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A Study of Orientation Practices of Beginning Teachers and a Proposed Program of Induction for Kennewick School District Number 17

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A STUDY OF ORIENTATION PRACTICES OF BEGINNING TEACHERS
AND A PROPOSED PROGRAM OF INDUCTION FOR
KENNEWICK SCHOOL DISTRICT NUMBER 17

A Thesis
Presented to
the Graduate Faculty
Central Washington State College

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

by
Jack Shopbell
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APPROVED FOR THE GRADUATE FACULTY

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TABLE OF CONTENTS

CHAPTER	PAGE
I. THE PROBLEM AND DEFINITIONS OF TERMS USED . . .	1
The Problem	1
Statement of the problem	1
Importance of the study	2
Definitions of Terms Used	3
Beginning teacher	3
Induction	3
In-service	3
New teacher	3
Orientation	4
Pre-service	4
Organization of Thesis	4
II. REVIEW OF LITERATURE	6
Purpose of Orientation Programs	8
Problems of Orientation Programs	10
Various Forms of Orientation Needed	13
To the profession	13
To the community	15
To the school district	18
To the school building	22
To the assignment	26
III. THE ORIENTATION PROGRAM	30

CHAPTER	PAGE
Specific Objectives	32
Responsibility for Orientation	33
Participants	36
School board	36
Superintendent	36
Supervisors and consultants	37
Principal	38
Fellow workers	39
Lay people and community organizations	40
Evaluating the Program	41
Materials of Help in Orientation	42
IV. A SUGGESTED ORIENTATION PROGRAM	45
V. SUMMARY AND RECOMMENDATIONS	51
Strength of proposed program	51
Weakness of proposed program	52
Recommendations	52
Further research needed	52
BIBLIOGRAPHY	53
APPENDIX	58

CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

Virtually every school district is faced each year with the challenge of helping a group of new teachers to "find themselves" in a successful teaching experience. To the new teacher the first weeks in the classroom can become a veritable nightmare because of lack of orientation.

Failure to provide a plan of orientation for the beginning teacher in any community can have serious implications for the school system of which they are a part, as will be reported in the second chapter. The orientation of these teachers is, therefore, an important responsibility for the district, community, and the professional organization. Studies indicate that high morale is associated with a sense of individual self-confidence and with a sense of knowing one's position or identity with relation to his environment: that is, people, field of knowledge, recreational facilities, civic organizations, churches, culture and tradition of the community, and assignment.

I. THE PROBLEM

Statement of the problem. It was the purpose of this study (1) to describe practices and aids of orienting new and beginning teachers, (2) to view the needs of first-year

teachers in relation to their initial teaching experience, (3) to review the principles of a good orientation program, and (4) to propose a ten-day pre-service orientation program that could be tested in the Kennewick School District Number 17, Kennewick, Washington.

Importance of the study. A concentrated attention to the improvement of pre-service and in-service programs for teachers seems to be imperative when one reads the numerous articles concerned with the improvement of instruction. It follows logically that the importance of giving new teachers a good beginning experience cannot be over-emphasized. Probably the best way to insure a satisfactory adjustment is through a comprehensive and effective orientation program.

Research seems to indicate that many school districts have no orientation program at all, allowing the new teacher to orient himself as best he may. In other school districts existing orientation programs are inadequate.

Many research articles appear to report that most teachers who leave the profession do so within two to five years, and that although teachers want good orientation programs, boards of education are reluctant to establish and finance them. Though teachers are interested chiefly in problems involving human relations in the classroom,

most orientation programs focus primarily on minor administrative duties of teachers and are seldom related to in-service development.

Orientation continuity should be spread out over a one or two-year period in conjunction with in-service educational opportunities available to the teachers throughout the district.

In this study an attempt was made to set up a program that will prepare beginning and new teachers for the job ahead; a program geared to their interests, to their questions, and to their problems.

II. DEFINITIONS OF TERMS USED

Beginning teacher. In this study the "beginning teacher" was referred to as the individual that is to begin his or her first year in the teaching profession as a teacher.

Induction. The terms "induction" and "orientation," for this study, shall be interpreted as synonymous.

In-service. Programs which involve the staff conference, workshop, or study-group approach during the school year are considered in-service.

New teacher. The term "new teacher" throughout this paper shall refer to the teacher, with experience in the

classroom, who is new to a particular school district.

Orientation. Throughout this study the term "orientation" shall be interpreted as meaning an adaptation to a situation or environment--a procedure in which the beginning teacher and new teacher gains a feeling that he is an integral part of the school program.

Pre-service. Programs which involve the staff conference, workshop, or study-group approach prior to the opening of school in the fall, designed primarily for the new and beginning teacher, shall be considered as pre-service.

III. ORGANIZATION OF THESIS

The remainder of this paper is organized into three chapters. Chapter II will consist of a review of literature, reporting of practices, induction problems, purposes of a program, orientation to the profession, community, school district, school building, and assignment.

The objectives, the responsibilities for the induction program, participants, evaluating the program and materials of help in the orientation will be included in Chapter III.

Chapter IV will include a suggested ten-day induction program for Kennewick School District Number 17, Kennewick, Washington.

The summary and recommendations are included in Chapter V.

CHAPTER II

REVIEW OF LITERATURE

It appears obvious to the writer that the most crucial time in the professional career of a teacher is at the point when the first full-time teaching assignment is begun. New teachers may find themselves beginning their work in a system that has many policies, procedures, and services which are unfamiliar to them. The period of adjustment to their new responsibilities may be one filled with frustrating experiences unless effective induction is a well-defined part of the pre-service and in-service education program. According to Mildred Swearingen,

Whether a teacher is launching upon his first teaching experience or is transferred from another school, he needs help in making the most of himself in the new situation. The goal is not merely to navigate the first year without serious mishap; it is, rather, to make use of the individual's talents and enthusiasm in such a way as to further a career of unstunted professional development (50:134).

Many individual school administrators and supervisors have in the past given considerable thought and attention to orienting newly appointed teachers. But orientation has not, as a rule, been viewed as an integral part of an in-service education program; hence it has not always contributed to the improvement of instruction except incidentally. It is essential, if the best results are to be obtained,

that orientation procedures be thoughtfully organized and planned. Ross L. Neagley and N. Dean Evans further state:

The substantial turnover of teachers which almost every school district currently experiences requires a carefully developed plan for the orientation of teachers new to the district (37:163).

