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# Orientation of the Beginning Teacher

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**ORIENTATION OF THE BEGINNING TEACHER**

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**A Research Paper  
Presented to  
the Graduate Faculty  
Central Washington College of Education**

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**In Partial Fulfillment  
of the Requirements for the Degree  
Master of Education**

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**by  
Duane E. Abels  
August 1958**

THIS PAPER IS APPROVED AS MEETING  
THE PLAN 2 REQUIREMENT FOR THE  
COMPLETION OF A RESEARCH PAPER.

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## TABLE OF CONTENTS

| CHAPTER   | PAGE |
|---|------|
| I. ESTABLISHING THE NEED FOR THE STUDY . . . . .  | 1    |
| II. INFORMATION NEEDED BY THE BEGINNING TEACHER . | 7    |
| Community . . . . .                               | 7    |
| School . . . . .                                  | 11   |
| Teaching Position . . . . .                       | 13   |
| Personal Interest . . . . .                       | 15   |
| Timing . . . . .                                  | 15   |
| III. THE ORIENTATION PROGRAM . . . . .            | 22   |
| Principles . . . . .                              | 22   |
| Aids and Practices . . . . .                      | 24   |
| IV. A PROPOSED ORIENTATION PROGRAM . . . . .      | 35   |
| Before Signing the Contract . . . . .             | 35   |
| Before Reporting for Duty . . . . .               | 36   |
| After Reporting for Duty.. . . .                  | 39   |
| The School Year . . . . .                         | 41   |
| V. SUMMARY . . . . .                              | 44   |
| BIBLIOGRAPHY . . . . .                            | 47   |

## LIST OF TABLES

| TABLE   | PAGE |
|---|------|
| I. Helps and Hindrances in Teaching . . . . .                   | 8    |
| II. Information Concerning the Community . . . . .              | 10   |
| III. Information Concerning the School . . . . .                | 12   |
| IV. Information Concerning the Teaching<br>Position . . . . .   | 14   |
| V. Information of Personal Interest to<br>the Teacher . . . . . | 16   |

## CHAPTER I

### ESTABLISHING THE NEED FOR THE STUDY

The beginning teacher finds that starting out in the first teaching position poses a difficult problem. There are so many things not known about the community, school plant, instructional materials, teachers on the staff, children, operational routine, and what is expected. Teachers who are confident and at ease are going to do a better job than those who take weeks or months to get adjusted.<sup>1</sup>

School administrators, teachers, and communities could do much to relieve the shortage of teachers by helping to eliminate the confusing and directionless first days. The profession must not only encourage young people to consider teaching as a career, but also must do everything possible, through every means available, to orient the beginning teacher to his new job and his community. This orientation program could begin as soon as the beginning teacher makes application for the position. Both the school and the community stand to gain from an orientation program for the beginning teacher.

There are four main purposes for this research paper:

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<sup>1</sup>Dean Lobaugh, Off to a Good Start: Teacher Orientation, (Washington: The American Association of School Administrators, 1956), p. 4.

(1) to survey what administrators and teachers think about the problem of orientation for beginning teachers, (2) to view the needs of the beginning teacher from the standpoint of the administrator and the experienced teacher, (3) to describe aids and practices that could be used in planning the program, and (4) to outline a proposed program of orientation for the beginning teacher.

The importance of adequate guidance during the new teacher's period of adjustment and orientation is a matter of concern to administrators and lay people alike. Booth states that:

Upon the beginning teacher's successful orientation depends the pattern of conduct which will doubtless be established in his classroom for many years to come. Upon it hinge, too, the satisfaction and effectiveness not only of the teacher himself, but also of the pupils entrusted to his care. For satisfaction and effectiveness are the curiously intertwined attributes of any classroom situation if worthy objectives are to be attained.<sup>2</sup>

Barratt says that without doubt there is an emotional strain of considerable magnitude acting upon every individual when he first comes to a different school system whether it is his first or fifth.<sup>3</sup>

Another reason for adequate orientation of the beginning teacher comes to mind when the problem of the

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<sup>2</sup>Miriam B. Booth, "Helping the Beginning Teacher," Educational Administration and Supervision, 31:53, January, 1945.

<sup>3</sup>Thomas K. Barratt, "Help Your New Teachers," American School Board Journal, 132:49, June, 1956.

teacher shortage is examined. Bartels writes that orientation is an important consideration in relieving the teacher shortage by encouraging the beginning teacher to stay in the profession and to be successful.<sup>4</sup> Yauch observes that many school administrators are becoming increasingly aware of the fact that part of the solution to the problem of the alarming shortage of qualified teachers is to be found in the high turn-over rate of first year teachers.<sup>5</sup> He also contends:

While some of these teachers may be changing jobs in an effort to improve professional status, others are leaving the profession because of dissatisfaction, discouragement, or lack of success in adjusting to the hard realities of teaching.<sup>6</sup>

Christophe writes that many capable teachers have been lost to the profession because the school administration has failed to provide a period of orientation. When new teachers are permitted to drift aimlessly through the year, confusion arises and the general results are often failure.<sup>7</sup>

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<sup>4</sup>Martin H. Bartels, "Do Your Beginning Teachers Succeed?" American School Board Journal, 132:33, May, 1956.

<sup>5</sup>Wilbur A. Yauch, "Helping the New Teacher to Succeed," Educational Forum, 20:39, November, 1955.

<sup>6</sup>Ibid.

<sup>7</sup>LeRoy M. Christophe, "The Assignments and Induction of New Teachers," National Association of Secondary School Principals, 40:101, May, 1956.



Heffernan adds to the increasing concern over the orientation program by saying that teachers who enter a school system have had no opportunity to participate in decisions from which current practice has evolved. Unless an effective induction program includes information on current policies and practices, the period of adjustment may be one filled with frustrating experiences.<sup>8</sup> The same feeling is expressed by Georgiady when he observes that the new teacher's effectiveness is greatly affected by his feeling of belonging.<sup>9</sup> The orientation period is a critical time in the formation of habits and attitudes and their proper development is liable to be overlooked unless some organized plan of induction is set forth and followed.

