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A Survey of Opinions of First-Year Teachers from Central Washington State College and Their Principals Regarding Induction and In-Service Training

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A SURVEY OF OPINIONS OF FIRST-YEAR TEACHERS FROM CENTRAL
WASHINGTON STATE COLLEGE AND THEIR PRINCIPALS
REGARDING INDUCTION AND IN-SERVICE TRAINING



A Thesis
Presented to
the Graduate Faculty
Central Washington State College

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

by
Alfred Edwin Kluth

June 1964

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APPROVED FOR THE GRADUATE FACULTY

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CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

Administrators and supervisors are agreed on the need for helping beginning teachers. As a result a variety of orientation programs and in-service education programs have been designed to help teachers cope with their personal and professional problems. Although many of the programs appear glamorous and successful, a careful examination of them has revealed a pattern of services that are often limited to helping the beginning teacher during the first week or two of school, then leaving them without guidance during the remainder of the crucial year ahead.

I. THE PROBLEM

Statement of the problem. The purpose of this study was (1) to determine what type of help was needed and received by first-year teachers in the Washington public schools who are Central Washington State College graduates and (2) to survey opinions of administrators and first-year teachers regarding strengths and weaknesses of induction and in-service programs for these teachers in the State of Washington.

Importance of the study. Induction and/or orientation and in-service programs for new teachers have often been stressed as some of the most important aims in education. A review of the literature suggested the need for awareness, organization, and examination of the problems of first-year teachers. "A dire need for the awareness of the problems of new teachers exists in our leadership population of today," states Cable (2:174). A further statement was made in the Metropolitan School Study:

Unless we have an organized plan of induction, the new teacher can be easily overlooked or remain undiscovered during the critical period when habits and attitudes (which will largely determine his professional failure or success) are being formed (9:44-45).

A survey of opinions of first-year teachers who were 1963 graduates from Central Washington State College, together with a survey of opinions from their principals regarding public school induction and in-service practices, might reveal strengths and weaknesses of present induction and in-service programs for new teachers. The writer felt that a study would reveal approximately how much induction and in-service training is being done in the public schools in the State of Washington for beginning teachers as well as reveal some of the most frequently recurring problems and what is being done to surmount them. The writer also felt that once weaknesses of programs and problems of the teachers were somewhat identified through questionnaires

educators might be encouraged to continue the investigation more specifically and to take action to strengthen these weaknesses and eliminate the problems as much as possible. The strong points of the induction and in-service programs could be propagated through this medium as an aid to school districts which are lacking in them.

Methods and procedures used. First-year teachers who graduated from Central Washington State College in 1963 and were employed as teachers in the State of Washington in the fall of 1963 were sent questionnaires regarding induction and in-service practices used in their particular school district and/or school. Approximately one week later questionnaires were mailed to principals of the new teachers to find out what they considered to be strengths or weaknesses that new teachers experienced. In addition, principals were asked to rate the value of several types of induction and in-service practices.

Questionnaires were sent to 254 teachers and 207 principals during the month of February, 1964. The names and addresses of the teachers and principals were obtained from the Graduate Office of Central Washington State College. Since it was desired to get as complete and accurate an analysis of the program as possible, a total rather than a random sampling was taken.

The closed-form questionnaire was chosen to elicit responses that would be valuable in an evaluative study. Background material obtained through a study of previous research was used in constructing the questionnaires to teachers and principals. The questionnaires, together with letters explaining the purpose of the study, may be found in Appendices A and B, respectively.

Approximately 61 per cent of the questionnaires were returned within three weeks of mailing. The results were then tabulated and analyzed.

II. DEFINITIONS OF TERMS USED

Beginning and/or new teacher. The term "beginning" and/or "new" teacher as used in this thesis is construed to mean: ". . . the teacher who is assuming instructional duties for the first time. . . ." (1:53).

Induction of teachers. Lane states, "in all areas of activity and experience the process of assisting newcomers to adjust to a new environment is called induction" (4:68). This statement is interpreted in this paper to apply to new teachers and is definitive of the term "induction of teachers."

Orientation. The term "orientation" is interpreted to mean:

The process of making a person aware of such factors in his school environment as rules, traditions, and educational offerings, for the purpose of facilitating effective adaptation (6:379).

In-service training. For the purpose of defining the term "in-service training," the following description by Good is employed: "Special training or instruction for employed persons, including those in the professions, with a view to increasing the workers' competence" (6:376).

Intermediate. The term "intermediate" as used herein refers to grades seven and eight.

CHAPTER II

REVIEW OF THE LITERATURE

Much has been written about various programs designed to meet the needs of the beginning teacher in the public schools. Significant studies reviewed here reveal the kinds of help that new teachers need and to what degree school systems have been able to adequately guide the first-year teacher. This brief summary indicates the necessity for continuing evaluation of present induction and in-service practices in the public schools.

Many studies indicate that superintendents, principals, and supervisors of public schools are becoming increasingly aware of their responsibilities for orienting both experienced and inexperienced teachers.

The objectives of an orientation program most frequently stressed by educators are well-stated by Mingle (11:32-34):

1. Acquaint the new teacher with the general school plant and equipment.
2. Familiarize him with the library materials, audio-visual aids, teacher's workroom equipment, and other instructional tools.
3. Acquaint the teacher with his new colleagues and the community.
4. Help him adjust to the beginning teacher's salary expense struggle.

5. Afford information concerning administration policies, the philosophy of the school system, and the facilities for professional growth.

Michael (10:72) recommends three basic steps in the establishment of an effective orientation and induction program for new teachers:

1. Problems encountered by new teachers need to be identified.
2. Major needs of newly elected teachers should determine the purposes of the induction program.
3. Techniques should be utilized in the program which will facilitate the teacher's adjustment to the school and the community.

A survey of three hundred middle west teachers, representing various forward-looking schools, was conducted and reported by Replogle in 1950. The results revealed that teachers, by their expressed choices, needed and wanted help in many problem areas. Some of these problem areas involved economic security, improved working conditions, lack of written guidance materials, lack of an informed public, and the need for each teacher to realize that he, or she, is a recruiting agent for the profession (16:445-6).

A 1943 study of induction practices in secondary schools by Tate (19:157) indicated that a majority of new secondary school teachers found difficulties in making satisfactory adjustments to the pupils, the philosophy and objectives of the school, specific guidance functions, and

administrative routine. Half of the new teachers did not understand what was expected in the use of auxiliary instructional material. The majority of problems related to discipline, to teaching outside their fields of preparation, and understanding the philosophy and objectives of new schools. In attempting to resolve difficulties in entering new positions, Tate's study revealed that new teachers found that, among the widely-used induction practices, the following were of most value: (1) individual conferences with their superintendents before the opening of school and following classroom visits, (2) general teachers' meetings during the early part of the year, and (3) opportunities to consult older, established teachers.

A follow-up study was conducted in 1961 at San Francisco State College and reported by Taylor. He concluded, "Excluding administrative-type problems, classroom control and motivation of students seemed to be the principle problems that these teachers were experiencing" (20:253). Teachers were also polled with respect to the areas in which they needed additional training in order to increase their efficiency. In the list of problems identified by the teachers Taylor further reported, "Their principle problems were classroom control and motivation with lack of subject matter ranked well down on their list of problems" (20:223).

A survey was made by Wey at Appalachian State Teachers' College of difficulties of beginning teachers to gather information leading to the improvement of its pre-service and in-service programs of teacher education. Teachers, principals, and college representatives were involved as respondents. This study indicated that there were poor supervisory relations between beginning teachers and their supervisors. The data implied deficiencies both in the college training and in the orientation, induction, and supervision of beginning teachers in the teaching profession (23:32-33).

Cunningham indicates that the responsibility for helping beginning teachers rests heavily upon school principals. The gravity of this responsibility is accentuated by the need to retain teachers within the profession and to upgrade standards of performance on the part of those in service. The success or failure of beginning teachers is closely related to the quality of supervision exercised by the building principal (3:230).

Cunningham (3:230-232) points out that many specifics can be realized in individual conferences with the beginning teacher. Specifics suggested for inclusion in the in-service phase of beginning teacher supervision are:

1. Be available to the beginner on opening day.

2. Seek to establish rapport that will encourage the beginner to ask for advice and assistance as problems arise.
3. Visit the classroom during the first few weeks for the purpose of guiding, helping, and encouraging.
4. Help the beginner recognize his own potentialities and abilities.
5. Utilize experienced and understanding teachers in the guidance of beginning teachers.
6. Allow a place in faculty meetings for the participation of beginning teachers.
7. Use conferences discreetly--seek to make them problem centered and not teacher centered.
8. Encourage participating membership in professional organizations.
9. Avoid overloading the beginner with in-service committee assignments as well as extra-curricular responsibilities.
10. Base beginning teachers appraisal on total teaching effectiveness.

Stout's study (18:43-46) was conducted to learn whether present weaknesses in beginning teachers lie predominantly in the areas of understanding, skill, attitudes, or traits of personality and character. Questions were offered as guides in the evaluation process.

The questions were as follows:

1. What are the parts of the teacher's task that beginning teachers do most ineffectively?
2. What particular competencies (skills, abilities) are most often lacking, or underdeveloped?
3. In what desirable traits of personality and

character are they usually most deficient?