Orientation programs should use an individualized and flexible approach, keeping in mind the characteristics and needs of new and beginning teachers and the school district's local needs.

Many new appointees sign contracts in February or March preceding the September in which they will actually begin to teach. To avoid a feeling of uncertainty on the part of the prospective employee and to give him adequate time to absorb the many different types of information, it is best to maintain periodic contact with the candidate between the signing of the contract and the first day on the job. This may well be done by sending him a welcoming letter and by sending information about the community, school district, and assignment. As reported in the Ohio Schools magazine:

Many school districts hold a pre-school workshop for both beginning and new teachers. These vary in length, but usually last from two days to a week; a few districts have experimented with more extensive programs. For example, Orange, Ohio, gives new teachers a two full-week orientation previous to the start of school and pays fifteen dollars per day for attendance (42:12).

Kinnan further states:

The Milwaukee Union High School District uses a six-week paid orientation period prior to the opening of school for inexperienced teachers; experienced teachers report for one week before the opening of school. In September the new teachers enter their classrooms already sophisticated in the ways of their school's operation. Not overwhelmed by the complexities of a new system and a preponderance of detail, they are able to slip smoothly into their new role of classroom teacher. They have become well integrated staff members (24:51).

The central theme of this paper is that of drawing attention to the new members of the teaching staff. Attention to their peculiar problems, their special needs, and their potential teaching effectiveness should lead to planned programs of assistance. They need special types of help and such help can be made available. This paper will identify those individuals and groups who have, and should meet, responsibilities to new teachers. It is very important that the efforts of all should be coordinated and the interests of all should be stimulated.

I. PURPOSE OF ORIENTATION PROGRAMS

The new teacher, during the period of adjustment to the faculty group and to the pupils, will need information which will relieve his immediate apprehensions and remove mental blocks to the achievement of his immediate goals. His immediate goals must lead, in easy steps, to an awareness and understanding of the school's objectives. The types of information needed depend upon the individual

teacher. The staff and administrative personnel who have been in the school for a number of years know the larger and more remote objectives and problems of the community. The experienced staff may have spent several years in planning the curriculum or courses of study. As a result of this earlier experience, they should have the greatest insight into the aims and objectives of the curriculum. These aims and objectives, however, are meaningless to the new teachers unless and until information has matured into comprehension.

New teachers will attempt to find the information that they want. If the school administrator is not prompt in supplying it, they will seek it from their fellow teachers. The administrator should see that they receive accurate and up-to-date information through the use of an organized induction program.

A major purpose of an induction program is to help the teacher to succeed through gaining a knowledge and understanding of the school and community. This knowledge and understanding supports his efforts to become an effective teacher in the classroom and a competent member of the school staff. According to Willard S. Elsbree and E. Edmund Ruetter,

The primary purpose of giving attention to newly appointed teachers is to promote a high quality of instruction. When this major objective is analyzed,

it is apparent that the implications of an efficient program include giving assistance to recent appointees in settling down quickly to the routines of the school; introducing teachers early to the school system and the community; providing personal help in making social adjustments; offering constructive guidance in the development of teaching skills and professional attitudes; and providing opportunities for exchange of ideas between the new teacher and the administration (15:111).

William Castetter further supports this position by stating:

Analysis of the goals of induction makes it apparent that a successful induction program will include activities which will enable the new appointee to: understand clearly the duties and responsibilities of the assignment; become acquainted with the community, the school system, and the school staff; develop the level of professional competence which the school system anticipates; make professional competence which the school system anticipates; make personal, social, and position adjustments; and deal more effectively with conditions conducive to security and satisfaction (9:235).

II. PROBLEMS OF ORIENTATION PROGRAMS

Analysis of the literature on induction problems suggests several general areas of concern to the new appointees. Dr. Morris Wallace (52:291) reported a study of the induction problems of 136 teachers. These problems and the percentage of the 136 teachers reporting the difficulties are as follows:

1. Problems related to understanding the school's philosophy and objectives, procedures, and routines.
 - a. Learning administrative report routine--86%
 - b. Understanding the system of evaluating pupil achievement--75%

- c. Understanding the school philosophy and objectives--71%
2. Problems related to conditions of work.
 - a. Inadequate materials--71%
 - b. Inadequate building facilities--68%
 - c. Drab, unattractive surroundings--65%
3. Problems related to establishing good teacher-pupil relationships.
 - a. Disciplinary problems--75%
 - b. Establishing good pupil-teacher relations--71%
 - c. Teacher class load--68%
 - d. Pupil-teacher ratio--57%
4. Problems related to adjustment to administrative and teacher personnel.
 - a. Professional adjustment to other teachers--68%
 - b. Establishing good relationships with the principal and getting his support and respect--67%
5. Problems involving teacher-community relationships.
 - a. Out-of-school demands on teachers--67%
 - b. Inadequate salary--not able to meet the community standards of living--59%
 - c. Satisfactory recreational outlets--52%
 - d. Participation in the social, political, and economic life of the community--51%
 - e. Pleasant living conditions--50%

6. Problems involving teacher-supervisory relationships.
 - a. Discovery and utilization of human and material resources of the community--58%
 - b. Establishing relationships with parents--56%
 - c. Non-constructive supervision--51%
 - d. Not knowing specific teaching assignments prior to assuming teaching duties--51%
 - e. Not being informed in regard to community problems--50%
7. Problems related primarily to instruction.
 - a. Utilization of auxiliary teaching aids--50%
 - b. Classroom management--organizing class work--57%

Clarence Weber in his study of problems of new appointees further supports Dr. Wallace. Weber's list in their order of frequency of mention is as follows:

1. Learning administrative routines, reports, and procedures.
2. Gaining an understanding of the marking system.
3. Handling disciplinary problems.
4. Getting materials.
5. Acquiring an understanding of the school philosophy.
6. Establishing good teacher relationships.
7. Making professional adjustments to other teaching personnel.
8. Becoming adjusted to building facilities.
9. Adjusting to demand of teachers' time and energy after school hours.