Cable says that the orientation program can be beneficial not only to the teacher but to the community if the needs of both are recognized and taken into consideration in the planning of the program.<sup>10</sup> He also comments:

The orientation program is a responsibility of the local school system and the individual school. The program, if it is to serve its purposes truly and

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<sup>8</sup>Helen Heffernan, "In-Service Education of Teachers in the Modern School," California Journal of Elementary Education, 25:6, August, 1956.

<sup>9</sup>Alexander Georgiady, "New Ways to Orient New Teachers," Nations Schools, 59:86, March, 1957.

<sup>10</sup>Paul E. Cable, "Basic Principles of New Teacher Orientation," American School Board Journal, 134:41, May, 1957.

constructively, must truly be tailor-made for the school in which it is to be practiced.

. . . Much of the same type of guidance given the teacher will be reflected in the teacher-pupil relationship.<sup>11</sup>

Other benefits pointed out by Cable were:

New teachers should be known as fully and completely as possible. They are unique personalities; they have had different experiences from which we can profit; they have aspirations and their unique abilities can be used; their attainments may be cited as examples for others; their travel backgrounds may prove vital in many areas; and their avocational interests may be utilized by the larger community.<sup>12</sup>

Orientation activities should grow out of a definitely felt need and should be carefully selected so that teachers will not be staggered the first few days by large masses of information, some of which could just as well be given out at a later date. Each activity and aid should have an immediate meaning and purpose.

In the period between the time of appointment and the day the new teacher reports for duty, a well-organized induction program will provide varied activities and materials to help him know his community, his school system, and his school.<sup>13</sup>

Huggett contends that any new position is difficult because one is trying to adjust to new living conditions,

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<sup>11</sup>Ibid.

<sup>12</sup>Ibid.

<sup>13</sup>Issac Bildersee, The Newly Appointed Teacher, (New York: Teachers College Columbia University, 1950), p. 13.

learning a new job, and getting used to the general surroundings. Social contacts and finding living quarters sometimes have as much to do with success as classroom procedures. He says further that a great deal can be done at this time to relieve the new teacher of many of the fears of the situation and build a feeling of security. Individual differences should be of paramount importance in planning a program for teachers as well as students.<sup>14</sup>

Teacher-education institutions cannot possibly prepare the beginning teacher with all he needs to know about a school system because of the wide difference in district policies. It is essential, contend Eye and Lane, that the local school personnel and the community work together to plan an induction program that will bridge this gap between the principles learned in college and the specific requirements of the new school and community.<sup>15</sup>

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<sup>14</sup>Albert J. Huggett, Practical School Administration, (Champaign: The Garrard Press, 1950), p. 108.

<sup>15</sup>Glen G. Eye and Willard R. Lane, The New Teacher Comes to School, (New York: Harper and Brothers, 1956), p. 88.

## CHAPTER II

### INFORMATION NEEDED BY THE BEGINNING TEACHER

Yauch surveyed teacher needs by listing twenty-four items and asking teachers to rate them in the order of their opinion as helps or hindrances. This listing of needs, in the order of importance, may be found in Table I. The index of helpfulness figures are a result of the author giving a plus value to the helps and a minus value to the hindrances. He found that teachers place high on the list, the resources on which they draw from other human beings, rather than the help they get from programs, activities, or material resources. His analysis also led him to say that the main value of the study was that it should provide a warning to administrators that their techniques and their ideas of teacher needs are not necessarily correct.<sup>16</sup> "It is fairly clear," says Yauch, "that some of our newest teachers are not particularly impressed by some of the techniques we now use to help them get started on the job."<sup>17</sup>

#### I. COMMUNITY

In a survey made in the State of Wisconsin, one

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<sup>16</sup>Wilbur A. Yauch, "Helping the New Teacher to Succeed," Educational Forum, 20:43, November, 1955.

<sup>17</sup>Ibid.

TABLE I

## HELPS AND HINDRANCES IN TEACHING

| Items   | Index of helpfulness |
|---|----------------------|
| Social relations with teachers . . . . .                  | 1.56                 |
| Relations with supervisors and administrators . . . . .   | 1.43                 |
| In-service training . . . . .                             | 1.42                 |
| Records and reports . . . . .                             | 1.42                 |
| Subject matter background . . . . .                       | 1.39                 |
| Contacts with parents . . . . .                           | 1.35                 |
| Professional relations with teachers . . . . .            | 1.35                 |
| Planned orientation procedure . . . . .                   | 1.25                 |
| Family . . . . .  | 1.19                 |
| Membership in civic and social organizations . . . . .    | 1.17                 |
| Teaching methods . . . . .                                | 1.15                 |
| Living arrangements . . . . .                             | 1.11                 |
| Professional organizations . . . . .                      | 1.10                 |
| Information about school previous to employment . . . . . | 1.10                 |
| Special teachers . . . . .                                | 1.09                 |
| Recreational activities . . . . .                         | 1.07                 |
| Parent-Teacher association . . . . .                      | .99                  |
| Pupil motivation . . . . .                                | .99                  |
| Community attitudes . . . . .                             | .72                  |
| Salary . . . . .  | .60                  |
| School facilities and equipment . . . . .                 | .60                  |
| Pupil control . . . . .                                   | .51                  |
| Extra class activities . . . . .                          | .50                  |
| Individual differences . . . . .                          | .005                 |

hundred-twenty teachers were asked to indicate their opinion of the importance and timing of fifty-five selected items from a standardized interview form.<sup>18</sup>

The results are found in Tables II, III, IV, and V on the following pages. They are included because of their significance in giving direction to the planning of an actual orientation program.

Table II lists items of information concerning the community. This area is considered of importance to Bildersee when he includes an introduction of the teacher to the social, cultural and spiritual resources of the community in his discussion of the general needs of the beginning teacher.<sup>19</sup> Christophe writes that information about the community is one of the important elements of a good induction program. He includes information about population, dominant racial groups, churches, dominant vocational groups, and libraries in his consideration of community needs.<sup>20</sup> Social customs and relationships plus community activities are important items in Barratt's

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<sup>18</sup>Eye and Lane, op. cit., pp. 92-115.

<sup>19</sup>Bildersee, loc. cit.

<sup>20</sup>LeRoy M. Christophe, "The Assignment and Induction of New Teachers," National Association of Secondary School Principals, 40:102, May, 1956.

TABLE II

## INFORMATION CONCERNING THE COMMUNITY

| Items  | Percent Indicating Yes* |
|--|-------------------------|
| Transportation facilities in and out of community . . . .                      | 99                      |
| Names and positions of prominent community leaders . . .                       | 97                      |
| Recreational opportunities in community . . . . .                              | 97                      |
| Activities in which the community expects teachers to<br>participate . . . . . | 94                      |
| Activities of civic interest in community . . . . .                            | 94                      |
| Health facilities in community . . . . .                                       | 94                      |
| Community interest in school . . . . .   | 92                      |
| Dominant racial or nationality groups in community . . .                       | 86                      |
| Churches in community . . . . .  | 85                      |
| Dominant vocation groups . . . . .   | 82                      |
| Financial ability of community to support school . . . .                       | 82                      |
| Other schools in community . . . . .   | 80                      |

\*101 teachers responded to all items.

recognition of the importance of community information.<sup>11</sup><sup>21</sup>

## II. SCHOOL

Table III includes information about the beginning teacher's desire for knowledge of school information and policy. In their comments about this table, Eye and Lane emphasize that the internal organization of the school appears very complex to the new teacher. Since policies determine the controls over many of the activities of the staff members, the beginning teacher needs this information.<sup>22</sup> In their survey of 1,343 experienced teachers in Illinois, Lawson and Reinhardt found that over 40 per cent of them felt that they should have been told more about school policy, general philosophy, practices, and procedures of the school system.<sup>23</sup> Christophe also points out the need for information about the school and includes such items as supervisors, teachers of special subjects, number of new teachers, and enrollment.<sup>24</sup> The importance of giving the

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<sup>21</sup>Thomas K. Barratt, "Help Your New Teachers," American School Board Journal, 132:49, June, 1956.

<sup>22</sup>Eye and Lane, loc. cit.

<sup>23</sup>Elizabeth K. Lawson and Emma Reinhardt, "New Teachers Tell Their Story," The Clearing House, 32:493, April, 1958.

<sup>24</sup>Christophe, loc. cit.



TABLE III

## INFORMATION CONCERNING THE SCHOOL

| Items   | Percent Indicating Yes |
|---|------------------------|
| Places where supplies, books, and equipment are kept and how to obtain them . . . . . | 100                    |
| School policies in regard to extra pay for extra work . . . . .                       | 100                    |
| School policies in regard to salary schedules . . .                                   | 100                    |
| Name and position of immediate superior . . . . .                                     | 99                     |
| Provisions and policies in regard to discipline . .                                   | 98                     |
| Building facilities . . . . .   | 98                     |
| School policies in regard to teachers' absence . .                                    | 98                     |
| Enrollment of the school . . . . .  | 97                     |
| Names of supervisors . . . . .  | 97                     |
| What subjects had supervisors . . . . .   | 97                     |
| General characteristics of the students . . . . .                                     | 91                     |
| School policies in regard to channels of appeal . .                                   | 91                     |
| Types of marking systems . . . . .  | 87                     |
| School policies in regard to limits of teachers' authority . . . . .                  | 87                     |
| Number of teachers in the school . . . . .  | 85                     |
| Number of new teachers in the school . . . . .  | 85                     |
| Names and positions of school board members . . . .                                   | 81                     |
| Grades in the school . . . . .  | 81                     |

beginning teacher an understanding of the policies and procedures of the school system is also emphasized by Bildersee. Other things he feels the new teacher should know in this area include the teacher's knowledge of his rights and responsibilities within the school system, salary schedule requirements, pension rights, and tenure.<sup>25</sup>

### III. TEACHING POSITION

Table IV lists items of information teachers feel they need about the teaching position. Bildersee has also outlined this need as one that should receive special emphasis. He includes information about special assignments, special duties, instructional materials, and facilities in the building in the data that the new teacher needs.<sup>26</sup> Teaching load, teacher time schedule, date and time to report for duty, probable extra curriculum load, available audio-visual materials, and building facilities, are a part of the needs about information on the teaching assignment according to Christophe.<sup>27</sup> "There are several distinct areas," says Barratt, "in which new teachers will find themselves bereft of knowledge."<sup>28</sup> He divides this

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<sup>25</sup>Bildersee, loc. cit.

<sup>26</sup>Ibid.

<sup>27</sup>Christophe, loc. cit.

<sup>28</sup>Barratt, loc. cit.

TABLE IV

## INFORMATION CONCERNING THE TEACHING POSITION

| Items   | Percent Indicating Yes |
|---|------------------------|
| Specific duties, classes, grades assigned . . . . | 100                    |
| Extra-class assignments . . . . .                 | 100                    |
| Specific guidance or counseling responsibilities  | 100                    |
| Date to report for duty . . . . .                 | 100                    |
| Available audio-visual equipment . . . . .        | 98                     |
| Approximate enrollment in each class or grade . . | 97                     |
| Local required course of study . . . . .          | 94                     |
| Time of day teachers are to be at school . . . .  | 94                     |
| Time of day teacher is free to leave school . . . | 89                     |
| Types of records required . . . . .               | 87                     |
| Types and kinds of reports required . . . . .     | 87                     |
| Time of lunch period . . . . .                    | 67                     |
| Time of last period ending . . . . .              | 67                     |
| Nature of pre-session responsibilities . . . . .  | 65                     |

information into three categories: (1) the teaching assignment which includes classes, subjects, location of teaching rooms, and standards of grading and promotion; (2) teaching status as concerned with areas of freedom, disciplinary policies, traditions, and taboos; (3) extra class activities. Barratt indicates that the time to cover these items is during the initial interview.<sup>29</sup>

#### IV. PERSONAL INTEREST

Table V indicates information of personal interest to the new teacher. Eye and Lane rate this category as probably the most important to the new teacher and suggest that every administrator should encourage new teachers to feel free to ask questions about items in this area.<sup>30</sup> Lawson and Reinhardt report that the results of their study show that 80 per cent of the new teachers felt that they needed, but had not received, information of personal interest to them about personal habits approved by the community.<sup>31</sup>

#### V. TIMING

Timing of the dispersal of information important to

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<sup>29</sup>Ibid.

<sup>30</sup>Eye and Lane, loc. cit.

<sup>31</sup>Lawson and Reinhardt, loc. cit.

TABLE V

## INFORMATION OF PERSONAL INTEREST TO THE TEACHER

| Items   | Percent Indicating Yes |
|---|------------------------|
| Approximate cost of room and board . . . . .              | 99                     |
| Whom to see for living accommodations . . . . .           | 99                     |
| When to make arrangements for living accommodations . . . | 99                     |
| Type of living accommodations . . . . .                   | 99                     |
| Vacation dates . . . . .                                  | 98                     |
| Personal habits not approved by community . . . . .       | 96                     |
| Number of salary payments per year and dates paid . . . . | 93                     |
| Expectation of teacher's time on week ends . . . . .      | 85                     |

the needs of the beginning teacher should be included in the discussion of this area. "Induction," Christophe reports, "should be carried on over an extended period of time. Items should be handled in their logical sequence, giving only what is essential at that time . . ." <sup>32</sup>

Eye and Lane asked teachers to indicate what information they wanted included at specific times during the orientation program and the resulting data was grouped into four categories: (1) information desired before signing a contract, (2) information desired after signing the contract but before reporting for duty, (3) information desired after reporting for duty, and (4) information for early months in the school year. Administrators were also asked to rank information needed by new teachers under the same four categories and it was discovered that there was no correlation between the teachers' rank in importance of the items of information and the administrators'. <sup>33</sup>

The significance of the situation was pointed out by the authors when they said:

The administrative staff must accept the new staff member's idea of the importance of information. This requires understanding, patience, and tolerance on the part of those in the best position to help new teachers. <sup>34</sup>

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<sup>32</sup>Christophe, loc. cit.

<sup>33</sup>Eye and Lane, op. cit., pp. 123-127.

<sup>34</sup>Eye and Lane, loc. cit.

The lists in the four categories are reproduced in the paper because of the importance of the staff members' opinions. The data clearly outlines the direction and timing of the orientation program.

#### INFORMATION DESIRED BEFORE SIGNING A CONTRACT

1. Personal habits not approved by the community.
2. Specific classes or grades to be taught.
3. Extracurricular assignments.
4. Enrollment of the school.
5. Approximate number of children in each class or grade.
6. Cost of living and kinds of living accommodations.
7. Transportation facilities in and out of the community.
8. School salary schedule, if one exists. If there is no salary schedule, the teachers want to know what the possible future will be in terms of salary.
9. Activities of civic interest in the community.
10. Churches in the community.
11. The dominant vocational groups in the community.
12. The dominant racial and nationality groups in the community.
13. Recreational opportunities in the community.
14. Number of teachers in the school. If the system has more than one school, the number of teachers in the system.
15. The school building facilities and any unique advantages or disadvantages of the present building.
16. Expectation regarding teachers' time on week ends.
17. Activities in which the community expects teachers to participate.
18. The number of new teachers who may be in the school.
19. The community's interest in the school.
20. The general characteristics of the students.
21. Name and position of the immediate superior.

Teachers realize that a completely adequate picture may be difficult to give but they do want to cover all the items in the list even if only briefly. They especially want honesty on the part of the interviewer. For example, if a community places certain restrictions on personal

habits, these restrictions should be known.

**INFORMATION DESIRED AFTER SIGNING THE CONTRACT  
BUT BEFORE REPORTING FOR DUTY**

1. Date to report for duty.
2. Whom to see for living accommodations.
3. When to make arrangements for living accommodations.
4. Name and position of immediate superior, especially if they have not met him and if they are going to be working for someone besides the person who interviewed them.
5. Name of supervisor.
6. The subjects or grades for which they will be able to expect help from supervisors.
7. Any extra-class assignments.
8. The approximate enrollment in each class or grade.
9. The approximate cost of room and board in that community.
10. The number of salary payments per year and the dates paid.
11. The type of marking system.
12. The available audio-visual equipment in the school.
13. The local required course of study.
14. Types of records and reports required.
15. Definite guidance and counseling responsibilities.
16. A daily program showing the time for teachers to be at school, the class schedule, the time of the last period of the day, and the time the last period ends.
17. Activities of civic interest in the community.
18. School building facilities and policies governing their use.
19. Vacation dates.
20. Names and positions of prominent community leaders.

Advance information gives teachers a chance to prepare to ask questions where clarification is needed. Many teachers hesitate to ask other members of the staff for information for fear of displaying their ignorance. After reporting for duty, the need for more answers to questions becomes quickly evident.



## INFORMATION DESIRED AFTER REPORTING FOR DUTY

1. Provisions or school policies in regard to discipline.
2. Time teachers are free to leave the school and time to report for duty.
3. Information concerning the general characteristics of the students in each class.
4. Places where books, supplies, and equipment are kept and policies governing the obtaining and use of them.
5. The type of marking system that the school uses and the philosophy underlying it.
6. The local required course of study and the underlying philosophy concerning it.
7. The school policies in regard to channels of appeal.
8. The approximate number of children in each class or grade in the school.
9. The available audio-visual equipment.
10. The types of records and reports required and how to prepare them.
11. Explanation of extracurricular assignments.
12. A survey of the school building facilities and policies governing their use, and the facilities that are available to each teacher.
13. The expectation regarding the teacher's time on week ends.
14. The school policies in regard to limits of teacher's authority.
15. Vacation dates.
16. School policies in regard to teacher's absence.
17. The salary schedule for the year and the dates on which teachers are paid.

Note that in the lists there are several duplications of specific points and the authors interpreted these as expressions of needed repetition on the part of the new teacher. Also important in assuring an understanding of the information are time and the manner of discussion.

## INFORMATION FOR THE EARLY MONTHS IN THE SCHOOL YEAR

1. The names and vocations of school board members.
2. Activities in which the community expects the teacher to participate.
3. The activities of civic interest in the community.
4. Community interest in the school.
5. Health facilities in the community.
6. Recreational opportunities in the community.
7. School policies in regard to limits of teacher's authority. <sup>35</sup>
8. Vacation dates.

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<sup>35</sup>Eye and Lane, loc. cit.

## CHAPTER III

### THE ORIENTATION PROGRAM

#### I. PRINCIPLES

Cable stresses that general principles of new teacher orientation are necessary to insure the development of techniques, practices, and procedures which will accomplish the goals and purposes for which the orientation program is planned.<sup>36</sup> He comments, "Principles used as guides to action will offer a springboard to insure good relationships among faculty groups."<sup>37</sup> Eight principles that form the basis of any orientation program are listed by Cable.

1. Conceived and carried through in democratic fashion by all who stand to be affected by it and are capable of making contributions to it.
2. Aimed at the ultimate goal of improving the learning situation for children.
3. Developed with secondary goals, aims, and purposes clearly set forth and understood.
4. Adapted to the school system and the individual school.
5. Timed in order to meet the adjustment needs of the new teachers when it will be of most benefit to them and their situation.
6. Based on the best research available.
7. Subjected to continuous evaluation for the sake of constant improvement.
8. Supported fully by the major policy-making body of the school district.<sup>38</sup>

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<sup>36</sup>Paul E. Cable, "Basic Principles of New Teacher Orientation," American School Board Journal, 134:41-42, May, 1957.

<sup>37</sup>Ibid.

<sup>38</sup>Ibid.

Also recognizing the need for principles to use in setting up the orientation program, Christophe points out that the superintendent of the school has a definite professional responsibility for the orientation of new teachers. Timing is an important consideration, also, and he feels that the program should be carried on over an extended period of time so that the more important items can be discussed and assimilated before the next phase begins. Since first impressions are lasting ones, extended efforts should be made to make the new teacher feel a part of the team.

Christophe recognizes the need for beginning teachers to have information well in advance of the school opening and recommends that induction program provide this data. All key personnel should take a part in the program of developing desirable attitudes toward the school, personnel, patrons, teacher assignments, and pupils. Finally, the author feels that new teachers have certain problems that would not be common to the returning staff and provision should be made to separate the two groups at times when these areas are discussed.<sup>39</sup>

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<sup>39</sup>LeRoy M. Christophe, "The Assignment and Induction of New Teachers," National Association of Secondary-School Principals, 40:103, May, 1956.

## II. AIDS AND PRACTICES

The orientation of the beginning teacher program could be a project of any one of a number of groups in the community and school. The school would plan the actual areas of the program but the PTA, lay citizens, service clubs, churches, social clubs, cultural organizations, and student groups could contribute to many of these areas and even take the responsibility for one or more.

"The PTA should take the lead in seeing that the new teachers are properly introduced to the community," says Christophe.<sup>40</sup> Coulter suggests the PTA sponsored picnic and teas for faculties of individual schools as two ways the PTA could contribute.<sup>41</sup> PTA receptions for teachers are common practice in Great Falls, Montana, Longan reports.<sup>42</sup>

The San Diego Teachers Association conducts a sight-seeing trip to acquaint newcomers with the cultural, economic, and scenic advantages of the city. Members of the association volunteer their cars and follow a carefully pre-planned itinerary. The association also has an annual tea at which all new teachers are given a personal welcome.

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<sup>40</sup>Ibid., p. 102.

<sup>41</sup>Kenneth C. Coulter, "Orienting New Teachers," School Executive, 75:47, September, 1955.

<sup>42</sup>Helene Longan, "Orientation Week," National Education Association Journal, 47:295, May, 1958.

The AAUW also has a reception for new teachers.<sup>43</sup>

Preparation of a booklet listing social, cultural, and recreational groups within the city could be a project for any one of the groups mentioned. Learning about social and cultural opportunities through visits and talks by representatives of groups is another suggestion of Georgiady.<sup>44</sup>

Morrow reports that the Tucson Education Association, the Chamber of Commerce, and the Sunshine Climate Club start selling the community to beginning teachers as soon as they join the staff. Letters, pictures, articles, and guide-books are sent to the newcomers. He also mentions that teachers are entertained at a breakfast or a banquet, a swimming party, or a Western barbecue.<sup>45</sup>

In San Bernardino, the Teachers' Association writes to each teacher to offer him assistance and give him general information about planned activities. They meet the newcomers on arrival, where possible, and invite them into

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<sup>43</sup>J. Fred Wilson, "San Diego City Schools Welcome the New Teachers," Meeting the Challenge of the New Teacher, Twenty-Second Yearbook of the California Elementary School Administrators Association, (Los Angeles, California: California Elementary School Administrators' Association, 1950), p. 39.

<sup>44</sup>Alexander Georgiady, "New Ways to Orient New Teachers," Nations Schools, 59:86, March, 1957.

<sup>45</sup>Robert D. Morrow and John H. Fahr, "Head Start," National Education Association Journal, 47:295, May, 1958.

their homes to relax over a cup of coffee or a glass of cold lemonade. They also drive new teachers around to inspect possible housing facilities and take the opportunity to show them the town. They also try to plan one entertainment a week for families only, where the whole group can go to the beach, mountains, or have a potluck supper. Single teachers are invited to small informal gatherings where they can also get acquainted. The association reports that the newcomers quickly get acquainted and give part of their time to helping the later arrivals and sometimes giving surprise thank-you parties for the people that helped them get settled.<sup>46</sup>

Everitt mentions that the Rutherford Education Association invites reporters and photographers to one of the first informal meetings to get news and pictures into the local papers. They also take new teachers on a guided tour of the town ending with a luncheon in honor of the new teachers. The mayor, members of the Board of Education, and other prominent citizens are present. The tour is guided by the President of the Chamber of Commerce.<sup>47</sup>

Esser reports that in the Stockton school district,

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<sup>46</sup>Madge Martin, "Welcome Mat," National Education Association Journal, 47:293-294, May, 1958.

<sup>47</sup>Donald Everitt, "First Impressions," National Education Association Journal, 47:292-293, May, 1956.

a day is taken for a field trip around the city by school bus. A staff member guides the visitors and points out possibilities for field trips. A booklet is furnished new teachers to serve as a future reference. The new teachers also lunch together on that day.<sup>48</sup>

Mitchell suggests that letters of welcome are valuable in establishing good relations between the teacher and the school and community. Responsibility could be taken by the PTA, buddy teachers, administration and the teachers' professional organization.<sup>49</sup>

In Danville, Slayton reports that new teachers are given two publications about the city, a city map, and a calendar of the school year during their first visit to apply for the position. Discussion during the interviews that first day include housing available, cost of living, transportation, PTA, class loads, and other information about the city and school. Teachers are notified a few days after the interview, of the teaching assignment, and a welcome letter from the principal includes an offer to help

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<sup>48</sup>Edward S. Esser, "Developing an Induction Program in the Stockton Schools," Meeting the Challenge of the New Teacher, Twenty-Second Yearbook of the California Elementary School Administrators' Association, (Los Angeles, California: California Elementary School Administrators' Association, 1950), p. 60.

<sup>49</sup>Kathryn A. Mitchell, "Orientation of the Newly Appointed Teacher," National Association of Secondary-School Principals, 39:84, May, 1955.



in making living arrangements. Letters also go out from the building chairman and the buddy teacher, who makes arrangements to greet the new teacher on his arrival, helps him get settled and invites him out to dinner.<sup>50</sup>

Runkel reports that, in San Bernadino, a secretary is given the responsibility of taking care of the new teacher's needs concerning housing and living costs. The Chamber of Commerce furnishes maps and other community information and the local newspaper publishes a special edition, emphasizing recreational facilities, that is sent out to the teacher. Lists are made of activities and hobbies of new teachers from a questionnaire form and the appropriate organizations are notified in order to get early participation in activities of interest to the new teacher. The Welcome Wagon service is also given the names of new teachers in order that they make calls after the teacher gets settled. A mimeographed bulletin, which is sent out to the teacher before reporting time, includes a schedule of the orientation program, what to wear, information on housing, credentials, and churches. Part of this bulletin is a section to be returned that shows teacher interests and hobbies, time of arrival, housing wanted, and a temporary address.<sup>51</sup>

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<sup>50</sup>Mildred Lee Slayton, "Fellowship for the New Teacher," Nations Schools, 57:48-51, June, 1956.

<sup>51</sup>James A. Runkel, "Teacher Orientation Starts Early," National Association of Secondary-School Principals, 41:85-88, February, 1957.

Husbands or wives of new teachers are invited to the first day of orientation, and informal coffee hours and mixer devices are used as a method of getting acquainted quickly, Ogden reports. A luncheon and tour follow the Superintendent's welcome talk that covers educational philosophy and objectives as well as a physical description of the district. He also mentions men's stags, bridge parties, and family picnics as ways to help weld the new teacher into the faculty group.<sup>52</sup>

Handbooks are used by several school districts as a method of furnishing teachers with large amounts of information concerning the school and community. When Towner surveyed ninety-one superintendents to find if they used handbooks, he found that ninety-six per cent of the systems provided handbooks and courses of study.<sup>53</sup>

Bartels points out, in his discussion of handbooks, that they are highly prized by beginning teachers and cautions that they are subject to need for constant revision. He feels that they provide continuity to the school program

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<sup>52</sup>Clyde L. Ogden, "Personnel Practices Helpful in Attracting and Retaining Good Teachers," American School Board Journal, 131:33-34, August, 1955.

<sup>53</sup>Melvin M. Towner, "Orientation and In-service Education Practices in Ninety-one School Systems in the United States," Educational Administration and Supervision, 42:187, March, 1956.

and prevent problems that may arise through ignorance.<sup>54</sup> Handbooks are also recommended by Mitchell, who goes on to discuss responsibility for writing the handbook and outlines data that should be included. She also reports the sending of packets of information to teachers who are unable to visit the school while it is still in operation in the Spring. These include manuals, textbooks, and courses of study.<sup>55</sup> Jacobsen says that the preparation of a handbook will serve to focus attention on all the details which need to be faced before and after the opening of school.<sup>56</sup> In her discussion of a suggested program for the new teacher, Neason remarks:

A manual concerning the policies, rules, and regulations of the school should be given him. Make sure that all of his questions are answered and that he fully understands each item before he meets his first class.<sup>57</sup>

An arrangement with the local paper to send gift subscriptions to the beginning teacher before he arrives in the community is suggested by Barratt. If the subscription

<sup>54</sup>Martin H. Bartels, "Do Your Beginning Teachers Succeed?" American School Board Journal, 132:33, May, 1956.

<sup>55</sup>Mitchell, loc. cit.

<sup>56</sup>Paul B. Jacobsen, William C. Reavis, and James D. Losdon, Duties of School Principals, (New York: Prentice-Hall, Inc., 1953), p. 65.

<sup>57</sup>Dorothy Joann Neason, "Break Them in Gently," The Texas Outlook, 40:11, September, 1956.

was continued for several months, the new teacher would be able to find information concerning housing, cost of living, recreational activities available, and community interests.<sup>58</sup>

Another activity that could be mentioned is the meeting. Several different types are used in the orientation program on an individual, building, departmental, and district basis. The workshop is usually a series of meetings planned to cover the operation of the school district and the individual school to which the new teacher is assigned. Voxland lists seminars, committee meetings, and lectures as types of meetings that can be used. These are usually planned and led by teachers and administrators and occasionally people who work closely with the schools, such as the juvenile officer, health officer, and the county probation officer.<sup>59</sup>

Teacher-principal meetings and faculty meetings are two more types that can be used in the orientation program. Dungan surveyed over two hundred new teachers to find out where they received their most valuable information. The majority felt that they received more reliable information from the building principal during interviews and

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<sup>58</sup>Thomas K. Barratt, "Help Your New Teachers," American School Board Journal, 132:49, June, 1956.

<sup>59</sup>Melvin Voxland, "Orientation of New Teachers," National Association of Secondary-School Principals, 40:90, April, 1956.

conferences than from any other source. Faculty meetings ranked third because new teachers felt there was an opportunity to discuss problems, some of which had not yet been encountered.<sup>60</sup>

Kyte lists three types of faculty meetings that should occur in the school: (1) social, (2) administrative, and (3) supervisory. The social meeting should be a recreational affair separated from any mention of school business. The administrative meeting will generally cover explanations and discussions of routine matters which ordinarily cannot be discussed in a bulletin, such as policy, procedure, materials, facilities, rights, responsibilities, advancement opportunities, tenure, pension, and salary status. The supervisory meeting, probably the most frequent of the three, should furnish insight into assignments and conditions, philosophy, and the educational program for the school.<sup>61</sup> Special meetings of new teachers only could follow any or all of the three patterns of meetings. Dungan suggests that a summary of the discussion in a meeting of this type be made and distributed to all the members of the faculty.<sup>62</sup>

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<sup>60</sup>Roy H. Dungan, "Orienting New Teachers," National Association of Secondary-School Principals, 41:43, March, 1957.

<sup>61</sup>George C. Kyte, The Principal at Work, (Boston: Ginn and Company, 1941), p. 268.

<sup>62</sup>Dungan, loc. cit.

The use of the buddy system might be considered as another method of helping the beginning teacher with his problems. This is the assignment of an experienced teacher or teachers to help and advise the new teacher. In a study of responses to a questionnaire, circulated by the Metropolitan School Study Council, regarding supervisory practices, 849 teachers felt that 82 per cent of the help they received as teachers came from other teachers. This would appear to be a real vote for the buddy system.<sup>63</sup> Dungan suggests using a team approach to the buddy system by assigning a team of two or three experienced teachers to the beginning teacher. The unit is maintained for a year or more with meetings each week.<sup>64</sup> Coulter found in his school that the new teachers appreciated the appointment of a buddy teacher to help them adjust to the school. Teachers suggested that the policy be continued in all schools and departments in the district.<sup>65</sup>

Finally, Christophe points out that master teachers will be able to give new teachers assistance in handling school problems, such as routine, discipline, and planning

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<sup>63</sup>Issac Bildersee, The Newly Appointed Teacher, New York: Teachers College Columbia University, 1950), p. 45.

<sup>64</sup>Dungan, op. cit., p. 44.

<sup>65</sup>Coulter, loc. cit.

instruction when they are assigned to them as buddy teachers.<sup>66</sup>

Bartels comments:

Of particular significance is the fact that these young people gave "top billing" to items involving personal relationships, while a secondary importance<sup>67</sup> was attached to various written aids to orientation.

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<sup>66</sup>Christophe, loc. cit.

<sup>67</sup>Bartels, loc. cit.

## CHAPTER IV

### A PROPOSED ORIENTATION PROGRAM

The proposed program is divided into four sections: (1) before signing the contract, (2) before reporting for duty, (3) after reporting for duty, and (4) the school year. The actual program could follow all the items suggested but actually the outline will be used as a guide for discussion and planning by a committee of principals and teachers in the writer's school district. Invitations should be extended to people in the community to discuss their special contributions in the meetings.

#### BEFORE SIGNING THE CONTRACT

##### I. First interview

- A. Size of grade or class to be taught
- B. Extra assignments
- C. Enrollment of the district and the school
- D. Information on the cost of living
- E. Living accommodations
- F. Transportation facilities
- G. Salary schedule
- H. Churches in the community
- I. Recreational opportunities.
- J. Number of teachers in the district and the school
- K. Number of new teachers in the district and the school
- L. Building facilities
- M. Expectation of teacher time on week ends
- N. Extent of participation expected in community activities
- O. Community interest in the school
- P. Name and position of immediate superior
- Q. Certification needed

Much of the information could be put out in booklet



form revised and mimeographed each year. The booklet could also contain more information on district organization, especially information on consultants, supervisors, and directors and their duties. If the applicant comes to the school district offices for the interview, he should be met on arrival at a time and place specified in answer to the application letter.

#### BEFORE REPORTING FOR DUTY

- I. Visitation - if contract is signed before school is out in the Spring
  - A. Classroom visit
  - B. Follow-up conference with principal
    1. Grade assignment
    2. Children's background
    3. School program
  - C. Tour of building facilities
- II. Building principal
  - A. Letter
    1. Welcome
    2. Grade assignment
    3. Number in class
    4. Extra assignments
    5. Name of buddy teacher
    6. Grades in school
    7. School enrollment
    8. Number of teachers
    9. Number of new teachers
    10. Breakfast arrangements for the first morning of workshop
  - B. Courses of study
  - C. Handbook for building

1. Reporting system
2. Safety
3. Records and reports
4. Teacher hours
5. Building facilities
6. Building policies
7. Books, supplies, and equipment available
8. Diagram of school
9. Ethics
10. Health program
11. Use of special teachers
12. Teacher evaluation
13. Supervision available
14. Student activities
15. Public relations

D. Booklet - planning guide for opening day

### III. Buddy teacher

#### A. Letter

1. Welcome
2. Appointment to meet on arrival
3. Offer housing help
4. Offer transportation help to meetings

### IV. Superintendent

#### A. Letter

1. Welcome

#### B. "Our School" bulletin

### V. Chamber of Commerce packet

- A. Map of city
- B. Historical booklets and pictures
- C. Maps and lists of recreational facilities
- D. Business and industry
- E. Churches
- F. Lodges
- G. Service clubs
- H. Climate
- I. Other general information about city

### VI. Newspaper subscription

#### A. Information

1. Housing
2. Cost of living
3. Recreational opportunities
4. Community interests
5. Dominant vocational groups in community
6. Dominant racial and nationality groups
7. Churches and church services
8. Community interest in school

## VII. Personnel Director

### A. Letter

1. Welcome
2. Name and address of immediate superior
3. Assignment verification

### B. Packet

#### 1. Mimeographed booklet

- a) Schedule of orientation program
- b) What to wear
- c) Available housing and cost
- d) Credential information
- e) Health certificate data
- f) Date to report
- g) Salary payment dates
- h) Income tax data

#### 2. Questionnaire

- a) Interests and hobbies
- b) Church preference
- c) Temporary address and phone
- d) Club memberships
- e) Age
- f) Sex
- g) Marital status
- h) Name
- i) Return envelope

#### 3. Social security booklet

#### 4. Credit union information

#### 5. Calendar for year

#### 6. Withholding form for income tax

#### 7. Health certificate form

- C. Place name on mailing list for district publications
- D. Place advertisement in paper asking for housing listings
- E. Enlist aid of real estate firms for housing information
- F. Notify "Welcome Wagon"

#### AFTER REPORTING FOR DUTY

- I. Buddy teacher
  - A. Information and help
    - 1. Housing
    - 2. Transportation
    - 3. Shopping centers
    - 4. Banking
    - 5. Medical service
    - 6. Dental service
- II. Vancouver Education Association functions
  - A. Welcome for new teachers
    - 1. Smorgasbord
    - 2. Banquet
    - 3. Tea
- III. PTA functions
  - A. Welcome for new teachers
    - 1. Building welcoming committee
      - a) Coffee hour first day
      - b) Room decoration
    - 2. Reception at PTA meeting
- IV. Building
  - A. Meetings
    - 1. Individual-principal and teacher
      - a) Assignments

- b) Certification
- c) Assignment to faculty committee
- d) Questions

## 2. All new teachers

- a) Building handbook
- b) Courses of study
- c) Health certificate
- d) Social security
- e) Federal income tax
- f) In-service requirements
- g) Community interest in school
- h) Personal taboos
- i) Schedules
- j) Community activities and participation expected
- k) Salary data
- l) Introduction to special teachers and duties
- m) Limits of teacher authority
- n) Building representatives explain professional organizations

## 3. All teachers

- a) Informal coffee hour to get acquainted
- b) Calendar
- c) General organization meetings

## B. Tour of building

- 1. Special teachers in rooms
- 2. Information on available facilities and equipment

## C. Special teachers

- 1. Distribution of special supplies

## D. Secretary

- 1. Distribution of general supplies
- 2. Notify clubs, churches, and recreational chairmen of special interests and abilities
- 3. Prepare listings and phone numbers of staff
- 4. Assign mailboxes
- 5. Distribute cumulative records
- 6. Extra help with report forms and information needed

- E. Free time to spend in classroom
- V. Orientation workshop
  - A. Welcome and introductions
    - 1. Superintendent
    - 2. School board
    - 3. Central office administrators and consultants
    - 4. Community leaders
  - B. Organization of district and general philosophy
  - C. Retirement
  - D. Social security
  - E. Credit union
  - F. Personnel policies handbook
  - G. Public relations
    - 1. Photographers and reporters for photographs and news releases for local newspaper
  - H. Sectional Meetings
    - 1. Consultants and special services personnel
      - a) Information and demonstrations
  - I. Luncheons
  - J. Coffee breaks
- VI. Tour of city
  - A. Map and mimeographed material
    - 1. Business and industry
    - 2. Cultural opportunities and facilities
    - 3. Educational facilities
    - 4. Historical areas

## THE SCHOOL YEAR

### I. District

- A. In-service meetings
- B. College follow-up
- C. District teacher roster with assignment and addresses
- D. Names and addresses of board members
- E. Tours on business education day

## II. Building

### A. Meetings

- 1. New teachers
- 2. All faculty
- 3. Grade level
  - a) In-service
  - b) Grouping
  - c) Curriculum
  - d) Reporting practices
  - e) Unit planning
  - f) Records and reports
  - g) Classroom control and management
  - h) Individual differences
  - i) Testing program
  - j) Substitute teacher duties
  - k) Guidance
  - l) Health services and program

### B. Classroom visits

- 1. Teacher visits to other classrooms
- 2. Principal visits to new teacher's classroom
  - a) Planned visits
  - b) Follow-up conferences

### C. Social activities

- 1. Coffee hours
- 2. Excursions
  - a) Beach
  - b) Mountains
- 3. Parties

D. Bulletin boards

E. Bulletins

F. Principal

1. Arrangements for consultants to visit building on an informal basis and offer assistance and ideas

2. Individual counseling

3. "Open door" policy

4. Arrange tour through district warehouses

III. Evaluation

A. Conference

B. Questionnaire



## CHAPTER V

### SUMMARY

The beginning teacher is in need of orientation to help him adjust to his personal, social, and professional problems since it is likely that he will establish patterns of conduct and teaching during this introductory period that will stay with him through the years. An adequate orientation program has another purpose also, and that is to provide a partial answer to the problem of the shortage of teachers by encouraging beginning teachers to remain in the profession. It is important, then, that school administrators do whatever possible to guide the development of the beginner into channels that will benefit the individual, the school, and the community.

#### I. INFORMATION NEEDED BY THE BEGINNING TEACHER

The results of several surveys of the need for information by the beginning teacher indicate that there are four general categories of data that are necessary to cover in an orientation program. They are: (1) community, (2) school, (3) teaching position, and (4) personal. Definite items of importance are listed in each category. Timing of the dispersal of this information is important here to avoid overloading the new teacher with

data at the critical time of starting in the new position. It should also be emphasized that administrators need to determine the actual needs of the beginning teacher since new teachers and administrators do not agree on the data to be covered in the program.

## II. THE ORIENTATION PROGRAM

Principles to use in judging and setting up an adequate orientation program are set forth to make sure that the aids and practices used will accomplish the goals of the program.

Aids and practices now in use in school districts throughout the United States are discussed. Specific contributions of the PTA, school, teacher organizations, and community are covered in an attempt to show how different groups can contribute to the program. Tours, booklets, professional meetings, handbooks, buddy teachers, social events, letters, informal gatherings, newspaper articles, luncheons, packets of information, questionnaires, and workshops all contribute to the orientation program.

## III. A PROPOSED ORIENTATION PROGRAM

A proposed program is outlined as a guide to be used in planning an actual orientation program in the writer's school district. The outline is divided into four main

sections in order to provide the timing necessary to cover the information when it has immediate meaning and purpose. The sections of the program are: (1) before signing the contract, (2) before reporting for duty, (3) after reporting for duty, and (4) the school year. Practices are listed along with the areas of information they should cover. They are also listed under a general area of responsibility, for example, buddy teacher, principal, personnel director, PTA, secretary, special teachers, and professional organizations.

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