4. What basic understandings do they most often lack?
5. In what desirable attitudes are they most often deficient?

The answers given (18:43-46) to the above questions by administrators and supervisors indicate five basic problems that beginning teachers have:

1. Two-thirds of the respondents replied that new teachers had problems with control-discipline.
2. Inability to motivate, to plan procedure, and to adjust to the slow learner were the instructional weaknesses most often mentioned.
3. Lack of co-operation is a basic weakness--they too often fail to work as a "member of a team."
4. There is a lack of understanding of the children taught.

The major conclusion growing out of the study by Wallace (22:291) is the realization that successful induction of a new teacher in the school and community is a complex and complicated problem. Wallace further reports:

It is evident that problems of such breadth and depth make the effective induction of new teachers an extremely difficult undertaking both for the teacher himself and for the school and community. It is clear, also, that successful and satisfying induction of the new teacher into a new teaching situation requires diversified approach with respect to planning and implementation. No unitary or narrowly conceived plan or method is adequate.

Regardless of improvements in teacher preparation, it might be suggested that supervisory help given on the

job could determine the success of the induction process. The importance of this help is implied in the following statement from a publication by the National Education Association (14:174):

If we should be fortunate enough to select intelligently and train adequately a supply of professional people for the classrooms of the country and if we then should bring them into the schools without initiating a program of improved relationships and recognition of teaching on the job, we would produce a frustrated and disillusioned group who undoubtedly would come to feel that they had been tricked and misled.

The new teachers have learned some exciting theories about educational purposes and methods, but they tend to become quite frustrated and discouraged when they discover how difficult it is to apply these theories in practice. Misner (12:32) pointed out that beginning teachers, almost without exception, have had no pre-service opportunity to work as members of a faculty group or to identify themselves with parents and other community adults. He stated, "In view of the current and probably future inadequacy of pre-service education, it is imperative that well-planned in-service programs be provided to bridge the inevitable gap." Not to do so would be to expose pupils to a professional incompetency that is wholly unjustified.

Spears (17:458) suggested that the school administration might "capitalize upon the ideas that come in with new teachers," to "do much to assure the progress that it

constantly seeks through in-service training programs."

The results of the various studies referred to in this paper indicate the existence of problems that face new teachers, as well as problems in introducing them to the particular situation each faces. Some of the problems related to information received, principal-teacher relationships, and classroom techniques. Cable particularly suggested the "dire need for the awareness of the problems of new teachers."

CHAPTER III

RESULTS AND CONCLUSIONS

I. ANALYSIS OF QUESTIONNAIRE TO TEACHERS

Of the two hundred forty-seven questionnaires on induction and in-service practices for first-year teachers, one hundred fifty-four, or 62.3 per cent, were returned. Sixty-eight of the respondents, 44.2 per cent, were female; eighty-two, 53.2 per cent, were male. The remaining four people, 2.6 per cent, obviously did not state their sex.

The positions of the respondents were: elementary, 54; intermediate, 18; junior high, 51; senior high, 46. This total, 169, is higher than the number of respondents because some teachers indicated that in small schools more than one grade level was taught by them.

The questionnaire returns revealed that eighty-three first-year teachers taught in first class districts, forty-six in second class districts, and one in a third class district. Twenty-five of the respondents made no indication.

In the tables the number and percentage columns are labeled with the number sign (#) and with the per cent sign (%), respectively; for example, in Table I and in all similar tables the symbol (#) stands for the number of

respondents. In all tables the total number of respondents is one hundred fifty-four with the exception of Tables XVIII, XIX, and XX. All percentages have been rounded off to the nearest per cent. Numbers in parentheses found in the first column of some tables refer to the corresponding numbers in the questionnaire. In some tables the numbers are not consecutively arranged, but are ranked from high to low in the "Yes" column according to frequency of responses to the item so numbered.

Summary and Analysis of Data

Table I reveals that the majority of the teachers, 86 per cent, felt their teaching experience had given them personal satisfaction, possibly indicating successful placement and/or successful induction and in-service programs.

TABLE I

TEACHERS' RESPONSES TO THE QUESTION:
"HAS YOUR TEACHING EXPERIENCE GIVEN
YOU PERSONAL SATISFACTION?"

	#	%
Yes	133	86
No	7	5
Undecided	10	7
Unanswered	4	2
Total	154	100

Information from Table II shows that the majority of the respondents felt they would remain in the same district

TABLE II
FUTURE PLANS OF TEACHERS

	Yes		No		Undecided		Unanswered	
	#	%	#	%	#	%	#	%
Do you plan to:								
A. teach in this district next year?	116	75	13	8	24	16	1	1
B. remain in your current position?	104	68	14	9	23	15	13	8
C. teach elsewhere next year?	11	7	77	50	20	13	46	30
D. leave the teaching profession next year?	4	2	95	62	18	12	37	24

for the second year. Only four of the teachers said they were leaving the teaching profession at the end of the school year. The fact that eighteen were undecided might suggest further research as to why.

The items most often received by teachers before school was opened were the schedule of individual teaching assignments and copies of study outline courses and texts to be used, according to Table III. It would appear to the writer that all teachers should be given this information. Other information might be of a supplementary nature, but as important only in specific instances.

TABLE III
ITEMS RECEIVED BY TEACHERS PREVIOUS
TO THE OPENING OF SCHOOL

	#	%
A. Schedule of your teaching assignments . .	116	75
B. Copies of study courses and textbooks . .	98	64
C. Notice of your supervisory assignments. .	72	47
D. List of student activities	56	37

Teachers' responses to the question as to whether the district or school sponsored the orientation for new teachers revealed in Table IV that more often the district took precedence.

Table V shows that under 40 per cent of the teachers were limited in their introductions, since less than this

TABLE IV
SPONSORSHIP OF ORIENTATION
PROGRAMS FOR NEW TEACHERS

	<u>Yes</u>		<u>No</u>		<u>Unanswered</u>	
	<u>#</u>	<u>%</u>	<u>#</u>	<u>%</u>	<u>#</u>	<u>%</u>
Did your:						
A. district sponsor an orientation program for its new teachers? . .	112	73	37	24	5	3
B. <u>school</u> sponsor an orientation program for its new teachers?	104	68	41	7	9	5

TABLE V
INDUCTION ACTIVITIES REPORTED BY TEACHERS

	Use	
	#	%
A. Introduced to administrative personnel	124	81
B. Taken on tour of the school	113	73
C. Introduced to departmental heads	57	37
D. Taken on a tour of the community	52	34
E. Taken on a tour of the district offices . . .	44	27

amount were introduced to departmental heads (if any), taken on a tour of the community, and/or taken on a tour of the district offices. It would seem reasonable that all new teachers should meet their administrative personnel, instead of only 81 per cent, and should be taken on a tour of their school, instead of only 73 per cent.

Table VI shows that 43 per cent of the respondents received no help in formulating plans for the opening day of school. When help was given, the principal assisted more than any other staff member.

TABLE VI
SOURCES OF ASSISTANCE IN FORMULATING
PLANS FOR OPENING DAY

	#	%
A. None	66	43
B. Principal	56	36
C. Teacher	39	25
D. Assigned teacher	12	8

Regarding induction activities presented to the new teachers prior to the opening of school, as shown in Table VII, almost all of the 154 respondents indicated that the school or the district made the teachers aware of the various teachers' organizations. Eighty per cent of the teachers found their rooms adequately equipped to begin teaching with 60 per cent receiving help in arranging the

TABLE VII

INDUCTION ACTIVITIES PRIOR TO THE OPENING OF SCHOOL

Questionnaire Items	Yes		No		Unanswered	
	#	%	#	%	#	%
(13) Were you made aware of the teachers' organization in your district?	145	94	9	6		
(20) Did you find your room adequately equipped to begin teaching?	123	80	31	20		
(15) Did any qualified person (principal or representative) explain the medical program available to you?	111	72	43	28		
(18) Did you receive any information as to types of service rendered by the audio-visual department in your district? . .	111	72	41	27	2	1
(16) Did you receive help in arranging your room and getting necessary supplies? .	93	60	61	40		
(9) Was there any orientation specifically designed for the first-year teacher? .	81	53	69	45	4	2
(14) Was the State retirement program explained to you by your principal or other qualified personnel?	71	46	80	52	3	2
(11) Did you receive assistance from your school district in finding living accommodations?	67	44	77	50	10	6

TABLE VII (Continued)

Questionnaire Items	Yes		No		Unanswered	
	#	%	#	%	#	%
(12) Was an experienced teacher (buddy) assigned to assist you throughout the year?	19	12	129	84	6	4

room and getting supplies. Fifty per cent of the teachers reported orientation programs were specifically designed for them. Eighty-four per cent of the teachers responded negatively upon being asked if an experienced "buddy" teacher had been assigned them as an assistant throughout the year.

In answer to whether or not the respondents felt adequately informed to enter their first day of school, the data revealed in Table VIII that 29 per cent of the teachers responded negatively to being adequately informed regarding school building policies and procedures, while a significant 39 per cent responded likewise to procedures of marking or grading. Almost 75 per cent of the teachers reported that they were well informed about how they should attend to student discipline problems and sending students to the office.

Information regarding promotion and retention policies was received by 48 per cent of the respondents, while over 63 per cent received report card, parent conference, and progress slip information as indicated in Table IX. Report card information was received by 77 per cent. Again, the writer would question why all of the teachers did not receive this information since it would seem pertinent to an efficient program.

Table X shows that 65 per cent of the teachers had been observed by their principal. Most teachers indicated

TABLE VIII

TEACHERS' RESPONSES TO THE QUESTION: "DID YOU FEEL
ADEQUATELY INFORMED TO ENTER YOUR FIRST DAY OF
SCHOOL IN REGARD TO THE FOLLOWING ITEMS?"

	Yes		No		Unanswered	
	#	%	#	%	#	%
A. Reporting attendance	137	89	16	10	1	1
B. Attending to discipline problems.	113	73	38	25	3	2
C. Sending students to the office . .	109	71	41	27	4	2
D. School building policies and procedures . . .	108	70	45	29	1	1
E. Sending students to the nurse . .	101	66	45	29	8	5
F. Ordering films and supplies . .	99	64	50	33	5	3
G. Marking	90	58	60	39	4	3

TABLE IX
TEACHERS' RESPONSES TO QUESTION
REGARDING INFORMATION RECEIVED

	Yes		No		Unanswered	
	#	%	#	%	#	%
A. Report cards	118	77	34	22	2	1
B. Parent conference. .	113	73	40	26	1	1
C. Progress slips . . .	98	64	46	30	10	6
D. Promotion and retention	73	48	76	49	5	3

TABLE X
RESPONSES TO QUESTIONS ON IN-SERVICE ACTIVITIES

Questionnaire Items	Yes		No		Unanswered	
	#	%	#	%	#	%
(29) Did you receive a calendar of events concerning the district, such as local teachers' organization meetings, board meetings, workshops, etc.?	135	88	18	11	1	1
(35) Have the school programs for the year (open house, back-to-school night, Christmas programs, etc.) and what is expected of teachers by way of preparation and attendance been explained to you?	121	79	33	21		
(30) Has your teaching been observed by the principal?	101	66	53	34		
(21) Did any experienced teacher make it a point to inquire at any time during the first week how the day went and offer to assist you with plans for the following day or days?	100	65	54	35		
(32) Have subject area meetings been held to discuss work accomplished and future plans?	91	59	63	41		
(34) Did an experienced teacher share teaching aids with you along with suggestions for starting units of work?	82	53	71	46	1	1

TABLE X (Continued)

Questionnaire Items	Yes		No		Unanswered	
	#	%	#	%	#	%
(31) Were you informed as to your legal responsibilities in dealing with student emergencies?	76	49	75	49	3	2
(27) Was the opportunity given you to meet special teachers (in remedial reading, guidance, etc.)?	76	49	77	50	1	1
(33) Have grade level meetings been held to discuss work accomplished and future plans?	71	46	81	53	2	1
(28) Did the principal or an assigned staff member go over the Board of Education policies applicable to you?	49	32	105	68		
(26) Was the testing program of the school discussed with you?	47	30	106	69	1	1
(22) Did your "buddy" teacher or any one of the experienced teachers assist you . .	40	26	108	70	6	4
(36) Did the principal or an experienced teacher give demonstrations concerning the use of subject matter and materials?	40	26	107	69	7	5
(25) Did the principal or staff member discuss pupil cumulative record folders with you?	29	19	122	79	3	2

that one to two observations had been completed. A few of those observed reported six to eleven observations. One teacher was observed eighteen times.

Less than 50 per cent of the respondents, again according to Table X, pages 26 and 27, were informed about their legal responsibilities in dealing with student emergencies. Subject area meetings and/or grade level meetings ranked sixth and ninth, consecutively, among the fifteen questions listed in the table. Teacher demonstrations concerning the use of subject matter and materials ranked the lowest of the in-service activities mentioned. Only twenty-nine, or 19 per cent, of the teachers received any information concerning the use of pupil cumulative record folders.

Table XI shows that nearly all of the respondents who witnessed subject-matter demonstrations rated them of "Moderate" value or above.

As found in Table XII, notifications of the principal's observation of the teacher's class and comments from the principal regarding the observation were received by less than 50 per cent of the teachers. Most principals provided information to the first-year teachers regarding supervision duties, lines of authority, and the principal's attitudes concerning student penalties.

TABLE XI

TEACHERS' RATINGS OF THE QUESTION: "DID THE PRINCIPAL OR AN
EXPERIENCED TEACHER GIVE DEMONSTRATIONS CONCERNING THE
USE OF SUBJECT MATTER AND MATERIALS?"

	Value	
	#	%
A. Negligible or little value		
B. Slight value	3	2
C. Moderate value	21	14
D. Considerable value	10	7
E. Extremely valuable	7	5

TABLE XII
TYPES OF INFORMATION TEACHERS RECEIVED FROM PRINCIPALS

Questionnaire Items	Received		Not received		Unanswered	
	#	%	#	%	#	%
(39) Supervision duties: responsibility for discipline outside classroom . .	129	83	24	16	1	1
(37) Duties and functions of school per- sonnel and lines of authority . . .	109	71	45	29		
(40) How the principal regards sending students to the office, what penalties	107	70	47	30		
(41) Assignment of extra-curricular acti- vities: what the teacher can expect; who assigns the activities, etc. . .	101	66	47	30	6	4
(45) Policy of assigning students to classes or grouping of students. . .	73	48	79	51	2	1
(43) Personal comments from your princi- pal regarding observation	73	48	76	49	5	3
(38) How teacher class and grade assign- ments are made	59	38	93	61	2	1
(44) How teacher ratings are made	48	31	103	67	3	2
(42) Notification of principal's observa- tion of your class	33	22	116	75	5	3

Table XIII shows that half of the teachers reported that in-service programs were in operation in their schools. Eighty-one per cent of the teachers stated that in-service education should be on a voluntary basis. The school's philosophy in writing was reported available to 51 per cent of the respondents. Fifty-one per cent reported some interchanges of information and ideas among teachers. Seventy-eight per cent indicated no participation in an in-service program dedicated to studying the characteristics and needs of students.

According to Table XIV a majority of the teachers, 65 per cent, preferred to take courses in summer school that would help them in counseling and guidance. The teachers, 60 per cent, also indicated that having workshops within the school would be favorable.

The teachers were asked to evaluate the impetus of in-service activities relating to teacher-pupil relationships and general school processes. The evaluations concerned democratic participation by teachers and were headed: Never, Seldom, Occasionally, and Regularly. None of the questions shown in Table XV rated above 50 per cent under any of the headings.

Weaknesses were particularly emphasized in the areas stated in Items 55, 59, 60, and 63, Table XV, concerning: (1) teachers having part in planning and conducting meetings,

TABLE XIII

TEACHERS' RESPONSES TO QUESTIONS CONCERNING THE SCHOOL PROGRAM

Questionnaire Items	Yes		No		Some		Unanswered	
	#	%	#	%	#	%	#	%
(46) Does your school have a common philosophy which is available in writing?	79	51	57	37			18	12
(47) Have you participated in an in-service program in this school dedicated to the study about the characteristics and needs of students?	34	22	120	78				
(48) Is there a constant interchange of information and ideas among the teachers?	54	35	21	14	79	51		
(49) Are the cumulative records of pupils available at all times? .	147	96	5	3			2	1
(50) Are you encouraged or asked to use pupil cumulative folders? .	95	62	32	21	24	15	3	2
(51) Do you have in-service education programs in your school? .	90	58	58	38			6	4
(52) Should in-service education be on a voluntary basis?	124	81	22	14			8	5

TABLE XIV
TEACHERS' RATINGS OF WAYS THAT APPEAL TO THEM FOR
FURTHER STUDY IN COUNSELING AND GUIDANCE

	#	%
A. Take courses in summer school	100	65
B. Attend workshop in your school	90	60
C. Study through extension courses	40	26
D. Reading lists and publications	40	26

TABLE XV

COMPARISON OF TEACHERS' RESPONSES TO QUESTIONS
REGARDING IN-SERVICE EDUCATION PRACTICES

Questionnaire Items	Never		Seldom		Occa- sionally		Regu- larly		Unan- swered	
	#	%	#	%	#	%	#	%	#	%
(54) Do teachers seem to have a part in shaping school policy?	7	4	25	17	58	38	64	42		
(55) Do the teachers seem to have a part in planning and con- ducting faculty meetings? .	26	17	39	25	42	27	47	31		
(56) Are teachers encouraged to make creative contributions to the educational problems of the school?	7	4	24	16	49	32	74	48		
(57) Are situations provided in which plans of action are discussed as possible ways of solving problems? . . .	14	9	20	13	55	36	61	40	4	2
(58) Are you encouraged and given an opportunity to experiment with educational procedures and proposed curriculum changes?	15	9	16	10	46	30	67	44	10	7
(59) Do the in-service activities meet your specific demands?	24	16	17	11	74	48	25	16	14	9

TABLE XV (Continued)

Questionnaire Items	Never		Seldom		Occa- sionally		Regu- larly		Unan- swered	
	#	%	#	%	#	%	#	%	#	%
(60) Do the in-service acti- vities result in better understanding of school management?	17	11	23	15	75	49	23	15	16	10
(61) Do the in-service acti- vities result in better understanding of the responsibilities of teachers?	14	19	13	18	78	50	33	22	16	10
(62) Do the in-service acti- vities cause the teachers to study carefully chil- dren's needs and problems?	16	10	28	18	69	45	24	16	17	11
(63) Do the in-service programs focus attention on new theories of learning? . .	19	12	33	22	53	34	33	22	16	10
(64) When deliberations of the staff are ended, does the principal see to it that agreements reached by the staff are executed with effectiveness and under- standing?	14	9	14	9	36	24	77	50	13	8

TABLE XV (Continued)

Questionnaire Items	Never		Seldom		Occa- sionally		Regu- larly		Unan- swered	
	#	%	#	%	#	%	#	%	#	%
(65) Do the in-service acti- vities raise group morale? .	15	10	23	15	70	45	25	16	21	14
(66) Have the in-service acti- vities caused you to be concerned with rethinking and reconstructing the educational program?	12	7	17	11	75	49	32	21	18	12

(2) in-service activities meeting specific needs of the teacher, (3) in-service activities resulting in better understanding of management, (4) in-service activities causing teachers to study children's needs and problems, and (5) in-service programs focusing attention on new theories of learning.

Some of the stronger in-service training results might be implied where over 39 per cent of the teachers rated "Regularly" and over 29 "Occasionally." Some of the aforementioned results were found in Items 54, 56, 57, and 58, Table XV, page 34, concerning: (1) teachers having a part in shaping school policy, (2) teachers being encouraged to make creative contributions to educational problems, (3) situations being provided in which plans of action are discussed as ways of solving problems, and (4) teachers being encouraged and given opportunities to experiment with educational procedures and curriculum changes.

Seventy-three per cent of the teachers indicated in Table XVI that the administrator had been a co-worker and guide during in-service programs.

Of the twenty-five major areas to which the first-year teachers were asked to respond, Table XVII, the following ten seemed most indicative of where in-service education appeared to be desired by the teachers:

TABLE XVI

TEACHERS' RESPONSES TO QUESTIONS CONCERNING
IN-SERVICE EDUCATION PRACTICES

Questionnaire Items	Yes		No		Don't Know		Unan- swered	
	#	%	#	%	#	%	#	%
(67) Has the administrator shown evidence of his function as a co-worker and guide during in-service programs? .	112	73	32	21			10	6
(68) Do you feel that the instructional program in your school can be improved?	137	89	7	5			10	6
(69) Do you feel that the majority of the members of your faculty are concerned about "How can we as teachers improve our instructional program?" . . .	109	71	18	12	23	15	4	2

TABLE XVII

AREAS IN WHICH TEACHERS DESIRE IN-SERVICE EDUCATION

Questionnaire Items	None		Some		Much		Unan- swered	
	#	%	#	%	#	%	#	%
(70) Psychology of learning	50	32	87	56	13	8	4	3
(71) Integration and correlation of teaching material from different subject fields .	32	21	89	58	25	16	8	5
(72) Providing for individual differences in the classroom	15	10	77	50	60	39	2	1
(73) Developing pupil initiative	10	6	97	63	44	29	3	2
(74) Using newer techniques of teaching . . .	16	10	104	68	32	21	2	1
(75) Securing more background for your teaching field	18	12	85	55	48	31	3	2
(76) Using audio-visual materials and equipment	53	34	77	50	15	10	9	6
(77) Using reference materials	59	38	75	49	11	7	9	6
(78) Teachers' use of the library	70	45	64	42	9	6	11	7
(79) Help in counseling and guidance	31	20	84	55	34	22	5	3
(80) Directing homeroom activities	75	49	54	35	5	3	20	13
(81) Sponsoring student activities	65	42	67	44	10	6	12	8

TABLE XVII (Continued)

Questionnaire Items	None		Some		Much		Unan- swered	
	#	%	#	%	#	%	#	%
(82) Handling required supervision duties . .	86	56	56	37	2	1	10	6
(83) Handling discipline or behavior problems	43	28	94	61	14	9	3	2
(84) Acquiring skill in grading and direct- ing the pupil in self-evaluation	20	13	92	60	32	21	10	6
(85) Preparing lesson plans, units of work, and course of study	66	43	76	49	8	5	4	3
(86) Preparing different kinds of tests . . .	53	34	82	53	13	9	6	4
(87) Preparing study guides and directions for students to follow	36	24	96	62	10	6	12	8
(88) Working with teachers	95	62	50	32	4	3	5	3
(89) Working with administrators	85	55	55	36	8	5	6	4
(90) Understanding the school's philosophy. .	64	42	65	42	10	6	15	10
(91) Understanding the school's promotion policy and practice of assigning stu- dents to classes	62	40	68	44	18	12	6	4
(92) Understanding the school's testing program	58	37	69	45	21	14	6	4

TABLE XVII (Continued)

Questionnaire Items	None		Some		Much		Unan- swered	
	#	%	#	%	#	%	#	%
(93) Understanding and interpreting test data and data in pupil cumulative record folders	54	35	74	48	21	14	5	3
(94) Administrative evaluation of teachers	48	31	66	43	36	23	4	3

1. Integration and correlation of teaching materials from different subject fields.
2. Providing for individual differences in the classroom.
3. Developing pupil initiative.
4. Using newer techniques of teaching.
5. Help in counseling and guidance.
6. Handling discipline problems.
7. Skill in grading and directing the pupil in self-evaluation.
8. Preparing study guides and directions for students to follow.
9. Securing more background for one's particular teaching field.
10. Administrative evaluation of teachers.

A few teachers commented that some additional help would always be useful as a learning experience.

Also indicated in Table XVII, pages 39-41, was the noteworthy high percentage of teachers that desired "Much" help in providing for individual differences in the classroom, 39 per cent; securing more background for the teaching field, 31 per cent; developing pupil initiative, 29 per cent; administrative evaluation of teachers, 23 per cent; using newer teaching techniques, 21 per cent; and acquiring skill in grading and pupil self-evaluation, 21 per cent.

The same categories rated high in the "Some" help needed column.

At the end of the questionnaire, space was provided for additional comments. Several of the comments are mentioned because they bring out points concerning induction and in-service programs.

One teacher felt that she was at a disadvantage because most of the members of the building were much older, and they assumed that she was adequately informed about their school's policies.

Another respondent stated that the new teachers in his building did all the advising of classes and clubs. He felt that making a decision was difficult because of his lack of experience.

Several teachers reported that they felt security in their teaching positions because of the helpful attitude of the principal.

The schools and districts that were reported to have in-service programs received much praise by those teachers who took time to write additional comments about the value of the programs.

A few of the teachers commented that they were assigned to classes for which they had little or no previous training.

In two instances teachers reported that they had inadequate materials because of the isolated area and the smallness of the school in which they taught.

One teacher reported that there was some tendency in his school to resist changes and ideas concerning newer methods in instruction. Older teachers stifling some of the attempts made by first-year teachers was indicated in a few of the comments.

Several teachers reported unique situations in that they were employed in the middle of the school year. Consequently they were not always oriented to the school as new teachers.

One teacher felt that her good feelings toward her first teaching experience could be attributed to her successful student teaching.

In brief, some of the problems which were most often expressed by the first-year teachers related to discipline, classroom control, lack of background for the field taught, provision for individual differences, ability to use audio-visual materials, and adjusting to the slow learner. Also, a noteworthy number of teachers apparently felt that their rooms were not adequately equipped or supplied to begin teaching.

First-year teachers, in general, seemed to desire closer communication with their supervisor. They wanted to

know how they were being evaluated.

Only half of the respondents received information regarding legal responsibilities dealing with student emergencies, and nearly the same number received no assistance in making plans for the opening day of school.

Over one-third of the respondents indicated that no in-service programs existed in their particular school.

As many as eighteen teachers were undecided about leaving the profession.

II. ANALYSIS OF QUESTIONNAIRE TO PRINCIPALS

Two hundred seven questionnaires on the strengths and weaknesses of first-year teachers, together with a survey of induction and in-service practices, were mailed to the principals of the first-year teachers who were 1963 graduates of Central Washington State College and teaching in Washington public schools. One hundred twenty-seven, or 61.3 per cent, of the principals returned their questionnaires.

The number of principals reporting their positions were as follows: elementary, 72; intermediate, 8; junior high, 35; senior high, 29. The total number of the reported positions was 139. The reason for the higher score indicated that some principals administered to more than one position.

Seventy-six of the principals reporting were in first class districts. Forty-four principals were in second class districts. One principal was employed in a third class district.

The headings and columns within the tables for this questionnaire are labeled in the same manner as those in part one of this chapter.

Of the 127 principals that responded, less than one per cent evaluated their Central first-year teacher or teachers "Below Average" or "Unsatisfactory" in the teachers' personal evaluations. In fact, the largest grouping, according to Table XVIII, was found in the "Above Average" column with twice as many or more in the "Outstanding" column as in the "Below Average" and "Unsatisfactory" columns combined.

