1996

The administrator's role in teacher induction

David Lewis Brashear

Follow this and additional works at: http://scholarworks.lib.csusb.edu/etd-project

Part of the Educational Administration and Supervision Commons

Recommended Citation

http://scholarworks.lib.csusb.edu/etd-project/1208

This Thesis is brought to you for free and open access by the John M. Pfau Library at CSUSB ScholarWorks. It has been accepted for inclusion in Theses Digitization Project by an authorized administrator of CSUSB ScholarWorks. For more information, please contact scholarworks@csusb.edu.
THE ADMINISTRATOR'S ROLE
IN
TEACHER INDUCTION

A Thesis
Presented to the
Faculty of
California State University,
San Bernardino

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts
in
Education: School Administration

by
David Lewis Brashear
June 1996
THE ADMINISTRATOR'S ROLE IN TEACHER INDUCTION

A Thesis
Presented to the Faculty of California State University, San Bernardino

by

David Lewis Brashear

June 1996

Approved by:

Dr. David O. Stine, First Reader

Dr. Billie G. Blair, Second Reader
ABSTRACT

With a national teacher shortage near at hand, retention of new teachers is an urgent priority. Induction cannot be left to chance. To prevent this, principals must take a leadership role in the development and implementation of a successful induction program.

In this study a review of the literature on the needs of beginning teachers, induction theories and the role of the administrator in induction was followed with a survey of site administrators. While most principals felt they offered adequate assistance to beginning teachers, responses indicate the need for a more detailed induction process that involves the site administrator to a greater extent.
I wish to express my sincere gratitude to Dr. David Stine and Dr. Billie Blair for their patience, encouragement and words of wisdom.

To my parents, James and Fern Brashear, whose labor and suffering helped me to be where I am today, I want to thank you for providing me with unconditional love, never ending support, and the countless lessons of life that taught me I could accomplish whatever I set as a goal.

Likewise, appreciation to my family and friends is acknowledged. Thanks to Jan, my sister, and David, April, Emily, Carol, Mike, Helene, D, Jack, Ruth, and Carla for moments of repose and words of encouragement.

But most of all, I wish to convey my most sincere gratitude to Bill, my partner in life and best friend, for his assistance and advice, and, more importantly, his belief in me. Without Bill’s support I would never had been able to make this a reality.

Finally, I wish to dedicate this volume to the late Dr. Kathy L. O’Brien, for it was she who first helped me discover how important it is to be a part of a child’s life, how important it is to teach.
TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABSTRACT</td>
<td>iii</td>
</tr>
<tr>
<td>ACKNOWLEDGMENTS</td>
<td>iv</td>
</tr>
<tr>
<td>LIST OF TABLES</td>
<td>vi</td>
</tr>
<tr>
<td>INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>REVIEW OF LITERATURE</td>
<td></td>
</tr>
<tr>
<td>Beginning Teachers</td>
<td>4</td>
</tr>
<tr>
<td>Teacher Induction</td>
<td>10</td>
</tr>
<tr>
<td>Administrative Responsibilities</td>
<td>18</td>
</tr>
<tr>
<td>PROCEDURE</td>
<td></td>
</tr>
<tr>
<td>Sample</td>
<td>23</td>
</tr>
<tr>
<td>Instrument</td>
<td>25</td>
</tr>
<tr>
<td>Results</td>
<td>28</td>
</tr>
<tr>
<td>Summary of Findings</td>
<td>34</td>
</tr>
<tr>
<td>CONCLUSIONS</td>
<td>37</td>
</tr>
<tr>
<td>APPENDIX A: Areas of Concern and Questions That Might Precede Development of Action Plans Designed to Retain Services of Quality Beginning Teachers</td>
<td>47</td>
</tr>
<tr>
<td>APPENDIX B: Questionnaire</td>
<td></td>
</tr>
<tr>
<td>Principal’s Perceptions of and Relationships With Beginning Teachers</td>
<td>50</td>
</tr>
<tr>
<td>REFERENCES</td>
<td>55</td>
</tr>
</tbody>
</table>
LIST OF TABLES

Table 1. Number of Teachers Hired.............. 27
Table 2. Desirable Characteristics of Beginning Teachers ................. 29
Table 3. Frequency of Classroom Observation - Contractual Requirement .......... 32
Table 4. Frequency of Classroom Observation - Informal ................. 32
Table 5. Assistance Provided to Beginning Teachers 33
Introduction

Clearly the beginning teacher is a unique individual. Like no other professional, the beginning teacher must assume full responsibility from the first day. No master craftsman or senior partner will be available to guide the beginner, step-by-step, if necessary. To bridge the gap between college and entry into the profession, most school districts are implementing support systems for beginning educators.

In California, Senate Bill 813, the Hughes-Hart Education Reform Act established The California Mentor Teacher Program. The duties and responsibilities of each mentor teacher is determined on an individual basis. However, the primary function of a mentor teacher is to provide assistance and guidance to new teachers. Candidates for the position of mentor teacher must demonstrate exemplary teaching ability as indicated by effective communication skills, subject matter knowledge, and mastery of a range of teaching strategies, necessary to meet the needs of pupils in different contexts. Mentor teachers are selected by a committee which is established through an election process. Teachers, site administrators and district administrators make up the committee. Each teacher appointed by the local Board of Education as a mentor receives an annual stipend in the amount allocated by the
State. The Mentor Teacher Program is wholly operated on State funding specifically designated for this program. In the event that State funding for this program is reduced or discontinued, districts are faced with reducing or discontinuing their mentor programs or finding alternative sources for funding.

In 1988, the state legislature commissioned the California New Teacher Project. This project was designed to assess which approaches to support and evaluate new teachers were most effective. Based on the Bergeson Act, the Commission on Teacher Credentialing and the California Department of Education awarded grants to 37 local programs to provide support and training for first-year and second-year teachers, and to pilot innovative assessments from 1988 through 1992. More than 3,000 first and second year teachers participated in projects around the state of California. The evaluation of this project showed that new teachers gain significantly from guidance and assistance provided by experienced teachers, training programs and informative assessments.

These programs rely on the role of experienced teachers as central to the success of the first year teacher's induction. While this position is important, the administrator must consider their role in achieving the goals of a teacher induction program.
With reforms in teacher induction underway, many programs continue to fail to describe the role of the school administrator. Defining the role of the school administrator is not easy. Changes in definition and job description have occurred for site administrators in conjunction with school reform movements. One role has not changed. Principals must bring new teachers to their staff. From this point, however, the role of the administrator is varied and often vague in regards to meeting the needs of the beginning teacher.

While research on induction continues to provide insight into the needs of the beginning teacher, the role of the school administrator is not sufficiently defined. The purpose of this study is to look at research on the needs of beginning teachers, theories of teacher induction, and administrative responsibility in order to identify a more definite role for the building administrator as a part of teacher induction.
Review of the Literature

Beginning Teachers

Conant (1963) was among the first to call attention to the needs of beginning teachers. Variables such as training program, student teaching and grade-level or assignment affect the needs of the beginner. Research by Ryan (1970) and Lortie (1975) identify discipline, isolation, student evaluation and the use of materials as problems for the beginning teacher. Ryan (1974) concludes that "there is probably no single thing that causes beginning teachers more trouble and more anxiety than discipline problems" (p.11).

In a review of 91 studies of beginning teachers, Veenman (1984) finds, in addition to discipline, that the most frequently cited problems were motivating students, dealing with individual differences, assessing students, dealing with heavy teaching loads and insufficient preparation time, developing relationships with colleagues, planning lessons, and preparing for the school day. A similarity in conclusions from each of the studies examined was noted. From this, Veenman (1984) concludes that the compounding of problems for the beginning teacher will cause that person to leave teaching.

Throughout all levels of education, feelings of isolation, concerns about administrative approval, and
strains placed on personal life are frequently identified as problems (Kurtz, 1983; Myers, 1981). Elementary teachers focus concern on planning and time constraints as well as more personal aspects like student-teacher relationships (Krajewski & McCumsey, 1984). Secondary teachers voice concern over inadequate materials and equipment, class size, and out-of-field placements (Ligon, 1988).

Stress, anxiety, and frustration are also identified as typical of beginners (Grant & Zeichner, 1981). Moskowitz and Hayman (1974) determined that beginning teachers displayed symptoms of high anxiety during the first few weeks of school. The classes of these teachers were observed to be more disruptive than those of their colleagues who were observed to be more at ease. An effect on student achievement produced by teacher anxiety is suggested by Galbo (1983). Faced with being considered incompetent, Glavez-Hjornevik (1985) finds that beginning teachers create anxiety when a need is felt to perform equal to their experienced colleagues. "This expectation apparently caused beginning teachers to feel that any requests for assistance would be interpreted as signs of incompetence" (p.3).

Often reluctant to seek out assistance, the beginning teacher struggles to adjust. No one wants to feel a need to ask for help. Ryan, Newman, Mayer, Applegate, Lasley, Flora
and Johnston (1980) conclude that difficulties of first year teachers lead to intense strain resulting in fatigue and depression. Heck (1988) notes these feelings are often seen during the probationary period of beginning teachers. Hoffman, Edwards, O'Neal, Barns, and Paulissen (1986) concur with these findings. Concerns of beginning teachers were found to be historically similar, with the majority of the beginners indicating that their first year was demanding.

Beginning teachers approach their first assignments with idealistic expectations. According to Runyan (1991) beginners often expect "autonomy, security, and challenge in their teaching tasks . . . collegiality and cooperation with peers . . . public support, appreciation and adequate resources" (p.25). Runyan (1991) points out that these "visions", if supported, can stimulate change. On the contrary, a lack of interest or support will fuel the desire to leave the profession.

Ryan et al. (1980) state there is a discrepancy in the capability of beginning teachers and what they become. Bush (1983) argues that new teachers develop a mentality of survival which frequently does not promote good teaching or student learning. Zumwalt (1984) emphatically believes the conditions of the first year teacher will govern attitudes and behavior over a career.
Hall and Loucks (1978) place identified concerns in stages. Early worries were described as primarily about those parts of the job that affect the beginner personally. Similar findings by Fuller & Bown (1975) state concerns about management of the many facets of the classroom and how to get tasks accomplished seem to occur next. Unless these concerns are addressed, the beginner is not likely to resolve them and move on to issues related to the impact of their teaching on their students.

Ryan et al. (1980) believe the multitude of difficulties faced by the beginning teacher forces them to leave the profession. In a report by the Wisconsin Department of Public Instruction Task Force on Teaching and Teacher Education (1984) the problem of exiting professionals is identified. This report stated fifty percent of all new teachers leave the profession within the first five years and generally are the most academically able. Myers (1981) states "far too many potentially fine teachers are lost simply because they are not sufficiently encouraged or assisted to become contributing members of the profession" (p.75). Sandefur (1982) observed the lack of appropriate assistance is the major cause in attrition. Zimpher and Grossman (1992) state the concern for the drop-out rate within the profession is behind many state-mandated programs to provide assistance to beginning teachers. Such
programs are evident in thirty-six states (American Association of Colleges of Teacher Education, 1988).

The California New Teacher Project, designed to assist new teachers in their first years of teaching, identified three major problems faced by 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 links to the universities and no apparent evaluation of actual teaching (California Department of Education, 1991).

To reduce worry for new teachers, Ligon (1988) suggests four steps administrators can take which directly address the worries of beginners. Concerning resources, it is pointed out that beginners often are taking over for a more experienced colleague who has left. Materials which the departing teacher does not want need to be left for the new teacher to analyze for worth. In addition, it is suggested that beginners be assigned a classroom and not forced to move between several. Make assignments based on experience. "Assign veteran teachers to problem classes. Veterans possess practiced teaching skills and strategies; they know what works" (Ligon, 1988, p.50). Limit adjunct duties so
the beginner can concentrate on teaching. Finally, the presence of a support system is mandated.

Kurtz (1983) identified similar methods for assisting the beginning teacher. Balancing class assignments allows the new teacher the opportunity to make mistakes and survive. Resource availability will assist the beginner in the acquisition of the role as teacher. Isolation from master teachers must be prevented. Kurtz (1983) further mentions a need for a better understanding of district expectations. Most beginners are presented with these expectations but seldom given the chance to comprehend. Finally, the problem of inadequate supervision is addressed. Kurtz (1983) emphatically states that most problems faced by beginning teachers can be decreased with adequate supervision. Reports of beginning teachers indicate that the most effective supervision was one-to-one, both formally and informally.

Kilgore and Kozisek (1989) believe the principal is a major force in helping the beginning teacher transition from student to professional. Principals must not see first-year teachers as finished products, but rather as teachers that need continuing supervision and instruction as they develop into masters of their craft.

Ryan and Cooper (1988) believe the administrator is important to the new teacher. According to these authors,
the administrator's role, with its varied responsibilities, is "very confusing to the beginning teacher." (p.393) Ryan (1979) explains the complexity of the principal as viewed by a beginning teacher. As the one who hires and assigns responsibilities and is responsible for the performance of the teacher, the beginning teacher sees the site administrator as evaluator. Ryan and Cooper (1988) state principals are also helpers when providing assistance, instructional leadership and allocating resources.

Beginning teachers are likely to view the principal in a variety of ways. While principals and beginners share a common goal in educating children, it is difficult for the beginning teacher to decide with which role of the administrator they are dealing (Ryan, 1979). With the principal as an integral part of the induction process, the teacher is better able to distinguish each administrative role.

Teacher Induction

Researchers, having concerned themselves for more than a decade with the woes of beginning teachers, set the foundation of induction. Induction, according to Eye (1956), is assisting the new teacher in adjusting to his or her new role. Tisher (1982) states that the purpose of
induction is to assist in professional competence. McDonald (1980) concurs and adds social adaptation to his definition.

Creating conditions for professionals to have self-control over their performance, says Schlecty (1985), is the primary aim of induction. These conditions are met when the purpose of induction is the development of skills, knowledge, attitudes and values prerequisite to effective teaching. Schlechty (1985) argues the norms of the profession are central to the purpose and aim of induction.

Hall (1982) explains that induction generally includes the first three years of teaching. However, it is pointed out that for induction to be realized, teaching as a profession must be thought of as a continuum. At the beginning of the continuum, preservice training, followed by induction, which leads to inservice training as a professional. Without this perspective, Hall (1982) argues there is a lack of continuity in training which is of no use to the professional.

Retention of qualified professionals is one of the most critical areas of teacher induction. The exodus of teachers from the profession is a loss of resources not to mention the loss of revenue from time invested in education. Huling-Austin (1986) suggests the number of teachers leaving the profession will drop if induction programs are established. In addition, induction will hopefully screen
out those least capable. "Education can no longer afford to adopt a 'sink or swim' attitude toward new teachers..." (Huling-Austin, 1986, p.4).

Huling-Austin (1986) summarizes those aspects of an induction program which can be expected with implementation. Through a vision of effective teaching and support, performance of beginning teachers can be expected to improve. Where policy and procedure is available, screen out least promising candidates. Using orientation to the culture of teaching and self-esteem as a vehicle to promote personal and professional well-being, increase retention of the most qualified professionals. Finally, it is suggested that the induction program must include a means in which beginners are able to satisfy requirements for certification (Huling-Austin, 1986).

In contrast, Huling-Austin (1986) stresses that induction is not a panacea. Based on school context, some problems for beginners will not be solved. Without the necessary background, successful teachers cannot be developed. This research further notes that there will be no substantial influence in long-range retention without other reforms in education (Huling-Austin, 1986).

Another goal of teacher induction, both supportive and assessment oriented programs, often hinders the overall effectiveness. As many state-mandated programs are
developed, teacher induction exists only to satisfy minimum criteria. Huling-Austin (1986) fears "dealing with the technical requirements of the program, facilitators sometimes forget the intent of an activity" (p. 4). This potential problem will be avoided by those who are truly concerned about providing support and assistance.

Not unlike supportive induction, the assessment oriented program also includes skill development. But that is all. Observations and ratings based on behaviors observed in teaching do little to develop strategies for self-evaluation or problem solving. Competence in education and teaching cannot be assured by skill mastery. "Quite commonly assessment oriented induction programs increase rather than decrease the pressures felt by the beginning teacher" (Fox & Singletary, 1986, p. 13). Components of the assessment focused program are inconsistent at best. Professional growth cannot be measured entirely by evaluation as suggested. Programs focusing on assessment of skills are incomplete.

Professional peer relationship established with the mentor teacher is attributed to the success of many first year teachers (Hoffman et al., 1986). In a study Varah, Theune and Parker (1986) compared those teachers supported by induction and those entering the profession without a formal support program. All members participating with an
induction program completed their first year of teaching. Eighty-three percent (83%) of the other group completed the first year. When asked where they would be in five years, 75% of the supported group stated they would still be teaching. Only 25% of the other group felt they might still be teaching. While the researchers found similar problems within both groups, those being assisted by an induction program found it less difficult to overcome problems. This group was also more positive in their description of the first year of teaching.

Mentor teachers, apparently, are a great determinant in beginning teacher success. Hoffman et al. (1986) found the mentor teacher component of the program increased professional contact. Beginning teachers rate the mentor as a highly influential individual, a valuable source of information and a source of psychological support. While assessment centered programs mention buddy arrangements, supportive induction programs clearly call for a well-developed mentor relationship.

From research on beginning teachers, one would expect the role of the mentor to be highly involved with emotional support and management of teacher tasks. Odell (1986) argues against this assumption. By questioning beginning teachers, Odell (1986) found that help in obtaining resources and materials or the application of a given
teaching strategy outweighed the need for emotional support and assistance with classroom management. This is attributed to the varying needs of an individual. However, Odell (1986) summarizes the role of the mentor, initially, as the fulfillment of needs regarding the district and how resources may be obtained. As the teaching experience lengthens, the focus for the mentor changes to one of assisting with the instructional process.

Galvez-Hjornevik (1986) suggests that the mentor teacher must believe they are viewed as a successful teacher in order to be helpful to beginners. In addition, Galvez-Hjornevik believes the most productive peer relationship will occur when teaching assignments and ideologies are similar. However, mentors should not be appointed to satisfy a particular need unless qualified. Finally, a first year teacher must understand and accept the need of peer assistance (Galvez-Hjornevik, 1986).

Where research shows mentor teachers prove to be useful, Wagner (1985) argues that mentors are just a part of the needed reforms in education and must be integrated with other efforts for school improvement. While mentoring was conceived as a result to a call for outstanding teachers and exemplary teaching, Wagner (1985) is fearful that the role of the mentor will expand beyond useful parameters. The
ideals of induction cannot be the sole responsibility of the mentor teachers.

Success of any induction program can be diminished. In an effort to meet legislative mandates many districts, in an attempt to meet only basic requirements, may produce programs which serve of little use to their beginning teachers. Huling-Austin (1986) theorizes that this can be prevented. Equal emphasis must be placed on the development of performance and emotional well-being. Program components must extend beyond minimum requirements as mandated. The overall intent of the program must remain predominate to its technical requirements (Huling-Austin, 1986).

In as much as the goals of the effective induction program remain relatively constant, the components designed to achieve these goals differ. Fox and Singletary (1986) suggest the responsibility be shared by the school district, the university, community and state agencies. This program provides tuition reimbursement and release time for teachers to attend induction seminars, gain college credit and develop professionally. Regardless of how the components are met they must be made with the overall goals in mind. "Program outcomes will be directly related to the amount, types, and quality of experiences provided to beginning teachers through the program" (Huling-Austin, 1986, p.2).
California's active New Teacher Project program facilitates the acclimation of new teachers in their first years of teaching. The California New Teacher Project as described by California Department of Education (1992) has 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 teacher 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 for programs to meets; and g) restructure and coordinate existing teacher development programs. Assistance and support through the California New Teacher Project is given from site administrators, district personnel, support teachers and university faculty.

Effective teacher induction programs include skill development, professional attitude development, and psychological support while providing ongoing support and assistance designed to stimulate individuality (Fox and Singletary, 1986). Such a program will encourage
contribution to the profession and decrease the number of dissatisfied beginners.

**Administrative Responsibilities**

Myers (1981) describes the need for assisting and helping the beginning teacher as crucial and challenging for the principal. Alleviating anxieties of the beginner and assisting in gaining self-confidence and security, according to Myers (1981), are largely the responsibility of the principal. Myers categorizes experiences of beginning teachers and identifies the responsibility of the principal.

The attitude a principal shows toward a beginning teacher determines that individual's status with peers (Myers, 1981). Also important is the awareness and concern of the principal. This concern is exhibited by "giving recognition for contributions; encouragement; honest, fair and consistent evaluation" (Myers, 1981, p.72). The article suggests that a period of orientation to the district, facility and program is in order (Myers 1981).

To ensure that the perception of beginning teachers is correct, principals must review their practices. Kurtz (1983) argues that most practicing administrators genuinely believe they provide sufficient help for the beginner. Kurtz points out that such problems arise because administrators view the process of induction as relatively short while the beginning teacher sees the process as long-
term role acquisition. Practices which administrators need to consider, according to Kurtz (1983), become part of an ongoing process of orientation. Those include providing a buddy teacher, equitable assignments, inservice, adequate supervision and program evaluation.

While each of these suggestions are credible, a plan is necessary. Armstrong (1984) concurs that a plan, properly conceived, will respond to concerns of new teachers. Continuous instructional support and a system to understand the operations and social structure of the individual school are central to this plan (Armstrong, 1984). Because schools vary in terms of performance expectations of teachers, the nature of the plan should reflect these differences. Armstrong (1984) suggests site administrators review a number of issues and questions in order to prompt thinking prior to the development of plans. (See Appendix A for list of questions.) Questions are focused around five areas of concern for beginning teachers. Administrators in larger districts, where induction programs are often centrally administered, will want to address the same questions in regards to how they expect the program to affect their school. Armstrong (1984) believes when administrators implement the properly conceived plan, the probability of teachers making a long-term commitment to the profession increases.
Krajewski and McCumsey (1984) also believe the administrator must focus on having new teachers feel comfortable, competent and supported. The authors suggest the principal reflect on ways in which they interact with all staff and assess how they are perceived. Knowledge of instructional theory and skill in its application are necessary for the principal to guide all staff. When evident, this should help put the new teacher at ease (Krajewski & McCumsey, 1984).

Poplin (1992) argues that administrators must go beyond the role of instructional leader in promoting teacher growth. A feeling of trust must also be established. According to Krajewski and McCumsey (1984) the development of rapport requires dedication and diligence in the administrator. They suggest it takes a continual and conscious effort.

None of the articles presented have dealt with the principal as part of an induction program. Many of the suggestions given are useful. Still, the role of the administrator is not clear considering the changes being implemented in teacher induction.

North Carolina's statewide induction program provides each beginning teacher a support team on which the principal or assistant principal serves as chair (Hawk, 1986). The administrator is critical of this program because evaluation of the new teacher, using a state designed instrument, is
utilized in the decision of certification. The researcher reports most assistance provided by the principal, as a member of the team, is similar to that which has been previously suggested.

The role of administrators in Oklahoma's beginning teacher program is described by Godley (1989). In research on the role of induction team members, Godley (1989) reports the administrator's role changes as they participate on induction teams. According to this program, district evaluation and evaluation for certification are different. Administrators, as team members, share their evaluations and recommendations. When recommending for certification, administrators have no more authority than other team members (Godley, 1989). When asked to indicate their perception of their role on the induction team, behaviors by respondents in Godley's (1989) survey proved to be like those reported earlier. The administrators also described these tasks as necessary for successful induction.

All administrative participants in this study indicated that they had a significant impact on the new teachers in terms of professional development. Additionally, administrators indicated an increase in contact with beginning teachers as well as an increased awareness of problems of the beginning teacher (Godley, 1989). Godley (1989) concludes that the program provides the administrator
the opportunity to evaluate how they carry out their responsibilities for new teachers and provides a structured system of support.

In a plan for developing a needs-based induction program, Runyan (1991) suggests administrators have a variety of roles. These include conducting orientation to facilities, reviewing procedures and outlining expectations. Participation in seminars designed to address concerns and topics of interest for beginning teachers is also suggested. Further, the researcher identifies scheduling release time for classroom visitations and holding conferences with the beginning teacher and mentor as important administrator responsibilities (Runyan, 1991). Runyan (1991) further describes administrative support as "providing needed materials and resources, reducing extra-curricular responsibilities, providing increased planning time, reducing class load, serving as an instructional role model, or possibly providing more frequent informal classroom visits and feedback. Though usually responsible for the formal evaluation of the beginning teacher, the principal should strive to develop a collegial, supportive relationship, working with the mentor to provide successful teaching experiences for the beginning teacher" (p.54).
Procedure

Sample

The sample was drawn from a population of school administrators employed in four K-12 school districts located in the greater San Bernardino-Riverside geographic metropolitan area of Southern California. The four districts were chosen based on their close proximity to one another, their similar student population size, and cultural diversity of community. A total of 82 principals were contacted by mail.

School district A is located in a community of 100,000 with a student population of 15,000 with 5% Black, 25% Hispanic, 61% Caucasian, 7% Asian and 9% representing other minority populations. Students are housed in fourteen elementary (K-6) schools, three junior high (7-8) schools, one comprehensive high school and one continuation/alternative program high school.

Drawn from a community of 40,000, school district B has an enrollment of 16,000. The ethnic mix is 8% Black, 50% Hispanic, 37% Caucasian, 5% other minority. District facilities include sixteen elementary (K-6) schools, three junior high (7-8) schools, 2 comprehensive high schools and two alternative program high schools.

School district C is in a community of 72,000. The 20,000 students in this district are 26% Black, 37%
Hispanic, 23% Caucasian, 4% Asian and 10% Other ethnic minorities. Students are enrolled in fourteen elementary (K-6) schools, three middle (7-8) schools, two comprehensive high schools and two alternative program/continuation schools.

In a community of 95,000, school district D has an enrollment of 28,000 students. Students in district D are 9% Black, 36% Hispanic, 50% Caucasian, and 5% other minorities. District D has nineteen elementary (K-5 or K-6) schools, five middle (6-8) and junior (7-8) high schools, two comprehensive high schools and two alternative program high schools.

The number returning the questionnaire (N=39) represents 47% of the initial sample. One questionnaire was returned not answered. This clustered sample represents a total elementary student population of 25,805 with the school enrollment mean at 806.6 and an intermediate (junior high/middle school) population of 4,245, an average of 1061.25 students per school. There were no responses from high school administrators.

The respondents indicated a total of 884 certificated classroom teachers, a mean of 27.6 per elementary site and 162 certificated classroom teachers at the intermediate level, producing a mean of 40.5 teachers per location. Thirty-three principals were evaluating beginning teachers,
three were not. Table 1 shows the number of teachers hired in each of the sample districts.

The respondents were asked to provide information about their experience as an administrator. When asked the total number of years served as an elementary principal, the response range was 1 to 27 years. The mean for the group was 14.25 years, the median eight years. Describing their current position, the principals indicated tenure from 1 to 19 years, providing a mean of 6.5 years and a median of five years. One respondent was a third year assistant principal with no previous administrative experience. The intermediate administrators had an experience range of 8 to 26 years, with a mean of 14.25 years. Employment in their current principalships ranged from five to eight years, an average of 6.5 years.

Instrument

The absence of a tool to assess administrator perceptions of new teachers made it necessary to develop one for this study. Using the body of research detailing needs of beginning teachers, a 21 item questionnaire evolved. This questionnaire, "Principals Perceptions of and Relationships With Beginning Teachers," was designed with survey questions requiring yes-no responses and open-ended questions. (Appendix B)
Information on the number of teachers hired during three consecutive school years was obtained by contacting the chief personnel officer in each district. Demographics information was requested from each district's office of the Superintendent.
Table 1
Number of Teachers Hired

<table>
<thead>
<tr>
<th>School Year</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>1991-1992</td>
<td>81</td>
<td>(NR)</td>
<td>88</td>
<td>250</td>
</tr>
<tr>
<td>1992-1993</td>
<td>69</td>
<td>181</td>
<td>105</td>
<td>150</td>
</tr>
<tr>
<td>1993-1994</td>
<td>72</td>
<td>83</td>
<td>94</td>
<td>75</td>
</tr>
</tbody>
</table>

NR = No Response
Results

The need for an induction program is evident. Administrators responding to this survey were divided on the issue of teacher preparation. When asked if beginning teachers were adequately prepared, 53% responded affirmatively while 47% believe there is a problem in teacher preparation. However, even those who felt preparation is adequate often stated there were areas of concern and need for improvement. Those who responded to the question negatively were severely critical of teacher preparation.

Principals in this study were asked to describe the characteristics a beginning teacher need possess to be considered for hire. Responses can be categorized into several areas. (See Table 2) Teaching Competence includes subject matter knowledge, instructional design and execution of a lesson. Classroom Management includes discipline strategies, time management and dealing with student diversity. Personal Characteristics includes adult and child interaction, goals and involvement.
Table 2  
Desirable Characteristics of Beginning Teachers

<table>
<thead>
<tr>
<th>Area</th>
<th>Total Number of Responses Matched to Each Area (N=36)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grouped Responses</strong></td>
<td></td>
</tr>
<tr>
<td>Teaching Competence</td>
<td>39</td>
</tr>
<tr>
<td>Classroom Management</td>
<td>21</td>
</tr>
<tr>
<td>Personal Characteristics</td>
<td>90</td>
</tr>
</tbody>
</table>
Beginning teachers face many difficulties as they assume the role of a professional. Principals (67%) in this study felt discipline and management was the most difficult aspect for beginners. Other areas noted include curriculum pacing, time management, working with parents, expectations for self and demands for meeting certification requirements. All of the administrators in this study provided information as to how they assist beginning teachers.

Assistance by administrators varied. The more informal assistance statements included supporting requests for staff development, discussion of problems at teacher's request, providing literature to support suggestions, maintaining reasonable expectations and looking for opportunities to provide positive feedback. Some responses show a more formal approach to assistance. These activities included weekly meetings to go over lesson plans and preparation, assignment of buddy teacher, holding seminars for new staff and more frequent observations. (See Table 3 and Table 4)

All administrators in this study offer beginning teachers the opportunity to observe other classrooms. A majority (83%) stated they had also taught a demonstration lesson for beginning teachers. Responses regarding other areas of assistance are detailed in Table 5.

Administrators responding that their district had an established teacher induction program (97%) were asked to
state what they felt their role was in this program. None of the administrators indicated an involvement by policy. None were assigned any responsibilities to beginning teachers that were different from responsibilities to other staff. Administrators from the sample districts were positive about the current program to assist beginning teachers. While 83% felt the program was successful, 11% felt the program was not and 6% questioned the overall success by stating a need for changes.
### Table 3
**Frequency of Classroom Observation - Contractual Requirement**

<table>
<thead>
<tr>
<th>Observations Per Year</th>
<th>Responses from Principals (N=36)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>21</td>
</tr>
<tr>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
</tr>
</tbody>
</table>

### Table 4
**Frequency of Classroom Observation - Informal**

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Responses from Principals (N=35)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily</td>
<td>9</td>
</tr>
<tr>
<td>Weekly</td>
<td>9</td>
</tr>
<tr>
<td>2-3 times/week</td>
<td>7</td>
</tr>
<tr>
<td>2 times/month</td>
<td>5</td>
</tr>
<tr>
<td>Monthly</td>
<td>2</td>
</tr>
<tr>
<td>Other</td>
<td>3</td>
</tr>
<tr>
<td>Type of Assistance</td>
<td>Responses from Principals (N=36)</td>
</tr>
<tr>
<td>--------------------------------------------------------</td>
<td>---------------------------------</td>
</tr>
<tr>
<td>Conferencing with mentor teacher and beginning teacher</td>
<td>Yes: 14</td>
</tr>
<tr>
<td>Make available conferences and inservices (out of district)</td>
<td>Yes: 36</td>
</tr>
<tr>
<td>Special consideration given in:</td>
<td></td>
</tr>
<tr>
<td>Job Placement</td>
<td>Yes: 28</td>
</tr>
<tr>
<td>Student Placement</td>
<td>Yes: 16</td>
</tr>
<tr>
<td>Orientation program for:</td>
<td></td>
</tr>
<tr>
<td>District</td>
<td>Yes: 31</td>
</tr>
<tr>
<td>School</td>
<td>Yes: 30</td>
</tr>
</tbody>
</table>
Summary of Findings

Administrators are aware that the beginning teacher will require their effort, cooperation, and assistance. As reported, administrators stated most beginning teachers are knowledgeable in instructional methodologies and theory. There is concern among the administrators that the content and quality of teacher preparation programs will not prepare the beginning teacher for many of the day to day situations the novice will encounter.

Responses show that administrators are aware that the beginning teacher will not emerge from a preparation program as skilled as a veteran. However, administrators believe there are certain characteristics which can be good predictors of a beginner’s success in the profession.

When asked to describe characteristics the beginning teacher must possess to be considered for a position, the administrators indicated preferences for personality, attitude and expressed professionalism in greater numbers than preferences for an individual’s training, teaching competence and managerial abilities. Yet, teaching competence and management, not personality, is viewed by the administrators as the greatest difficulty faced by beginning teachers and is the area in which assistance was required most often.
The type of assistance and degree of administrator involvement varied. Some respondents delegate these duties to other teaching staff while several schedule a series of meetings which cover topics such as policies and procedures, parent conferences, record keeping, report cards, and general classroom management. Most believe it is important to have an "open door" policy and encourage new teachers to ask questions. Responses to specific questions about assistance revealed that some administrators are not aware of the programs in their districts for new teachers. When asked about district level new teacher orientation programs, several administrators responded differently than the majority of other administrators from within the same district. These were the same administrators who stated they did not offer any orientation at their school site.

Other types of assistance included offering teachers the opportunity to observe veteran teachers, and administrators teaching demonstration lessons, providing financial resources to allow for conference attendance and materials for classroom set-up. Each method of assistance mentioned by administrators in this study would be viable for all beginning teachers, no matter what their level of competence.

Most administrators stated that special consideration was given to the placement of beginning teachers. It is
believed that new teachers must be available for any assignment. Less than half of the respondents stated special consideration is given to the placement of students in the classroom of a beginning teacher. The greatest factor mentioned which prohibits this is the track system of year-round education.

A discrepancy is noted in the responses to questions regarding observations. Administrators from within the same district indicate different contractual requirements for formal observation of new teachers. Inconsistent responses were also given when asked if new teachers were required to be formally observed more often than permanent teachers.

The number of informal observations indicated should be greater if assistance to all beginning teachers were equal. Visits do not appear to be frequent enough for administrators to offer the kinds of assistance as described in this research.

None of the administrators were involved in teacher induction programs. No connection is between induction and evaluation by administrators in this study.
Conclusions

Through the process of induction, the new teacher begins to grow professionally. The role of the administrator in teacher induction must be based on the idea that beginning teachers are just that - beginners.

Administrators in this study were consistent with research when describing common problems faced by beginning teachers. As in Ryan (1974), Lortie (1975) and Veenman (1984) classroom discipline is identified as the most common problem. Swanson, O'Connor, and Cooney (1990) believe that the difficulty first year teachers have is in defining discipline problems and evaluating possible solutions. Cooledge (1992) suggests providing time during staff meetings to discuss interpretations of the school’s discipline policy thus allowing the new teacher a variety of opinions and examples of applications of the rules.

Administrators in this study identified the needs of the beginning teacher as critical. Several suggest that the idealistic beliefs formed in college courses leads to confusion when these beliefs are eroded with the confrontation of everyday classroom demands. Veenman (1984) identified this experience as “reality shock”. Participants in this study suggest that more experienced teachers can assist in easing the transition from student to professional. Most identified observation of a veteran
teacher as a means of offering assistance. Niebrand, Horn and Holmes (1992) advise caution because many new teachers fail to understand that the ability of the veteran teacher comes with experience. It is important for the novice not to feel they are being compared with experienced teachers. The assignment of a buddy teacher is a strategy used by administrators in this study. Hoffman, et al. (1986) stresses the importance of developing professional peer relationships. However, administrators must carefully choose a veteran teacher to pair with the novice (Neibrand, et al., 1992). These researchers point out that veteran teachers are often chosen because of their skills in classroom management and curriculum expertise but that they may vary so much in personality or philosophy that this partnership can become another anxiety for the beginner.

In this study the type and degree of support for beginning teachers by principals varied. Support based on an individual's needs is consistent with suggestions of Armstrong (1984). Unfortunately, not all of the administrators in this study appear to consider individual differences unless a problem arises.

This researcher noted discrepancies in the understanding of district policy as it applies to beginning teachers. Results from the California New Teacher Project (1992) point out that the growing demands on principal's
time has made it increasingly difficult to monitor carefully the needs and performances of beginning teachers.

When working to meet the needs of beginning teachers, careful consideration must be given to assessment. Kurtz (1983) suggests that most problems faced by beginning teachers can be decreased with adequate supervision. In this study the administrators see their role as evaluator separate of the induction process. This researcher found that beginning teachers were evaluated with the same instruments and methods as were experienced teachers. Different methods are appropriate for evaluating different aspects of teaching. Kilgore and Kozisek (1989) believe the principal is a major force in helping the beginner transition to professional. This is accomplished, in part, through continuing supervision and instruction.

Clear and realistic expectations must be established so that the beginner is challenged yet not overwhelmed. According to Anders, Centofante, and Orr (1990) new teachers must know the criteria used to rate performance and how observations will be used. In addition, new teachers must receive training in order to meet the particular instructional demands of the school and district. The principal must be willing to offer assistance, as needed, on an individual basis. Equal attention must be given to improving knowledge, skills and abilities. In this study
few administrators provide a separate orientation for beginners. In some cases, no orientation from the building administrator was offered. This does little to build trust between the teacher and administrator. Ryan and Cooper (1988) state while the administrator is important to the new teacher, the role of the administrator is confusing. Building trust and being supportive were frequently stated by administrators in this study as means of assisting beginning teachers. Maintaining a supportive attitude is not enough according to Cooledge (1992). Cooledge (1992) believes new teachers must be alerted to predictable traps and provided with strategies to help avoid them. In this study there was no real evidence of such proactive measures.

The presence of a mentor teacher program was evident from all administrators surveyed. The mentor can assume the responsibility of role model and confidante. Mentors are most effectively used when specific plans of assistance are established. The most effective principal will develop a systematic approach to providing results of evaluation that build on personal strengths while reducing weaknesses in the beginner. In this study administrators did not take the opportunity to meet jointly with beginning teachers and their mentor teacher. According to Olson (1989) the building principal is most powerful in determining the day-to-day environment between mentor teacher and colleagues.
The building administrator is responsible for maintaining a positive, receptive and collegial environment.

Site administrators must be involved in fundamental planning of induction programs to ensure that the assistance offered and provided will benefit their staff. However, it is important for the principal not to expect too much from an induction program. Teaching performance will most likely improve but beginners should not be expected to become instant successes. Some teachers will fail due to the lack of certain abilities and personal attributes. Providing emotional support and positive reinforcement will help new teachers feel more comfortable; improving instruction will require more specific instruction.

Principals must find a way to secure a definite role in the induction of beginning teachers. Developing an elaborate program is a formidable task. However, supporting the professional development of an inexperienced teacher can be challenging and rewarding. Anders, et al. (1990) propose a support program for new teachers by building administrators to include building and institution requirements, social needs and professional development. They suggest that the principal should meet periodically with new teachers during the first month of school to review and clarify policies and procedures and to share ideas.
By combining this with a district program provides for a comprehensive induction.

In this study, administrators seem to be removed from assisting the beginner in becoming professionally competent in the role as teacher. Vann (1989) believes that "principals must have both a carefully planned program for orienting newly hired teachers to the philosophy of the school, and a plan of action for integrating that teacher into the school’s infrastructure. Only by taking an active role in the induction of new teachers can a building principal play a major role in building an effective staff" (p. 29).

Based on the review of literature and results of this study, it is evident that the principal must prepare to assist the beginning teacher. The principal must recognize that they are the key to a comprehensive induction program.

The following list of suggestions is given in order to assist the principal in meeting the induction needs of the beginning teacher. These suggestions are divided into three categories: Administrative Preparation, School Organization and Professional Development.

**Administrative Preparation**

1) Reflect on your own struggles during the first years of teaching. Ask last year’s new teachers to identify ways in which you could have been more helpful.
2) Become familiar with the components of your district's mentor teacher program. Identify any areas which you feel are missing and need your attention.

3) Bring forth any concerns you may have with the program, in general, or as it relates to your site.

4) When possible, request that mentor teachers from your staff be assigned to those new teachers in your building.

5) Monitor the assignment of mentor teachers for match in grade-level or subject matter.

6) If you are not familiar with individuals who are assigned to your new teachers, call their building principal to get a better understanding of their philosophy and strengths.

7) Meet with all mentors assigned to new teachers at your site and share your expectations. This will be a good time to offer any assistance, especially if they are not on your staff.

8) Carefully select experienced teachers to be a "buddy" to any new teacher who has a mentor at another site.

School Organization

1) Answer any questions new teachers have about district information. If you can't provide an answer, give them the name and telephone number of the person you believe will be of most help to them.

2) Give a tour of the building and classrooms.
3) Provide a recent copy of the teacher handbook which should include daily procedures, procedures for ordering supplies and equipment, a school calendar of events, schedules, policies, and guidelines for observations and evaluations. In addition, such documents as the parent handbook, student handbook, and recent school newsletters should be available.

4) Highlight those sections of the teacher handbook necessary for success during the first couple of weeks of school. To prevent an overload of information the other areas can be discussed at meetings set at later dates.

5) Provide teacher editions, state frameworks and documents, and local curriculum guides. Review priorities in the various curriculum areas.

6) Provide a summary list of grade-level expectations for each subject area.

7) If not already done by the mentor teacher, supply each new teacher with a generic list of “things to do before the first day of school”.

8) Supply the new teachers with dates for a series of meetings. These meetings will be used to acquaint the teachers with the faculty handbook and discuss common concerns. Meetings with individual teachers will be scheduled to discuss any special concerns.
9) Set up a meeting between the reading teacher (or any teacher with a strong reading program) and the new teachers so the reading program can begin quickly.

10) Maintain an open door policy. Continuously encourage dialogue and invite your new teachers to see you whenever there is a question, problem, or concern about anything.

Professional Development

1) Discuss any requirements necessary to renew a teaching credential. If special procedures apply, go over them.

2) Arrange for any special training new teachers to your district are required to receive.

3) Encourage new teachers to become involved in committees and cocurricular activities. However, remind them that most of their energies should be focused on the classroom.

4) To prevent isolation, schedule times for teachers within a grade level to share unit activities, exchange ideas and develop curriculum.

5) Drop in on all classrooms, not just those of new teachers, frequently to praise them for what they are doing right and to correct small problems before they become large ones.

6) If things are going well, conduct a formal observation as soon as possible. This will boost the confidence of a new teacher when during the post-observation conference you can provide both written and verbal praise.
7) Schedule a second formal observation with eight weeks of the first. This should provide you with the opportunity to provide additional praise and make recommendations for improvements that may be needed.

8) Identify areas where improvement is needed and arrange for the new teacher to attend conferences and staff development.

9) Praise often and give inspiration!

Such substantive support will require a great deal of time and effort on the part of the principal. However, maximizing the new teachers' opportunities for success through a comprehensive induction program is critical in order to maintain an effective school.
Appendix A

Areas of Concern and Questions That Might Precede Development of Action Plans Designed to Retain Services of Quality Beginning Teachers

Area of Concern: "Teachers' Participation in Decision Making"

1. What specific information is provided to new teachers regarding how decisions are made about program, policy, and procedure changes?
2. What specific information is provided to new teachers regarding how teachers can influence the decision-making process?
3. What opportunities are provided for new teachers to become involved quickly in situations where decisions are influenced by input from teachers?
4. Who is charged with providing new teachers information in this category? What kind of accountability system is there to assure that such information in fact is conveyed? (Record keeping and so forth)

Area of Concern: "Dealing with Role Conflict"

1. What specific procedures are in place to provide information and counseling to beginning teachers about dealing with conflicting roles they will play?
2. Who is in charge of providing such information and counseling?
3. What mechanisms are there to assure that such information and counseling are made available to each new teacher? Is there a record-keeping scheme that documents instances when such assistance was provided?

Area of Concern: "Student to Professional Teacher - Bridging the Gap"

1. Does a designated administrator visit each new teacher's classroom three or more times a year? Is the focus of such visits improvement of instruction?
2. Is a "mentor teacher" assigned to each beginning teacher to make numerous classroom observations and to provide non-judgmental feedback about instructional practices? Are such visits made at least one a month?

3. Is a specific teacher charged with familiarizing each new teacher with paper management chores associated with the teaching role? Is there an organized program for doing this, or is an experienced teacher simply told to see to it that "Mr. 'X' and Ms. 'Y' understand how things are done here"?

4. Are regular meetings scheduled at least one a month by building administrators to provide psychological support, list to concerns, and provide counsel to beginning teachers?

5. Are there inservice programs specifically directed at first and second year teachers?

6. What mechanisms are available to assure that available instructional support materials are shared with new teachers?

7. To what extent are there systematic attempts to familiarize new teachers with the local community, particularly areas from which youngsters in their classes come?

8. What kinds of documents or other accountability procedures are in place to provide evidence that issues raised in items "1" through "7" have been addressed?

Area of Concern: "The School or Program's View of What Constitutes 'Quality' Instruction"

1. Has the school, department, or faculty thought through and committed to paper a description of its general orientation with regard to the "proper" outcomes of instruction?

2. What procedures are in place to apprise new teachers of the nature of this orientation?

3. Is there a system for determining whether there is going to be a "fit" between the orientation of a beginning teacher and the orientation of the school or program in which he or she will be expected to teach?
4. What kinds of accountability procedures are there to assure that responses are being made to issues addressed in items "1" through "3"?

Area of Concern: "Instructional Assignments of Beginning Teachers"

1. Are beginning teachers consistently assigned to teach classes in subjects they are prepared to teach?
2. Are beginning teachers assigned to teach students who, in general, are regarded at least as easy to work with as those typifying the total populations of students served by the department?
3. Is every effort made to assure that beginning teachers are assigned to situations where they will have reasonable prospects to succeed?
4. What evidence is available to document kinds of teaching assignments routinely given to beginning teachers?

Appendix B

Questionnaire
Principal's Perceptions of and Relationships With Beginning Teachers

Directions: Please answer those questions which apply to your experience. Feel free to leave questions blank or to expand on your answers.

1. Do you currently have any beginning teachers on your staff?
   Yes  No

2. If so, were you responsible for hiring this/these persons?
   Yes  No

3. Briefly describe the characteristics a beginning teacher must possess for you to consider hiring them.

   _____________________________________________________________
   _____________________________________________________________
   _____________________________________________________________
   _____________________________________________________________

4. In general, do you feel colleges and universities are adequately preparing beginning teachers? Briefly explain.

   _____________________________________________________________
   _____________________________________________________________
   _____________________________________________________________
   _____________________________________________________________

5. Does your district have a teacher induction program such as a mentor or master teacher program?
   Yes  No
6. In general, do you feel this program is successful?  
   Yes    No

7. As a principal, what is your role, if any, in this 
   program?

8. How would you describe the contact between your 
   beginning teachers and mentor teachers: 
   Daily    Weekly    Once/2 weeks    Monthly
   Other (please describe)_________________________

9. For any reason, have you ever had a conference with 
   both beginning teacher and mentor teacher present?  
   Yes    No

10. What one aspect of being a teacher do you believe most 
    beginners find difficult?

11. As principal, what have you done to assist a beginner 
    with this difficulty?

12. How many times each school year are you required to 
    formally observe certificated staff? (circle) 
    1  2  3  4  Other __________________________
13. In general, how often do you "walk around" and informally observe classroom situations?

14. How many times have you observed, both formally and informally, your new teachers?

15. Are beginning teachers given time to observe other classroom situations?
   _______ Is this required? _______

16. Do you give special consideration in making job placement and student placement when considering a beginning teacher?

   | Job Placement | Yes | No |
   | Explain       |     |    |

   | Student Placement | Yes | No |
   | Explain           |     |    |

17. Have you ever taught a demonstration lesson for a beginning teacher?
   Yes    No

18. Do you make conferences and inservices (other than school-wide) available to assist beginning teachers?
   _______ If no, please explain. _______
19. Please describe other means you choose to use to assist beginning teachers make the transition from student to professional.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

20. Are there special "orientation" meetings held for beginning teachers?

   District       Yes      No
   Your School    Yes      No

21. Would you like to see a teacher induction program in place that was a collaboration between school districts and teacher training institutions?

   Yes      No
Demographic Data:

Make up of your school (circle):

K 1 2 3 4 5 6 7 8 9 10 11 12

Number of students in your school

Number of certificated classroom teachers

Years in present position

Years as a principal
REFERENCES


Hall, G. & Loucks, S. (1978). Teacher concerns as a basis for facilitating and personalizing staff development. Teachers College Record, 80(1), 36-53.


McDonald, F.J. (1980). The teaching internship and teacher induction. In C.C. Mackey, Jr. (Ed.), Assuring qualified educational personnel in the eighties (pp. 91-117). Proceedings of the annual convention of the National Association of State Directors of Teacher Education and Certification (52nd), Boston, MA.


Ryan, K. (1979). Toward understanding the problem: At the threshold of the profession. In K. Howey and R. Bents (Eds.) Toward meeting the needs of the beginning teacher (pp.35-54). Minneapolis, MN: Midwest Teacher Corps Network/University of Minnesota, St. Paul Schools Teacher Corps Project.


