Theses Digitization Project   John M. Pfau Library

1993

A conceptual framework for materials useful for effective teacher induction

Joanne Lynn Iavello

A CONCEPTUAL FRAMEWORK FOR MATERIALS USEFUL FOR

EFFECTIVE TEACHER INDUCTION

A Project

Presented to the

Faculty of

California State University,

San Bernardino

In Partial Fulfillment

of the Requirements for the Degree

Master of Arts

in

Education: Elementary

---

by

Joanne Lynn Iavello

December 1993

A CONCEPTUAL FRAMEWORK FOR MATERIALS USEFUL FOR

EFFECTIVE TEACHER INDUCTION

A Project

Presented to the

Faculty of

California State University,

San Bernardino

---

by

Joanne Lynn Iavello

December 1993

Approved by:

Dr. Ruth Sandlin, First Reader   *12/6/93*

                                                     Date

Dr. Sam Crowell, Second Reader   *12/1/93*

                                                     Date

ABSTRACT

New teachers, within a school district, are hired throughout the school year, and often miss the beginning of school and the orientations programs and New Teacher Workshops. An in place Orientation Program is needed for school sites to help these new teachers adjust to their new employment environment.

A set of criterion was developed by consulting current literature, school site handbooks, and a questionnaire given to current faculty members. A framework was then developed from these criterion. An orientation program for new teachers is discussed, using a framework and the use of a buddy teacher.

ACKNOWLEDGEMENTS

I would like to thank my parents for instilling in me the desire for education and teaching me to do a job, any job, the best that I can do it.

A thank you for all of the help and support throughout this Masters Program from Linda Rogers, Laura Grohowsky, and Nancy Hemenway.

Last but by no means least I want to express my deepest gratitude to Dr. Ruth Sandlin, and Dr. Sam Crowell. Without these two to guide and challenge me, this project would have never been completed.

TABLE OF CONTENTS

CHAPTER ONE

Introduction

Until the 1970's teaching in K-12 schools followed a nine

month schedule, which typically started in September and

finished in June (Peltier, 1991). Based on that schedule it

was appropriate and effective to have faculty at school sites

plan orientation meetings during the first few days of

September. Policies and procedures rarely changed and the

faculty in place in September was generally the same faculty

in place in June. Today, with the advent of year-round school

calendars (Peltier, 1991), teachers are hired and begin

teaching at various points throughout the school year

(Capital Area School Development Association, 1987). The

traditional method of informing the faculty of policies and

procedures is no longer adequate or efficient.

Anders,Centofante, and Orr (1990) state that schools

like most government institutions, have rules and policies

that are important to both experienced and non-experienced

teachers. The policies cover everything from attendance to

homework.

New teachers in the K-12 classroom often experience

transitional quandries. Ligon (1988) says that conditions for

beginning teachers have not changed much over the years. B.

Camp and W. Camp (1990) speak about teachers being hired and

left on their own with little or no assistance from the faculty

within the school. Often experienced teachers who move to a new school face the same difficulties as the beginning teachers. The need is there for a conceptual framework that can be adapted or modified to the specific needs of any school district or school site. This framework needs to be developed into a teachers handbook that can be used for new teacher's at the various school sites.

Support for new teachers is especially needed. "The first year of teaching has long been recognized as a difficult, if not *the* most difficult, year for teachers" (Henry, 1990, p.152). B.Camp & W. Camp (1990) reference a study of beginning teachers that shows their problems appear to come from three distinct sources. These sources are the school system, the students, and the teacher. Many of the problems may be grouped under the following topics: Discipline, Bookkeeping and Policies, Programs Available, Professional Duties and Responsiblilities, and General Information.

Teachers must find the answers to questions such as: What is the school's homework policy? What about classroom disclipine? What do I do if a student will not behave? What are the teaching methods and strategies being stressed at this school site? What is the school's Mission Statement? What are my additional duties? What programs are available for my gifted students? What programs are available for my

students after school? These are a few of the typical questions a teacher new to a school site must find out in order to acclimate to the school with the least amount of stress and confusion.

Today, non-experienced teachers face a great many problems during their first year of teaching. This first year is the year that many teachers decide whether or not to remain in teaching (Tonnsen and Patterson, 1992). "Replacing teachers is expensive. One way to reduce the likelihood of unnecessary turnover is to provide new teachers with a thorough orientation program prior to their involvement in school activities" (Freshour and Hollmann, 1990, p.78).

P. Littleton & M. Littleton (1988) discuss the fact that experienced teachers as well as administrators do not realize that there is a high rate of teacher turnover, as well as burnout. They directly attribute this to a lack of effective teacher induction programs. Some type of teacher induction program is crucial for new teachers.

Today's school principal is often juggling students to try to avoid over crowded classrooms or attempting to balance an ever dwindling school budget (Tushnet, 1991). The principal has little time for new teacher orientation, seven or eight times a year. How can this problem be solved for orientating new teachers? New Teacher Programs were developed to assist new teachers in their first year

in the classroom (California Department of Education (CDE), 1991). New Teacher programs come in a number of forms and last for different periods of time. However, the most important focus is always in aiding the new teachers to acclimate to their new job (Odell, 1986). "We know that a teacher does not learn everything he or she needs to know about teaching during the preservice preparation program" (CDE, 1991, p. 1). A good bridge linking the preservice world to the professional world is a strong induction program (CDE, 1991).

The California New Teacher Project has found that the beginning teacher faces a number of problems. These problems range from poor support and information to greater demands on the teacher (California Department of Education (CDE), 1992).

The California New Teacher Project is typical of most teacher induction programs in that it emphasizes the transition of the new inexperienced teacher into the "real" world of teaching with as little uncertainty as possible. This project attempts to provide support for new teachers in the areas of: Improved Teacher Performance and Student Learning, Improved Instruction for Diverse Students, Improved Retention of New Teachers, Improved Cooperation Among Teachers, and Special Help for Teachers Who Need It (CDE, 1992).

The California New Teacher Project had 37 pilot programs ongoing in California between the years of 1988 and 1992. The emphasis of this program was to:"(a) retain capable teachers; (b)improve the teaching abilities of beginning teachers; (c) improve the teaching of students from diverse backgrounds; (d) identify beginning teachers who need additional assistance, and those who would be more effective in other professions" (CDE, 1992, p. 15).

Although, teacher induction programs have proven quite effective, many school districts do not have enough funds to support a complete project. Therefore, a handbook is at least a minimal method of serving their needs. The purpose of this project is to examine the areas that teachers, new to a school site believe are of crucial importance to know before school begins and during the first critical time periods of their employment. The framework developed from the criterion will help to serve as a reference book for the new teacher throughtout the school year. Futhermore, this project will develop a set of criterion for a framework for the new teacher to refer to when questions should occur.

In conclusion the goal of this project is to develop the framework needed in order that districts and school sites can provide the new teacher a fingertip reference concerning their first year of teaching. "Most often a new teacher learns the ropes in isolation, through trial and error" (Deal and

Chatman, 1989, p.22). Teacher's should be able to acclimate to the school with as little stress and confusion as possible. It is the hope of this project to help with that process, by providing a framework for a New Teacher's Handbook to help alleviate some of the stress and confusion that often accompanies starting a new teaching position.

The questions that will be addressed will be:

1. What are new employee needs?

2. What are experienced teacher needs?

3. What are new teacher needs?

4. What are New Teacher Induction Programs?

5. What are orientation handbooks?

6. What are the handbooks areas of concern?

7. What do districts/school sites do if they are unable to participate in the New Teacher Induction Programs?

8. Do teachers new at a school site feel it is helpful for a framework containing general information to be accessible, when a mentor teacher is not avaliable?

CHAPTER TWO

Review of Literature

Current literature has been reviewed in an effort to present a clear view of what is involved in teacher acclimation. A major question will be do teacher's new at a school site feel that it is useful to have a framework containing general information as an alternative when other support systems, such as a mentor teacher, are not available?

In completing the review of literature, it became necessary to broaden the review to include an examination of the new employee orientation programs used in the business world. The business world appears to be well aware of the need to keep new employees for the long run, both for financial and stability reasons (McKenna, 1989).

Next the area of experienced teachers needs were examined. The needs of this particular group of teachers appeared to be somewhat different than those of the non-experienced teacher.

The non-experienced teachers needs were also examined. This is the teacher that the majority of the focus is put on at the school sites and in the school districts. The needs of these teachers appear to the more pressing and even more demanding than those of the experienced teacher.

New Teacher Induction Programs were additionally considered, since New Teacher Induction Programs provide

an excellent orientation program for beginning teachers. It is problematic when experienced teachers as well as beginning teachers or districts/school sites can not participate in teacher induction programs. What can be done to acclimate these groups?

Orientation Handbooks were reviewed in order to establish the importance of a framework of some type to be available for the teachers not involved in the New Teacher Induction Programs.

Handbook Areas of Concern were reviewed in order to determine the broad general areas that should be covered in a framework guide. Areas of concern to both non-experienced and experienced teachers were reviewed.

Thus, the six basic elements that were examined for this project were: New Employee's Needs, Experienced Teacher's Needs, Non-Experienced Teacher's Needs, New Teacher Induction Programs, Orientation Handbooks, and Handbook Areas of Concern.

New Employee Needs

New employees are hired daily in various types of businesses. The goal is to train and keep these new employees for a long period of time. Unfortunately this does not occur in many cases. In some cases the new employee is confused and uncomfortable and ready to leave during the first few weeks. This may be due in part or in total to the

supervisor, for not providing the necessary orientation to the company or school (McKenna, 1989).

Orientation of a new employee to any new business or school must take place if the new employee is to be made part of the existing organization. For example, "Disney World" novices irrespective of rank attend the same orientation where they are sprinkled with 'Pixie-dust' and indoctrinated into the Disney Philosophy"(Deal et al., 1989, p.21). In business, often orientation takes place by being given a "buddy", a veteran employee, who acts as a guide and a confidant. Orientation can provide the employee the opportunity to learn special vocabulary, acronyms, and machinery needed for the job (Brokaw, 1991; and Federico, 1991). Business often divides their orientation into several parts to be conducted over several days (Federico, 1991). They believe that it is important to give an intense and very broad orientation. Consequently people do not feel they are just left to flounder. For the most part the business world has recognized and provided a detailed orientation. In order for the new employee to be truly effective, they need to have a detailed orientation (Brokaw, 1991).

Deal et al.(1989) reports that in a study of 100 teachers noted as newcomers to a district, 52% were experienced and 48% were non-experienced, 75% said that the way they learned the system, was by experience, with very little input from a

supervisor or co-workers. Sixty percent felt that they did not participate in a formal induction program. Those who did receive some form of orientation felt it was not adequate for their acclimation to the school site.

McKenna (1989) states that a strong induction program can and does increase the rate of retention which ultimately means a savings of money and time. Corning Inc., of Corning N.Y., began an orientation program, in 1981, aiming at an improvement in the rate of retention. This study followed employees involved in the program for five years. One group of employees participated in seven to nine induction seminars, the other group participated in two or less seminars. After three years the first group had a retention rate 29% greater than the second group. After five years it went up to 34% rate of retention. This retention rate resulted in an actual savings of over $460,000, that would have normally been spent on recruiting and retraining costs.

Parallels from business may be drawn and then applied to education. "Teachers are hired, introduced to the classroom and school, and then often left on their own to sink or swim" (B. Camp and W. Camp, 1990, p.2). Since the first few weeks of teaching are considered the most difficult (P. Littleton & M. Littleton, 1988), orientation must occur immediately to be of benefit.

B. Camp and W. Camp (1990) go on to state that during the first twelve months, 15% of all teachers quit, more than 50% leave the profession during the first six years.Some type of orientation is helpful to keep the new employees with the business or school for a long period of time.

Experienced Teacher's Needs

"There is, however, another group of teachers who are 'inducted' every year but to whom considerably less attention is given. They are experienced teachers who become 'newcomers' again because they have changed schools or even districts" (Hartzell, 1990, p.28).

The needs of experienced transferring teachers, and experienced returning teachers both require some orientation to the school sites policies and procedures. Experienced teachers, new to a school site, are often thought of as not needing any special training for their new assignment. However, it may be true that experienced new teachers need just as much orientation to the new school site as does a non-experienced new teacher. Orientation programs for experienced newcomers should be centered at the school site rather than the district level because the best orientation takes place at the work site through daily encounters. The experienced teacher may have to change the way they are accustomed to responding to particular situations, if the methods are different at their new school. The experienced teacher needs to have the

following in their induction program: a realistic view of the new environment, an acknowledgment of a sense of emotional change and adjustment to the new environment, a socialization mechanism that allows opportunities among peers, an assignment of tasks suited to the newcomer, and a system so that the newcomer can get involved in additional activities according to responsibilities held in the past (Hartzell, 1990).

Experienced new teachers and non-experienced new teachers do have many commonalities in their needs at a new school site but also differences. Experienced new teachers needs tend to be in the area of site information. Whereas, non-experienced new teachers needs are in the areas of resources and curriculum and so much more. Odell (1986) found that in a study of 165 teachers, made up of 86 non-experienced teachers and 79 experienced teachers, the needs of the two groups were similar, however, not identical in the importance of the need. Non-experienced teachers found that they needed the following assistance listed in the order of importance:(a) system information; (b) resources and materials; (c) instructional methods; (d) emotional support; (e) classroom mangement; (f) environmental assistance; (g) demonstration teaching. The experienced teachers found the they needed the following assistance listed in the order of importance: (a) resources and materials; (b) emotional support; (c) instructional methods;

(d) classroom management; (e) system information; (f) environmental assistance; (g) demonstration teaching.

In a study conducted on 100 new teachers in a metropolitian area, it was found that of the 100 teachers studied, 48% were non-experienced teachers and 52% were experienced teachers who had moved to new schools. When they were asked how they had learned the procedures at the new schools, the majority (75%) said that they learned by "trial and error and experience". Sixty percent (60%) of the teachers said that they did not receive any formal orientation at their assigned schools. Those who did receive formal orientation felt the experiences were not sufficient and of little help. Non-experienced teachers often enter the classroom with only direct observations of teachers as part of their background. They have very little idea of the real problems that can be involved with the profession. This leads to an under estimating of the problems and complexities that are involved in teaching (Deal et al., 1989, p.24).

This study may be indicative of the way many new teachers, experienced or non-experienced, adjust to a new school site. This is probably not an effective or efficient manner in which to help new employees adjust to their new jobs. Unasked and unanswered questions can be costly in a monetary sense (Brokaw, 1991). It is costly also in a human resources sense. New teachers whether experienced or inexperienced suffer from

stress and tension (Merseth, 1992). Hartzell (1990) argues that it is very important for administrators to pay close attention to the new teachers adjusting to their school.

B.Camp and W. Camp (1990) feel that all too often new teachers are left on their own or are expected to seek out the assistance they need. Guidance is of key importance in getting the appropriate assistance for the new teacher.

New Teacher Needs

"More critical are the needs of beginners fresh out of college, who often experience what Veenman (1984) terms 'reality shock'- the rapid erosion of idealistic beliefs when confronted by everyday classroom demands. These teachers may require an induction program that provides substantive support" (Anders et al., 1990, p.51).

The first year of teaching has long been recognized as a difficult if not the most difficult year for first year teachers (Henry, 1990). Teachers beginning their careers are often faced with numerous professional hurdles, especially the first week (Schell and Burden, 1992). This has, in part, to do with all the complexities in teaching such as discipline, bookkeeping and instruction, and basic concerns like knowing policies and procedures are also unanswered. A new teacher usually learns the policies and procedures on their own in a hit or miss fashion (Deal et al., 1989). "Replacing teachers is expensive. One way to reduce the likelihood of unnecessary

turnover is to provide new teachers with a thorough orientation program prior to their involvement in school activities" (Freshour et al., 1990, p.78). Schools do not always recognize the importance of orienting new teachers into the school community, this is overlooked and teachers find it very difficult their first year. An orientation program should be only a part of an effective induction program for the new teacher. This orientation can help further acclimate the new teacher to the district/school site. An orientation program by no means takes the place of an effective New Teacher Induction Program (Hartzell, 1990). Many other businesses do not leave their new employees out in the cold (Deal et al., 1989).

New teachers often do not enter fully equipped classrooms. Often a new teacher will enter a "picked over" classroom. They are frequently assigned the more "challenging" class. They are often times overloaded with additional responsibilities, and finally these new teachers need some type of a support group to share feelings, make friends, and to just ask questions (Ligon, 1988). Non-experienced new teachers often begin their career with expectations of accomplishing what an experienced teacher can accomplish (Tonnsen and Patterson, 1992).

Since schools have been experiencing teacher shortages and the drop-out rate of first year teachers is 15%, conventional wisdom would suggest a program to decrease the

drop-out rate of these teachers. Forty to fifty percent leave after less than seven years of teaching (Tonnsen and Patterson, 1992, p.29). The most talented teachers are the most likely to leave the field of teaching (Tonnsen and Patterson, 1992, p.30). Newer teachers report more emotional fatigue than the more experienced teachers. Since there is an increasing teacher shortage in parts of the country and in particular subjectareas, it is crucial that we keep those teachers in the profession. One way to do so is to establish more professional and personal support systems for new teachers at the district/ school site level (Tonnsen and Patterson, 1992).

New Teacher Programs

Since there is a teacher shortage (Karge, Young, and Sandlin, 1992) and it is not cost effective to lose new teachers, many states are developing their own New Teacher Induction Programs. W.A. Gray and M.M. Gray (1985) report that, unless they have to do so, 92% of new teachers do not look for assistance, except through discussing their experiences. This shows the importance of a well organized induction procedure that acculturates the new teacher into the school, the district, and the field of teaching (CDE, 1992). Teachers who receive assistance are more likely to remain in teaching than those receiving no assistance (CDE, 1992).

It is true that new teachers face problems in the technical, socioemotional, and institutional areas (Estes, 1990). The development of new teacher induction programs assist new teachers in these areas of need and improve the skills of the new teachers (Henry, 1988). More and more states are beginning to realize the importance for new teacher programs; they are now in operation in 32 states (Gold, 1989). California has an active New Teacher Project Program which facilitates the acclimation of new teachers in their first years of teaching.

New Teacher Programs attempt to help new teachers in their acclimation process, to the profession, with as little stress as possible. "Feelings of irritability, fatigue, frustration, and anger are becoming commonplace in our educational work force and contribute to a high teacher dropout rate"(Gold, 1989, p. 66). Gold continues to say that burnout is the end result of a teachers struggle to manage a number of stressful conditions. Teachers in elementary schools tend to show less signs of burnout and stress when compared to middle school teachers. Many new teachers become disenchanted and leave the teaching profession. Fifteen percent (15%) of new teachers leave after only one year of teaching, verses an exit rate of just 6% for overall teacher turnover. An additional 15% exit following their second year, and 10% exit following their third year of teaching (Schelechty & Vance, 1983). One way to

possibly lower these turnover figures is to provide new teachers with an induction program that will address some of the problems these teachers face.

Just what can a New Teacher Induction Program be anticipated to provide new teachers? Huling-Austin (1986) states that an effective New Teacher Induction Program should do the following: (a) Raise overall teaching performance; often new teachers find that their resources to materials are very limited, as well as their expertise in the various teaching strategies. (b) Encourage the overall well being of new teachers; teachers spend most of their work day in isolation from their peers. This isolation does not allow the new teacher the opportunities to learn from their peers. This fosters a feeling of being alone. (c) Meet the requirements pertaining to certification; this means acquainting the new teacher with the state, district, and school sites areas of emphasis for evaluations. (d) Increase the number of new teachers returning to teaching as a long term profession, and screen out the less promising candidates; during the first year new teachers need validation as well as guidance in regards to the quality of the job they are doing.

Four of the new teacher induction programs of note are: (a) Beginning Teacher Assistance Program (BTAP); (b) Beginning Teacher Effectiveness Training (BTET) Program; (c) Project CREDIT (Certification Renewal Experiences Designed to

Improve Teaching); and the (d) California New Teacher Project.

Beginning Teacher Assistance Program (BTAP) was defined by Gordon (1991) as a structured program to provide assistance to the new teacher on an ongoing basis during their induction. This program was to provide long term consistent assistance. A well prepared mentor provides guidance, answers questions, and provides support for the new teacher not acting in an evaluative role. It was made up of an induction team of a mentor, administrator, and a representative from higher education. This team was better able to provide the new teacher with the overall assistance they will need providing moral support as one of the most important areas of help. This program also provided system information in a logical, gradual format. Since each month requires new information, this program designed a calendar of topics to be addressed, on a monthly basis.

The Beginning Teacher Effectiveness Training (BTET) Program as described by P. Littelton & M. Littleton (1988) is there to help new teachers to: (a) Eliminate many daily decision that are unnecessary for the new teacher to deal with on a recurring basis; (b) Help develop and establish effective routines for the new teacher; and (c) Use effective and appropriate teaching strategies. The BTET Program attempts to improve classroom teaching practices, improve self

confidence of new teachers, and increase teacher stability in
the profession. The new teacher needs encouragement
and validation, and that is what the BTET Program provides. New
teachers are assigned a mentor, chosen by the Principal from a
pool of qualified teachers on the Texas Career Ladder Levels II
and III. The mentor acts as a tour guide, and friend. The
Principal then orientates the new teacher to policies and
procedures of the school site. The mentor teacher's job is to
visit with the new teacher on a daily basis. They answer
questions about instruction, administration, and room
management. They teach a model lesson and observe the new
teacher at least once. The mentor teacher also validates,
encourages, and supports the new teacher.

Project Credit is described by Henry (1988) as a program
aimed at interns. It uses mentor teachers and the resources of
the universities and school districts. The six goals of this
program are: (a) Reduce new teacher problems; (b) Improve
skills in teaching; (c) Join the universities and school
districts in teacher education; (d) Increase teacher retention
rates; (e) Lower the rate of teacher burnout; and (f) Reward
excellent teachers. An important facet of this program is the
multiple support that is made up of: Mentors, university
assistance and peers. A five day orientation is scheduled
during the first few weeks. Two days prior to school
opening, mentors work with the new teacher at their school

sites. They work on the development of the first weeks lesson plans. Mentors explain policies, procedures and responsibilities. University support is in the form of observations and follow up conferences. Peer support provides an opportunity for a sharing of ideas and of teacher lore stories.

The California New Teacher Project as describe by (CDE, 1992) had seven goals. These goals are: (a) Provide support for new teachers by providing time to work with more experienced teachers, by providing professional seminars developed for new teachers needs, provide times to observe other teachers, and provide validation and evaluation of their own teaching skills; (b) A sequential system to evaluate new teachers; (c) Provide support as an adjunct to the evaluation; (d) Provide a framework of basic criterion for the new teacher to be competent; (e) Provide a working environment that promotes success; (f) Provide standards at the state level that New Teacher Programs need to meet; and (g) Restructure and coordinate the existing teacher development programs.

This program addressed three major problems facing new teachers. These problems are: (a) Poor support stemming from inadequate help, isolation within the classroom, poor orientation, and burnout; (b) Poor information, in the form of few established expectancies, lack of useful evaluations, and inadequately trained evaluators; and (c) Poor policies in

that there are no effective link to the universities, emergency teachers are overlooked, and no apparent evaluation of actual teaching.

The outcomes of the California New Teacher Project were three fold: (a) Improved teacher and student productivity, by improving the teaching strategies used, employing higher level thinking skills, and fostering higher teacher self-confidence; (b) Improve instruction to students from varied backgrounds, by providing a variety of better methods to reach these students; and (c) A high retention rate of new teachers in the profession, showing that 91% remain for one year, 87% remain after two years, and high retention rates in urban and rural schools. The overall cost for all assistance and training of a new teacher was $4,500. The cost to replace a teacher that leaves the profession is $5,080, not to mention all the extra training and assistance needed to help acclimate the new teacher to the profession.

The California New Teacher Project was based on assistance to be given from district personnel, site administrators, support teachers, and University faculty (CDE, 1991). The program was expanded and continues to be a major focus of the California Commission on Teacher Credentialing and the California Department of Education.

Research that came out of the California New Teacher Project maintains that the new teachers grow in their

ability to teach in a developmental fashion which consist of stages. A new teacher will go through these six stages their first year of teaching: (a) The anticipation phase starts as a student teacher and builds as the student nears completing their course work. It is during this period that the student often sees the job of teacher through rose colored glasses and not see the job in reality; (b) The survival phase is the first weeks of school. The new teacher feels totally overwhelmed and is struggling to survive; (c) The disillusionment phase begins about the second month of teaching. It is this time that the new teacher begins to question their ability and dedication to the profession; (d) The rejuvenation phase usually become evident after the first six months of teaching. Winter vacation helps to renew the new teachers vim and vigor. They come back to teaching after catching their second wind. They are ready to attempt new strategies and see the job in a more realistic manner; and (e) The reflection phase begins the last month of the school year. It is at this time that the new teacher begins a self assessmentand an evaluation of the year and the students (CDE, 1991).

"These stages may look different and will impose additional challenges to the offering of services to new teachers on a year round calendar" (CDE, 1991, p.4). Since there are teachers being hired at various times, it is difficult

to offer the same type of servicing as to the teacher that begins teaching at the start of the school year.

The California New Teacher Project lists various categories for new teacher support. This list is made up of nine areas. The majority deals with curriculum and lesson planning, however the first area listed is systems information dealing with site policies and procedures. (CDE, 1991).

The California New Teacher Project has support teachers listed as a source for assistance as do some of the other New Teacher Programs. Ideally, a support teacher or mentor teacher is a highly desirable component in a new teacher program, however there are situations in which a support/mentor teacher may not be available in general or for specific instances.

The general emphasis of most New Teacher Induction Programs is to make the new teachers acclimation to the teaching profession as stress free as possible. However, what happens to the teacher who is unable to participate in an established New Teacher Induction Program? There are teachers in this situation due to school site location, hiring date, or just a lack of an induction programs available at that school site. These teachers need the similar support and information as those teachers in the New Teacher Induction Programs. In order to assist these teachers a framework for a New Teacher Handbook, and a New Teacher Handbook will be developed as parts of this project.

Orientation Handbooks

Cooper and Smith (1990), suggest an orientation program that includes a buddy system, which is the pairing of an experienced teacher at the school site with a teacher new to the site; formal handbooks consisting of pertinent information pertaining to the district and school site policies and procedures; orientation meetings that provide information pertaining to the district and school sites policies and procedures, orientation meetings that provide information needed by the new teacher in order to become aware of important data at the district and school site levels', and inservices which provide a wealth of information to teachers on various topics from classroom organization to methods of subject instruction. Unfortunately these four parts of their orientation program are not always able to be offered. Handbooks, therefore, can be a very important part of any orientation program. A handbook can provide a wide variety of information for the new teacher. These handbooks can alleviate the need for endless quandaries and questioning of a buddy teacher over very general routine policies and procedures at a quick reference by the new teacher. The new teacher should receive their copy of their New Teacher handbook ahead of any orientation meetings or prior to the first day in the classroom (Sheehan, et al., 1986). It is recommended that new

teachers study and become well acquainted with the policies and procedures of the school site by reading the sites handbook (Best, 1990).

Handbooks are a good way of presenting information which needs to be retained for later reference (Freshour et al., 1992). A well developed New Teacher handbook can also serve as a valuable resource tool for any substitute teacher at the school site. This handbook can provide general information at the substitutes finger-tips (Brace, 1990). The creating and updating of a New Teacher handbook could be one of the more crucial jobs that a principal can have. New teachers will know the school sites expectations if it is possible to find all policies and procedures located in one concise location (Shaghnessy, 1989).

Handbooks should be set up with as little clutter as possible. This will help lend itself for easy access and will be more useful to the teachers needing to use it (Goldstein & De Vita, 1977). B. Camp and W. Camp (1990), feel that the New Teachers handbook should not only include policies and procedures but also have checklists of how to set up for the first day with students.

A handbook at the district level should include different information than the handbook at a school site. It should contain information important for new teachers such as credentialing requirements, for teachers new to the area,

perhaps, a local community history (Anders et al., 1990).

Handbook Areas of Concern

It appears that handbooks are important, but what do the experts believe need to be included in them? A list follows on what some experts feel should be included in a faculty handbook: "(a) classroom management; (b) supplies; (c) attendance; (d) teacher evaluation; (e) record keeping; (f) discipline; (g) homework procedure; (h) emergency procedures; (i) student supervision responsibilities;(j) field trip procedure; (k) scheduling; (l) grading system; (m) parent contact; (n) support services; (o) federal programs" (Gordon, 1991, p. 10, 52, 53, 57, 58);"(p) goals and objectives; (q) achievement tests;(r) teacher evaluation" (Sheehan et al., 1986, p.69-70);"(s) explaining the jargon; (t) explaining acronyms" (Capital Area School Development Association, 1987, p.18); "(u) deficiency and/or progress reports; (v) parent conferences; (w) promotion and retention policies" (Shaughnessy, 1989, p. 45, 49, 59); "(x) report cards; and (y) grade book (Goldstein, 1977, p.206-207).

27

CHAPTER THREE

Goals and Objectives

Goals

The goal of this framework was to provide school districts and school sites the necessary guidelines needed in order to develop their own New Teacher Orientation Framework for beginning teachers new to a school site.

Objectives

1. After reading current literature in business and education on orientation of new employees and finding key points that were common, a framework of what needed to be included in a New Teacher's Handbook was developed.

2. After developing, distributing, and evaluating a needs assessment questionnaire of experienced teachers, non-experienced teachers, and administrators, develop a list of key items they felt were of importance to teacher's new at a school site, was developed.

3. The two lists were combined into one list of key items, to be used as a guide of what teachers new to a school site should know.

4. A prototype framework of criterion which would exemplify an appropriate model for districts to examine, was developed.

5. Strategies and suggestions for use of the framework for non-experienced and experienced teachers, were developed.

CHAPTER FOUR

Design

This project was developed to be of use for school districts and school sites, in developing a framework for an orientation program for their new teachers. It should guide them in the areas of concern that need to be included and explained in their framework. It will cover areas of which new teachers should be aware. This should help teachers new to a school site when an established New Teacher Induction Program is not in place. In order to accomplish this and the previously mentioned goal and objectives the following procedures were used.

A review of current literature was conducted, that included these areas: New Employee Needs in Business, Experienced Teacher's Needs, New Teacher's Needs, New Teacher Induction Programs, Orientation Handbooks, and Handbook Areas of Concern.

Frameworks from school districts and school sites were gathered and reviewed for any common general information. This process led to the formation of five main sections that were covered in the frameworks: (a) discipline; (b) bookkeeping and policies; (c) additional programs; (d) duties and responsibilities; and (e) general informaion.

A questionnaire for non-experienced teachers, experienced teachers, and administrators asking what

information they felt was of the most importance to be included in a framework for new and returning faculty members, was developed. The questionnaires were distributed to non-experienced, experienced teachers, and administrators for a view of what needed to be included in the framework guidelines. Results of the questionnaires were examined to see what areas of concern were listed. The areas of concern derived from the questionnaires were listed. One hundred per cent of those questioned felt that an orientation handbook would be helpful for a teacher new to a school site. The policies and procedures that should be included in an orientation handbook for new teachers were: discipline; duties and responsibilities; playground rules; attendance procedure; emergency procedures; writing samples; Chapter One Lab; tardy policy; dress code for students; deficiency notices; report cards; due dates; general policies; general procedures; where to find things you need; schedules; ordering supplies; field trips; administrative assignments; Resource Specialist Program referrals; and Counselor referrals.

A framework was developed to guide the New Teachers Orientation Handbook. From Questionnaire #1 five broad sections of concern became apparent: discipline; bookkeeping and policies; additional programs; duties and responsibilities; and general information. These five sections were decided on since all of the areas of concern

from the questionnaire could be fit under these broad sections.

A prototype New Teachers Orientation Framework was developed using the information collected from the Review of Literature, New Teacher Program research, questionnaires of non-experienced teachers, experienced teachers, administrators, and by consulting district and school site handbooks. The prototype New Teacher Orientation Program was based on the development of a general orientation handbook and strongly encourages the use of a buddy teacher to comprise the New Teacher Orientation Program, for those sites that were unable to provide new teachers with access to a New Teacher Induction Program sponsored by their state Department of Education, and/or local univeristy.

An orientation handbook was developed for new teachers at a district/school site. This orientation handbook was based on the findings from the Review of Literature. It also included the areas highlighted in the current new teacher induction programs, review of frameworks from districts and school sites, and the results from Questionnaire #1 and the areas of concern listed by those answering the questionnaire.

This handbook was field tested at a urban/suburban school site. With a rich mixture of Caucasian, Hispanic, Black, and Asian students. The 1,072 children in the school were

31

divided roughly as follows: Caucasian 26%, Hispanic 60%, Black 11%, Asian 1%, Other 2%. The school was larger the 96% of the elementary schools in the state of California. There were 34 K-5 classes, 1 Special Education Class, and 4 Pre-School classes on a Continuous School Program (CSP) Calendar. This handbook is limited to teachers and administrators geographically located in Southern California and does not entertain serving K-12 teachers. It has an elementary focus.

A second questionnaire was developed to be given at the end of one year to those teachers who piloted the conceptual framework.

Finally, strategies and suggestions for the use of the framework for new teacher orientation programs, in lieu of or in conjunction with existing New Teacher Induction Programs were developed.

REFERENCES

Anders, L. W., Centofante, Edward F., & Orr, James T.
     (1990, September). New teachers: easing the
     transition. Principal, 70(3), pp. 51-52.

Best, Gary A. (1990, Fall). Survival hints for the new
     teacher. Teaching Exceptional Children, 23, p. 54.

Brace, Daniel L. (1990, May). Establishing a support
     system for substitute teachers. NASSP Bulletin,
     74(526), pp. 73-77.

Brokaw, L. (1991, October). The enlightened employers
     handbook. Inc., 13(10), pp. 49-51.

California Department of Education, California Commission
     on Teacher Credentialing. (1992). Success For Beginning
     Teachers. Mary Jane T. Pearson, & Bill Honig.

California Department of Education. (1991). New
     Teacher Success: You Can Make A Difference.
     Edited by Garmston, Sue, & Bartell, Carol.

Camp, Betty Heath, & Camp, William G. (1990). What new
     teachers need to suceed. Vocational Education
     Journal, 65(4), 22-24.

The Capital Area School Development Association.
     (1987). A View from the Inside: A Report of the
     Select Seminar on Needs of Beginning Teachers.
     Albany, New York;Greater Capital Region Teacher
     Center. Albany, New York; State Univ. of New York,
     Albany, School of Education.
     (ERIC Document Reproduction Service No. ED 291 131)

Cooper, Rita, & Smith Barbara Leigh. (1990). Achieving A
     Diverse Faculty: Lessons from the Experience of the
     Evergreen State College. American Association
     Higher Education. Washington, D.C.
     (ERIC Document Reproduction Service No. ED 339 261)

33

Curriculum Access Model, <u>New Teacher's Survival Guide:</u>
    <u>Things We Learned The Hard Way</u>. California New
    Teacher Project, Riverside County Office of Education/
    San Bernardino County Superintendent of Schools Office,
    University of California, Riverside.

Deal, Terrence E., & Chatman, Reva M. (1989, Spring).
    Learning the ropes alone: socializing new teachers.
    <u>Action in Teacher Education</u>, <u>11</u>, pp. 21-29.

Estes, Gary D., & Others. (1990). <u>Assessment Componet of</u>
    <u>the California New Teacher Project: First Year Report.</u>
    Far West Lab. for Educational Research and
    Development. San Francisco, California.
    (ERIC Document Reproduction Service No.323 197)

Federico, Richard F. (1991, May). Six ways to solve the
    orientation blues, <u>HR Magazine</u>, <u>36</u>(5), pp. 69- 70.

Fontana Unified School District, <u>Fontana Unified School</u>
    <u>District: Staff Development Handbook for New Teachers</u>.
    Fontana, CA: 1990.

Freshour, Donald J., & Hollmann, Robert W. (1990,
    September). Orienting new teachers for maximum
    effectiveness. <u>NASSP Bulletin</u>, <u>74</u>,(527), pp. 78- 83.

Gold, Yvonne. (1989,Fall).   Reducing stress and
    burnout through induction programs. <u>Action In</u>
    <u>Teacher Education</u>, <u>11</u>(3), pp. 66-70.

Goldstein, William, & De Vita, Joseph C. (1977).
    <u>Successful School Communications: A Manual and Guide</u>
    <u>for Administrators.</u> New York; Parker Publishing Company,
    Inc.

Gordon, Stephen P.   (1991). <u>How To Help Beginning Teachers</u>
    <u>Succeed.</u> Association for Supervision and   Curriculum
    Development. Alexandria, VA.
    (ERIC Document Reproduction Service No. ED 341 166)

Gray, W.A., & Gray, M.M. (1985, March). Synthesis of
     research on mentoring beginning teachers.
     Educational Leadership, 43(3), pp. 37-43.

Hartzell, Gary N. (1990). Induction of experienced
     teachers into a new school site. Journal of Staff
     Development, 11, 28-31.

Henry, Marvin A. (1990, Spring). Project credit:
     study of a cooperative program in teacher
     induction.Contemporary Education, 61(3), pp. 152-156.

Henry, Marvin A. (1988, Fall). Multiple support: a
     successful model for inducting first-year teachers.
     The Teacher Educator, 24(2), pp. 7-12.

Huling-Austin, Leslie. (1986, January-February). What can
     and cannot reasonably be expected from teacher
     induction programs. Teacher Education, 37, pp. 2-5.

Karge, Belinda Dunnick, Young, Beverly L., & Sandlin, Ruth
     Ann. (1992, Summer). Introduction: Teacher
     Supply in the 1990's. Teacher Education Quarterly,
     19(3), pp. 5-7.

Ligon, Jerry A. (1988). Four ways to reduce worry for
     new teachers. The American School Board Journal, 175
     (3), p. 50.

Littleton, Pam, & Littleton, Mark. (1988, September).
     Induction programs for beginning teachers. The
     Clearing House, 62, pp. 36-38.

McKenna, Joseph. (1989, November 6). Welcome aboard!.
     Industry Week, 238(21), p. 31.

Merseth, Katherine. (1992, May). First aid for
     first-year teachers. Phi Delta Kappan, 73(9), pp.
     678-683.

Odell, Sandra J. (1986). Induction support of new
    teachers: a functional approach. Journal of
    Teacher Education, 37, pp. 26-29.

Peltier, Gary L. (1991, September). Year-Round
    Education: The Controversy and Research Evidence
    NASSP Bulletin, 74(536), pp. 120-129.

Schell, Leo M., & Burden, Paul. (1992). Countdown To The
    First Day of School. National Education Association of
    the United States.

Schlechty, P. & Vance, J. (1983). Recruitment, selection, and
    retention: The shape of the teaching force. The
    Elementary School Journal, 83, pp. 469-487.

Shaughnessy, Mary Angela. (1989). School Handbooks:
    Some Legal Considerations. Washington, D.C.
    Deprtment of Elementary Schools, National Catholic
    Education Association.

Sheehan, M. Lourdes, RSM; Shea, Medard, CFX;
    Augenstein, John J.; O'Leary, Mary, OSU; Young,
    Muriel, CDD; Corr, Mary Ann, SC; Yeager, Robert,
    RV.; Draina, Lois King. (1986). Personnel Issues and
    the Catholic School Administrator. Washington D.C.
    National Catholic Educators Assoication.

Tonnsen, Sandra, & Patterson, Susan. (1992, January).
    Fighting first-year jitters. The Executive
    Educator, 14, pp. 29-30.

Tushnet, Naida C. (1991). The Policy Environment for
    New Teacher Support and Assessment in California.
    American Educational Research Association.
    Chicago, Il.
    (ERIC Document Reproduction Service No.ED 330720)

Veenman, Simon. (1984, February). Perceived problems
    of beginning teachers. Review of Educational
    Research, 54(2), pp. 143-178.

APPENDIX A

Handbook

TABLE OF CONTENTS

PREFACE

With so many new teacher induction programs, why is there another "how to" book for new teachers? New Teacher Induction Programs have proved to be an effective means of acclimating teachers new to the world of education. However, not all states, school districts, or schools are able to participate in these programs. There are several reasons they are unable to participate: (a) no New Teacher Induction Program in existence in their state; (b) the school site could be located far away from the universities involved in the New Teacher Induction Programs; (c) the local education agency does not have the expertise to deliver an adequate program; (d) there are not enough funds to support a program; or (e) the philosophy of the district does not consider or facilitate new teacher support. This handbook, hopefully, will aide in the induction process of the new teachers in these situations.

It is my hope that every new teacher will be assigned a buddy teacher. A buddy teacher in an experienced teacher at the school site. This buddy teacher can provide the new teacher with a wealth of information as well as insights as to the inner workings of the school site and district.

SECTION ONE

Discipline

The word discipline can strike terror in the hearts of new teachers. Perhaps no other area of teaching can make or break your classroom environment as much as your classroom discipline. Before you enter your classroom you MUST have your discipline policy in place.

Discipline is listed as one of the areas that many new teachers find difficult, during their first year of teaching. Discipline was also listed as a high priority by those teachers answering a questionnaire on what areas new teachers need assistance.

There are a number of effective established programs available for you to use in your classroom. After examining them you may wish to take parts of one and combine them with parts from other programs. Another option you have is to design your very own discipline plan. Whatever you chose to do, just be sure that it is a program that is clear and easy for you to enforce. The old saying, "Keep it simple," is very appropriate in this area. Classroom discipline should be an integral, but not overpowering, element in your overall teaching program.

Just what are the requirements of an effective and easy to use discipline plan? The key point of any dynamic and functional discipline plan is that the student must be the

one who is ultimately responsible for his/her behavior. The student is the person who chooses either to behave or to misbehave, and must accept the consequences for his/her choice.

The teacher needs to acknowledge the positive classroom behavior as well as any inappropriate classroom behavior. The teacher cannot constantly point out the negative to the students. The class must see those students behaving appropriately; it is often referred to as "catching them being good." The teacher has the responsibility to make the rules, as well as the consequences and rewards, clear in the minds of the students.

Try to keep the rules broad and limited in number and do the same with the consequences and rewards. Too many rules, consequences, or rewards make a discipline plan cumbersome and difficult to manage. Again, the key is to keep it simple. Posting the rules, consequences, and rewards is one method many teachers use. This way, if the students have any questions, they may refer to the posted charts. The rewards and consequences must be meaningful to the students. If they are not of value to the students, they will not care if they receive them or not.

Any discipline plan should establish self-discipline within the student. This refers to the fact that you are trying to help the student become responsible for his/her actions

and choices. When you identify a negative behavior have an appropriate behavior to replace it rather than simply identify the negative behavior and stopping at that point. In order for a student to be able to become responsible, he/she will need the guidance from you toward an appropriate behavior. Be sure that the parents of your students know and understand your discipline plan. This can be accomplished easily by sending a copy of your discipline plan delineating the rules, consequences, and rewards to the parents. Please be sure that it is in language that your parents can understand. It is a good idea to have a tearoff sheet at the bottom so that the parents can sign it and return it to you. This enables you to know that they have received it, read it, understand it, and agree to it. It is also a good idea to keep it on file, if there is ever a question regarding the discipline plan. Stick to your discipline plan, whatever it is. Consistency is of vital importance in order for any discipline plan to work and be effective.

Listed below are the key points of four established and effective discipline plans. If you are interested in these plans, further investigation is strongly suggested.

Assertive Discipline-Lee Canter

Assertive discipline is a philosophy and method developed by Lee Canter and Associates. Assertive Discipline believes that teachers are human and they have the right to

have their needs met in the classroom. This means that a teacher should be able to teach the students, and not be forced to deal with discipline constantly. Assertive discipline has the teacher clearly state the rules, rewards, and consequences for the students. It is very important that the students understand the rules and what is expected of them. The consequences must be appropriate for the inappropriate behavior. You do not want to suspend a student just for talking in class. Conversely you do not want to merely warn a student who willfully hits another student. There must be a reward system in place. The rewards can be material, such as pencils or books, or they can be more of an intrinsic nature, such as verbal praise even a homework pass.

Ten Steps To School Discipline-Glasser

Glasser believes that students can be taught to develop a sense of responsibility for their own actions. It involves the teacher asking him/herself a few questions. The teacher needs to ask, "What am I doing about discipline and is it working?" The teacher needs to recognize that it is or is not working. Next, he/she needs to ask, "What is the student doing? Is that behavior against the rules?" If the behavior is against the rules a plan needs to be worked out to attempt to resolve the problem. Isolating the student in class can be one of the methods used to help resolve the problem behavior. Out-of-school or in-school suspensions may be used for severe

problem behavior. And, one final possibility could be to have the student seek professional assistance.

Reinforcement Theory-Madeline Hunter

Reinforcement Theory believes that by accentuating the positive, building on a learner's strength, and ignoring, as much as possible, any undesirable aspects of behavior, a child's behavior can be changed. The method to accomplish this starts with identifing one behavior to change/improve. Once the behavior to change has been identified, determine a positive reinforcer for that child. Decide if you are going to use extinction or a negative reinforcer to get rid of the negative behavior. Next, you design a plan to get rid of the negative behavior, put the design to work, and set a time that you will evaluate the progress or lack of progress. Evaluate the progress (or lack of progress) and make any modifications in your original plan you may feel necessary. Continue with the revised plan. Repeat the process until the inappropriate behavior is stopped.

Conflict Resolution

Students are taught alternative ways of solving problems, and behavior can be improved. This program puts the responsibility of the conflict resolution on the student rather than the teacher. First, the students will talk over the an identified problem, sometimes role playing can be an effective method to help identify the issue. After talking

43

over the issue and apologizing to one another for the problem the students, trained in Conflict Resolution, will walk away, students may choose to do something else, take turns, share, ignore the problem, or ask the teacher for assistance in solving the problem. The teacher could send them through the process again in hopes of a resolution, or the teacher can take a more active role in the resolution process.

Teacher Behaviors and Attitudes

There are teacher behaviors and attitudes that are needed to prevent discipline problems from occurring at school. All actions must be based on improving a student's concept of self. A teacher should plan for successful student experiences. Try to find legitimate reasons to praise and compliment even the lowest achievers, and/or most troublesome students; students know when a compliment is authentic and when it is not. Involve the students with planning in order to help them know why they are learning what you are teaching. Have a pleasing appearance and manner with the students. Be natural, students will feel more comfortable. Develop a manner so that students feel that you sincerely like them. Provide opportunities for the students to be actively involved in the learning process. Establish a one-to-one relationship by taking time for individual conferences with each child. Project a positive and secure self-image. Teach correct behavior by setting standards of behavior with students and maintaining them.

Students need consistency in these areas. Model the behavior expected of students. Because students tend to do what is expected of them, expect the finest behavior and the best possible achievement. Listen to students. Help them solve their own problems.

Ways to Maintain Effective Discipline and Control

Demonstrate fairness to the class in all that you do. Project enthusiasm in your teaching. Project security as you work with children. Establish guidelines for the class and see that the children understand them, and the consequences of going beyond these guidelines.

Try to provide for individual differences. Study and reflect upon the characteristics of children at the grade level at which you are teaching. This way you can know if a behavior is typical of that age or not. Apply the principles of learning to your work with the class. When things go wrong ask, "Was there a principle of learning that would have helped me avoid this situation?"

When you face a discipline problem, solve it within the framework of guidelines that have been established. This is very important. The reason you have a discipline plan is so the students know what will happen. If you suddenly make up a new rule or consequence, you are taking away the students' sense of security.

Be CONSISTENT it provides the students with a sense of security. Handle your own discipline problems when at all possible. When you send a child out of the room, or to someone else, you admit defeat to the whole class. The next time you face a discipline problem you may find it to be overwhelming due to a lack of respect for your ability to handle this important part of the job. When a child becomes irate, do not "pick" on him. Separate him from the class and proceed until he "cools off".

Recognize on-task behavior in the class to reinforce classroom standards, but do not try to become a "buddy" to children. A good "buddy" does not always make a good teacher. Be friendly but firm with all children, both in and out of the classroom. Do not fight aggression with aggression. Often an aggressive response only creates a power struggle and more of a problem in the future. Vary the tone of your voice and the rate at which you speak to hold interest and avoid control and discipline problems. Make a chart titled, "When All Your Work Is Done" listing interesting assignments for those who finish required work early. Plan your lessons well so you don't leave "gaps" in your teaching. Remember, you were once a child, too!

Activities Students Can Do When Finished With Their Work

There are an endless number of activities that students can do once they are finished with their assignments. It is

very important to have activities available for those students that complete their work early. It is when students are finished with their classwork that they can find time to get in trouble. You can develop your own list of activities suited to the needs and abilities of your class. A few possible ideas are: free reading from the classroom library, listening table (tapes of stories with copies of books), journal writing to student chosen topics or to a writing prompt, projects (only limited by your imagination), illustrating class big books, writing a story or poem, illustrating a writing assignment story or poems, literature logs-respond to books read, researching topics in encylopedias or books in the classroom library, creative drama, reader's theater, puppet shows, study spelling words, write a letter to a friend, write the numbers from 1-100 (variations on this may be easily made), practice the cursive or manuscript alphabet, catch up on any incomplete classwork, work at centers, or design a book cover for a book that they just read.

School Site Policies

Each school district and school site has various methods of dealing with discipline problems. Be sure to check with your school district and school site regarding this subject. The following are some general statements that can be made about discipline, regardless of the school.

Be sure to send home a parent letter explaining your discipline plan. Request the parent and student to sign and return it to you the following day. Keep it on file for future reference. Submit a copy of your complete Discipline Plan to your Principal so your Principal will have a working knowledge of how your classroom is run. Check out the use of afterschool detention. If your school allows afterschool detention, be sure to give the parents at least one days notice. (This is especially important if the child rides the bus, carpools or is to check in with someone upon their arrival home.) Are students sent to the office as a punishment (in particular to the Principal or Assistant Principal)? What are the situations that could result in a student's suspension or expulsion from school? Please remember that corporal punishment is ILLEGAL in the state of California and will NOT be used by any person on school campuses!

Summary

As you can see discipline encompasses a wide variety of areas within your classroom and during your teaching day. The importance of not entering your classroom the first day unprepared can not be emphasized enough. If you have your discipline plan developed and in place you will be prepared to handle any discipline problem that should occur. Just remember be CONSISTENT!

SECTION TWO

Bookkeeping and Policies

Perhaps one of the most time consuming jobs that a teacher has, next to actually teaching the lessons to the class, is that of bookkeeping! Though this is a tedious and often repetitive job, it is a job that requires absolute accuracy. The area of bookkeeping entails everything from keeping track of daily attendance to computing who has made the honor roll. This area was listed as an area of concern for new teachers to a school site on Questionnaire #1. The various items listed in this section were all listed by teachers on the questionnaire, as specific areas of concern. You will find some of the various bookkeeping chores you will find yourself doing. This is by no means complete. You will need to check with your school district and school site for a more accurate listing. You will also, need to check on the procedures used to complete these chores.

Attendance

Attendance recording is of key importance for you, your school, and your district. This is the means by which they realize the moneies they use to operate. Attendance is a recording of a students absences, whether be it excused or unexcused. The daily attendance is used to compute just how much funding your school district will receive on a yearly basis. This is referred to as ADA (Average Daily

Attendance). It is also, of vital importance to find out the reason for the absence. It is an excused absence if it is due to: personal illness; quarrantine under the directions of a county or city health officer; medical, dental, optometrical, or chiropractic appointments; participation in religious instruction or exercise in accordance with district policy; attendance at funeral services for a member of the immediate family; exculsion, for up to five school days, for failure to present evidence of immunization; or absences due to head lice. All absence notes must be kept on file. It is always a good idea to write the date received and if it was excused or unexcused on the note.

Child Abuse Reporting

Teachers are legally required to report all cases of suspected child abuse or neglect. In any case of child abuse, suspected child abuse, and/or neglect, the following procedures should be followed. First the staff member who has suspicion of child abuse and/or neglect will call Child Protective Services and inform the administration as soon as possible. After the initial phone report you will complete the Child Abuse Report Form. Speak to the office personnel regarding their location. After completion of the form, submit it to the Principal. The Principal will ensure that the form is distributed to the appropriate personnel departments.If you have ANY questions or are unsure about

50

this procedure speak with your Principal IMMEDIATELY!

Here are some possible indicators and effects of child sexual abuse. The child is in need of more reassurance than usual, or they cling to the parent and do not want to be alone. Changes in school behavior such as inattentiveness, sudden drop in grades, withdrawal from friends, or regression. A preoccupation with sexual matters that do not seem appropriate to child's age. The child displays new fears. The child is having pain, itching, or bleeding, especially if there is genital and/or oral bruises or bleeding. An abrupt change in behavior, depression, or excessive crying. Fantasizing or exaggerating by the child. The child has the appearance of having overwhelming responsibilities. Indirect messages sent by the child. Seductive behaviors or promiscuity. The child is overly restricted in their social activities or has an overly protective father. The child has explicit knowledge of sexual acts. The child has a poor self-image that is reflected in overall appearance. Any pregnant student under the age of 14.

Academic Performance

Another area of bookkeeping that you will find yourself facing will be grading papers, the recording of these grades, and the averaging of these grades for report cards. Once again you need to check at your school site for the percentage equivalents for the letter grades. Listed below is a sample

grading system for alphabetic grades, and one for non-alphabetic grades:

100-88	Outstanding	O	100-90 A	69-60 D	
87-72	Satisfactory	S	89-80 B	59-0 F	
71-60	Needs Improvement	N	79-70 C		
59-0	Unsatisfactory	U			

One important note is that as soon as you become aware that a student is below grade level mark on the report card, in the comments section, that the student is working below grade level and that retention is possible. It is,also, good to get into the habit of listing, on the report card, any deficiency notices/progress reports that were sent home. Report cards, as well as any official forms should be done with black ink pen.

Your honor roll students will need to meet certain academic criterion. Check with your school site regarding this criterion. Also, your students receiving citizenship awards, will need to meet certain criterion, predetermined by your school site.

Most schools have some sort of deficiency notice or progress report to be sent home to the parents mid-way through the quarter, if the child is receiving a grade below average. Always request a parent signature and have the notice returned. Always keep these notices on file, for future reference.

Promotion/Retention

At the end of the year, usually during the month of May schools notify parents, if their child will be retained in the same grade. If the child will not be promoted but instead administratively assigned to the next grade, parents need to be notified. An administrative assignment is when a student has not successfully completed the work at the grade level he/she is in. Usually a conference with the Principal is required, with a discussion as to why this child needs to be retained or assigned. It is at this time that standardized test results can be of value, as well as any deficiency notices/progress reports you have sent home during the school year. Any other information to explain this would be of help, such as how many grades levels is the student below grade level. Do check with your school site regarding any other particulars needed for this conference. A parent conference will also be required and their agreement with a retention, however this agreement is not needed with an administrative assignment.

Lesson Plans

Lesson plans must be completed on a weekly basis. These plans need to be available for examination by the Principal or Assistant Principal in a form that clearly states the objectives of each lesson with appropriate pages listed.

Lesson plans must be set and in place for a substitute. The lesson plan book is to be left on the teachers desk along with the teacher's manuals for all curricular areas. It is important to have lesson plans available for a substitute. A substitute folder should be available on the teacher's desk with the following information: class schedule, seating chart, lesson plans, location of disaster plan, location of handbooks, location of supplies, location of schedules, names of student helpers, information on students in pull out programs, special problems (medications, etc.), and discipline plan.

If you are absent it is your responsibility to complete a leave document stating why you were absent. Check with the school regarding the particulars of this policy.

Student Information

Student information may be kept in one general location, usually in the office. Records of student achievement, conduct, health, and characteristics are CONFIDENTIAL. These records are available to certificated staff and the students parents. Teacher's are required to sign an access log when they read the cumulative files. Testing is generally administered once a year, in the Spring. Students will take one of the national standardized achievement tests. Test results are a part of the culumative files.

Summary

Bookkeeping and policies can be a very broad and demanding area, yet an important area. Any type of record keeping can be very time consuming and at times overwhelming. If you keep up with your record keeping on a daily basis, it is not nearly as intimidating as it is when is is left till the end of the quarter. When you do your record keeping be sure it is accurate, neat, and completed the way that the school site wants it to be completed. Then you will just need to close out the quarter.

SECTION THREE

Programs Available

Each school district and school site have a number of various programs that they offer to their students. The variety of Federal Programs alone are too numerous to explain here. The best way for you to learn about the programs at your district and school site is to speak with your Principal regarding this matter. The programs that are discussed in this section are the programs that respondents to Questionnaire #1 felt were important to have explained for the new teachers at a site. I will speak about several programs that are common to school sites.

P.E. Programs

Some of more common support programs deal with remediation. Adaptive P.E. is a program that helps to remediate problems students may have with gross and fine motor control functions. This program may require paperwork be completed and then have the student's needs reviewed by the Child Study Team. Check at your school site regarding this program and the procedure used to get a student enrolled.

Some elementary schools are fortunate to have a P.E. teacher. However, most elementary schools are unable to provide this program for their students and teachers.

Counselor

Some schools have an on site counselor. If your school does there is a set procedure you need to follow in order to refer a student. Parental consent is required, as well as a questionnaire to be completed on the student.

Gifted and Talented Program

In some districts there is an effective and active GATE(Gifted and Talented Education) program for qualified students, students that show academic excellence or special talents. In other districts, that do not provide a GATE program, they often offer a GIFTED AND TALENTED program. These programs provide a more challenging program for the gifted students at the school site. Some districts have an established full time classroom program for the GATE students. Other schools can provide for only a pull out program for these students.

Speech

A speech program is offered for students that have been identified as having some type of speech or speech related problem. In order for a student to qualify for this program the teacher must complete a set of informational questionnaires, following this paperwork the Child Study Team will review the students needs. Check at your school site regarding this program and the procedure how to qualify a student.

Resource Specialist Program

Schools provide classes for those students that are experiencing academic deficiencies. If you have a student that is struggling with their classwork, is below grade level, is demonstrating learning problems then you need to get in touch with the Resource Specialist Teacher on site. This teacher can instruct you as to the proper procedure to use in order to refer that student to the Child Study Team. After completing the appropriate queationnaires the Child Study Team will review the questionnaires and discuss the perceived problems that the child seems to be experiencing. If they feel that it is warranted then a conference with the parents will be set up to obtain consent for testing of the student. This process can be a lengthy one.

Combination Classes

No matter how hard we try to avoid them sometimes there will be combination classes. In order to make them as productive and pleasurable as possible there are several things to try to keep in mind. Teachers of combination classes are expected to teach both grades' curriculum. In Language Arts you may teach the upper level in reading. Core literature units may be taught for either of the grade levels.

Many responsibilities, tasks, and assignments can be accomplished efficiently and effectively by following some simple guidelines and helpful hints. Begin by establishing

your lesson plan format, determine what must be taught and how much time should be allowed for each subject area. Decide what concepts and/or subjects can be instructed simultaneously. Correlate both grade level textbooks by subject or concept for all academic disciplines. Teach your correlated curriculum to the whole group. Seat or group children by grade for individual grade level instruction. Measure achievement according to the evaluation procedure compatible to each grade level. Overlap instruction and assignments whenever possible. Try not to do anything in isolation. Make Spelling and English part of the same assignment, you get one set of papers to evaluate but two grades. Give the same kind of assignment to each grade level but differentiate in quantity and quality.

How do you help the student who needs it if you are with another group? Use your aide in this capacity, if you have one. Teach peer coaching, designate a class expert in each subject area; students who need assistance get it here. Use cross-age tutors on a scheduled basis. Establish a procedure that allows students access to you between a change in groups or subjects.

What type of activities should there be available when students work is completed? For primary age students you could have counting papers, dot to dots, handwriting practice, library reading, tape/listening centers, self-check reading or math labs, make up a story, write it or illustrate it,

write a letter to someone special, or have jigsaw puzzles available. For intermediate age students reading for enjoyment includes magazines and comic books, reading and math self-checking kits, extra credit math sheets, research work, or a listening center.

How can you make grading a manageable process? Student graders, allows a student to grade their own work from a key; grade as a class with teacher; have students use a color to highlight the concept being evaluated; use answer column in math; have students use a number and their name, if a student sequences this for you, they go in the grade book much easier; spot check, for example every third problem; do not grade every assignment; use one paper for several grades, for example spelling words and reading vocabulary as part of an English assignment.

What are some methods that can make room environment easier to manage? Use student work; use paper clips rather than staplers to make putting up and taking down very simple; have students put up and take down their own work; for 4th, 5th, 6th grade students can change instructional or calendar boards for you, just put out the materials they arrange them; if you teach 1st, 2nd, or 3rd grade, have intermediate students help you in this area.

How do you handle everyday procedures in a combination classroom? Collect and pass out papers the same way

students become familiar with routine, have student mailboxes or file folders for returning graded work, students can file for you and pass out stacks rather than individual sheets of paper, encourage pencil sharpening at you convenience not theirs, have a supply of old pencils for students to use if their pencil breaks at a bad time to use the pencil sharpener, use the time spent lining up to go and come from recess as instructional time, allow for the possibility that a student will need the bathroom while you are occupied with a group you can provide a bathroom pass system.

<u>Roving Teachers</u>

Many schools have teachers that change rooms on a regular basis due to the lack of classroom space. As a matter of courtesy classroom teachers should be ready to be out of their classrooms as soon as possible in order that the rover can come in and set up for their class. All personal items should be put away. Also, the center drawer and at least one side drawer should be available for the rover to use during each period of time they are in your room. All student textbooks should be stored, as well.

If you are a room owner a rover enjoys coming into a room with all student desks empty even ones you are using, they may have more students than you; the top of teachers desk is empty; top of ALL tables, counters, cupboards, and cabinets empty (remember they have less storage than you); anything

that can't be put away cover with paper and tape shut (such as open book shelves); have school owned community property in a specific area so rover knows he/she may use it discuss it with your rover if possible; leave chalk boards clean, please leave room clean you want them to do the same for you.

If you are a rover here are some helpful hints for you to consider for the room owner. When you enter, check the room for anything that belongs to the room teachers and set it aside; discuss with the room owner where the materials are located and DO NOT ASSUME you may share anything; you may arrange the desks to suit your needs; you may need to remind your students several time that you are borrowing the room and they are to stay out of all cabinets; you may especially need to remind them to be careful of bulletin boards, they are there for your enjoyment NOT to be torn up; please leave the room as clean as you found it cleaner, if possible including chalk boards; if you are moving into a room after vacation, feel free to ask if they have a cabinet you can use to store the students books and supplies, if they don't, the room you are leaving may have some space, all permanent room teachers shall provide an area for storage for the rover.   This is not possible in portable buildings.

Music Programs

Schools also offer a number of non-academic programs. Many schools offer the students that qualify an

instrumental music program. These programs may be a pull out program or an after school program. Check at your school site regarding this program. School sites usually provide some type of a vocal music program for the students. Often it is located in a central location and various classes attend the music class together. In other situations the music teacher roves into the various classrooms. Please check at your school site regarding this topic

Library

Library time is provided for students at most schools. Students are encouraged to check out books on a regular basis. These books may be for enjoyment or to complete an assignment. Check at your school site regarding the procedure and the schedule for library use.

Media Center

Many districts provide some type of media or instructional materials center for their teachers. This center usually contains audio visual materials, study prints, as well as being a resource of monthly activities. Check with your district regarding this kind of a facility.

Summary

The number and quality of the additional programs may vary from school site to school site depending on the funding available and whether or not the site can qualify for some of these programs. While these programs can provide

additional help and enrichment for your students they can not take the place of a strong classroom program that you can provide for your students. These additional programs can enrich but not replace you!

SECTION FOUR

Professional Duties and Responsibilities

Once you become a teacher your duties and responsibilities expand and continue to expand each year. The following is a listing of some of the general duties and responsibilities you will have as a teacher. Once again check with you school regarding these duties and responsibilities, and the expectations concerning them. The expectations may vary and so may the actual duties and responsibilities. These duties can be divided into two groupings: routine duties/responsibilities, and occasional duties and responsibilities. The areas discussed in this section were the areas that were noted of concern in Questionnaire #1, from teachers and administrators.

Yard Supervision

There are some duties and responsibilities that are necessary to complete on a regular or even a daily basis. One duty that you can count on doing is yard duty. Yard duty is the supervision of students on the playground, or waiting to board the bus. Before you venture out on the playground to supervise, it is crucial that you become well acquainted with the rules for the playground. There may be particular rules for particular pieces of equipment, or for particular games. Perhaps your most important tools out on yard duty are your whistle and common sense. Times when you need to get a students

attention a whistle can help assist with that, it can also help save your voice. Common sense can warn you when a student is doing something dangerous.

Daily Bulletins

Daily Bulletins are used in many schools as a means to inform and remind you of activities, announcements, and due dates that you will need to be aware of. Many schools post one copy of the bulletin in a place where all teachers are sure to see it. Some schools prefer to put a copy of the bulletin in all teachers mailboxes, so that teachers may keep it for a quick and handy reference. Still other schools choose to make daily or weekly bulletin announcements over the public address system, in order that the entire school can hear the information.

Faculty Meetings

You will find that faculty meetings are usually held on a regular basis. Faculty meetings are a time that new information regarding policies, procedures, and due dates can be announced. Additionally, faculty meetings can be used as an opportunity to discuss concerns and questions that teachers may have. One other key function of a faculty meeting is that of educating the teacher in new techniques, strategies, and methods that the school could be asking you to start using with your class.

Supplies

Supply ordering and restocking is an on-going process that you will need to learn how to do. Some schools have an open supply room policy. This policy means that whatever you need and whenever you need it you just go to the supply room and take it. This policy is showing up less and less in schools. The policy that appears to be the one in use most often is the supply budget policy. This policy means each teacher is allocated a specific amount of money per student for the school year. It is out of this budget that you purchase your supplies for the school year. Generally, this policy involves only purchases made through the district warehouse. If your school uses this policy it is important that you are organized and plan far enough ahead so that you will have the materials on hand that you will need. Most times with this type of a policy the orders are filled only once a month, and your order must be turned in by a specific date each month. One additional note, keep a copy of your order to serve as an invoice. By keeping an invoice copy you are able to see just what you did order, and have an idea of how much of your budget has been spent.

Parent Communication

Parent communication and contact is one area that you will find yourself useing on a regular basis. Parent communication starts at the beginning of the school year with your opening letter to the parents stating your discipline

policy and general statements of expectations and other policies for your class. Contact continues with a Back to School Night when you have the chance to meet the parents of your students. This evening provides you with the opportunity to explain classroom management, discipline program, homework policy, possible student projects or reports, curriculum emphasis, and request parent volunteers. As the weeks go by you may find it important to provide the parents an opportunity to receive a weekly report on the progress of their child. This report form should be simple and concise so that it provides the parent with the necessary information, yet not require hours of preparation on your part. A weekly letter could be sent that includes content to be covered, information on special projects,homework assignments for the week, as well as special recognition of students. A monthly newsletter might also be considered.

Deficiency Notes/Progress Reports

Most schools require that a deficiency notice or progress report may be sent home, to parents, by the fifth week of class if a student is receiving a failing grade in any academic area. Usually around the end of the first quarter the report card is completed and a parent conference is held with each students parent. It is at this time that you will want to note on the report card, in the comments section, if you sent home a deficiency notice, or if the student is performing below

grade level work. If the student is performing below grade
level work, you will then want to note on the report card that
retention is possible. This comment will notify the parent
that the student needs to work harder if the student is to
proceed on to the next grade. This comment needs to be included
each and every quarter that the student is performing below
grade level work. Several ideas to keep in mind on conducting a
successful parent-teacher conference are: know the schools
philosophy, and the mission statement. Have your own
philosophy in mind. Understand the characteristics of the age
group with which you deal. Have the necessary information
about the child's social growth from observations. Choose two
or three important areas to emphasize in the conference. Make
notes as to what you want to discuss with the parent. Plan
questions you want to ask the parent about the student. Prepare
a folder of samples of students work, and anecdotal records if
possible. Show a sincere interest in the student. Center the
discussion on the student's progress. Stress the importance
of the overall development of the student, not just the
academic, but also physical, social, and emotional areas of
growth.   Be sure the parent understands what you are
discussing. Summarize for the parent the decisions you have
both agreed upon. Be tactful, remember you can catch more
flies with honey than with vinegar. Help the parent see growth
in their student. Avoid sitting behind your desk. Do not

argue with the parent. Do not use educational jargon, it makes the parent feel like an outsider. End the conference on a positive and friendly note.

Parent Communication

Parent communication continues throughout the year with informal notes, as well as detail sheets of required projects or reports. Usually in May the parent will need to be conferenced with, if the student is still performing below grade level. This conference is one to discuss either retaining the student in the same grade for next year,or assigning the student to the next grade. An assignment means that the student has not successfully completed the work for the current grade level. This is NOT a promotion. It is a good idea for any conference with a parent, to discuss a students performance that is below grade level, that you have a folder of representative samples of the students work, any pertinent parent-teacher correspondence, any parent contact sheets, gradebook, description of any discipline problems, deficiency noticies/progress reports, past report cards, current and past achievement test results, and perhaps even a copy of the districts curriculum expectancies. All of this information can help you better paint a picture, for the parent, of their child in relation to where their child should be. One last important piece of information; it is an excellent idea to date and keep on file all parent

communication, including progress reports, deficiency notices, and your written response to parent communication. It is a good idea to also, keep on file a parent contact sheet. This parent contact sheet is where you write down a summary of any verbal communication with a parent; in person, or over the phone. This contact sheet should contain the name of the person you spoke with, in what manner (phone or in person), the date, approximate length of the contact, a summary of what was discussed and the general outcome. This should become part of the file you keep on each student.

Goals and Objectives

There are duties and responsibilities that you will be asked to perform on an occasional basis, in fact some of these responsibilities will be performed only one time a year. Goals and Objectives are a responsibility that you will have to complete. Goals and Objectives state the methods you will be using the current school year in order to teach you students, in the various curricular areas. Sometimes you are requested to state your objectives in percentage of students that will pass with an 80% success rate. These Goals and Objectives will be stated in behavioral objectives using Blooms Taxomony. As in all other areas it is important to find out the format for the Goals and Objectives for your school site. You will have a due date for these Goals and Objectives to be turned in by.

Emergency Lesson Plans

Along with your Goals and Objectives you will want to complete a set of emergency lesson plans, to have on file in case you are absent, unexpectedly. These plans should be academically based, yet broad enough so that they can be utilized throughout the school year. It is a good practice to include a copy of a current class list, directions as to the location of specific materials that may be needed, special notes regarding students with special needs, a copy of your schedule, a listing of the times and the students involved in pull-out programs, a copy of your discipline plan, a copy of the disaster plan, names of students that might pose a problem, names of students that might serve as student helpers, and a packet of worksheets (already run off) that can be used with your lesson plans. Remember that once you have used this set of emergency lesson plans you will need to replace them with another set.

Daily Schedules

You also need to develop, turn in, and post a copy of your daily time schedule for your classroom. This schedule should include the times when your class will attend Music, Computers, Library, recess, and lunch. This schedule will need to be updated if and when any changes occur with your schedule.

Homework Policy

A homework policy will need to be developed and then implemented for your classroom. A homework policy will include how often homework will be given, when the homework is due, how the homework is to be turned in, the rewards and/or consequences for completing or not completing the homework assignments, what type of record keeping you will use to keep track of who does or does not complete their assignments, what method will you use to check and correct the assignments, and how will the homework affect the report grades. Prepare homework assignments as part of lesson planning. Alternate subject areas assigned and days. Diversify assignments to motivate student interest. Remember any homework policy that you design MUST be one that you can consistently implement. Consistency is just as important in homework as it is with discipline!

Teacher Evaluation

Teacher Evaluation is a process that you will be involved in on a regular basis. The first formal observation will be announced and will last not less than thirty minutes or one period. A conference between you and the administrator will follow within ten days. This will be a discussion meeting where the observation will be reviewed. Within five days after the conference, you will receive a typewritten copy of the formal evaluation form. Probationary teachers are

observed formally three times during the year with written reports to follow each observation. The building principal may observe you informally during the year. You will be evaluated two times during the year. You remain a probationary teacher for two years, at which time, if you remain with the district, you become a permanent teacher. Permanent teachers are observed and evaluated a minimum of once every two years, by March 15. Copies of evaluations and observation forms may be viewed if requested. For any additional information concerning your observations and evaluations contact your principal, union representative or speak with a teacher that you feel comfortable speaking with. Ask them you questions concerning just what is being looked for during an observation and evaluation.

Summary

Your professional duties and responsibilities will vary from site to site and possibly with your years of experience. Whatever duties and responsibilities you may be given be sure that you fully understand what is expected of you, and what the policy or procedure is regarding the duty or responsibility . Try to keep a calendar of due dates so that you can give yourself plenty of time to accomplish all that is required of you as a teacher.

SECTION FIVE

General Information

We have discussed discipline, additional programs, bookkeeping/policies, and duties/responsibilities. This chapter will discuss general information that any teacher, in any school, regardless of years of experience can find of value. Most of this information is presented in a list form for convience. Some of the areas covered in this chapter are: definitions; video recording policies; Weekly Time Allotments; beginning school checklist; pampering yourself; classroom supplies list; ways to encourage students; (h) stress control; bits and pieces of information; and bi-lingual words and phrases. This section and the areas covered in this section were areas of concern that teachers who responded to Questionnaire #1 felt needed to be covered for new teachers adjusting to a new school.

Professional Resources

CHILDRENS BOOK CLUBS:

Troll Book Club

 320 Route 17

 Mahwah, NJ 07498-0002

The Trumpet Club

 P.O. Box 604

 Holmes, PA 190043

Arrow Book Club

 Scholastic Book Clubs, Inc.

 Jefferson City, MO 65102

Weekly Reader Book Club

 P.O. Box 16628

 Columbus, OH 43216

JOURNALS and TEACHING MAGAZINES:

Creative Classroom

 Frank Schaffer Publications

 23740 Hawthorne Blvd.

 Torance, CA 90505

Good Apple Inc.

 P.O. Box 299

 Couthage, Ill. 62321-0299

Mailbox

    1607 Battleground Ave.

    P.O. Box 9753

    Greensboro, NC 27499-0123

"Phi Delta Kappan"

    P.O. Box 789

    Bloomington, IN 47402

Reading Teacher

    International Reading Association

    P.O. Box 8139

    Newark, DE 19714-8139

Definitions

A.D.A.	Average Daily Attendance
A.F.D.C.	Aid to Families with Dependent Children
B.I.L.P.	Bi-Lingual Individual Learning Plan
C.A.P.	California Assessment Program
C.A.T.	California Achievement Test
C.T.A.	California Teacher's Association
C.T.B.S.	California Test of Basic Skills
Chapter 1	Federally funded program to address special learning needs of disadvantaged children
E.S.L.	English as a Second Language
F.E.P.	Fluent English Proficient
G.A.T.E.	Gifted And Talented Education
I.E.P.	Individual Education Plan
J.E.T.	Intra-district mail for county office
L.E.P.	Limited English Proficient
N.E.P.	Non-English Proficient
N.E.A.	National Educators Association
R.S.P.	Resource Specialist Program
S.A.R.B.	School Attendance Review Board
S.B. 1882	Staff Development
S.D.C.	Special Day Class
S.I.P.	School Improvement Program
Chapter 2	Federal funds to support district supplemental needs such as library materials

and staff development

Title 9   Non-discrimination by gender

Title 7   Federally funded program to assist Limited

                 English Proficient students

CUM Folder   Student's personal cumulative folder for all

                 their school years

Tape Now!----Play Later?

Off-air video recordings may be kept for no more than 45 calendar days, then the tapes must be erased.

The recordings may be shown to students only within the first 10 school days of the 45 day period.

The recordings may be shown no more than twice during the 10 day period (and the second time only to reinforce instruction).

After that, only teachers may view the tapes to decide if they want to purchase the program for regular use in their curriculum.

Programs can be recorded only once and only at a teacher's request, not "just in case." (Duplicate copies for teachers can be made, all copies are subject to the same restrictions as the original).

The tapes can't be physically or electronically altered.

All copies must include the copyright notice as recorded.

Public Television

The above rules also apply to some public television broadcasts, but public broadcasting also offers more liberal taping rights to many of its programs, including unlimited taping rights to National Geographic Specials.

Cable Networks

LIFETIME: recording is permitted for 30-day use.

CNN: School enrolled in CNN News Room can tape that show everyday and use the tape forever.

THE LEARNING CHANNEL: You can tape and use a daily two-hour commercial-free package called TLC Electronic Library.

BRAVO: Use the commercial and public television guidelines

C-SPAN: You can tape anything for the classroom and use it forever.

THE DISCOVERY CHANNEL: You can tape Assignment Discovery programs (not others) and use them for up to a year.

A & E: You can tape A&E in the classroom (8 to 9 a.m. weekdays) and use each program for up to a year.

HBO: Write to Corporate Affairs, 1100 Avenue of the Americas, New York, NY 10019.

SHOWTIME/THE MOVIE CHANNEL: Write to Corporate Communications, Show Time Network, Inc., 37th Floor 1633 Broadway, New York, NY 10019

DISNEY: This network doesn't endorse the educational fair use guidelines for off-air taping.

FAMILY CHANNEL: This network doesn't endorse the fair use guidelines.

Weekly Curriculum Time Allotments

Minimum allocation of instructional minutes per week by grade spans:

SUBJECT AREA	KINDER.	GRADES 1-3	GRADES 4-5
Read./Lit.	150	300	300
Language Arts	200	200	200
Mathematics	100	200	250
Science/Health	150	200	200
History/S.S.	100	150	200
Fine Arts	100	100	100
P.E.	100	100	100
Elective Time	100	150	150
Total Weekly Minutes	1,000	1,400	1,500

Beginning School Checklist

This checklist can identify procedures for you to follow in your classroom. Look through this list and if you find that some of the listed items are of interest look further into them. If you do not feel that they would be of assistance skip them.

BEGINNING CLASS:

    Roll call

    Tardies

    Distributing materials

ROOM/SCHOOL AREAS:

    Materials

    Water fountain, bathroom, pencil sharpener

    Student storage

    Student desks

    Learning centers

    Playground

    Lunchroom

INSTRUCTIONAL ACTIVITIES:

    Student movement in the room

    Signals for student's attention

    Signals for teacher's attention

    Student talk during seatwork

    Activities to do when work is done

    Student movement in and out of small groups

Bringing materials to group

Expected behavior in group

Expected behavior of students not in group

ENDING CLASS:

Putting away supplies and equipment

Cleaning up

Organizing materials in class

Dismissing class

INTERRUPTIONS:

Rules

Talk among students

Conduct during interruptions or delays

Passing out books and supplies

Turning in work

Handing back assignments

Out-of-seat policies

OTHER PROCEDURES:

Fire drills

Lunch procedures

Student helpers

Safety procedures

WORK REQUIREMENTS:

Heading papers

Use of pen or pencil

Neatness and legibility

Incomplete work

Late work

Missed work

Make-up work

Supplies

Coloring or drawing on paper

Use of manuscript or cursive

COMMUNICATING ASSIGNMENTS:

Posting assignments

Provision for absentees

Requirements for long term assignments

Returning assignments

Homework assignments

MONITORING STUDENT WORK:

Completion of homework

Monitoring of all students

CHECKING ASSIGNMENTS IN CLASS:

Marking and grading assignments

Turning in assignments

Students correcting errors

GRADING PROCEDURES:

Determining report card grades

Recording grades

Extra credit work

Keeping records of papers/grades/assignments

Grading criteria

ACADEMIC FEEDBACK:

Rewards and incentives

Posting student work

Communicating with parents

Students' record of grades

Written comments on assignments

Pamper Yourself

You spend a great deal of time in your classroom. Be sure that you provide some items to pamper yourself during breaks, at lunch, and after school. Listed below are some items that can make it a bit easier on you.

Comfortable chair

Food stash/drink stash

Mugs for coffee, tea, soup, or even water

Radio (a must)

Relax during recesses

Get a mirror for touch-ups during the day

Keep a umbrella handy

Enlarge work area by putting another desk or table
    next to yours

Have a place to put keys, whistle, etc.

Have various organizers for papers and supplies

Baby wipes for quick clean ups

Framed picture of your loved ones

Good supply of sticky notes

Supply of all purpose stationary

Extra sweater

Extra pair of comfortable shoes

Sewing kit

Emergency kit (in case of disaster, and you need to
    stay at school)

Mini set of tools (screw drivers, Phillips and flat

   head)

Vases

Extra change (for vending machines)

Extension cord (for three pronged appliances)

Sponge and bucket

Sun hat

Winter hat, gloves, scarf, and socks

Cassettes of favorite relaxing music

Extra sacks or plastic trash bags

Apron

Notepads

Assorted sizes and colors of markers

Good supply of writing pens

Good supply of baggies (zip lock the best)

Away from classroom survival kit (ditto paper, class

   list, pens, scissors, pencils) label it HOMEWORK so

   nobody will touch

Classroom Supplies

It is always a good idea to have your classroom supplies on hand and easily accessible. Depending on the schools supply policy it is always a good idea to have at least one in reserve.

Ditto paper

Lined paper

Pencils

Erasers (pencil and board)

Rulers

Scissors (student and teacher)

Glue

Crayons

Markers

Construction paper (assorted colors)

Chalk or dry markers and erasers

Yard sticks

Playground equipment

Tissue paper

Facial tissue

Yarn and/or string

Tempera paints

Watercolor paints

Brushes

Teacher pens

Stickers

Rubber stamps and ink pads (assorted)

Bulletin board borders

Glitter (assorted colors)

Overhead transparencies and pens

Ditto masters

Paper clips

Tape

Rubber bands

File folders (200 miminum)

Helper charts

Calendar

Bulletin boards

Welcome sign

Thumb tacks or push pins

Art paper

Stick on labels

Book pockets

Index cards (3x5 and 5x8)

Date stamp

Envelopes (assorted sizes)

File box (3x5 or 5x8)

EZ Grader

Filing Guides

Stencils

Highlighters

Safety pins

Straight pins

Pipe cleaners

Hole punch (single hole and 3 hole)

Gummed reinforcements

Chart rings

Staple remover

Staples

Steno pad

Masking tape

Transparent tape

Ways to Encourage Students

You're on the right track now!

You are very good at that.

That's much better.

I'm happy to see you working like that.

You're doing a good job.

That's the best you've every done.

I knew you could do it.

Now you have it.

Great!

That's the right way to do it.

You're getting better every day.

Nice going.

Sensational!

That's better.

Perfect!

You're really going to town.

Terrific!

Much better.

Outstanding!

You did that very well.

Fantastic!

You're really improving.

Superb!

Keep it up!

Tremendous!

Good thinking!

Keep on trying!

I like that.

I'm very proud of you.

I think you've got it now.

You're right.

That's great!

Way to go.

Now you have the hang of it!

That's it!

That's right!

That's good!

Good work!

I'm proud of the way you worked today.

You're really working hard today.

Congratulations!

That's quite an improvement.

You are doing so much better today.

I sure am happy you are in my class.

Good for you!

One more time and you'll have it.

You did it that time!

That's the way!

Keep up the good work.

Nothing can stop you now!

Excellent!

That's the best ever.

Fine!

Wonderful!

That's better than ever.

Nice going.

Now that's what I call a fine job!

You must have been practicing.

Right on!

Good remembering!

You did a lot of work today!

You certainly did well today.

You're doing fine.

Good going!

Marvelous!

Good job, (name child).

You remembered.

Stress Control

Teaching can become a very stressful profession if you let it. Therefore, in order to be of value to your students, your family, and yourself you must not let stress take you over. Below are a few ways to help control the stress of teaching.

Learn to separate the "important" from the "urgent".

Think positively! Change those stressful things which you can and accept those which you cannot.

Eat a nutritionally balanced diet. Cut down on caffeine, sugar and white flour.

Don't get caught up in the complaints of others.

Get proper rest. Try to stick to a regular sleep pattern.

Get regular exercise.

Take deep breaths before entering a stressful situation or when you find yourself in the midst of one unexpectedly.

Take a walk when you can.

Do something special just for YOU!

Take a warm bath.

Repeat these statements to yourself:

I am a unique and precious human being, always doing the best I can, always growing in wisdom and love.

I am in charge of my own life.

I live a day at a time, do first things first.

Every experience I have in life (even the unpleasant ones) contributes to my learning and growth.

I am human, I am suppose to make mistakes.

Inch by inch anything's a cinch.

No mistake is a mistake as long as I learn from it.

All anyone can ask of me is for me to do my best.

I think I can, so I can!

I refuse to be put down by the attitudes or opinions of others.

I am not my actions. I am the actor. My actions may be good or bad. That doesn't make me good or bad.

I do not have to prove myself to anyone. I need only to express myself as honestly and effectively as I am capable.

I am kind and gentle toward me.

I am patient and serene for I have the rest of my life in which to grow.

My mistakes and non-success do not make me a louse, a crumb, or whatever. They only prove that I am imperfect, that is, human. And there's nothing wrong with being human.

Bits and Pieces

Below are listed bits and pieces of general information that may come in handy for you.

You are a professional! Keep up your professional development

Order and plan ahead for films/videos at beginning of year.

Plan field trips at beginning of year to ensure buses.

Choose committees you want to belong on or activities you want to help with.

Learn to say NO! (with dignity)

Don't take everything personally.

Familiarize yourself with forms and due dates, ahead.

Document professional growth hours.

Maintain personal file of notes from parents, principal, and district office.

Always have rationale for what you teach.

Watch sick days especially taking off on Mondays and Fridays.

Ask! Ask! Ask anyone or everyone, don't hesitate.

Beg, and borrow from other teachers (always ask).

Don't hold everything in, talk with someone that's a friend.

If you don't know ASK!

Expand your teaching materials file.

Bi-Lingual Words and Phrases

ENGLISH	SPANISH
book	libro
page	pagina
ball	pelota
calendar	calendario
chair	silla
crayon	creyon
desk	pupitre
dictionary	diccionario
homework	tarea
paper	papel
pencil	lapiz
playground	patio de recreo
school	escuela
bus	autobus
door	puera
arithmetic	aritmetica
principal	director/directora
reading	lectura
teacher	maestro/maestra
behavior	conducta
comprehension	comprension
penmanship	caligrafia
sight words	palabras a primera vista

phonetic	fonetico
subject	materia
name	el nombre
test	el examen
please	por favor
Thank you very much.	Muchas gracias.
What happened?	En qie amp estas?
Who is your teacher?	Quien es tu maestro?
What happened?	Que paso?
Please wait a minute.	Espera un momento, por favor.
Sit down on the slide.	Sientate en el resbaladero.
Be careful.	Ten cuidado.
Walk, don't run.	Camina, no corras.
Stop!	Para!
Why are you crying?	Por que lloras?

APPENDIX B

Implementation Plan

There are currently 37 states using some type of New Teacher Induction Program. However, there are some states, school districts, and school sites that do not participate in any New Teacher Induction Program due to various reasons. In lieu of a formal New Teacher Induction Program new teachers should not just be merely given the New Teacher Handbook alone, for it will not be a successful induction tool. It is crucial to the overall success of this program that new teachers be assigned a buddy teacher.

A buddy teacher can help the new teacher deal with the many questions they will have. The buddy teacher can provide guidance on the daily policies and procedures. A buddy teacher can act as a confidant and friend. Every new teacher needs someone to turn to, to share the joys and the concerns they will have regarding their teaching.

In assigning a buddy teacher to a new teacher several points should be considered. In research it has been found that a buddy teacher from the same grade level as the new teacher tends work better than pairing a sixth grade teacher with a Kindergarten teacher. Teachers of same grade levels can share teaching methods, curriculum ideas, classroom management techniques, and educational strategies with each other. They can share problems and solutions since they

have the same grade. It is easier to be sympathic to someone sharing a similar problem. They are able to share short-cuts and information concerning teaching a particular age group.

The second part of this induction plan will be the providing all new teachers with the New Teacher Handbook. After the new teacher has read it, they can ask their buddy teacher any questions that they may have. This New Teacher Handbook will provide a basis for discussion between the new teacher and the buddy teacher. This can lead into disucssions regarding policies, procedures, expectations, and expectancies.

At the end of the school year all new teachers will be given Questionnaire #2. This questionnaire asks the new teacher to evaluate the effectiveness of the buddy teacher and the handbook. If there are any areas of concern that need to be addressed then it should be dealt with at the end of the year, before new teachers arrive for the new school year. This should be an ongoing process, the reviewing and revising of the New Teacher Handbook. One other area does need to be mentioned. In order to be sure that ALL new teachers are assigned a buddy teacher, perhaps a list of available teachers listed by grade level could be made. This list could provide a quick reference for the principal to assign a buddy teacher to a new teacher, One final point, if these buddy teachers are to be a real asset to the new teacher, then all buddy teachers

should go through an inservice/workshop on being a good buddy teacher. This inservice/workshop should cover the areas that the principal feel are of importance for a new teacher. Several of areas that should be discussed are: attendance policy; Child Abuse Reporting; combination classes; curriculum concerns; disaster drill information; discipline policy; evaluations; forms; general due dates; goals and objectives; grading policy; homework policy; lesson plans; mission statement of the school; parent communication; report cards; resources (disrtict); room environment; rovers; schedules; sick leave procedure; school rules; supplies; support staff; testing; and yard duty.

Questionnaire #1

1. When you arrived at your school site were you given an orientation handbook of the schools policies and procedures?

Yes_____   No_____

2. If you did receive an orientation handbook of school p olicies and procedures was it helpful for you in understanding how the school is run?

Yes_____   No_____

3. If you did not receive an orientation handbook of school policies and procedures would one have been helpful to you?

Yes_____   No_____

4. Did your principal or principal designee have an opportunity to personally give you an orientation to your school site?

Yes_____   No_____

5. Was this orientation helpful to your becoming acquainted with the policies and procedures of your school site?

Yes_____   No_____

6. Was there another person at your school site that helped you become acquainted with school policies and procedures?

Yes_____   No_____

If so, what was their position?

_____

7.   Do you think a peer coach or an orientation handbook
would be helpful for a teacher new to a school site?

Yes_____   No_____

8.   What do you think are the five most important policies
and/or procedures that should be included in an orientation
handbook for new teachers?

1._____

2._____

3._____

4._____

5._____

Questionnaire #2

1. Did you find the faculty handbook helpful?

Yes_____   No_____

2. Do you feel it is in an easy to use format?

Yes_____   No_____

3. Did you receive any additional assistance?

Yes_____   No_____

4. If so, from whom?

_____

5. Were you assigned a buddy teacher?

Yes_____   No_____

6. Was this buddy teacher of help to you?

Yes_____   No_____

7. Are there areas you feel need to be included in this handbook?

Yes_____   No_____

8. If so, what areas?

_____

APPENDIX D

Results of Questionnaire #1

Total number of questionnaires returned were 25.

Responses to the following questions:

1. When you arrived at your school site were you given an orientation handbook of the schools policies and procedures?

Yes-8   No-16

2. If you did receive an orientation handbook of school policies and procedures was it helpful for you in understanding how the school is run?

Yes-20   No-8

3. If you did not receive an orientation handbook of school policies and procedures would one have been helpful to you?

Yes-20   No-5

4. Did your principal or principal designee have an opportunity to personally give you an orientation to your school site?

Yes-12   No-13

5. Was this orientation helpful to your becoming acquainted with the policies and procedures of your school site?

Yes-11   No-14

6. Was there another person at your school site that helped you become acquainted with school policies and procedures?

Yes-20   No-5

If so, what was their position?

Teachers-21

Buddy Teacher-3

Clerk-1

7. Do you think a peer coach or an orientation handbook would be helpful for a teacher new to a school site?

Yes-25   No-0

8. What do you think are the five most important policies and/or procedures that should be included in an orientation handbook for new teachers?

discipline-2

duties and responsibilities-2

playground rules-3

attendance-1

emergency policy-1

writing samples-1

Chapter 1 Lab-1

tardies-1

dress code for students-1

deficiency notices-1

report cards-1

due dates-1

policies-1

procedures-1

where to find thing you need-1

schedules-1

ordering supplies-1

field trips-1

administrative assignments-1

Resource Special Program Referrals-1

Counselor Referrals-1

BIBLIOGRAPHY

Anderson, Linda M. and Evertson, Carolyn M. Classroom
    Organization at the Beginning of School: Two Case
    Studies. Austin Research and Development Center for
    Teacher Education, University of Texas. June 1978.
    Report No. 6003.

Anderson, R. Becoming a Nation of Readers: the Report of
    the Commission on Reading. Washington, DC. U.S.
    Department of Education, 1985.

Bolton, Robert. Skills: How To Assert Yourself, Listen to
    Others and Resolve Conflicts. Englewood Cliffs, NJ:
    Prentice-Hall, 1979.

Canter, L. & Canter, M. Assertive Discipline. Los Angeles:
    Canter and Associates Inc., 1979.

Dreikurs, R. Maintaining Sanity In The Classroom. New
    York: Harper, 1971.

Evertson, C. Classroom Management For Elementary Teachers.
    Englewood Cliffs, NJ: Prentice-Hall, Inc., 1984.

Gardner, H. Frames of Mind: The Theory of Multiple
    Intelligences. New York: Basic Books, 1983.

Glasser, W. Schools Without Failure. New York: Harper &
    Row, 1969.

Gordon, T. Teacher Effectiveness Training. New York: Peter
    H. Wyden, 1975.

Guilford, J. P. Creativity and Thleir Educational
    Implications. San Diego: Robert Knapp Publishing
    Company, 1968.

Hawley, Robert C. and Hawley, Isabel L. <u>Achieving Better</u>
    <u>Classroom Discipline</u>. Ameherst, Mass: Education
    Research Associates, 1981.

Johnson, Richard A.; Kast, Fremont E. and Rosenzwieg,
    James E.<u>The Theory and Management of Systems</u>. Third
    edition. New York: McGraw-Hill Book Co, 1963.

Joyce, Bruce. <u>Models of Teaching</u>. Englewood Cliffs, NJ:
    Prentice-Hall Inc., 1978.

Keirsey, David and Bates, Marilyn. <u>Please Understand Me</u>.
    Del Mar, Calif: Prometheus Books, Inc., 1978.

Lawrence, Gordon. <u>People, Types and Tiger Stripes</u>.
    Gainsville, Fla: Center for Application of Psychological
    Type, Inc., 1979.

Mayer, R.E. <u>Thinking, Problem-Solving, Cognition</u>. San
    Francisco: W.H. Freeman, 1983.

Silver, H. and Hanson, J.R. <u>Teaching Styles and</u>
    <u>Strategies</u>.Moorestown, NJ: Hanson Silver Strong &
    Associates,Inc., 1980.

Trelease, J. <u>The Read-Aloud Handbook</u>. New York: Penguin
    Books, 1985.

Whimbey, A. <u>Intelligence Can Be Taught</u>. New York: E.P. Dutton,
    1975.

Williamson, B. <u>A First-Year Teacher's Guidebook for</u>
    <u>Success</u>. Sacramento,CA: Dynamic Teaching Co.,
    1988.

Williamson, B. <u>How To Organize And Run A Successful</u>
    <u>Classroom</u>. Sacramento, CA: Dynamic Teaching Co.,
    1986.