In the principals' evaluation of teachers' classroom strengths and weaknesses, Table XIX shows that the greatest percentage of responses were in the "Average" and "Above Average" categories with these two columns totaling 74 to 87 per cent of the total ratings given. The remaining 13 to 26 per cent, in the greatest number of instances, was divided in favor of the "Outstanding" category. The "Below Average" and "Unsatisfactory" categories totaled 2 to 11 per cent in the following: (1) maintains classroom control; (2) provides for individual differences; (3) uses audio-visual materials and equipment; (4) handles discipline and behavior

TABLE XVIII

PERSONAL STRENGTHS AND WEAKNESSES OF TEACHERS REPORTED BY THEIR PRINCIPALS

Questionnaire Items	Unsatis- factory		Below Average		Average		Above Average		Out- standing		Total
	#	%	#	%	#	%	#	%	#	%	
(5) General appearance . .	1	1	2	1	62	37	88	53	14	8	167
(6) Is tactful, friendly, sympathetic	1	1	8	5	52	31	87	52	19	11	167
(7) Exhibits self-control.			6	3	45	27	98	59	18	11	167
(8) Is receptive to ideas.	2	1	3	2	36	22	100	60	25	15	166
(9) Demonstrates command of English language. .	1	1	5	3	62	37	85	51	14	8	167
(10) Exhibits attitude of mutual respect and tolerance			5	3	51	30	96	56	19	11	171
(11) Adapts to new situ- ations			6	3	57	35	83	50	19	12	165

TABLE XIX

PRINCIPALS' EVALUATION OF THE CLASSROOM STRENGTHS
AND WEAKNESSES OF FIRST-YEAR TEACHERS

Questionnaire Items	Unsatis- factory		Below Average		Average		Above Average		Out- standing		Total
	#	%	#	%	#	%	#	%	#	%	
(12) Maintains classroom control	4	2	15	9	60	36	63	38	24	15	166
(13) Displays knowledge in area of instruction			8	5	62	37	86	51	12	7	168
(14) Develops pupil ini- tiative			9	5	73	44	74	45	10	6	166
(15) Provides for individ- ual differences . .			9	5	77	46	76	46	5	3	167
(16) Makes use of newer techniques of teaching			5	3	67	40	79	48	15	9	166
(17) Motivates students			8	5	71	43	78	47	8	5	165
(18) Uses variety in teaching			9	5	62	37	78	46	19	12	168
(19) Uses audio-visual materials and equip- ment			15	9	74	44	73	43	7	4	169
(20) Handles discipline.	4	2	12	7	68	42	67	41	13	8	164

TABLE XIX (Continued)

Questionnaire Items	Unsatis- factory		Below Average		Average		Above Average		Out- standing		Total
	#	%	#	%	#	%	#	%	#	%	
(21) Directs homeroom activities			3	2	83	58	52	36	5	4	143
(22) Adjusts to the slow learner	1	1	9	5	100	59	55	32	5	3	170
(23) Develops rapport with students . .	1	1	7	4	65	39	71	42	23	14	167

problems; and (5) adjusts to the slow learner.

The principals' evaluation of the teachers' professional responsibilities shown in Table XX revealed the evaluations highest again in the "Average" and "Above Average" classifications with 80 to 93 per cent totals. In all instances the remainder is divided with the equal or the majority in the "Outstanding" column as against the combined "Below Average" and "Unsatisfactory" classifications. Only three teachers were rated in the "Unsatisfactory" column, two on preparation of lesson plans and one on cooperation with parents on problems.

Table XXI shows that out of 127 respondents eighty-two, or 64 per cent, indicated that their particular school provided in-service programs. Most of the principals reported that induction and in-service training were provided by the districts. The table further shows that over half of the principals reported that there were in-service training programs designed specifically for new teachers within the districts.

Table XXII shows that the principals' ratings of induction and in-service programs in their districts ranged from "Moderate Value" to "Considerable Value," with 52 per cent in the latter.

Principals' ratings of generally used induction and in-service practices are shown in Table XXIII. Four

TABLE XX

PRINCIPALS' EVALUATION OF THE STRENGTHS AND WEAKNESSES
OF THE TEACHERS' PROFESSIONAL RESPONSIBILITIES

Questionnaire Items	Unsatis- factory		Below Average		Average		Above Average		Out- standing		Total
	#	%	#	%	#	%	#	%	#	%	
(24) Handles required supervision duties . .			3	2	77	46	77	46	10	6	167
(25) Sponsors student activities			5	3	82	55	55	37	7	5	149
(26) Prepares lesson plans. 2	1		3	2	76	45	78	46	10	6	169
(27) Contributes to the school program			8	5	69	40	86	50	8	5	171
(28) Is active in a profes- sional organization. .			14	8	94	57	43	27	14	8	165
(29) Supports school policies			6	4	58	34	86	51	19	11	169
(30) Supports administra- tive decisions			2	1	56	33	94	55	19	11	171
(31) Supports school functions			10	6	59	34	80	47	22	13	171
(32) Cooperates with par- ents on problems . . .	1	1	1	1	63	37	89	53	13	8	167

TABLE XX (Continued)

Questionnaire Items	Unsatis- factory		Below Average		Average		Above Average		Out- standing		Total
	#	%	#	%	#	%	#	%	#	%	
(33) Completes adminis- trative details without delay . . .			10	6	70	42	75	45	12	7	167
(34) Works as a "member of the team" . . .			5	3	58	35	74	45	29	17	166
(35) Accepts both curri- cular and extra curricular assign- ments			3	2	54	32	84	50	28	16	169

TABLE XXI
PRINCIPALS' RESPONSES TO QUESTIONS ON
INDUCTION AND IN-SERVICE PROGRAMS

Questionnaire Items	Yes		No		Unan- swered	
	#	%	#	%	#	%
(37) Does your particular school provide in-service programs? .	82	64	43	34	2	2
(38) Does the school district conduct in-service training designed especially for new teachers?	68	54	56	44	3	2
(39) Does the school district provide in-service training? .	98	77	28	22	1	1

TABLE XXII
PRINCIPALS' RATINGS OF INDUCTION AND IN-SERVICE
PROGRAMS IN THEIR DISTRICT

	#	%
A. Little value	2	2
B. Moderate value	29	23
C. Considerable value	66	52
D. Extremely valuable	10	8

TABLE XXIII

PRINCIPALS' RATINGS OF GENERALLY USED
INDUCTION AND IN-SERVICE PRACTICES

Questionnaire Items	Negligible		Moderate value		Consider- able value		Extremely valuable		Unanswered	
	#	%	#	%	#	%	#	%	#	%
(41) Orientation meetings are held prior to the opening day of school. . .	1	1	20	16	69	54	34	27	3	2
(42) In-service workshops are planned to help new teachers throughout the year	3	2	32	25	67	53	6	5	19	15
(43) New teachers are given the opportunity to observe other teachers within the system . .	17	13	30	24	40	31	16	13	24	19
(44) Departmental discus- sions are held frequently during the school year	2	2	21	16	67	53	23	18	14	11
(45) Principals confer with new teachers following visits to the classroom early in the school year	2	2	21	16	66	52	32	25	6	5

TABLE XXIII (Continued)

Questionnaire Items	<u>Negligible</u>		<u>Moderate value</u>		<u>Consider- able value</u>		<u>Extremely valuable</u>		<u>Unanswered</u>	
	#	%	#	%	#	%	#	%	#	%
(46) Member of the admin- istration helps new teachers evaluate their work:										
A. during the school year	3	2	16	13	62	49	27	21	19	15
B. at the close of the first year of teach- ing	2	2	21	16	52	41	13	10	39	31
(47) Assistance is given new teachers in securing housing	13	10	40	32	41	32	15	12	18	14
(48) Assigning a "buddy" teacher to the first- year teacher	17	14	25	20	41	32	20	16	24	18
(49) Special first-year teachers' meetings held throughout the school year to help solve problems	19	15	24	19	44	34	11	9	29	23

inducting and in-service practices were rated "Negligible" by 10 to 15 per cent of the principals. Those four practices are as follows: (1) opportunity given the new teachers to observe other teachers within the system; (2) assistance given new teachers in securing housing; (3) assignment of a "buddy" teacher to the first-year teacher; (4) holding special first-year teachers' meetings throughout the school year to help solve problems.

The practice of having orientation meetings prior to the opening day of school was ranked to be of "Considerable value" to "Extremely valuable" in Table XXIII, pages 55 and 56, by 75 per cent of the principals. Twenty-five to 52 per cent of the respondent principals rated in-service workshops, planned to help new teachers throughout the year, from "Moderate value" to Considerable value." The majority of the principals reporting indicated that the practice of helping new teachers evaluate their work during the school year was an important phase of the in-service program. The assigning of a "buddy" teacher was rated by more than 50 per cent to be of "Considerable value" or more.

Question thirty-six of the questionnaire asked, "Since the beginning of the 1963-64 school year, how many times have you observed the first-year teacher?" The answers ranged from two to six observations with the average being four. Eight principals observed them ten times.

Many of the principals took time to add comments at the end of their questionnaires. Following is a representative list of comments that reveal their thoughts toward induction and in-service training:

1. It is quite important that the building principal indicate a real interest in his new teachers.
2. Close supervision by the building principal throughout the year, with special emphasis during the first few weeks of school, is valuable to the new teacher.
3. Special classes in subject areas should be held as part of in-service training.
4. Let the new teacher know he is a valuable member of the "team."
5. Opportunities to observe in other schools or districts should be given.
6. Do not have sufficient time because of lack of time. "Too many duties in a school this size-- realize this is a sad fact, but true."
7. Appoint "department leaders." They do much to help the new teacher.
8. Have a very comprehensive teacher handbook on building policy.
9. The selection of who is to be the "buddy" in the buddy system has sometimes proved to be difficult.

10. "I prefer to leave teachers alone their first year unless serious classroom problems arise and they ask for help."
11. The elementary in-service program is very successful.
12. Constant appraisal of teacher's work made to help her in adjusting to the profession. The teacher should always know where she stands.
13. It would seem that more time and effort should be spent on planning assistance for the first-year teacher. Too often they become lost in the general rush and become forgotten.
14. Teachers should get into service clubs early in the first year.
15. More definite course outlines and guides would be of great help to beginning teachers.

In brief, most of the principals favored advising the teachers of their evaluations following observations and favored the assigning of the "buddy" teacher to each new teacher.

Less than one per cent of the respondents rated their Central teacher below average in classroom strengths and weaknesses. The greatest percentage were rated "Average" and "Above Average."

Sixty-four per cent of the principals indicated that in-service programs were provided in their schools with only two per cent rating induction and in-service of little value. Seventy-five per cent felt orientation was of considerable value.

Problems of teachers seemed to be related to classroom control, individual differences, use of audio-visual materials, and adjusting to the slow learner.

Observations by the principals averaged four per year.

CHAPTER IV

SUMMARY AND IMPLICATIONS

I. SUMMARY

In conducting this study, the writer reviewed literature that pertained to significant studies which revealed the kind of help new teachers need and to what degree school systems have been able to adequately guide the first-year teacher through induction and in-service programs.

Two sets of questionnaires were distributed, one to beginning teachers who graduated from Central Washington State College and the other to their principals. The returned questionnaires were analyzed (1) to determine what types of help were needed and received by first-year teachers in the Washington public schools who are Central Washington State College graduates and (2) to survey opinions of administrators and first-year teachers regarding strengths and weaknesses of induction and in-service programs for these teachers in the State of Washington.

Summaries of studies on induction and in-service programs revealed that significance should be attached to any program that is specifically designed for new teachers. Through the review of the literature it was found that school administrators are becoming increasingly aware of

their responsibilities for orientating inexperienced teachers. The various programs initiated to fulfill the needs of first-year teachers should often be reevaluated in order to make provision for any necessary changes.

Several of the studies reviewed in Chapter II agreed in substance concerning the major difficulties encountered by first-year teachers. The majority of problems related to discipline or classroom control, the philosophy and objectives of the school, specific guidance functions, and administrative routine. Inability to motivate, to plan procedures, and to make satisfactory adjustments to pupils ranked high on the list of difficulties encountered by teachers.

One of the pieces of information received most during induction programs was that related to teachers' organizations.

Frequently Occurring Problems of First-Year Teachers

Some of the most frequently occurring problems indicated by teachers and principals (although not as down-rated by the principals as by the teachers themselves) related to:

1. Provision for individual differences.
2. Lack of background for the field being taught.

(This might be a case of misplacement.)

3. Development of pupil initiative.

4. Control of classroom.
5. Use of audio-visual materials.
6. Handling of discipline and behavior problems.
7. Adjusting to the slow learner.

Of some consequence, 27 per cent of the teachers received no information as to types of service rendered by the audio-visual department in their districts.

It might be noteworthy to mention that four of the responding teachers planned to leave the field at the end of the year, while eighteen were undecided.

Additional problems which appeared to plague the teachers were inadequately equipped and/or supplied rooms on the opening day of school. Twenty per cent of the teachers felt that their rooms were inadequately equipped, while 40 per cent felt inadequacy relating to the arrangement and supplying of the classroom.

As a point of interest, the principals' ratings of the first-year teachers indicated that less than one per cent were below average in the professional, classroom and personal categories.

Types of Help Needed and Possible Solutions

In recapitulating the types of help needed and possible solutions, the writer would stress that 84 per cent of the teachers had no experienced "buddy" teacher assigned

them for the year and the fact that the principals rated 16 per cent under the "Strong" category in favor of this system. The remainder of the principals rated the use of a "buddy" teacher of moderate and of considerable value in the majority, whereas only 13 per cent rated the practice "Negligible."

The majority of the responding principals indicated that the practice of helping new teachers evaluate their work during the year was important while the teachers further emphasized this by indicating a reasonably strong desire for this type of evaluation.

The results also revealed needs for newer teaching techniques, additional help in counseling and guidance, and more skills in grading and pupil self-evaluation.

Of the teachers who witnessed demonstrations concerning the use of subject matter and materials presented by a principal or experienced teacher, all of them rated the practice of at least some value.

Strengths and Weaknesses of Induction and In-Service Programs

Relative to the induction program, 75 per cent and 64 per cent of the teachers received schedules of teaching assignments and copies of study courses and textbooks, respectively, previous to the school's opening. The responding

teachers indicated, approaching 30 per cent and 39 per cent respectively, that they were not adequately informed regarding school building policies and regarding grading or marking. From a positive approach, 75 per cent felt well-informed relative to handling student discipline problems and sending students to the office. The question would remain, what about the other 25 per cent and would this indicate a weakness? The principals supported somewhat the discipline area by a 75 per cent rating of their teachers as average or above. Most of the ratings by teachers and principals appeared to substantiate one another with the principals possibly rating the teachers higher than they rated themselves at times. Apparently the teachers' organizations were well-represented during the induction since 94 per cent of the teachers reported this as part of the information acquired prior to the school's opening.

Relevant here is the fact that 64 per cent of the principals reported that the schools provided in-service programs with 54 per cent having district-sponsored programs especially for new teachers; 77 per cent provided in-service training. The correlation of principal-teacher respondents would be as follows, respectively: (1) 54 per cent--52 per cent orientation for first-year teachers; (2) 64 per cent--67 per cent school-sponsored orientation; and (3) 77 per cent--73 per cent district-sponsored programs.

A large 43 per cent of the teachers received no assistance in formulating plans for opening day.

The induction and in-service programs were rated from moderately valuable to extremely valuable by the principals, with 52 per cent rating them of considerable value. An exception of 2 per cent rated them of little value.

Approximately 65 per cent of the teachers had been observed at least once. Of the respondent principals, observations had amounted to an average of four times with only six who did not observe. There appears to be a discrepancy here as regards correlation; however, this may be due to the origin of the addressors as compared to corresponding teachers. Of the teachers who were observed, 49 per cent received no comments following the observation. Three-fourths of the teachers observed were not forewarned, yet principals ranked, in the majority, departmental conferences and discussions of considerable value following principals' visits.

Pointed out as information desired by first-year teachers was that regarding legal responsibilities dealing with student emergencies, indicating that less than 50 per cent received same.

The teachers were asked if cumulative records of pupils were available and if they were encouraged to use the same; 96 per cent and 62 per cent, respectively, responded

"Yes." By way of comparison, when teachers were asked if the principal or a staff member discussed cumulative record folders with them, 79 per cent responded "No."

It might be of interest to note that 80 per cent of the teachers responded "Yes" when queried whether in-service education should be on a voluntary basis.

II. IMPLICATIONS

Suffice it to say that every teacher, whether novice or experienced, has problems. Yet, as disclosed on the foregoing pages, there appear to be specific problems peculiar to first-year teachers. These problems substantiate in part and to a moderate degree the same problems indicated in Chapter II of this thesis which relates to other research. A number of the relatively outstanding problems concern discipline, classroom control, lack of background for the field taught, provisions for individual differences, ability to use audio-visual materials, and adjusting to the slow learner. The fact that upwards of 20 per cent of the respondent teachers felt their room inadequately equipped to begin teaching and over 39 per cent felt inadequacy regarding the arrangement and supplying of the classroom suggest that the school administrators and/or supervisors need to orient the new teachers to recommended procedures and to check that classrooms are adequately supplied.

The fact that four teachers planned to leave the profession after this year and eighteen were undecided might imply that there can be an accumulation of unexpected and unsolved problems. School administrators and supervisors need to be mindful of these cases in order to try to determine the problems that might cause new teachers to leave the teaching profession.

One of the basic implications is that barriers seemed somewhat high between teacher and supervisor. The teachers, when questioned, showed a fairly strong desire for supervisory evaluations after observations were made--or at any time. The supervisors and principals as a majority seemed to favor this idea, but it apparently was not effected as a general rule. Three-fourths of the teachers were not forewarned regarding supervisory observations. The fact that many never did find out how they were evaluated could be responsible for the "breakdown in communications" implied regarding supervisor-teacher relationships. Not one teacher who was able to witness demonstrations concerning use of subject matter and materials by a principal or experienced teacher rated the practice of negligible value. Any item that would encourage more verbal contact between teacher and principal appeared desirable to most teachers.

Principals, as a rule, appeared to favor the practice of assigning a "buddy" teacher to each new teacher, yet from

nearly 84 per cent of the teachers the lack of such a practice was reported. Since this practice seemed favorable to the principals, its promotion would appear desirable.

In regard to the induction processes, information regarding legal responsibilities dealing with student emergencies should be stressed in more instances. Only half of the respondent teachers received this information. With a number of legal involvements or hassles being publicized currently, further stress on the importance of proper indoctrination relating to these responsibilities should be made.

This writer feels that all, rather than 75 per cent and 63 per cent, respectively, should receive schedules of teaching assignments and copies of study (outlines of) courses and textbooks prior to the school's opening since adequate preparation is essential.

Because 43 per cent of the teacher respondents received no assistance in formulating plans for opening day of school, induction services should be examined with this in mind. These services should include policies, procedures, and other general information pertinent to the district or school building.

It was interesting to note that over 80 per cent of the teachers indicated that in-service education should be on a voluntary basis. Time of day or reimbursement for voluntary in-service education might affect attendance.

Over 37 per cent of the teachers reported that no in-service education programs existed in their schools. It is possible some may not have considered some of the functions a "program"; however, this large amount could influence some of the inadequacies stated in the summary.

School administrators need to constantly appraise their induction and in-service programs keeping the first-year teachers in mind. In attempting to resolve difficulties for the new teacher, problems encountered by them need to be quickly identified. Major needs of first-year teachers should, in part, determine the intent and purpose of the induction and in-service programs. Every available tool and technique should be utilized in planning a program that will expedite the first-year teacher's adjustment to the school and community.

Studies dealing with induction and in-service practices imply that the responsibility for helping beginning teachers rests heavily upon school principals. It might be suggested that administrators and supervisors often appraise their induction and in-service education programs and make additions, deletions, and other changes to meet the needs of first-year teachers, in their school systems. There is a need to retain teachers within the profession and to upgrade standards of performance on the parts of those in service. The success or failure of beginning teachers could be

closely related to the quality of supervision exercised by principals.

The writer feels that it is imperative that planners of induction and in-service programs be cognizant of the needs of the first-year teachers. The suggestion of helps and guides for these teachers would seem invaluable in providing aid to insure successful teaching.

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APPENDIX A

C O P Y

76

College Duplex #23
Central Washington State College
Ellensburg, Washington 98926
January 30, 1964

Dear Teacher:

The attached questionnaire is being sent to 1963 graduates in the field of education from Central Washington State College who are teaching in the State of Washington. This questionnaire will be used to help determine problems of first-year teachers and the degree of help they received in induction and in-service programs. In no way will the school's name or your name be mentioned in connection with the results of this survey.

This questionnaire is being requested as partial fulfillment of a Master's Degree in Education from Central Washington State College. Your IMMEDIATE response would be most appreciated. Thank you for your aid and time.

Very truly yours,

/s/ Alfred E. Kluth

ALFRED E. KLUTH

encl(2)

Enclosed for your convenience is a stamped, self-addressed envelope. Please seal the return envelope. Thank you again. AEK

QUESTIONNAIRE ON INDUCTION AND IN-SERVICE PRACTICES FOR
FIRST YEAR TEACHERS IN THE STATE OF WASHINGTON WHO
ARE CENTRAL WASHINGTON STATE COLLEGE GRADUATES

GENERAL INFORMATION

Directions: Please supply the requested information by filling in or placing a check mark in the blank space provided.

Date _____

- | | | | |
|----|---------------------------------------|----------------|-------|
| 1. | Sex | Female | _____ |
| | | Male | _____ |
| 2. | Position | Elementary | _____ |
| | | Intermediate | _____ |
| | | Junior High | _____ |
| | | Senior High | _____ |
| 3. | Number of teachers in the building .. | | _____ |
| 4. | Type of District | First Class | _____ |
| | | Second Class | _____ |
| 5. | Teaching Address | Name of City | _____ |
| | | Name of County | _____ |

PROFESSIONAL PLANS

6. Has your teaching experience given you personal satisfaction? YES _____
NO _____
UNDECIDED _____
7. Do you plan: A. to teach in this district YES _____
next year? NO _____
UNDECIDED _____
B. to remain in your current YES _____
position? NO _____
UNDECIDED _____
C. to teach elsewhere next YES _____
year? NO _____
UNDECIDED _____
D. to leave the teaching YES _____
profession next year? NO _____
UNDECIDED _____

INDUCTION ACTIVITIES PRIOR TO THE OPENING OF SCHOOL

8. Did your: A. district sponsor an orientation YES _____
program for its new teachers? NO _____

- B. school sponsor an orientation program for its new teachers? YES ☐ NO ☐
9. Was there any orientation specifically designed for the first-year teachers? YES ☐ NO ☐
10. Check which of the following items you received (if any):
- A. Schedule of your teaching assignment..... A ☐
 - B. List of student activities..... B ☐
 - C. Notice of your supervisory assignment(s). C ☐
 - D. Copies of study courses and textbooks.... D ☐
11. Did you receive assistance from your school district in finding living accommodations? YES ☐ NO ☐
12. Was an experienced teacher (buddy) assigned to assist you throughout the year? YES ☐ NO ☐
13. Were you made aware of the teacher organization(s) in your district? YES ☐ NO ☐
14. Was the State retirement program explained to you by your principal or other qualified personnel? YES ☐ NO ☐
15. Did any qualified person (principal or representative) explain the medical program available to you? YES ☐ NO ☐ NONE ☐
16. Did you receive help in arranging your room and getting necessary supplies? YES ☐ NO ☐
17. Which of the following activities were part of your induction? Check the applicable item(s):
- A. Taken on a tour of the school..... A ☐
 - B. Taken on a tour of the community..... B ☐
 - C. Taken on a tour of the district office... C ☐
 - D. Introduced to administrative personnel... D ☐
 - E. Introduced to departmental directors..... E ☐
18. Did you receive any information as to types of services rendered by the audio-visual department in your district? YES ☐ NO ☐
19. Were you assisted in making plans for the opening day (Please check)
- A. by the principal? A ☐
 - B. by a teacher? B ☐

- C. by an assigned teacher? C _____
 D. by no one? D _____

20. Did you find your room adequately equipped to begin teaching? YES _____
 NO _____

IN-SERVICE ACTIVITIES TO DATE

21. Did any experienced teacher make it a point to inquire at any time during the first week how the day went and offer to assist with plans for the following day or days? YES _____
 NO _____

22. Did your appointed "buddy" teacher or any one of the experienced teachers arrange a time, such as lunch hour or after school, to assist you with any problems you might have had? YES _____
 NO _____

23. Did you feel you were adequately informed to enter your first day of classes in regard to the following: (Please check) YES NO

- A. School building policies and procedures.. _____
 B. Ordering films and/or supplies..... _____
 C. Reporting attendance..... _____
 D. Sending students to the office..... _____
 E. Sending students to the nurse..... _____
 F. Attending to discipline problems..... _____
 G. Grading..... _____

24. Did you receive information regarding: (Please check) YES NO

- A. Report cards..... _____
 B. Progress slips..... _____
 C. Parent conferences..... _____
 D. Promotion and retention..... _____

25. Did the principal or a staff member go over some pupil cumulative record folders with you, pointing out examples of good records and showing you how to read and interpret data? YES _____
 NO _____

26. Was the testing program of the school discussed with you? YES _____
 NO _____

27. Was the opportunity given you to meet special teachers (in remedial reading, guidance, curriculum coordination, etc.) to hear their programs, etc.? YES _____
 NO _____

28. Did the principal or an assigned staff member go over the Board of Education policies applicable to you and other teachers? YES
NO
29. Did you receive a calendar of events concerning the District, such as local teachers' organization meetings, board meetings, workshops, etc.? YES
NO
30. Has your teaching been observed by the principal? IF SO, HOW MANY TIMES? YES
NO
31. Were you informed as to your legal responsibilities in dealing with student emergencies (accidents, sudden illness, etc.)? YES
NO
32. Have subject area meetings been held to discuss work accomplished and future plans? YES
NO
33. Have grade level meetings been held to discuss work accomplished and future plans? YES
NO
34. Did an experienced teacher share teaching aids with you along with suggestions for starting units of work? YES
NO
35. Have the school programs for the year (open house, back-to-school night, Christmas programs, etc.) and what is expected of teachers by way of preparation and attendance been explained to you? YES
NO
36. Did the principal or an experienced teacher give demonstrations concerning the use of subject matter and materials? If so, please rate: YES
NO
- Negligible or little value...
- Slight value.....
- Moderate value.....
- Considerable value.....
- Extremely valuable.....

ROLE OF THE PRINCIPAL AND FIRST-YEAR TEACHERS IN IN-SERVICE EDUCATION

Listed below are kinds of information many teachers wish to receive from the principal. Is it provided by your principal?