10. Adjusting to teacher-class load.
11. Establishing good working relationships with the principal.
12. Getting used to unattractive surroundings.
13. Utilizing auxiliary teaching aids.
14. Living on inadequate salary.
15. Discovering ways to use community resources.
16. Organizing class work.
17. Adjusting to pupil-teacher ratio.
18. Establishing working relations with parents.
19. Becoming informed concerning community culture and tradition.
20. Finding satisfying recreational outlets in the community (53:58).

This list has important implications for the school administrator when he is considering the induction of the new members of his staff. The Wallace and Weber studies, while far from identical in nature, have many points in common. They supplement each other in content as well as reinforce the urgency of much more careful attention to induction problems and procedures.

III. VARIOUS FORMS OF ORIENTATION NEEDED

To the profession. Orientation to profession is basically the task of the teacher education institution rather than that of the local school district. However, as the teacher gains experience and new insights,

attitudes to, and understanding of the concept and practice of "professionalism" are bound to develop and change.

According to Willard S. Elsbree and E. Edmund Ruetter, Jr.,

Teaching should not be viewed merely as a means of making a living; it is a profession, and its members are both privileged and obligated to make significant social contributions. Moreover, it has great traditions and a splendid history of achievement. The sacrifices that have been made by teachers to protect the rights of children, to safeguard freedom of teaching and to elevate the profession to a position of great public prestige should not be allowed to go unnoticed by those who are being initiated. Teachers' associations have a responsibility to take up where the teacher preparatory institution left off in the "indoctrination" process (15:121).

Not only should new teachers be encouraged to become members of a local teachers' association, but they should be urged to affiliate also with state and national associations. To be a member of a profession and not share the cost and work of those who are fighting its battles is to shirk an important obligation.

The surest way of developing a genuine interest on the part of new teachers in the profession is to give them some important work to do. Room should be made for them on committees, and consideration should be given to the interests of this group in planning programs. Under wise leadership a wide variety of social, professional, and cultural opportunities are made available through the local teachers' association program.

Attitudes are developed, in no small part, through imitation. If supervisors, administrators, and experienced teachers give evidence of being thoroughly professional in their relationships, this fact will weigh heavily in influencing the behavior of the newcomers.

To the community. A feeling of "at homeness" depends upon familiarity with one's surroundings. An alert teacher is interested in knowing in considerable detail the nature of the community in which he has accepted employment. What is the composition of the population? What are its industries? Where are the chief centers of interest located? What are the civic organizations? Who are its religious, cultural, and business leaders? Answers to these and similar questions, if thoughtfully prepared and well dramatized, will leave an indelible impression upon new teachers. According to Victor A. Signorelli:

The teacher who quickly learns about the community in which he/she is to teach, who knows what is expected of him/her, and who is welcomed into the community with a friendly and cordial reception will do a better job of teaching (46:13).

In the words of William Castetter:

The inductee needs a variety of specific kinds of information, not only for making adjustments in the community, but for helping him fulfill his role as an educator. Such items are community geography, economy, housing, government, religious agencies, educational resources, provisions for dealing with crime, public safety, health conditions, and resources, opportunities for recreation, family welfare, racial

minorities, and the foreign-born, and agencies for community planning and coordination are illustrative of the informational needs of the beginning teacher.

The school also shares the responsibility for community improvement. What the school staff contributes to these ends depends to a large extent upon staff understanding of the community. The induction program, it would seem, provides administration with favorable opportunities for helping the newcomer to become adjusted in the community, and for acquainting him with its problems and potential (9:227).

Leaders of parent-teacher groups may be invited to the orientation program, to outline their programs and to meet the new teachers. The chamber of commerce and businessmen have a stake in the schools and should be invited to participate first hand in the orientation program. The Educational Research Service Circular No. 8 states:

Alameda, California, reports that, as part of an orientation week program, the Chamber of Commerce makes arrangements with automobile dealers to take new teachers on a tour of the community during the first day of the program. Points of interest are identified and the town's resources discussed. This trip is followed by a luncheon in honor of new teachers given by the Rotary and Kiwanis clubs (14:24).

The foregoing practice serves to illustrate one of many approaches designed to incorporate beginning teachers as members of the community and acquaint them with local resources. An orientation program may use many other devices and activities to help acquaint new teachers to the community. Following is a list of these devices and activities that seems to be a composite of practices in use by many districts:

1. Arrange a sight-seeing tour to places of historic or esthetic interest, to shopping centers, churches, and recreational centers.
2. Present maps of the community and guidebooks telling about its more interesting features.
3. Arrange a guided tour of one of the chief industries.
4. Provide information about medical hospital services and possibly a list of doctors.
5. Present a list of public recreational facilities and directions for making use of them and, where it can be arranged, invitations to meetings of clubs and other organizations that the new teacher might be interested in joining and for which he would be eligible.
6. A housing bureau which would help teachers find suitable and convenient living quarters for rent or for sale is advisable. A list of accommodations in the community in convenient and desirable neighborhoods could be sent to new teachers in advance of their arrival. A map of the city or community may also be included.
7. The teachers' association might well arrange for the new teachers to be guests in private homes for a day or two when they first arrive, until they have an opportunity to find a place to stay.

8. Information concerning rail, bus, and airline, in and out of the community, may prove helpful.
9. Knowing dominant racial and nationality groups in the community might be useful information.
10. A statement or pamphlet of community interest in the school would be valuable to the new personnel.
11. Names and positions of school board members should also be included in the information given to the new teachers.

To the school district. Introduction to the school district should be one of the first subjects to be covered in orienting new personnel. After school has started, the orientation of teachers on topics regarding the district as a whole requires summoning them from different buildings at a time when they are busily engaged in their instructional program. Pre-session orientation programs allow uninterrupted time for teachers to gather with district personnel and be advised as to matters of interest and concern to them. According to Elsbree and Ruetter:

Although, as one superintendent of schools remarked, "We shouldn't inundate teachers with a flood of activities during their first days on the job," it is desirable to introduce them early to the school system and to the community. Pride in belonging to a school system is contingent upon acquaintance with those who play a responsible part in its affairs. Therefore, new teachers should be introduced to the whole staff, so that the latter will recognize and greet them when their paths cross in the future (15:114).

A tour of the school district will help new teachers to become familiar with its size, facilities, and outstanding features. Sometimes this is the only time teachers have such an opportunity; when they become involved in their assignments, there is a tendency for them to become building conscious.

A tour of the district can be taken in school busses and can include a look at the different schools; secondary personnel should see the elementary schools, and vice versa. When taking new personnel on such a district tour, it is helpful to provide them with maps of the district so they get some understanding of the location of facilities and district boundaries.

A handbook about the school system is one of the best ways to make the new teacher acquainted with the system and its organization. Such a handbook might well be sent to him before he reports for duty to give him a chance to study it and find out what other things he wants to know. Later it can serve as a handy reference on school routines, the rules of the school board affecting teachers, and the services of the school system to pupils and teachers. A handbook might contain some or all of the following items as reported in NEA Research Memo 1964-24:

1. A map of the school system including the location of all schools, the administrative offices, supervisory offices, audio-visual materials

center, and health center; also directions for reaching them by car or public transportation.

2. A diagram of the organization of the school system.
3. List of departments, divisions, and special services with the name of the person in charge, the location of his office, and his office hours.
4. Calendar of the school year, including holidays, pay days, and special observances.
5. Salary schedule, including deductions and the basis on which each is made, the requirements for higher salaries, and information on fringe benefits offered by the school district.
6. Rules governing sick leave for school employees, other leaves of absence, and procedures for reporting absences of teachers and for hiring substitutes.
7. Provisions for teacher retirement and how the new teacher can join the retirement system.
8. Provisions of the tenure law or continuing contract regulations.
9. Procedures for filing credentials and making sure one is on the payroll.
10. Information about training requirements, in addition to those needed before appointment, unless they have been set forth in salary schedule or under tenure regulations.
11. Statement on teacher evaluation procedures.
12. All school board rules and policies governing the teacher's activities either in or out of school.
13. Description of special services to pupils and how they may be secured, including information on special education facilities for gifted or handicapped children, testing, remedial teaching, health services, and any others that the school system provides.

14. Information about the credit union or emergency loan funds available to teachers.
15. Information about hospitalization and medical or surgical insurance plans available to teachers in the system on a voluntary basis, including any plan conducted by the state or local teachers association.
16. Information on how to obtain and operate audio-visual materials.
17. Names and addresses of officers of local professional associations and the procedure for joining these associations.
18. Information on professional organizations, including departments of the NEA, that serve different grade levels and subject matter areas (36:6).

During the orientation period, time should be set aside to discuss items in the handbook. Additional details may be given then, and the new teachers will have an opportunity to ask questions about anything that is not clear.

Informal social gatherings are likely to help in introducing a teacher to his fellow workers. A luncheon or a dinner with a formal program is unsatisfactory, for there is little chance for conversation with others. The type of gathering chosen and the group by which it is given will vary according to the size of the school system. Social gatherings may be arranged by the teachers' association, the school faculty, or the parent-teacher organization. Elsbree and Ruetter state the following:

Members of the board of education are usually invited to these gatherings so that the new teacher

has an early opportunity to see and meet those who have a major responsibility for determining school policies. To the degree that these occasions are organized so as to create a feeling of "at home-ness," they are desirable features of an orientation program; otherwise they may contribute little to this objective, although they may serve other useful purposes. It is essential that the administration and those planning such events keep in mind the specific objectives to be achieved (15:114).

To the school building. The internal organization of the school often is very complex. It is almost certain to appear complex to the teacher new to the school. The policies of the school determine the controls over most of the activities of the staff members. Willard Lane's study included information about beginning teachers' desire for knowledge of school organization and policy. The data on the responses to questions of this type are reported in the following list. Only those items of information were included in this list which were judged by more than 80 per cent of the teachers interviewed to be of importance to a beginning teacher:

1. Places where supplies, books, and equipment are kept and how to obtain them.
2. School policies in regard to extra pay for extra work.
3. School policies in regard to salary schedules.
4. Name and position of immediate superior.
5. Provisions and policies in regard to discipline.
6. Building facilities.

7. School policies in regard to teachers' absence.
8. Enrollment of the school.
9. Names of supervisors
10. What subjects have supervisors.
11. General characteristics of the students.
12. School policies in regard to channels of appeal.
13. Types of marking systems.
14. School policies in regard to limits of teachers' authority.
15. Number of teachers in the school.
16. Number of new teachers in the school.
17. Names and positions of school board members.
18. Grades in the school.

All teachers interviewed indicated that information concerning places where supplies, books, and equipment are kept, as well as methods of obtaining them, is absolutely necessary to new teachers (16:99).

As an introduction to school routines, the new teacher should be given a folder containing all the printed or mimeographed forms used in the system and in the individual school with directions for using them. These forms might be used for one or more conferences with each teacher, alone or in a small group, where each would feel free to ask questions.

Some of the more specific questions concerning the building and routine that are of special interest to the new teacher might be:

1. What must I do when we have a fire drill or other emergency drill?
2. What do the different bell signals mean?
3. What procedures are used for pupils coming into the building, going to the assembly hall, gymnasium, shops, and library, and leaving the building at the end of the day?
4. What must I do if I must leave my classroom when the pupils are assembled?
5. What are the rules governing the children's leaving the classroom or the building?
6. What procedures are used to permit the children to leave the school building during school hours for such purposes as going to a medical or dental clinic?
7. How do I obtain textbooks and supplies issued by the school?
8. How do I obtain audio-visual materials supplied by the school?
9. How do I obtain other special supplies such as physical education and art equipment?
10. How can I get the services of the custodian? What is he expected to do for the teachers?
11. What may I do about decorating my room? Are there any restrictions about the decoration I may use?

12. How do I record and report children's attendance?
What other pupil reports must be filed periodically?
13. What are the rules governing visitors to the classroom?
14. What do I do about children who are tardy and children who are reported to me for misbehavior in the hall or at times when they are not under my direct supervision?
15. Are any collections of money made? How are they taken care of?
16. When are faculty meetings held?

The principal or a classroom teacher selected for the purpose should take the new teacher through the building in which he will teach. This will give an opportunity for discussion of many questions on school procedures such as the routes to take during a fire drill, how to get to the assembly hall and lunchroom, and where to go for supplies. Then the new teachers should be given a list of the classrooms and special rooms in the building, the names of the persons assigned to each, and a schedule of office hours for the book room, library, health room, and other places unless all are open throughout the school day.

A helpful approach to assisting the teacher to become adjusted to the building is the assignment of a

"buddy" to each new teacher. This veteran member of the staff meets the new teacher at the orientation program, helps to introduce him to other staff members, explains procedures in more detail than may be possible at the general explanation, insures that materials are available in the classroom, and helps the new teacher get other needed materials. He may continue to function in this role throughout the school year.

To the assignment. One of the major aims of the induction program is to help the appointee adjust readily to the new position. The building principal is generally responsible for this phase of the induction program. This involves planning sessions with the building staff to interpret plans for the coming year, acquainting new teachers with the building and site, explaining the inventory of teaching resources, explaining plans developed for use of special facilities, such as the library and multi-purpose rooms, interpreting curriculum guides and courses of study, identifying services which the principal will render to teachers, and outlining general school policies, procedures, and office routines. According to William Castetter,

Indications are that newly appointed personnel experience certain problems in understanding assignments, such as gaining a clear and workable understanding of the school's philosophy and objectives,

understanding and using special school services, and learning to evaluate pupil achievement. The position which the new employee is to assume is a most paramount consideration, the nature and function of which he should clearly understand. Several studies have indicated that newly appointed personnel need more help than they are getting in order to understand clearly the specific duties and responsibilities of the position (9:227).

New teachers want to know about the school and the community, but not with the force of immediacy that they want to know about the teaching position. Lane queried the beginning teachers in his study regarding the desired information about the teaching position. The summary of responses is presented. Those included in the list are the more frequently mentioned ones.

1. Specific duties, classes, grades assigned.
2. Extra-class assignments.
3. Specific guidance or counseling responsibilities.
4. Date to report for duty.
5. Available audio-visual equipment.
6. Approximate enrollment in each class or grade.
7. Local required course of study.
8. Time of day teachers are to be at school.
9. Time of day teacher is free to leave school.
10. Types of records required.
11. Types and kinds of reports required.
12. Time of lunch period.
13. Time of last period ending.
14. Nature of pre-session responsibilities (16:107).

NEA Research Memo 1964-24 states that the assignment of a beginning teacher should take the following items into consideration:

1. The assignment should be lighter than the average and it should never be made the catchall for pupils and classes that other teachers do not want, nor should the new teachers program be made up of those

classes left over when programs for other teachers have been arranged.

2. The teacher should be given storage space, a bulletin board, and chalkboard space reserved for his use in each room where he teaches. He should have a desk for himself.
3. The new teacher should have work in the major area of his preparation, be given the minimum number of preparations possible, and be given smaller classes, fewer classes, easier classes than the average.
4. Avoid assigning the notorious "problem pupils" to a new teacher.
5. Give the new teacher few or no extra-curricular assignments or committee assignments, though he should be acquainted with these opportunities and know how they operate as a basis for expressing his preferences when the time comes for him to take a more active part.
6. Notify teachers of specific assignments as soon as possible, making curriculum materials available before the opening of school (36:8).

Before the opening of school, the new teacher should have a chance to examine the pupils' records and possibly talk with their former teacher about them. However, the former teacher should avoid giving the new teacher a prejudice against a pupil by overemphasizing his shortcomings; he should stress what each child can do best. Also during this time before school begins the teachers should have ample time to cover the materials that they are going to use. Time just browsing in the texts and talking with helping teachers, principals, and supervisors, can be very valuable to the new teachers. In other words, sufficient

time should be provided for the new teachers to see their assigned classroom. They should have the opportunity to see what textbooks, workbooks, audio-visual aids, and other materials are available. They should get themselves settled in the classroom and ready for the first day of teaching.

Not overwhelmed, then, by the complexities of the new role and a preponderance of detail, they should be able to move smoothly into their new role of classroom teacher. There is a far greater chance that they will become well integrated staff members.

CHAPTER III

THE ORIENTATION PROGRAM

A program which was designed to help, improve, maintain, or promote staff morale and effectiveness will succeed if those responsible for it understand and apply some of the basic psychology of human behavior. There are emotions, attitudes, likes, and dislikes which are common, in varying degrees, to all people. The wise administrator and supervisor are aware of these human characteristics and will do everything possible to provide an environment in which people as individuals and in groups can work with the minimum amount of frustration, insecurity, and fear.

The activities of the participants and specific objectives of an orientation program apparently are considered "understood." There has been a lack of information in this general area. The comments, for the most part, concerning the suggestions and activities of the various participants and specific objectives has been gathered by personal contact with administrators, supervisors, and first-year teachers in school district number 17.

This chapter should be considered as suggestive only; it should not be accepted as a fixed pattern of orientation practices. Each school and each community should plan a program that will be unique to their own needs and situations.

It is necessary that there be an agreement as to what a program of orientation is, when it begins, when it ends, what its important elements are, and who has responsibility in it. Eye and Lane suggest that the induction program must have several important elements:

- a. All teachers must believe it desirable and necessary. The philosophy, purpose, and plan of the induction program should be the product of cooperative effort on the part of laymen, pupils, and professional staff.
- b. The program must provide a means of giving adequate, accurate information and help from the time the teacher is notified of the position to the time he can take over his task without the aid uniquely designed for new teachers.
- c. Each person who has a special function in the program must understand what his tasks are and how they fit into the total induction plan.
- d. The program of induction allows for help and information based on the needs of those being inducted as well as those assisting in the inducting activities.
- e. Selected citizens who are active in community organizations, government, and business are important members of the induction team. They must be informed about the program and be given specific tasks and responsibilities.
- f. The time devoted to the induction of new staff members is not so great as to become a burden to new staff members.
- g. Some adjustment is made in the teaching loads of new teachers in order that they can take full advantage of the induction program.
- h. Students, teachers, administrators, school board members, and community leaders are utilized in the induction process (16:325).

I. SPECIFIC OBJECTIVES

A major purpose of an orientation program is the improvement of instruction. The following list of objectives is geared to this end. If the teacher is secure in his new role and has a feeling of belonging in the community, district, and school building, it will also help to serve the ultimate goal: the improvement of instruction.

The objectives contained in this list are not in any particular sequence or order of preference.

1. To promote a high quality of instruction.
2. To familiarize the new appointee to the building routine.
3. To introduce teachers early to the school and community.
4. To provide personal help in making social adjustments.
5. To offer constructive guidance in the development of professional attitudes.
6. To offer constructive guidance in the development of teaching skills.
7. To provide an opportunity for exchange of ideas between new appointees and administration.
8. To establish good working rapport between new appointees, administrative personnel, supervisory personnel, and fellow teachers.

9. To familiarize the new teachers with community opportunities: recreational, religious, civic, etc.
10. To allow the new people to set the environment in their respective rooms.
11. To become familiar with the curriculum guides and areas of study.
12. To become familiar with the teaching materials and supplemental aids.
13. To become familiar with audio-visual materials and their use.
14. To become aware of supplemental teaching services: psychological testing, home tutoring, speech therapy, special education facilities for the retarded, health services, and how they are used in the district.

II. RESPONSIBILITY FOR ORIENTATION

Good organization is the vehicle which provides for a systematic, thorough, and effective induction program. Each school system will need to define clearly the relationships, duties, and responsibilities of the school personnel in the orientation program. The organization needs to be tried and revised until the best possible one is found. It must be remembered that the organization is the means and not the end in an orientation program.

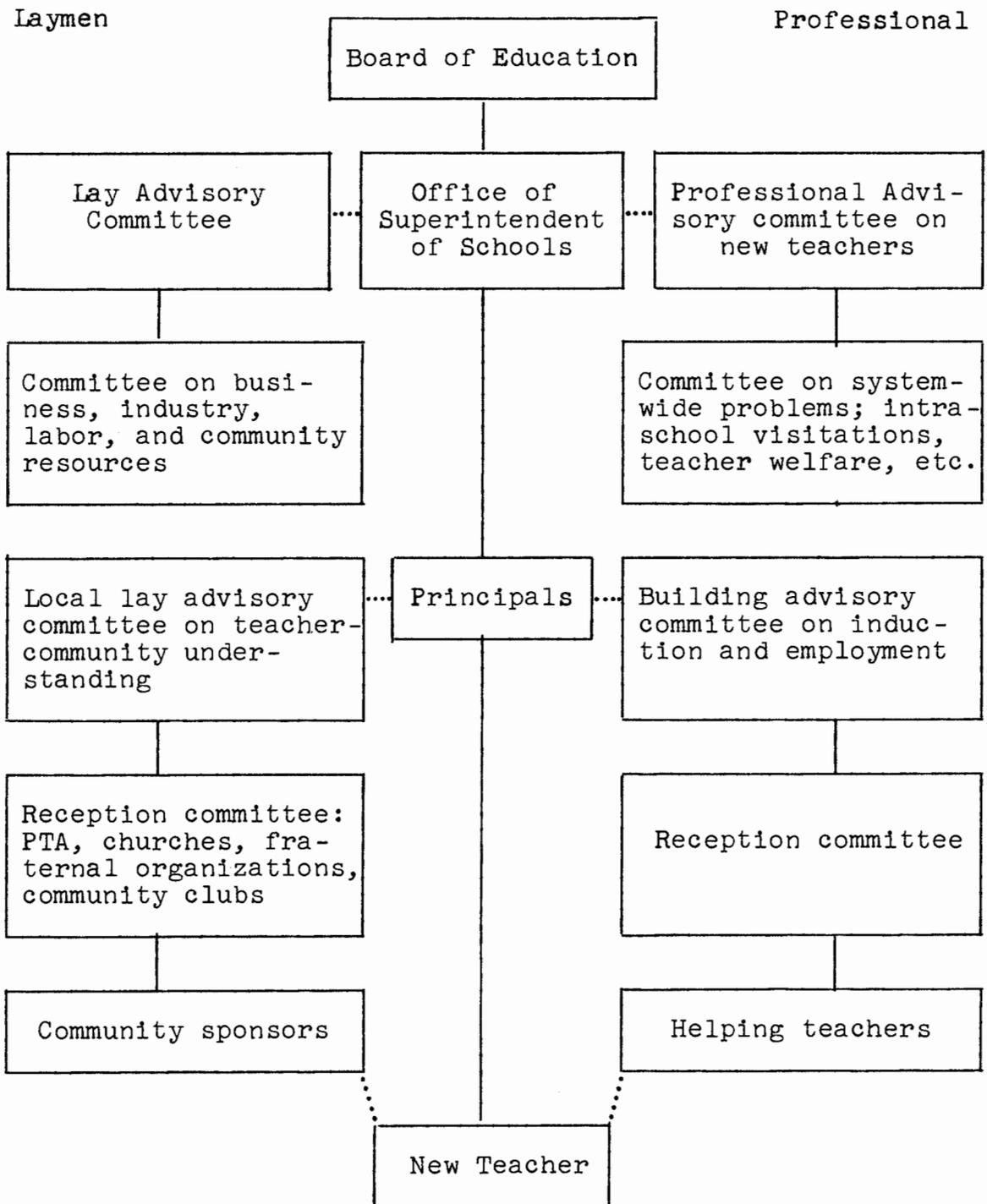
Responsibility for the various phases of orientation are most appropriate to different individuals and types of organizations, each of which can most effectively handle selected aspects. The following is a suggestive outline of the responsibility of orientation to various individuals, and groups in the community.

<u>Orientation to</u>	<u>Best Handled By</u>
Profession	F.T.A. clubs, college, or graduate school, local, state, and national professional associations
Community	Board of education, central office, local professional associations, chamber of commerce, Kiwanis, etc. Welcome Wagon, PTA, local citizens groups
School district	Board of education and central office
School building	Principal, other teachers, and parents
Assignment	Principal, other teachers

Whatever the nature of the organization developed to implement the orientation program, the relationships, duties, and responsibilities of people involved should be clearly defined.

Eye and Lane have suggested, by the chart located on page 35, an organizational pattern for induction of new and beginning teachers that supports the mentioned outline.

ORGANIZATIONAL PATTERN FOR INDUCTION
OF NEW AND BEGINNING TEACHERS



III. PARTICIPANTS

School board. The matters that the board of education might wish to discuss with the incoming personnel and those that the superintendent might wish to cover are so interrelated that it is not unusual for the board of education to content itself with a welcoming message that indicates an interest in each teacher, leaving the presentation and discussion of all other matters to the superintendent and his staff.

New teachers, however, should be welcomed by the entire board, its president, or some designated member representing the entire board.

The board of education may wish to review points of concern to the instructional staff, such as: (1) the formulation and administration of personnel policies, (2) the philosophy of the board of education, (3) the long range and current objectives of the board, (4) special recognition of teachers by merit or salary increments, (5) the channels that teachers would use to bring a matter to the board, and (6) policies pertinent to the individual teacher, such as those regarding corporal punishment, leaves of absence, and other similar matters.

Superintendent. The orientation program allows the superintendent to meet with new personnel to explain his

objectives and his method of operation. The program can be arranged on an informal basis; new personnel will feel that the superintendent takes a personal interest in them, and rapport between the superintendent and the new staff will be better established.

The superintendent may wish to discuss with new appointees such things as (1) duties of the superintendent, (2) goals for the school program, (3) relationship of the superintendent with the board of education, (4) staff members in the district office who will be associated directly with teachers, (5) services provided by the district for helping students and teachers, (6) administrative procedures regarding instructional personnel, and (7) district expectations of the teaching staff.

Supervisors and consultants. One of the major functions of these people is the improvement of the instructional program; therefore, they should play an important role in the orientation program.

In the Kennewick school district this would involve consultants in five areas: physical education, art, reading, library services, and audio-visual. It may not be advisable for each of these people to prepare a planned program; however, each should be available to the new teacher in his building for help and consultation.

The audio-visual coordinator could provide a very effective program one of the first days of the orientation period. This could be in the form of slides and a tape recording. It might include slides of each building showing new ideas in use in the district, creative teaching methods, and various aspects of the educational program as an introduction to the school system. This could be very effective just prior to a bus trip of the district facilities.

The supervisors should meet in each building to explain and answer questions pertinent to their respective curriculum areas. In an intermediate size district this would be workable, but in large districts larger group meetings would be advisable.

When possible these building meetings should be informal in nature in order to allow a free exchange of questions by the new personnel. At this time provisions could be made for future visits and classroom demonstrations by the consultants.

Principal. The principal may already know all the new teachers assigned to the building, since he probably interviewed them when they applied for their positions. If he does not, he should take this opportunity to get to know them. He will undoubtedly be responsible for planning the

part of the orientation program that takes place within his own building. He may want to have some veteran staff members present so that new teachers have the opportunity to meet them. Personnel such as the school nurse, the librarian, the guidance counselor, and teachers of art, music, and physical education may be given the opportunity to explain how their particular duties are performed and how they serve the classroom itself. The principal needs to make provisions for the supervisors and consultants to meet in his building with the new staff members.

The principal will want to cover administrative procedures used within the building, particular curricular areas that need attention, required reports, special duties, assignment of classrooms, schedules, and other administrative routines.

The building administrator will also want to make sure the new appointee has transportation, living accommodations, and if there are any other problems of becoming adjusted to the community in order that the new teacher is off to a good start.

Fellow workers. A helpful approach to assisting the new teacher to become adjusted to the building is the assignment of a "buddy" to each new teacher. This veteran member of the staff meets the new teacher at the orientation

program, helps to introduce him to other staff members, explains procedures in more detail than may be possible at general orientation meetings, insures that materials are available in the classroom, and helps the new teacher get other needed materials. The veteran member of the staff may continue to function in this role throughout the school year.

Lay people and community organizations. Lay people and community organizations can be a vital part in the orientation program. This group can be most influential in introducing the new appointees to the community and helping them make a satisfactory and happy adjustment to their new home.

The types of organizations and individuals to participate in the program should be left up to the superintendent. The organizations and activities as suggested in "Orientation to the Community," in Chapter II, should have prime consideration.

A lay committee on community teacher understanding could be set up for advising and working with the superintendent of schools on organizing business, labor, industry, and other community-wide groups in such a way that they will be able to participate effectively and directly in the program of welcoming and inducting new teachers.

IV. EVALUATING THE PROGRAM

Whatever procedures are followed in orienting teachers to their new assignment, some method of evaluating its effectiveness should be decided upon in advance. At the end of the orientation program, the evaluation process should be used as a basis for planning future orientation programs.

Questionnaires are often used. Each teacher may be asked to complete the questionnaire, often without signing it. The questionnaires may be designed to determine (1) the most valuable parts of the program, (2) topics that should have been included but were not, (3) topics that were included but might better have been left until later in the school year, and (4) the effectiveness of the time allocated for the program.

Personal consultation may also help with planning future orientation programs. Through conversations with new teachers, buddy teachers, and administrative and supervisory personnel, a clear picture of the effectiveness of the program can often be reached. New teachers, however, may be reluctant to be critical of a program, particularly when they do not know district or building personnel well enough to be completely unreserved in their reactions.

Whatever evaluative criteria is used to guide future planning, it should be compiled as soon as possible and summarized while the program is still fresh in everyone's mind. The summary may be referred to whatever individual, group, or committee is to plan the orientation for the following year. They can use it as a guide to help overcome whatever weaknesses seemed apparent at the previous orientation sessions and to build on the strengths that were obvious to make future programs of greater value to all those who participate.

Probably most important, the program must be reviewed critically from time to time to ascertain whether the best possible procedures are being used to provide new teachers with help and information which will make them happier and more effective in their new positions.

V. MATERIALS OF HELP IN ORIENTATION

The new teacher should be provided with written materials prepared by the district or state that are pertinent to his assignment. When such materials are available, district and building personnel can take time during orientation to point out how they are used and when they should be referred to. Such materials can be better presented in writing than verbally; this procedure allows better use of orientation time and gives incoming personnel sources to

which they can refer during the initial period of teaching.

A board of education statement or handbook will help new teachers to become familiar with the board's policies. The teachers may study them at their leisure and refer to them when they have a question in mind. Policies should be stated in language that is easily read and understood.

A handbook of administrative procedures for the district is another reference source that helps build a feeling of security on the part of new teachers. It enables them to study the procedures of the district privately, asking questions about them of buddy teachers or other staff members as needed. The district handbook for administrative procedures will, of course, explain how board of education policies function within the school district.

The district handbook may be prepared so each building principal can insert a handbook for his building under the same cover. This handbook will explain how district procedures are carried out within the building to which the teacher is assigned. If the district handbook is not designed in this manner, the building principal may wish to present teachers assigned to him with a separate handbook to help them become familiar with building procedures and routines.

Publications from the education department of the state should also be distributed to new teachers at orientation

time. These can be handed out together in a packet, in a convenient manner for carrying and filing, until such time as the teacher is able to study them.

Curriculum guides, courses of study, outlines, and other state and district materials pertaining to the instructional program should also be distributed. This method allows the individual who is responsible for curriculum and instruction to spend his time at the orientation period giving important overviews, allowing the new teacher to become familiar with the details through his own reading.

Source books for audio-visual materials, community resources, professional reading materials, and other similar materials may also be distributed at the orientation program so that only a cursory explanation designed to identify them and to indicate when they may best be used for reference is needed during this crowded orientation schedule.

CHAPTER IV

A SUGGESTED ORIENTATION PROGRAM

The following is a suggested ten-day program to acquaint new and beginning teachers with Kennewick School District Number 17 and the community.

First day--at the administration building--getting acquainted

1. Address of welcome by the superintendent of schools.
2. Address of welcome by a school board member.
3. A welcome and description of the city and the community by a lay citizen.
4. Introduction of all present (See Appendix A)
5. A description of the facilities and school system with the use of slides and tape recorder by the director of audio-visual.
6. A discussion period: questions and answers about the school system and the community.

afternoon

7. An organized tour of the school system and its facilities (use a school bus).
 - a. This tour would show the appointees the extent of the district and a look at each building.

- b. Tour the senior high school
 - (1) library facilities
 - (2) science rooms and labs
 - (3) classrooms
- c. Tour of Park Junior High School
 - (1) campus type construction
 - (2) cafetorium
 - (3) physical education facilities
 - (4) classroom building
- d. Tour of Vista Elementary
 - (1) modern building
 - (2) materials for classroom use
 - (3) well lighted rooms and halls
 - (4) library facilities
 - (5) self-contained rooms (lavatories, wash area, drinking fountain, etc.)

Second day--gaining an understanding of the community

- 1. Various lay citizens and groups discuss the community and their respective organizations. This might include a representative of the ministerial association, a member of the board of realtors, a representative of the chamber of commerce, a PTA representative, and any other clubs and groups that would be of interest to

the new appointees. Things to point out might include:

- a. Community concert association
 - b. Beaux Arts group
 - c. Columbia Basin Junior College and University of Washington extension service and night school
 - d. Growth patterns and predictions
 - e. Anticipated industrial development
 - f. History of the community
2. Lunch--a welcoming lunch sponsored jointly by the Kiwanis and Rotary groups of Kennewick.

afternoon

3. An organized tour of the Hanford reactor and atomic facilities. This would be sponsored jointly by Batelle Northwest, General Electric, Isochem, Douglas United Nuclear, and the Atomic Energy Commission.

Third day--gaining an understanding of the school

1. A discussion of the insurance programs, sick leave, retirement plan, and salary policies.
2. A description of any special programs in the system, such as special education, reading, testing services, and vocational education opportunities.

afternoon

3. A study and discussion of the available teaching materials and demonstration of the proper use of equipment (at Westgate Elementary school, conducted by the audio-visual director.)

Fourth day--gaining an understanding of the school

1. A discussion of the school guidance program.
2. A discussion of evaluating pupil progress.
3. A discussion on reporting to parents and teacher-pupil-parent relations.

afternoon

4. A picnic sponsored by the central council PTA or similar organization for parents, children, and new teachers.

Fifth day--gaining an understanding of the professional organization

1. A discussion and presentation by the professional unit. Present local, state, and national programs and in general acquaint the new teachers to the opportunities of a professional organization.

afternoon

2. Each supervisor and consultant presents general overall outlines of their respective curriculum areas.

- a. Reading
 - b. Physical education
 - c. Art
 - d. Audio-visual
 - e. Library services
3. Supervisors and consultants set up schedules to meet personally with the new teachers in their respective buildings.

Sixth through tenth days--gaining an understanding and adjusting to the teaching position.

This portion of the orientation program will be carried on in the respective buildings to which the new teachers are assigned. The principal will be responsible for the major portion of this program and it will cover:

1. A tour of the building in becoming acquainted with the layout and facilities.
2. Meetings with building principal to learn about obtaining supplies and equipment, keeping records, making reports, handling problems of classroom management and organization, and other administrative details of school operation.
3. Assignment of an experienced teacher as an advisor or "buddy."
4. Personal meeting with supervisors and consultants.

5. Time to get acquainted with other members of the faculty and staff.
6. Time to discuss curriculum guides and areas of study.
7. Adequate time should be made to browse through texts and classroom resources.
8. Bulletin boards need to be made and put up.

CHAPTER V

SUMMARY AND RECOMMENDATIONS

The beginning teacher is in need of orientation to help him adjust to his personal, social, and professional problems. It is important 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.

Aids and practices now in use in school districts throughout the United States were reviewed. Specific contributions of the PTA, school, teacher organizations, and community were covered in an attempt to show how different groups could contribute to the program. Tours, booklets, professional meetings, handbooks, buddy teachers, social events, luncheons, and workshops all contribute to the orientation program.

A proposed program was outlined as a guide to be used in the writer's school district. The proposed program uses many of the aids and practices that were reviewed in the research. These were made applicable to school district number 17.

Strength of proposed program.

1. Involvement of a great number of people.
2. Large block of time spent in the respective buildings.

3. Opportunities to become familiar with materials.
4. Time to become acclimated in the classroom.
5. Explanation of curriculum programs by the supervisors.
6. Involvement and association with parents and community leaders.
7. Opportunities and awareness of community resources and industry.
8. Awareness of opportunities within the professional organizations.

Weakness of proposed program.

1. Given a large amount of materials in a short period of time.
2. Possibility that it may not be long enough.

Recommendations. The major recommendation from this paper would be that school district number 17 put the proposed orientation program into practice and evaluate its effectiveness.

Further research needed. Further recommended research would include a study designed to determine the most advantageous manner in which to assign specific activities to the participants in the orientation program.

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APPENDIX

APPENDIX

INFORMATION SHEET

NAME _____

SCHOOL POSITION OR FUNCTION:

EDUCATIONAL BACKGROUND:

TEACHING EXPERIENCE:

PROFESSIONAL BACKGROUND:

FAMILY BACKGROUND:

COMMUNITY ORGANIZATIONS:

SOCIAL, FRATERNAL ORGANIZATIONS:

OTHER: