertaining the inclusion of every new and
beginning teacher in the assessment of the orientation program and to the need of utilizing a greater variation of methods of assessment. They will need to give further attention to the possibility of conducting the assessment at the close of the school year.

11. In planning the practices and activities of the orientation program, planners will need to be more conscious of presenting the activities at a time when they will be of most benefit to the new and beginning teacher.

12. Administrators might appropriately consider the designation of more preschool staff development time for teacher orientation.

13. The implementation of a program providing released time for experienced teachers to play an important role in new teacher orientation will necessitate an additional expenditure of money. Likewise, the addition of other orientation practices to a program might also require some expenditures. To insure that funds will be available for implementing new ideas, administrators will need to plan ahead and make provisions in the regular budget for sufficient funds to finance the total program.

Recommendations for Future Research

Based on this study of new-teacher-orientation practices in selected Texas secondary schools, the following recommendations for future research are proposed:
1. It is recommended that similar studies of current orientation programs and practices be conducted in other states, especially those in which a study of this type has not been made within the past five years.

2. It is recommended that a study be conducted to develop evaluative tools and instruments to assist school districts and schools with a comprehensive assessment of their orientation program.

3. It is recommended that a study be made to determine ways in which teacher education institutions and public schools can develop a cooperative plan for effectively orienting beginning teachers into the teaching profession as well as a specific school district.

4. It is recommended that a study be conducted to determine how school districts in Texas specifically use the staff development days provided by House Bill 240.

5. It is recommended that a study be made to determine the need for including as a part of the orientation or in-service program training in cultural awareness for teachers new to those school districts that have a significant population of minority students.

6. It is recommended that a study be conducted to evaluate and to define the role of the experienced master teacher in innovative orientation activities in selected pilot school districts.
APPENDIX A

SURVEY of TEACHER ORIENTATION
PROGRAMS IN TEXAS SCHOOLS

Instructions

Please answer each item by placing a check mark or filling in the appropriate blank. A new teacher is defined as any teacher who is newly appointed to a teaching position in a different school regardless of past teaching experience. An orientation program in this study is considered as the total collection of service provided newly appointed teachers to assist in minimizing adjustment problems in a new teaching situation.

Number of students in your school district: 3,000 - 6,000 _______
6,000 - 10,000 _______ Above 10,000 _______

Organizational pattern of your school district at the secondary school level:

Grades 6, 8, and 9 - 12 _______ Grades 7-9 and 10-12 _______
Grades 7, 8, and 9 - 12 _______ Other _______

1. Check the statement which best describes the orientation program you provide for new teachers in your school district:

    _____ a. Very informal, little or no structure
    _____ b. Formal program; general system-wide program followed by a specific program at the building level
    _____ c. Formal program; structured activities and administrative leadership at the building level only
    _____ d. No program
    _____ e. Other Specify ________________________________

2. Which of the following were instrumental in determining the content of your orientation program? Check any item that applies.

    _____ a. Suggestions from teachers both new and experienced
    _____ b. Retention of past practices
    _____ c. Survey of educational literature
d. Utilization of ideas obtained from successful orientation programs

e. Suggestions from educational consultants

f. Results obtained in program evaluation

g. Recommendations of a program planning committee

h. Other Specify ________________________________

3. If your school system has a system-wide orientation program, the person whose primary responsibility it is to plan and organize the program is:

a. Supt. of schools

b. Asst. Supt. of schools

c. Director of instruction

d. Director of personnel

e. Other Specify ________________________________

4. The planning of your system-wide program involves:

a. A committee consisting of teachers, principals, and central office staff

b. A committee consisting of principals and central office staff

c. Supt. of schools or an individual appointed by him

d. Central office staff only

5. Are the goals and objectives of your program specified in writing?

yes no

6. The responsibility for planning and organizing the new teacher orientation program at the building level is that of:

a. Principal of the school

b. Asst. principal

c. A committee consisting of teachers and staff designated by the principal
d. An experienced teacher

e. Other Specify ________________________________

7. To what extent do you feel that an orientation program is of value in increasing the teaching efficiency of new teachers?

None    Moderately valuable    Very valuable
Very little    Valuable

8. When does your orientation program actually begin?

a. Prior to employment as a part of recruitment program
b. Immediately following appointment
c. At the beginning of staff development days prior to the opening of school
d. The day prior to the opening of school

9. How long does the program continue?

a. Until the opening of school
b. One week following the opening of school
c. One month
d. One semester
e. One year or longer

10. Are new teachers to the system assigned lighter teaching loads during the first semester or first year?

   yes     no

11. How extensively do you involve experienced teachers in your program?

None    Moderate involvement
Little    Considerable involvement
12. Do you reduce the teaching load of experienced teachers who are assigned to work with new teachers?

_________yes ________no

13. Is a specific amount of money budgeted for your program?

_________yes ________no

14. Check any of the following items for which money is expended in the implementation of your orientation program:

_____ a. Refreshments or meals

_____ b. Printing costs

_____ c. Special supplies

_____ d. Payment of an educational consultant to assist in planning or participation in the program

_____ e. Additional payment for supervising teachers

15. Has the additional 10 days specified for staff development time in H.B. 240 affected your pre-school orientation practices for new teachers?

_________yes ________no

16. Check one of the following statements that best describes the assessment of new teacher orientation in your school district.

_____ a. Assessment is made of the system-wide program only

_____ b. Assessment is made of both the system-wide program and the building level program

_____ c. Assessment is made of the building level program only

_____ d. There is no assessment made of either program

17. Check any of the items below that are utilized in your program assessment.

_____ a. Questionnaires completed by new teachers

_____ b. Checklists or rating scales

_____ c. Individual conferences with new teachers
d. Reports from the planning committee

e. Reports from departmental chairmen

f. Reports from lay leaders in the community who were participants

g. Report submitted by an educational consultant

h. An assessment submitted by experienced teachers who participated

i. Observations of the principal or asst. principal

j. Other Specify ___________________________________________________________________

18. Do you prepare your teaching schedule so that all new teachers have the same conference period and can meet together during the school day for training and discussion sessions?

_________yes _________no
Teacher Orientation Practices

The practices listed below have been used in various orientation programs. Check only those practices employed in your school district. Place a check mark in the column which in your estimation most accurately rates the practice. Also place a check in the appropriate column that indicates whether or not the practice was employed before or after the implementation of the ten additional staff development days in Texas.

<table>
<thead>
<tr>
<th>Orientation Practice</th>
<th>Rating Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Teacher handbook provided each teacher.</td>
<td></td>
</tr>
<tr>
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<td>5. Discipline policies thoroughly explained. Teacher is provided with suggestions</td>
<td></td>
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<tr>
<td>for resolving these problems.</td>
<td></td>
</tr>
<tr>
<td>6. Opening day routine explained.</td>
<td></td>
</tr>
<tr>
<td>7. Teacher is provided with written instructions for opening day responsibilities.</td>
<td></td>
</tr>
<tr>
<td>8. Teacher is provided a list of all reports that are to be completed and the date</td>
<td></td>
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<tr>
<td>it must be turned in.</td>
<td></td>
</tr>
<tr>
<td>9. Daily routine is carefully outlined.</td>
<td></td>
</tr>
<tr>
<td>10. Instruction provided on pupil accounting.</td>
<td></td>
</tr>
</tbody>
</table>
Orientation Practice

11. Duty responsibilities and assignments are detailed.

12. Lesson plan procedures and expectancies discussed.

13. Teacher is instructed on how to secure custodial services and requisition materials.

14. Personnel policies, including salary schedule, sick leave, absences, insurance, and tenure are discussed.

15. Information on recreational facilities provided.

16. Availability of living accommodations as well as the costs of the accommodations is discussed.

17. List of community services and activities provided.

18. Map of the community is furnished.

19. Community leaders welcome new teachers and describe the opportunities available.

20. Teachers are given careful instruction on the procedures for evaluating pupil progress and achievement.

21. An experienced teacher is assigned to assist each new teacher in making the adjustment to a new situation.

22. Each teacher provided information concerning the availability of both human and material resources in the community.

23. Names of immediate superior and staff members from whom specific services are requested are provided.

24. Meeting scheduled with guidance counselors to provide information on the guidance and counseling services.

25. New teachers are given adequate supervisory assistance by means of classroom visitation.
26. An attempt is made to reduce the fear of evaluation by going over evaluation criteria and giving the teacher advance notice of your intention to visit his classroom during a specific period.

27. New teachers are given a reduced teaching load during the first semester or year of employment.

28. Teachers are informed of proper channels for initiating grievances.

29. Personal dress and grooming expectancies are delineated.

30. Teachers are briefed on the dress and grooming requirements for students.

31. Curriculum guide or course of study outline furnished each teacher.

32. Library services including professional library are delineated.

33. Operation of office equipment and other equipment available to teachers is described.

34. Extra-curricular duties are reduced for new teachers during the first semester or year.

35. Informal social or get-acquainted meeting scheduled to give new teachers an opportunity to meet other faculty and staff members.

36. Philosophy of the utilization of innovations and new instructional methods clearly stated.
APPENDIX B

NEW TEACHER QUESTIONNAIRE

Sample Copy

Instructions

Please answer each item by placing a check mark or filling in the appropriate blank. A new teacher is defined as any teacher who is newly appointed to a teaching position in a different school regardless of past teaching experience. An orientation program in this study is considered as the total collection of service provided newly appointed teachers to assist in minimizing adjustment problems in a new teaching situation.

Male _____ Female _____ Married_____ Single_____ Teaching experience:

_____ years prior to the present one.

Size of school in which you teach: less than 1000_____ between 1000 and 1500_____ More than 1500 _____


1. As a new teacher, which of the following best describes the type of orientation program provided you?

_____ a. Very informal, little or no structure
_____ b. Formal program, with general system-wide orientation program for all new teachers followed by a specific program at the building level.
_____ c. Formal program, with structured activities and administrative leadership at the building level only.
_____ d. Formal program, with structured activities and leadership furnished primarily by veteran teacher or teachers

2. In your opinion, which of the following statements best describes the effectiveness of the orientation program in your school in assisting your adjustment to a new situation?

_____ a. I received very little assistance from the program.
_____ b. I received a moderate amount of assistance from the program.
_____ c. I received a considerable amount of assistance from the program.
_____ d. I received an extremely large amount of assistance from the program.

3. What portion of the staff development days prior to the first day of school were devoted to new teacher orientation activities?

_____ a. A portion of one day
_____ b. One full day
_____ c. Two full days
_____ d. More than two days
4. How long did the orientation program in your school continue?

   ___ a. Through the opening day of school only
   ___ b. One week past the opening day of school
   ___ c. One month past the opening day of school
   ___ d. One semester
   ___ e. Through the entire first year

5. Did you participate in any way in the planning of the activities that were included as a part of your orientation program?

   ___ Yes   ___ No

6. Were you a participant in the evaluation of the program?

   ___ Yes   ___ No

7. Was any phase of your orientation program held before or after regular school hours?

   ___ Yes   ___ No

8. Following your official notification of employment and before you reported for duty in August, check any of the responses that apply.

   I was:

   ___ a. notified of a specific teaching assignment
   ___ b. informed of any special assignments or co-curricular assignments for which I would be responsible
   ___ c. mailed a letter of welcome from the principal of the school to which I was assigned
   ___ d. provided with a textbook and other appropriate materials relative to my teaching assignment
   ___ e. provided with a curriculum guide or course of study
   ___ f. mailed or provided literature about the community
   ___ g. given notification about where and when to report for duty in August
   ___ h. provided with a teachers handbook
   ___ i. informed of an assignment to an experienced teacher that would assist you throughout the first year
   ___ j. mailed a schedule of classes

9. Do you teach in an integrated school system in which the population of black students exceeds 10% of the total students in your school?

   ___ Yes   ___ No

10. If your answer to question 9 is yes, was any part of your orientation program devoted to providing training in cultural awareness or the confluence of cultures?

    ___ Yes   ___ No
PROBLEMS EXPERIENCED BY NEW TEACHERS

Listed below are 30 problems which have been frequently mentioned by new teachers as those which have inhibited their adjustment to a new school and community. Based on your experience as a new teacher, evaluate each problem and place a check mark in the column in Category I that you feel most appropriately expresses the degree of concern you have for the problem.

Check the column in Category II that provides the response which best expresses the effectiveness of your orientation program in assisting you to make a satisfactory adjustment to the problem.

<table>
<thead>
<tr>
<th>Problem</th>
<th>Category I</th>
<th>Category II</th>
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</thead>
<tbody>
<tr>
<td>Learning school routines and administrative reports.</td>
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<tr>
<td>Discipline problems. Failure to understand provisions and policies for resolving these problems.</td>
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<tr>
<td>Understanding of the school's philosophy and objectives.</td>
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<tr>
<td>Establishing a good working relationship with the principal.</td>
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<tr>
<td>Information on the availability, operation, and requisitioning of audio-visual aids.</td>
<td></td>
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<tr>
<td>Evaluation procedures for pupil progress and achievement.</td>
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<td></td>
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</tbody>
</table>
Problem

7. Knowledge of personnel policies, including salary schedule, sick leave, promotion, absences, insurance, and tenure.

8. Learning procedures for requisitioning teaching supplies and materials.

9. Information on the availability of living accommodations as well as the cost of the accommodations.

10. Information on recreational facilities and community activities.

11. Requirements and procedures for lesson plan preparation including provisions for lesson plan books.

12. Knowledge of social habits that are acceptable or unacceptable to the community.


14. Provided information on the community's support of and ability to finance its school system.

15. Problem of knowing exactly what to do on the first day of school.

16. Difficulty with dress and grooming codes for students.

17. Rigidity of personal dress and grooming expectancies for teachers and staff.

18. Pupil-teacher ratio too large for effective instruction.
<table>
<thead>
<tr>
<th></th>
<th>Degree of Concern</th>
<th>Program Effectiveness</th>
</tr>
</thead>
<tbody>
<tr>
<td>19.</td>
<td>Insecurity created by fear of evaluation; new teachers not informed about the frequency of and criteria for evaluation.</td>
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<tr>
<td>20.</td>
<td>Knowledge of guidance and counseling services for students.</td>
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<tr>
<td>21.</td>
<td>Adequacy of supervisory assistance for improvement of instruction.</td>
<td></td>
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<tr>
<td>22.</td>
<td>Problem of knowing proper channels for initiating a grievance.</td>
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<tr>
<td>23.</td>
<td>Provision made for informing teachers of what professional ethics are stressed in the school.</td>
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<tr>
<td>24.</td>
<td>Information on the availability of human and material resources in the community.</td>
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<tr>
<td>25.</td>
<td>Knowledge of policies for students such as make-up work, graduation requirements, acceptable reasons for absence, dress and grooming, etc.</td>
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<tr>
<td>26.</td>
<td>Opportunity to meet other members of faculty and staff through informal social or get-acquainted meeting.</td>
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<tr>
<td>27.</td>
<td>Problems encountered in establishing good working relationships with parents.</td>
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<tr>
<td>28.</td>
<td>Knowledge of immediate superior and names of staff members from whom specific services are requested.</td>
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<tr>
<td>29.</td>
<td>Problem of knowing to whom you can turn for help or advice and in whom you can confide.</td>
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<tr>
<td>30.</td>
<td>Understanding of the school's policies on the utilization of innovations and new instructional methods.</td>
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</tbody>
</table>
APPENDIX C

ADVISORY PANEL

Dr. E. V. Huffstutler
Professor of Educational Administration
North Texas State University
Denton, Texas AC 817-788-2231

Dr. Crandall Young
Associate Director
Region X, Education Service Center
Richardson, Texas AC 214-231-6301

Mr. Frank Monroe, Superintendent
Highland Park Independent School District
7015 Westchester
Dallas, Texas AC 214-521-4103

Dr. O. C. Taylor, Superintendent
Grapevine Independent School District
Grapevine, Texas AC 214-

Miss Hortense Watkins, Chairman
Department of English
Highland Park High School
Dallas, Texas AC 214-521-9377

Dr. Paul Joslin
Associate Professor of Education
Drake University
Des Moines, Iowa
APPENDIX D

JURY PANEL FOR QUESTIONNAIRES

Dr. Frank Buell, Associate Director
Region XI, Education Service Center
2621 Culler St.
Ft. Worth, Texas

Dr. Dwayne Bliss, Assistant Superintendent
Texarkana Independent School District
Texarkana, Texas

Mr. Everett Hart, Principal
Highland Park High School
4220 Emerson
Dallas, Texas

Mr. B. G. Hudson, Principal
North Garland High School
Garland, Texas

Mr. Charles Greer, Director of Personnel
Arlington Independent School District
Arlington, Texas

Mr. Wayne Wilson, Director of Instruction
Irving Independent School District
Irving, Texas

Dr. Crandall Young, Associate Director
Region X, Education Service Center
Richardson, Texas

Mrs. Lillian Hardison, English Instructor
Plano High School
Plano, Texas

Dr. Margaret Wasson, Director of Instruction
Highland Park Independent School District
7015 Westchester
Dallas, Texas

Mrs. Ginna L. Rhodes, English Instructor
McArthur High School
Irving, Texas
APPENDIX E

JURY PANEL FOR CRITERIA

Dr. Kenneth McIntyre
Professor of Educational Administration
University of Texas at Austin
Austin, Texas

Dr. E. V. Huffstutler
Professor of Educational Administration
North Texas State University
Denton, Texas

Dr. M. B. Nelson
Professor of Educational Administration
East Texas State University
Commerce, Texas

Dr. James Patterson
Associate Professor of Secondary Education
Southern Methodist University
Dallas, Texas

Dr. Jesse Cardwell
Assistant Superintendent - Curriculum Development
Dallas Independent School District
Dallas, Texas

Dan F. McLendon, Jr.
Director of Program and Staff Development
Corpus Christi Independent School District
Corpus Christi, Texas

Robert J. Wood
Director of Staff Personnel
North East Independent School District
San Antonio, Texas

Dr. John Brandstetter
Assistant Superintendent
Houston Independent School District
Houston, Texas
December 7, 1971

Dear

Your assistance is requested in establishing the validity of two survey questionnaires to be used as a part of a doctoral dissertation at North Texas State University. The dissertation is being done under the direction of Dr. E. V. Huffstutler, Professor, Division of Educational Leadership.

The study will attempt to identify and describe teacher orientation practices and problems in selected Texas secondary schools. An attempt will be made to determine what problems are of concern to new secondary teachers, to identify those practices and procedures currently utilized in the planning, development, and assessment of orientation programs, and to ascertain whether or not new teacher orientation practices have been affected by the addition of ten staff development days provided by the passage of H.B. 240.

As you react to the questionnaires, decide whether or not each of the items will provide the researcher with needed information. If an item is appropriate and clear, circle the "1" in the left margin. If you are undecided about the clarity and appropriateness, circle the "2". If the item is judged to be inappropriate or unclear, circle the "3".

Included as a part of each questionnaire is a check-list of items to which each administrator and teacher will be requested to respond. Please use the Validation Sheet that accompanies the instruments to make your evaluation of the validity of the check-list items. This page may also be used for comments, corrections, and deletions.

It is the researcher's intent that the final questionnaires be efficient and effective instruments. Your assistance in achieving this goal is highly appreciated. A self-addressed, stamped envelope is enclosed for your convenience.

Sincerely yours,

E. A. Sigler, Jr.
Assistant Principal
Highland Park High School
4220 Emerson
Dallas, Texas  75205
APPENDIX G

VALIDATION OF SURVEY INSTRUMENTS

Questionnaire items -- includes both administrator and teacher questionnaires

After reading and responding to the validity of the items on each of the two questionnaires, I find them complete and valid with the following additions or corrections:

Check-lists -- includes checklists for both administrator and teacher questionnaires

After reading the check-lists on both questionnaires, I find them valid and complete with the following exceptions:

Additions:

Deletions:

Corrections:

Signature ____________________________

Date ______________
APPENDIX H

Survey Of Teacher Orientation Programs In Texas Schools

Instructions

Please answer each item by placing a check mark or filling in the appropriate blank. A new teacher is defined as any teacher who is newly appointed to a teaching position in a different school regardless of past teaching experience. An orientation program in this study is considered as the total collection of service provided newly appointed teachers to assist in minimizing adjustment problems in a new teaching situation.

Number of students in your school district: 3,000 - 7,000 ______ 7,000 and above ______

Organizational pattern of your school district at the secondary school level:

Grades 6, 8, and 9-12 ________ Grades 7-9 and 10-12 ________
Grades 7, 8, and 9-12 ________ Other ________

Validity Response

1. Check the statement which best describes the orientation program you provide for new teachers in your school district:

   a. Very informal, little or no structure
   b. Formal program; general system-wide program followed by a specific program at the building level.
   c. Formal program; structured activities and administrative leadership at the building level only.
   d. No program.
   e. Other. Specify

2. Which of the following were instrumental in determining the content of your orientation program? Check any item that applies.

   a. Suggestions from teachers both new and experienced
   b. Retention of past practices
   c. Survey of educational literature
   d. Utilization of ideas obtained from successful orientation programs
   e. Suggestions from educational consultants
   f. Results obtained in program evaluation
   g. Recommendations of a program planning committee
   h. Other. Specify

3. If your school system has a system-wide orientation program, the person whose primary responsibility it is to plan and organize the program is:

   a. Supt. of schools
4. The planning of your system-wide program involves:

_____ a. A committee consisting of teachers, principals, and central office staff
_____ b. A committee consisting of principals and central office staff
_____ c. Supt. of schools or an individual appointed by him
_____ d. Central office staff only

5. Are the goals and objectives of your program specified in writing?

_____ yes  _____ no

6. The responsibility for planning and organizing the new new teacher orientation program at the building level is that of:

_____ a. Principal of the school
_____ b. Asst. Principal
_____ c. A committee of teachers and staff designated by the principal
_____ d. An experienced teacher
_____ e. Other. Specify ____________________________

7. To what extent do you feel that an orientation program is of value in increasing the teaching efficiency of new teachers?

_____ None  _____ Moderately valuable
_____ Very little  _____ Valuable
_____ Very valuable

8. When does your orientation program actually begin?

_____ a. Prior to employment as a part of a recruitment program
_____ b. Immediately following appointment
_____ c. At the beginning of staff development days prior to the opening of school
_____ d. The day prior to the opening of school

9. How long does the program continue?

_____ a. Until the opening of school
_____ b. One week following the opening of school
_____ c. One month
_____ d. One semester
_____ e. One year or longer

10. Are new teachers to the system assigned lighter teaching loads during the first semester or first year?
### Validity Response

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
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<tbody>
<tr>
<td>11. How extensively do you involve experienced teachers in your program?</td>
<td></td>
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<tr>
<td>None</td>
<td>Moderate involvement</td>
<td></td>
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<tr>
<td>Little involvement</td>
<td>Considerable involvement</td>
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<tr>
<td>12. Do you reduce the teaching load of experienced teachers who are assigned to work with new teachers?</td>
<td></td>
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<tr>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>13. Is a specific amount of money budgeted for your program?</td>
<td></td>
<td></td>
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<tr>
<td>Yes</td>
<td>No</td>
<td></td>
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<tr>
<td>14. Check any of the following items for which money is expended in the implementation of your orientation program.</td>
<td></td>
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<tr>
<td>a. Refreshments or meals</td>
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<td>b. Printing costs</td>
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<tr>
<td>c. Special supplies</td>
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<tr>
<td>d. Payment of an educational consultant to assist in planning or participation in the program</td>
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<td>e. Additional payment for supervising teachers</td>
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<td>15. The addition of ten staff development days provided in H.B. 240 has affected our pre-school orientation in the following way:</td>
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<tr>
<td>a. Increased the amount of time scheduled for pre-school orientation</td>
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<td>b. Increased the number of pre-school orientation activities</td>
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<tr>
<td>c. Little or no effect on pre-school orientation</td>
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<tr>
<td>d. Other Specify</td>
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<tr>
<td>16. Check one of the following statements that best describe the assessment of new teacher orientation in your school district.</td>
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<td>a. Assessment is made of the system-wide program only</td>
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<td>c. Assessment is made of the building level program only</td>
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<tr>
<td>d. There is no assessment made of either program</td>
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<td>17. Check any of the items below that are utilized in your program assessment.</td>
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<td></td>
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<td>a. Questionnaires completed by new teachers</td>
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<td>d. Reports from the planning committee</td>
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<td>e. Reports from departmental chairmen</td>
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<td>f. Reports from lay leaders in the community</td>
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<tr>
<td>g. Report submitted by an educational consultant</td>
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<td>h. An assessment submitted by experienced teachers</td>
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<tr>
<td>i. Observations of the principal or asst. principal</td>
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<td>18. An assessment of the program is made:</td>
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<tr>
<td>a. After each orientation activity</td>
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<tr>
<td>b. Within the first week of the school year</td>
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<tr>
<td>c. Within the first six months of the school year</td>
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<tr>
<td>d. At the close of the school year</td>
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### Teacher Orientation Practices

The practices listed below have been used in various orientation programs. Check only those practices employed in your school district. Place a check mark in the column which in your estimation most accurately rates the practice. Also place a check in the appropriate column that indicates whether or not the practice was employed before or after the implementation of the ten additional staff development days in Texas.

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<td>8. Teacher is provided a list of all reports that are to be completed and the date it must be turned in.</td>
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11. Duty responsibilities and assignments are detailed.

12. Lesson plan procedures and expectancies discussed.

13. Teacher is instructed on how to secure custodial services and requisition materials.

14. Personnel policies, including salary schedule, sick leave, absences, insurance, and tenure are discussed.

15. Information on recreational facilities provided.

16. Availability of living accommodations as well as the costs of the accommodations is discussed.

17. List of community services and activities provided.

18. Map of the community is furnished.

19. Community leaders welcome new teachers and describe the opportunities available.

20. Teachers are given careful instruction on the procedures for evaluating pupil progress and achievement.

21. An experienced teacher is assigned to assist each new teacher in making the adjustment to a new situation.

22. Each teacher provided information concerning the availability of both human and material resources in the community.

23. Names of immediate superior and staff members from whom specific services are requested are provided.

24. Meeting scheduled with guidance counselors to provide information on the guidance and counseling services.

25. New teachers are given adequate supervisory assistance by means of classroom visitation.
26. An attempt is made to reduce the fear of evaluation by going over evaluation criteria and giving the teacher advance notice of your intention to visit his classroom during a specific period.

27. New teachers are given a reduced teaching load during the first semester or year of employment.

28. Teachers are informed of proper channels for initiating grievances.

29. Personal dress and grooming expectancies are delineated.

30. Teachers are briefed on the dress and grooming requirements for students.

31. Curriculum guide or course of study outline furnished each teacher.

32. Library services including professional library are delineated.

33. Operation of office equipment and other equipment available to teachers is described.

34. Extra-curricular duties are reduced for new teachers during the first semester or year.

35. Informal social or get-acquainted meeting scheduled to give new teachers an opportunity to meet other faculty and staff members.

36. Philosophy of the utilization of innovations and new instructional methods clearly stated.
APPENDIX I
SURVEY OF TEACHER ORIENTATION PROGRAMS
IN TEXAS

Instructions

Please answer each item by placing a check mark or filling in the appropriate blank. A new teacher is defined as any teacher who is newly appointed to a teaching position in a different school regardless of past teaching experience. An orientation program in this study is considered as the total collection of services provided newly appointed teachers to assist in minimizing adjustment problems in a new teaching situation.

Male _______ Female _______ Married _______ Single _______
Teaching experience: _______ years prior to the present one.

Size of school in which you teach: less than 1000 _______ between 1000 and 1500 _______ More than 1500 _______


Validity Response

1  2  3
1. As a new teacher, which of the following best describes the type of orientation program provided you?
   a. Very informal, little or no structure
   b. Formal program, with general system-wide orientation program for all new teachers followed by a specific program at the building level
   c. Formal program, with structured activities and administrative leadership at the building level only
   d. Formal program, with structured activities and leadership furnished primarily by veteran teacher or teachers

1  2  3
2. In your opinion, which of the following statements best describes the effectiveness of the orientation program in your school in assisting your adjustment to a new situation?
   a. The program was of very little assistance
   b. The program was of moderate assistance
   c. The program was of considerable assistance
   d. The program was of extremely great assistance

1  2  3
3. What portion of the staff development days prior to the first day of school were devoted to new teacher orientation activities only?
   a. A portion of a day
   b. One full day
   c. Two full days
   d. More than two days

1  2  3
4. How long did the orientation program in your school continue?
   a. Through the opening day of school only
   b. One week past the opening day of school
   c. One month past the opening day of school
   d. One semester
   e. Through the entire first year

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5. Did you participate in any way in the planning of the activities that were included as a part of your orientation program?

   Yes    No

6. Were you a participant in the assessment of the program?

   Yes    No

7. Was any phase of your orientation program held before or after regular school hours?

   Yes    No

8. Following your official notification of employment and before you reported for duty in August, check any of the responses that apply:

   I was:

   a. notified of a specific teaching assignment
   b. informed of any special assignments or co-curricular assignments for which I would be responsible
   c. mailed a letter of welcome from the principal of the school to which I was assigned
   d. provided with a textbook and other appropriate materials relative to my teaching assignment
   e. provided with a curriculum guide or course of study for each course assignment
   f. mailed or provided literature about the community
   g. given notification about where and when to report to duty in August
   h. provided with a teacher's handbook
   i. informed of an assignment to an experienced teacher that would assist me throughout the first year
   j. mailed a schedule of classes
   k. mailed a letter of welcome from the professional organizations
   l. invited to a social function honoring new teachers
   m. offered assistance in locating a place to live

9. Do you teach in an integrated school system in which the population of black students exceeds 10% of the total students in your school?

   Yes    No

10. If your answer to question 9 is yes, was any part of your orientation program devoted to providing training in cultural awareness or the confluence of cultures?

    Yes    No

11. Do you feel that most of the activities in your orientation program were presented at a time when they were most beneficial to you? Check the blank below which best describes the appropriateness of the timing of those activities.

    a. Most of the activities were presented at an appropriate time
    b. Some of the activities were presented at an appropriate time
PROBLEMS EXPERIENCED BY NEW TEACHERS

Listed below are 30 problems which have been frequently mentioned by new teachers as those which have inhibited their adjustment to a new school and community. Based on your experience as a new teacher, evaluate each problem and place a check mark in the column in Category I that you feel most appropriately expresses the degree of concern you have for the problem.

Check the column in Category II that provides the response which best expresses the effectiveness of your orientation program in assisting you to make a satisfactory adjustment to the problem.

<table>
<thead>
<tr>
<th>Problem</th>
<th>Category I</th>
<th>Category II</th>
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<tr>
<td>1. Learning school routines and administrative reports.</td>
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<td>2. Discipline problems. Failure to understand provisions and policies for resolving these problems.</td>
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<td>3. Understanding of the school's philosophy and objectives.</td>
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<td>4. Establishing a good working relationship with the principal.</td>
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<td>5. Information on the availability, operation, and requisitioning of audio-visual aids.</td>
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<td>Problem</td>
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<td>7. Knowledge of personnel policies, including salary schedule, sick leave, promotion, absences, insurance, and tenure.</td>
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<td>8. Learning procedures for requisitioning teaching supplies and materials.</td>
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<td>9. Information on the availability of living accommodations as well as the cost of the accommodations.</td>
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<td>10. Information on recreational facilities and community activities.</td>
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<td>11. Requirements and procedures for lesson plan preparation including provisions for lesson plan books.</td>
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<td>12. Knowledge of social habits that are acceptable or unacceptable to the community.</td>
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<td>14. Provided information on the community's support of and ability to finance its school system.</td>
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<td>15. Problem of knowing exactly what to do on the first day of school.</td>
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<td>16. Difficulty with dress and grooming codes for students.</td>
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<td>17. Rigidity of personal dress and grooming expectancies for teachers and staff.</td>
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<td>18. Pupil-teacher ratio too large for effective instruction.</td>
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</table>
19. Insecurity created by fear of evaluation; new teachers not informed about the frequency of and criteria for evaluation.

20. Knowledge of guidance and counseling services for students.

21. Adequacy of supervisory assistance for improvement of instruction.

22. Problem of knowing proper channels for initiating a grievance.

23. Provision made for informing teachers of what professional ethics are stressed in the school.

24. Information on the availability of human and material resources in the community.

25. Knowledge of policies for students such as make-up work, graduation requirements, acceptable reasons for absence, dress and grooming, etc.

26. Opportunity to meet other members of faculty and staff through informal social or get-acquainted meeting.

27. Problems encountered in establishing good working relationships with parents.

28. Knowledge of immediate superior and names of staff members from whom specific services are requested.

29. Problem of knowing to whom you can turn for help or advice and in whom you can confide.

30. Understanding of the school's policies on the utilization of innovations and new instructional methods.
January 7, 1972

Dear Fellow Administrator:

I need the benefit of your knowledge, experience, and expertise as an administrator to assist me in obtaining data for a study on current new teacher orientation problems and practices in Texas schools. The study is being conducted as a part of a doctoral dissertation. Dr. E. V. Huffstutler, Professor of Educational Administration at North Texas State University and for many years a successful public school administrator, is supervising the study. The accompanying questionnaire is being sent to superintendents and principals in all Texas school districts with 3,000 and above ADA.

The study will seek to determine how present orientation programs in Texas are planned, developed, and assessed, and to learn how administrators rate several common orientation practices in terms of the help they provide new teachers in adjusting to a new situation. Another questionnaire will be mailed to a random sample of new teachers to determine those problems which teachers feel are of greatest concern to them as they face a new teaching situation.

All questionnaires will be kept strictly anonymous since the study is interested in totals, not in names and comparisons of school districts. A response from each administrator or his designated representative is of great importance to the study. The questionnaire should require only a short time for you to complete. Your consideration in returning the questionnaire prior to January 24 would be highly appreciated.

Each secondary school principal surveyed is requested to provide the names of teachers new to his school this year on the enclosed form, and to return that list with his completed questionnaire. Your cooperation in this matter will be truly appreciated.

Thank you for your valuable assistance and your contribution to this study.

Sincerely,

E. A. Sigler, Jr.
Assistant Principal
Highland Park High School
Dallas, Texas 75205
APPENDIX K

SURVEY OF TEACHER ORIENTATION PROGRAMS IN TEXAS SCHOOLS

Instructions

Please answer each item by placing a check mark or filling in the appropriate blank. A new teacher is defined as any teacher who is newly appointed to a teaching position in a different school regardless of past teaching experience. An orientation program in this study is considered as the total collection of services provided newly appointed teachers to assist in minimizing adjustment problems in a new teaching situation.

Number of students in your school district: 3,000 - 7,000 _____ Above 7,000 _____

Organizational pattern of your school district at the secondary school level:

Grades 6-8 and 9-12 _________ Grades 7-9 and 10-12 _________
Grades 7, 8 and 9-12 _________ Other _________________________

1. Check the statement which best describes the orientation program you provide for new teachers in your school district:

_____ a. Very informal, little or no structure
_____ b. Formal program; general system-wide program only provided by central office staff
_____ c. Formal program; general system-wide program followed by a specific program at the building level
_____ d. Formal program; structured activities and administrative leadership at the building level only
_____ e. No program provided
_____ f. Other. Specify ________________________________________

2. Which of the following were instrumental in determining the content of your orientation program? Check any item that applies.

_____ a. Suggestions made by new teachers
_____ b. Suggestions from experienced teachers
_____ c. Retention of past practices
_____ d. Survey of educational literature
_____ e. Utilization of ideas obtained from successful orientation programs
_____ f. Suggestions from educational consultants
_____ g. Results obtained from program evaluation
_____ h. Recommendations of a program planning committee

3. If your school system has a system-wide orientation program, the person whose primary responsibility it is to plan and organize the program is:

_____ a. Superintendent of schools
_____ b. Assistant Superintendent of schools
_____ c. Director of instruction
_____ d. Director of personnel
_____ e. Other Specify ____________________________
4. The planning of your system-wide orientation program is done by:

_____ a. A committee consisting of teachers, principals, and central office staff
_____ b. A committee consisting of principals and central office staff
_____ c. A committee consisting of central office staff only
_____ d. An individual; the Superintendent or an individual appointed by him
_____ e. Other Specify ____________________________

5. Are the goals and objectives of your program specified in writing?

_____ Yes  _____ No

6. The responsibility for planning and organizing the new teacher orientation program at the building level is that of:

_____ a. Principal of the school
_____ b. Assistant principal
_____ c. A committee consisting of teachers and office staff designated by the principal
_____ d. An experienced teacher
_____ e. Other Specify ____________________________

7. To what extent do you feel that an orientation program is of value in increasing the teaching efficiency of new teachers?

_____ None  _____ Very little  _____ Moderately valuable  _____ Valuable  _____ Very valuable

8. When does your orientation program actually begin?

_____ a. Prior to employment as a part of the recruitment program
_____ b. Immediately following appointment
_____ c. During staff development days prior to the opening of school
_____ d. The day prior to the opening of school

9. How long does the program continue?

_____ a. Until the opening of school
_____ b. One week following the opening of school
_____ c. One month
_____ d. One semester
_____ e. One year or longer

10. Are teachers new to the system assigned lighter teaching loads during the first semester or first year?

_____ Yes  _____ No

11. How extensively do you involve experienced teachers in your program?

_____ None  _____ Little involvement  _____ Moderate involvement  _____ Considerable involvement
12. Do you reduce the teaching load of experienced teachers who are assigned to work with new teachers?

Yes    No

13. Is a specific amount of money budgeted for your program?

Yes    No

14. Check any of the following items for which money is expended in the implementation of your orientation program.

a. Refreshments or meals
b. Printing costs
c. Special supplies
d. Payment of an educational consultant to assist with the program
e. Additional payment for supervising teachers

15. The addition of ten staff development days provided in H.B. 240 has affected our pre-school orientation in the following way:

a. Increased the amount of time scheduled for pre-school orientation
b. Increased the number of pre-school orientation activities
c. Little or no effect on pre-school orientation
d. Other   Specify

16. Check one of the following statements that best describes the assessment of the new teacher orientation program in your school district.

a. Assessment is made of the system-wide program only
b. Assessment is made of both the system-wide program and the building level program
c. Assessment is made of the building level program only
d. There is no assessment made of either program

17. Check any of the items below that are utilized in your program assessment.

a. Questionnaires completed by new teachers
b. Checklists or rating scales
c. Individual conferences with new teachers
d. Reports from the planning committee
e. Reports from lay leaders in the community who were participants
f. Reports from departmental chairmen
g. Report submitted by an educational consultant
h. An assessment submitted by experienced teachers who participated
i. Other   Specify

18. An assessment of the program is made:

a. After each orientation activity
b. Within the first week of the school year
c. Within the first six months of the school year
d. At the close of the school year
TEACHER ORIENTATION PRACTICES

The practices listed below have been used in various orientation programs. Check only those practices employed in your school district. Place a check mark in the column which in your estimation most accurately rates the practice in terms of 1. No Help 2. Slightly Helpful 3. Moderately Helpful 4. Helpful and 5. Very Helpful.

In the final two columns, place a check in the appropriate column that indicates whether or not the practice was employed before or after the implementation of the ten additional staff development days in Texas.

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<tr>
<th>Orientation Practice</th>
<th>NH</th>
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<tbody>
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<td>1. Teacher handbook is provided each teacher</td>
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<td>2. Student handbook is provided each teacher</td>
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<td>3. School's philosophy and objectives are explained</td>
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<td>4. Conference between principal and teacher is held</td>
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<td>a. In the summer before school begins</td>
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<td>b. When the teacher reports for duty in August</td>
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<td>c. One or two weeks after school opens</td>
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<td>d. Sometime during the first semester</td>
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<td>e. Prior to each class visitation</td>
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<td>f. Following each class visitation</td>
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<td>7. Teacher is provided with written instructions for opening day responsibilities</td>
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14. Personnel policies, including salary schedule, sick leave, absences, insurance, and tenure are discussed

15. Information on community recreational facilities is provided

16. Availability of living accommodations as well as the costs of the accommodations is discussed

17. List of community services and activities is provided

18. A map of the community is furnished

19. Community leaders welcome new teachers and describe the opportunities available

20. Teachers are given careful instruction on the procedures for evaluating pupil progress and achievement

21. An experienced teacher is assigned to assist each new teacher

22. Each new teacher is provided information concerning the availability of both human and material resources in the community

23. Names of immediate superior and staff members from whom specific services may be requested are provided

24. Meeting is scheduled with guidance counselors to provide information on the guidance and counseling services

25. New teachers are given adequate supervisory assistance by means of classroom visitation

26. An attempt is made to reduce the fear of personal evaluation by going over evaluation criteria and giving the teacher advance notice of your intention to visit his classroom during a specified period

27. New teachers are given a reduced teaching load during the first semester or year of employment
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<td>31. Curriculum guide or course of study outline is furnished each new teacher</td>
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<td>32. Library services including professional library are described</td>
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<td>33. Operation of office equipment and other equipment available to teachers is explained</td>
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<td>34. Extra-curricular duties are reduced for new teachers during the first semester or year</td>
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<td>35. Informal social or get-acquainted activities are scheduled to give new teachers an opportunity to meet other faculty and staff members</td>
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<td>36. The administration's philosophy on the utilization of innovations and new instructional methods is clearly stated</td>
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# NEW AND BEGINNING TEACHERS

## 1971 - 72

### Instructions

Each secondary school principal is requested to provide the names and addresses of those teachers who are new to his school during the 1971-72 school year. Either the school or home address of these teachers is appropriate.

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<th>School District</th>
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<tr>
<th>Last Name</th>
<th>First Name</th>
<th>School or Home Address</th>
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APPENDIX L

January 25, 1972

Dear Teacher:

Most educators recognize the fact that new and beginning teachers experience many problems of personal, professional, and community adjustment in a new teaching situation. Furthermore, they are cognizant of the importance of providing new teachers assistance in making these adjustments. I am conducting a study of current new teacher orientation problems and practices in Texas secondary schools. The study is being made under the supervision of Dr. E. V. Huffstutler, Professor of Educational Administration at North Texas State University and for many years a successful public school administrator.

The study will seek to identify those problems of concern to the new teacher and to determine how successful present orientation practices have been in assisting new teachers to make satisfactory adjustments to their new teaching position. As a newly oriented teacher, your contribution of information and opinions on the accompanying questionnaire is vital to the study. Being a professional person, I know that you will take a few minutes of your valuable time to respond to each item since the results of the study could prove instrumental in improving future orientation programs in Texas schools.

The questionnaire will be strictly anonymous since the study is interested in totals, not in names or comparisons. Completion and return of the questionnaire at your earliest convenience will be highly appreciated. I am, however, attempting to meet a deadline and I need your return by February 14, at the latest. A stamped, self-addressed envelope is enclosed for your use in returning the questionnaire.

Thank you for your assistance and cooperation in this matter. Your contribution will be a very significant one.

Sincerely,

E. A. Sigler, Jr.
Assistant Principal
Highland Park High School
Dallas, Texas 75205
APPENDIX M

SURVEY OF TEACHER ORIENTATION PROGRAMS IN TEXAS SCHOOLS

Instructions

Please answer each item by placing a check mark or filling in the appropriate blank. A new teacher is defined as any teacher who is newly appointed to a teaching position in a different school regardless of past teaching experience. An orientation program in this study is considered the total collection of services provided newly appointed teachers to assist in minimizing adjustment problems in a new teaching situation.

Male _____ Female _____ Married _____ Single _____

Teaching experience: _______ years prior to the present one.

Teaching experience: _______ years prior to the present one.

Size of the school in which you teach: _______ less than 1000 students _______ between 1000 and 1500 students _______ More than 1500 students _______


1. As a new teacher, which of the following best describes the type of orientation program provided you?

_______ a. Very informal, little or no structure
_______ b. Formal program; general system-wide program only provided by central office staff
_______ c. Formal program; general system-wide program followed by a specific program at the building level
_______ d. Formal program; structured activities and administrative leadership at the building level only
_______ e. No program provided
_______ f. Other Specify ________________________________

2. In your opinion, which of the following statements best describes the effectiveness of the orientation program in your school in assisting your adjustment to the new situation?

_______ a. The program was of very little assistance
_______ b. The program was of moderate assistance
_______ c. The program was of considerable assistance
_______ d. The program was of extremely great assistance

3. What portion of the staff development days prior to the first day of school were devoted to new teacher orientation activities only?

_______ a. A portion of one day
_______ b. One full day
_______ c. Two full days
_______ d. More than two days

4. How long did the orientation program in your school continue?

_______ a. Through the opening day of school only
_______ b. One week past the opening day of school
_______ c. One month past the opening day of school
_______ d. One semester
_______ e. Through the entire first year
5. Did you participate in any way in the planning of the activities that were included as a part of your orientation program?

______ Yes ______ No

6. Were you a participant in the assessment of the program?

______ Yes ______ No

7. Was any phase of your orientation program held before or after regular school hours?

______ Yes ______ No

8. Following your official notification of employment and before you reported for duty in August, check any of the responses that apply:

I was:

_____ a. notified of a specific teaching assignment
_____ b. informed of any special assignments or co-curricular assignments for which I would be responsible
_____ c. mailed a letter of welcome from the superintendent or a member of the central office staff
_____ d. mailed a letter of welcome from the principal of the school to which I was assigned
_____ e. mailed a letter of welcome from the professional organizations
_____ f. provided with a textbook and other appropriate materials relative to my teaching assignment
_____ g. provided with a curriculum guide or course of study for each course assignment
_____ h. mailed or provided literature about the community
_____ i. given notification about where and when to report to duty in August
_____ j. provided with a teacher's handbook
_____ k. informed of an assignment to an experienced teacher that would assist me throughout the first year of employment
_____ l. mailed a schedule of classes
_____ m. invited to a social function honoring new teachers
_____ n. offered assistance in locating a place to live

9. Do you teach in an integrated school system in which the population of minority students exceeds 10% of the total number of students in your school?

______ Yes ______ No

10. If your answer to question 9 is yes, was any part of your orientation program devoted to providing training in cultural awareness or the confluence of cultures?

______ Yes ______ No

11. Do you feel that most of the activities in your orientation program were presented at a time when they were most beneficial to you? Check the blank below which best describes the appropriateness of the timing of those activities.

_____ a. Most of the activities were presented at an appropriate time
_____ b. Some of the activities were presented at an appropriate time
_____ c. Only a few of the activities were presented at an appropriate time
PROBLEMS EXPERIENCED BY NEW TEACHERS

Listed below are 30 problems which have been frequently mentioned by new teachers as those which have inhibited their adjustment to a new school and community. Based on your experience as a new teacher, evaluate each problem and place a check mark in the column in Category I that you feel most appropriately expresses the degree of concern you have for the problem. The responses for Category I are as follow: 1. No Concern - NC 2. Little Concern - LC 3. Moderate Concern - MC 4. Considerable Concern - CC 5. Extreme Concern - EC.

Check the column in Category II that provides the response which best expresses the effectiveness of your orientation program in assisting you to make a satisfactory adjustment to the problem. The responses for Category II are: 1. Ineffective - I 2. Partially effective - PE 3. Effective - E.

<table>
<thead>
<tr>
<th>Problem</th>
<th>Category I</th>
<th>Category II</th>
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</thead>
<tbody>
<tr>
<td>1. Understanding the school's philosophy and objectives</td>
<td>NC LC MC CC EC</td>
<td>I PE E</td>
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<tr>
<td>2. Establishing a good working relationship with the principal and other administrators</td>
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<td>3. Learning school routines and administrative reports</td>
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<td>4. Requirements and procedures for lesson plan preparation including provisions for lesson plan books</td>
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<td>5. Problem of knowing exactly what to do on the first day of school</td>
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<td>6. Insecurity created by fear of personal evaluation; new teachers not informed about the frequency of and criteria for evaluation</td>
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<td>7. Adequacy of supervisory assistance for improvement of instruction</td>
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<td>8. Understanding of the school's policies on the utilization of innovations and new instructional methods</td>
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<td>9. Non-constructive criticism by supervisors</td>
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<td>10. Knowledge of immediate superior and names of staff members from whom specific services can be requested</td>
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<tr>
<td>Problem</td>
<td>Category I</td>
<td>Category II</td>
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<td>11. Discipline problems. Failure to understand provisions and policies for resolving these problems</td>
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<td>12. Difficulty with dress and grooming codes for students</td>
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<td>13. Evaluation procedures for pupil progress and achievement</td>
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<td>14. Pupil-teacher ratio too large for effective instruction</td>
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<td>15. Knowledge of policies for students such as make-up work, graduation requirements, acceptable reasons for absence, dress and grooming, etc.</td>
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<td>16. Information on the availability, operation, and requisitioning of audio-visual aids</td>
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<td>17. Learning procedures for requisitioning teaching supplies and materials</td>
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<td>18. Knowledge of guidance counseling services for students</td>
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<td>19. Information on the availability of human and material resources in the community</td>
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<td>20. Knowledge of personnel policies, including salary schedule, sick leave, promotion, absences, insurance, and tenure</td>
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<td>21. Rigidity of personal dress and grooming expectancies for teachers and staff</td>
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<td>22. Problem of knowing proper channels for initiating a grievance</td>
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<td>23. No provision made for informing teachers of what professional ethics are stressed in the school</td>
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<td>24. Opportunity to meet other members of faculty and staff through informal social and get-acquainted activities</td>
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<td>25. Problem of knowing to whom you can turn for help or advice and in whom you can confide</td>
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<td>Problem</td>
<td>Category I</td>
<td>Category II</td>
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<td>26. Information on the availability of living accommodations as well as the cost of the accommodations</td>
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<td>27. Information on recreational facilities and community activities</td>
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<td>28. Knowledge of social habits and activities that are acceptable or unacceptable to the community</td>
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<td>29. Information on the community's support of and ability to finance its school system</td>
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<tr>
<td>30. Problems encountered in establishing good working relationships with parents</td>
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Dear

For my doctoral dissertation at North Texas State University, I am conducting a study of current new teacher orientation practices and programs in selected Texas schools. The dissertation is being done under the direction of Dr. E. V. Huffstutler, Professor, Division of Educational Leadership.

As a part of this study, I am formulating a list of criteria for an ideal program from a review of the educational literature. These criteria are being developed for the purpose of comparing them with current orientation practices in Texas schools to determine if the practices are commensurate with these criteria. Your assistance is requested to help establish the validity of these criteria. Will you be kind enough to take some of your valuable time to rate the listed criteria on the accompanying pages in terms of their significance to an ideal orientation program? Your assessment of the criteria will be valued highly and greatly appreciated. A self-addressed, stamped envelope is enclosed for your convenience.

Sincerely,

E. A. Sigler, Jr.
Assistant Principal
Highland Park High School
Dallas, Texas 75205
APPENDIX O
CRITERIA FOR AN IDEAL NEW TEACHER ORIENTATION PROGRAM

Instructions

The criteria and guidelines listed below have been formulated from a review of the educational literature. Most have been derived from the recommendations of studies on teacher orientation and from textbooks in the field of school administration. These criteria are being developed for the purpose of comparing the criteria for an ideal orientation program with those orientation practices currently being utilized by school systems in the state of Texas. Please rate the criteria in terms of their significance to an ideal orientation program. Use the rating scale immediately below each criterion by checking the rating which best represents your assessment of its significance. If you care to suggest additional criteria, please list them in the space provided.

1. The objectives of the orientation program are specific and have been derived on the basis of the needs of new teachers.

   Insignificant  Slightly Significant  Significant  Very  Extremely
   Significant     Significant

2. The responsibility for providing an organized program of orientation activities is that of the administration.

   Insignificant  Slightly Significant  Significant  Very  Extremely
   Significant     Significant

3. Lay leaders from the community are involved in both the planning and implementation of the program.

   Insignificant  Slightly Significant  Significant  Very  Extremely
   Significant     Significant

4. The orientation program is specifically adapted to the school system or individual school for which it is developed.

   Insignificant  Slightly Significant  Significant  Very  Extremely
   Significant     Significant

5. Experienced teachers are utilized in the planning, implementation, and assessment of the orientation program with released time provided for this assignment.

   Insignificant  Slightly Significant  Significant  Very  Extremely
   Significant     Significant
6. The orientation of new teachers begins prior to employment and continues through the completion of the initial year.

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7. All personnel involved in the presentation of the orientation activities are included in the planning and assessment of the program.

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8. Planning and assessment of the orientation program includes all persons affected by the program, including new teachers.

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9. The orientation program for new teachers complements the system's regular in-service program.

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10. Orientation practices are timely in that they are presented at the time that they will be of most benefit to the new teacher.

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11. The program is regularly evaluated in terms of its stated objectives by all who participate in its planning and implementation.

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12. Necessary financial support is provided to cover the cost of the program.

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</thead>
</table>
List additional criteria in the space below:

Signature

Title

Date
BIBLIOGRAPHY

Books


**Articles**


Booth, Miriam B., "Helping the Beginning Teacher," *Educational Administration and Supervision*, XXXI (January, 1945), 53-54.


Graves, John W. and Lawrence Hixon, "How to Keep New Teachers Happy," *Nation's Schools*, CXLII (April, 1968), 76-78.


Publications of Learned Organizations


Unpublished Materials