37. Duties and functions of school personnel and lines of authority. YES ☐ NO ☐
38. How teacher class and grade assignments are made. YES ☐ NO ☐
39. Supervision duties: Responsibility for discipline outside classroom (e.g., halls, assemblies, cafeteria, school grounds, home-room, student activities, student government, etc.) YES ☐ NO ☐
40. How the principal regards sending students to the office, what penalties considered appropriate, etc. YES ☐ NO ☐
41. Assignment of extra-curricular activities: What the teacher can expect; who assigns the activities; does the teacher have any choice? YES ☐ NO ☐
42. Notification as to the time of principal's observation of your class. YES ☐ NO ☐
43. Personal comments from your principal regarding his observation. YES ☐ NO ☐
44. Teacher evaluation policies: how are teacher ratings made? who makes them? how does the teacher learn how he stands? how many conferences and observations may a teacher expect? YES ☐ NO ☐
45. Policy and practice of assigning students to classes or grouping of students. YES ☐ NO ☐

THE SCHOOL PROGRAM

46. Does your school have a common philosophy which is available in writing? YES ☐ NO ☐
47. Have you ever participated in an in-service program in this school dedicated to the study about the characteristics and needs of the students? YES ☐ NO ☐
48. Is there a constant interchange of information and ideas among the teachers and correlation of subject matter between teachers of different subjects? YES ☐ NO ☐ SOME ☐

49. Are the cumulative records of each pupil available to the teachers at all times? YES ☐ NO ☐
50. Are you encouraged or asked to use pupil data in cumulative folders to help you gain insight to each child's abilities, needs and capabilities? YES ☐ NO ☐ SOME ☐
51. Do you have in-service education programs in your school? YES ☐ NO ☐
52. In your opinion should in-service education be on a voluntary basis? YES ☐ NO ☐
53. Please indicate the ways that most appeal to you for further study in counseling, guidance and interpretation:
- A. Workshop in your school..... A ☐
- B. Study through an extension course..... B ☐
- C. Take courses in summer school..... C ☐
- D. Reading lists and special publications... D ☐

IN-SERVICE EDUCATION PRACTICES

NOTE: It is generally agreed that the most promising techniques for educating teachers in service are those which encourage a cooperative study of the problems facing the school through a genuine democratic participation by all members of the staff. Please check your school on the following points:

	Never	Seldom	Occasionally	Regularly
54. Do the teachers seem to have a part in shaping school policy?.....				
55. Do the teachers seem to have a part in planning and conducting faculty meetings?..				
56. Are teachers encouraged to make creative contributions to the educational problems of the school?.....				

	Never	Seldom	Occasionally	Regularly
57. Are situations provided in which plans of action are discussed as possible ways of solving problems?.....				
58. Are you encouraged and given an opportunity to experiment with educational procedures and proposed curriculum changes?.....				
59. Do the in-service activities meet your specific needs?.....				
60. Do the in-service activities result in better understanding of school management?..				
61. Do the in-service activities result in better understanding of the responsibilities of teachers?.....				
62. Do the in-service activities cause the teachers to study carefully children's needs and problems?.....				
63. Do the in-service programs focus attention on new theories of learning?.....				
64. When deliberations of the staff are ended, does the principal see to it that agreements reached by the staff are executed with effectiveness and understanding?.....				
65. Do the in-service activities raise group morale?.....				
66. Have the in-service activities caused you to be concerned with rethinking and reconstructing the educational program?.....				

-
67. Has the administrator shown evidence of his function as a co-worker and guide during in-service programs?

YES _____
NO _____

68. Do you feel that the instructional program in your school can be improved? YES
NO
69. Do you feel that the majority of the members of your faculty are concerned about "How can we as teachers improve our instructional program?" YES
NO
DON'T KNOW

CHECK LIST OF AREAS IN WHICH IN-SERVICE EDUCATION IS DESIRED.

Do you need help in any of the following phases of teaching? If so, how much help do you need and/or how badly do you need it?

	None	Some	Much
70. Psychology of learning.....			
71. Integration and correlation of teaching materials from different subject fields.....			
72. Providing for individual differences in the classroom.....			
73. Developing pupil initiative.....			
74. Using newer techniques of teaching.....			
75. Securing more background for your teaching field.....			
76. Using audio-visual materials and equipment....			
77. Using reference materials.....			
78. Teachers' use of the library.....			
79. Help in counseling and guidance.....			
80. Directing homeroom activities.....			
81. Sponsoring student activities.....			
82. Handling required supervision duties.....			
83. Handling discipline or behavior problems.....			

- | | None | Some | Much |
|--|------|------|------|
| 84. Acquiring skill in grading and directing the pupil in self-evaluation..... | | | |
| 85. Preparing lesson plans, units of work, and courses of study..... | | | |
| 86. Preparing different kinds of tests..... | | | |
| 87. Preparing study guides and directions for students to follow in doing a unit of work.. | | | |
| 88. Working with fellow teachers..... | | | |
| 89. Working with administrators..... | | | |
| 90. Understanding the school's philosophy..... | | | |
| 91. Understanding the school's promotion policy and practice of assigning students to classes..... | | | |
| 92. Understanding the school's testing program.. | | | |
| 93. Understanding and interpreting test data and other data in pupil cumulative record folder | | | |
| 94. Administrative evaluation of teachers..... | | | |

ADDITIONAL COMMENTS:

APPENDIX B

C O P Y

87

College Duplex #23
Ellensburg, Washington
February 10, 1964

Dear Principal:

The attached questionnaire is being sent to principals in the public schools of Washington State where 1963 graduates from Central Washington State College are employed as teachers.

From the data derived from this questionnaire, an attempt will be made to determine the types of induction and in-service programs being used and to classify types of problems that are pertinent to first-year teachers in the classroom and in the school building.

In no way will the school's name, your name or any of your teachers' names be mentioned in connection with the results of this survey.

This questionnaire is being requested as partial fulfillment of a Master's Degree in Education from Central Washington State College. Your immediate response would be most appreciated. Thank you for your time.

Very truly yours,

/s/ Alfred E. Kluth
ALFRED E. KLUTH

Enc (2)

Enclosed for your convenience is a stamped, self-addressed envelope.

QUESTIONNAIRE ON THE STRENGTHS
AND WEAKNESSES OF FIRST-YEAR TEACHERS
TOGETHER WITH A SURVEY OF INDUCTION PRACTICES

Directions: Please supply the requested information by filling in or placing a check mark in the blank space provided.

GENERAL INFORMATION

Date _____

1. School.....Elementary _____
 Intermediate _____
 Junior High _____
 Senior High _____
2. Number of full-time classroom teachers in the
 building _____
3. Type of District.....First Class _____
 Second Class _____
4. Name of.....City _____
 County _____

Directions: Check each item below in the column which most nearly represents your evaluation of the first-year teacher and/or teachers in your building. If there is more than one teacher who is a Central graduate, please make one check per teacher for each item.

PERSONAL

PERSONAL	Un-satisfactory	Below Average	Average	Above Average	Out-standing
5. General appearance.....					
6. Is tactful, friendly, sympathetic..					
7. Exhibits self-control.....					
8. Is receptive to ideas (practical suggestions).....					

	Un-satisfactory	Below Average	Average	Above Average	Out-standing
9. Demonstrates command of the English language.....					
10. Exhibits attitude of mutual respect and tolerance.....					
11. Adapts to new situations.....					
<u>CLASSROOM</u>					
12. Maintains classroom control.....					
13. Displays knowledge in area of instruction.....					
14. Develops pupil initiative.....					
15. Provides for individual differences.....					
16. Makes use of newer techniques of teaching.....					
17. Motivates students.....					
18. Uses variety in teaching.....					
19. Uses audio-visual materials and equipment.....					
20. Handles discipline and behavior problems.....					
21. Directs homeroom activities.....					
22. Adjusts to the slow learner.....					
23. Develops rapport with students.....					

PROFESSIONAL

	Unsatisfactory	Below Average	Average	Above Average	Outstanding
24. Handles required supervision duties.					
25. Sponsors student activities.....					
26. Prepares lesson plans.....					
27. Contributes to the school program...					
28. Is active in a professional organization.....					
29. Supports school policies.....					
30. Supports administrative policies....					
31. Supports school functions.....					
32. Cooperates with parents on problems.....					
33. Completes administrative details without delay.....					
34. Works as a "member of the team".....					
35. Accepts both curricular and extra curricular assignments.....					

GENERAL QUESTIONS ON INDUCTION AND IN-SERVICE PROGRAMS

Directions: Please supply the requested information by filling in or placing a check mark in the blank space provided.

36. Since the beginning of the 1963-64 school year, how many times have you observed the first-year teacher?.....

37. Does your particular school provide in-service programs?..... YES
NO
38. Does the school district conduct in-service training designed especially for new teachers?. YES
NO
39. Does the school district provide in-service training?..... YES
NO
40. Please rate the induction and inservice programs (if any) in your district:
A. Little value.....
B. Moderate value.....
C. Considerable value..
D. Extremely valuable..
-

Directions: Please rate the following generally used induction and in-service practices as to their value to the first-year teacher.

	Negligible	Moderate Value	Considerable Value	Extremely Valuable
41. Orientation meetings are held prior to the opening day of school.....				
42. In-service workshops are planned to help new teachers throughout the year..				
43. New teachers are given the opportunity to observe other teachers within the system.....				
44. Departmental discussions are held frequently during the school year.....				
45. Principals confer with new teachers following visits to the classroom early in the school year.....				

	Negligible	Moderate Value	Considerable Value	Extremely Valuable
46. A member of the administration helps new teachers evaluate their work:				
A. during the school year.....				
B. at the close of the first year of teaching.....				
47. Assistance is given new teachers in securing housing.....				
48. Assigning a "buddy" teacher to the first-year teacher.....				
49. Special first-year teachers' meetings held throughout the school year to help solve problems.....				

Please list other induction and in-service practices that, in your opinion, are helpful to the first-year teacher: