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NEW TEACHER INDUCTION PROGRAMS IN TENNESSEE: FORMAL, INFORMAL, AND INFLUENTIAL PRACTICES

A Dissertation

Presented to

the Faculty of the

Department of Educational Leadership

and Policy Analysis

East Tennessee State University

In Partial Fulfillment

of the Requirements for the Degree

Doctor of Education

by

Peggy A. Goodson-Rochelle

August 1998

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APPROVAL

This is to certify that the Graduate Committee of

PEGGY A. GOODSON-ROCHELLE

met on the

21st day of July, 1998

The committee read and examined her dissertation, supervised her defense of it in an oral examination, and decided to recommend that her study be submitted to the Graduate Council, in partial fulfillment of the requirements for the degree of Doctor of Education in Educational Leadership and Policy Analysis.

Chair, Graduate Committee

Signed on behalf of
the Graduate Council

Dean, School of Graduate Studies

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ABSTRACT

NEW TEACHER INDUCTION PROGRAMS

IN SCHOOL SYSTEMS IN TENNESSEE:

FORMAL, INFORMAL, AND INFLUENCING PRACTICES

by

Peggy A. Goodson-Rochelle

The researcher examined beginning teacher induction programs in large and small districts in Tennessee for the 1997-1998 school year. Types of induction, formal and informal, were examined. The study looked at the teacher attitudes of job satisfaction, job adjustment, and socialization into the profession of teaching. The research design included five questions with two hypotheses used for testing differences between teacher attitudes in large and small systems.

Beginning first-year teachers were surveyed and asked to rate their induction program as to best practices. Teachers rated the occurrence of activities in seven areas and how supportive activities were in their roles as beginning teachers.

The questions were tested and statistically analyzed using chi-square and analysis of variance procedures. No differences were found in the occurrence of induction activities in large and small systems. No differences were found in how supportive an event was in large and small systems. A difference was found in job adjustment between large and small systems, but not in job satisfaction or socialization into the profession.

Recommendations for further research were made to augment the study.

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INSTITUTIONAL REVIEW BOARD APPROVAL

This is to certify that the following study has been filed and approved by the Institutional Review Board of East Tennessee University.

Title of Grant or Project New Teacher Induction Programs in Tennessee: Formal, Informal, and Influential Practices

Principal Investigator Peggy A. Goodson-Rochelle

Department Educational Leadership and Policy Analysis

Date Submitted April 6, 1998

Institutional Review Board, Chair _____

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DEDICATION

To my wonderful husband,
John,
who provided love and support.
Without him, this dissertation
could not have been possible.

To my daughter,
Allie,
who did not have Mom present a lot,
but understood.

To Mom,
who always had faith
and encouraged me.

To Ma Poe,
whose wisdom and love
have always guided me.

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ACKNOWLEDGMENTS

Many people assisted me with this study.
My committee members, my family, my friends, and my co-workers
provided me with assistance and support
that can never be repaid.

A special thanks goes to Dr. Michael T. Carter, Dr. Lynn Reed,
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Their assistance and support of this endeavor really define
the meaning of friendship.

Finally, many prayers were said by my church family
during this project. Their support and love always
surrounded me. My prayer partners kept me uplifted
and provided the intercession that I needed.
A special thanks to Loura for always being there.

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CHAPTER 1

INTRODUCTION TO THE STUDY

Overview

Much attention has focused on school reform in the United States. Discontent with student performance was magnified when A Nation At Risk (1983) was published calling attention to the need for educational reform. The essential nature of improved teaching quality affecting student performance led to actions examining recruitment and retention of more qualified people into the teaching profession. Following A Nation At Risk (1983), numerous initiatives such as the California Mentor Teacher Program, Georgia Teacher Certification Program, Florida Beginning Teacher Program, and the Charlotte-Mecklenburg Career Development Program in North Carolina have been implemented to attract the best and brightest into the teaching profession (Brooks, 1987).

Although many programs have been initiated to attract new, highly-qualified teachers to the profession, they do not address the fundamental problem of high attrition rates among new teachers. According to the United States Department of Education (Tabs, 1994), many bright new teachers annually leave the teaching profession. Nationally, 15% of first-year teachers leave the profession each year and approximately 50% of all beginning teachers have fled the profession by the end of six years (Grossman, 1997).

New teachers are generally high achievers and academically well prepared (Cole, 1993). These new teachers are highly motivated and eager to provide students with

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stimulating learning experiences. Huling-Austin (1992) refers to this as unrealistic optimism. The first year of teaching is a very sobering experience. Beginning teachers enter their classrooms with high expectations for themselves and their students (Gutloff, 1997) only to find these high expectations quickly evaporate as the reality of the job is understood. Harris (1991) reported that over the course of one year teachers experience a decreased strength of belief in their own efficacy and in the learning potential of their students. New teachers are required to make complex decisions about students, curriculum, and instruction. Job expectations like paperwork, duties, detention, isolation, and the variety of students assigned to a classroom are often overwhelming.

Traditionally, a beginning teacher was introduced into the profession with a minimum of pre-service preparation. Teaching, unlike many other professions, is one in which novices are expected to perform the same duties and responsibilities as the more experienced professionals. As a result, fatigue, depression, intense stress, and a decision to stay or leave ensues. Nearly every study of retention in the teaching profession identifies the early years as the riskiest on the job (Charters, 1970; Davis, 1989; Kirby & Grissmer, 1987; Hewitt, 1993; Mark & Anderson, 1985; Willett & Singer, 1991).

Many beginning teachers leave the profession. For those who remain, the early years are overwhelmingly difficult (Shulman & Colbert, 1988; Veenman, 1984). Researchers suggest that new teachers are given difficult work assignments, have unclear expectations of themselves, inadequate resources, and insufficient training to deal with individual learning differences (Veenman, 1984; Huling-Austin, 1992). Too often new teachers are in a setting characterized by isolation from the professional knowledge of

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experienced peers. Isolation in schools results from the fact that teachers spend large portions of their days physically separated from their colleagues, and confined to their classrooms. New teachers do not receive the benefit of seeing or hearing from others who could assist with the difficulties of the job (Shulman & Colbert, 1988).

Pappalardo (1996) found that pre-service education did not fully prepare teachers for the responsibility of the profession. New teachers were dependent on external forces to gain job satisfaction, and were not able to derive job satisfaction because they were not ready for the total responsibility of teaching. New teachers were dependent on their peers to help them learn how to teach, but their peers were often inaccessible. .

In response to the needs of first year teachers, state and local school systems began implementation of supportive measures. New teachers (if they remain in the profession) will either become growing or become stagnant professionals (Fessler & Christensen, 1992). Whether or not teachers will continue to grow professionally is largely determined by their first year of teaching (Fessler & Christensen, 1992).

Purpose of the Study

The purpose of the study is to look at induction programs in large and small systems, and determine if there is any difference between beginning teacher attitudes (job satisfaction, job adjustment, and socialization) based upon new teacher induction programs . The researcher examined the sources of new teacher assistance and best advice.

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There is an assumption that in smaller systems teachers take care of one another and that the new teacher induction program is less formalized, while in larger systems the induction program is more formalized (Pappalardo, 1996). This study will show whether teacher attitudes are different based upon the type of induction first-year teachers received.

Statement of the Problem

Increased demands upon teachers and limited time to meet those demands have caused teachers to prioritize their immediate needs for professional development as a lower priority. New teacher induction programs are vastly different from school system to school system. This study determined whether or not attitudes were different based upon the type of induction they received.

Significance of the Problem

To encourage new teachers to remain in the classroom, school systems must find a way to merge the policies recommended by the state with the needs of the local school. Induction programs need to address the new teacher's job satisfaction, job adjustment, and socialization into the profession. The State Board of Education in Tennessee recognized this need in 1992 when it published a document, "Professional Development Policy for Tennessee's Schools." While this document does not state specific steps to be taken by school systems, it does recognize that staff development is an "essential ingredient in the continuous improvement of schools" (p. 2). This document is also

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linked to the "Policy for the Principal in Tennessee Schools" which states, "Facilitating faculty and staff development is a key area of responsibility of the principal" (p. 2). Ten areas of focus for professional development, one of which is mentoring support for beginning teachers and administrators, are listed in the policy. It further states that the primary responsibility for professional development "belongs to the local school system" (p. 6).

In addition to the "Professional Development Policy for Tennessee's Schools" and "Policy for the Principal in Tennessee Schools", the Basic Education Program (BEP) generates funds that local school systems can use to support professional development. Through this program, state funds provide for five inservice days each year for educators. The BEP and State Board of Education policy, regarding teacher education, direct that "emphasis be given to assisting beginning teachers and administrators to help them in the first years of teaching and school leadership" (p. 7). The State Board of Education encourages and supports staff development, and recognizes the needs of beginning teachers and administrators. The actual plans and needs for staff development are determined at the local level. Local systems are given the flexibility to complete a needs assessment, write their own goals, and determine their own courses of action. The only mandate by the state is five days of inservice per year.

The State Board of Education's "Framework for Evaluation and Professional Growth" (1997) was designed to facilitate the implementation of "current initiatives within the state such as the introduction of the Curriculum and Instruction Frameworks, and the school improvement process for all teachers." (Tennessee State Board of

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Education, June 1997, p. 7). A direct link must be made between evaluation results and planned professional growth. This framework provides two major evaluation components, one of which is the focused assessment and professional growth plan. This professional growth plan can be unique to each teacher and provides for flexibility. Individual school systems are responsible for designing appropriate professional development. Depending on the size of the school district and available resources, professional development can be formal (workshops, seminars) or informal (mentor programs and self-assessments).

Teacher professional development plays a vital role in ensuring that quality teaching takes place in the nation's classrooms. New teacher induction programs provide the transition between the role of college student to the role of teacher and are the first link in continuing professional development in the teacher's career.

While the entry period represents the time at which teachers are most vulnerable for leaving, it is also the time in which professional norms and practices can be shaped for a career of life-long practice and professional development (Bartell, 1995). Research emphasizes that teachers do not learn everything they need to know from university coursework, field experiences, or pre-service preparation programs (Carter, Sabers, Cushings, Pinnegar, & Berliner, 1988; Darling-Hammond, 1994; Feiman-Nemser, 1983; Gless, 1995; Little, 1989; Shulman, 1986). Teaching expertise is most effectively fostered and developed in close collaboration with colleagues (Ackland, 1991; Hargreaves & Dane, 1990).

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Knowledge about the attainment of professional competence and the importance of defining the early years has led many states to structure the induction experience in ways that are helpful to beginning teachers. Burke, Christensen, and Fessler (1984) believe that if the teaching profession is to attract better candidates and keep the best teachers, it is imperative that their professional needs are examined and provided for throughout their careers. It is important to determine which types of staff development (formal vs. informal) have the most impact. It is imperative to develop induction programs that will retain new teachers.

Limitations

The population in this study is restricted to beginning teachers in large and small school systems in Tennessee. The study is confined to systems with K-12 grade level classes. Generalizations to other populations are limited.

Assumptions

It is assumed that all participants answered the surveys honestly. It is also assumed that all beginning teachers surveyed participated in the minimum five days inservice required by the Tennessee State Department of Education.

Definition of Terms

Beginning Teacher Attitude Survey-

> An instrument designed by Dr. Maggie Westhoff (1995) that measures first-year teachers' attitudes for three constructs: Adjustment to the teaching environment

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(Griffin, 1982), job satisfaction, and socialization into the profession (Little, 1990).

First-Year (Beginning) Teacher- A certified teacher entering his/her first contract teaching position. For the purpose of this study, teachers were excluded that had previous teaching experience but were new to the school district, or had previously functioned as a fifth-year intern and taught with a mentor during this year. Other terms from the literature that are synonymous with "first-year teacher" are "beginning teacher," "probationary teacher," "novice," and "protege" (Gray & Gray, 1985).

Induction- The process by which novice teachers become initiated into the profession including luncheons, workshops, inservices, and mentoring (Odell, 1990).

Formal induction- District-sponsored activities prior to the opening of school and throughout the year, including orientation sessions, pre-service and inservice sessions, and workshops (Huling-Austin & Murphy, 1987).

Informal induction- School-based activities such as interactions with mentors, co-workers, principal, parents, students, professionai reading, and reflection (Christensen & Conway, 1991).

Job Adjustment- The process that occurs in the first-year teacher who successfully adapts to the role of professional teacher (Page & Thomas, 1977).

Job Satisfaction- The extent to which a person is pleased or satisfied by the content and environment of his/her work or is displeased or frustrated by inadequate working conditions and tedious job content (Page & Thomas, 1977).

Mentor Teacher- "A mentor is considered to be an exceptionally capable teacher who guides and assists other teachers" (Tipton, 1997, p. 6).

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Large School System- A school system in Tennessee with greater than 50,000 students for grades K-12 as of October 22, 1997 (Tennessee State Department of Education, 1997).

Small School System- A school system in Tennessee with fewer than 2,000 students for grades K-12 as of October 22, 1997 (Tennessee State Department of Education, 1997).

Socialization into the Profession-

Process by which a first-year teacher learns approved conduct, expectations, values, beliefs, etc. which enable the individual to interact harmoniously with his/her fellow workers (Hawes & Hawes, 1982).

Procedures

The investigator will execute the following the procedures:

1. A review of research and literature will be conducted.
2. Superintendents or Directors of Schools, and/or Staff Development Coordinators of large and small school systems will be identified and contacted in large and small systems with K-12 schools in Tennessee. Permission to send surveys will be obtained.
3. The investigator will send surveys to first-year beginning teachers in large and small selected school systems. Cluster sampling will be used to gather data from small systems and random sampling will be used to gather data from large systems.
4. Data from the surveys will be analyzed.
5. Conclusions and recommendations will be made using the information gathered.

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Organization of the Study

Chapter 1 includes the introduction, the statement of the problem, the purpose of study, the limitations and assumptions of the study, the definitions of terms, and the organization of the study. Chapter 2 contains a review of related literature and a description of induction programs in the school systems surveyed. Chapter 3 describes the methodology and procedures used in the study to obtain research data. Chapter 4 contains the presentation, analysis, and interpretation of the findings. Chapter 5 contains the summary, conclusions, and recommendations resulting from the study.

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CHAPTER 2

REVIEW OF THE LITERATURE

Introduction

Many new teachers enter the teaching profession with a partial understanding of how schools really function. The realities of school culture require that new teachers learn roles played by each member of the faculty and adapt to the environment, while attempting to form positive relationships with colleagues. Wildman, Maglian, Niles and Niles (1992) stated that "colleagues play a central role in the induction process of new teachers" (p. 478) and that the formal and informal organization of schools determine what professional behaviors colleagues expect of each other. Wildman, et al. (1992) found that novice teachers are seldom aware of the school culture, norms, and expectations. Also, new teachers are unaware of the social and political working conditions of the schools in which they are assigned. New teachers are often unaware of their roles and how to fulfill them when they begin their first teaching assignment. New teachers' personal and professional behavior will "ultimately determine if they will be viewed as valued members of their faculty" (Wildman, Maglian, Niles, & Niles, 1992, p. 211).

Many novice teachers who seldom saw or observed their colleagues are hesitant about discussing their needs. School culture plays a powerful role in affecting teacher relationships and the teaching environment (Feiman-Nemser & Floden, 1986). Isolation is often part of this environment. Beginning teachers may never develop habits of

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reflection or peer collaboration if those practices are not supported or exemplified within the school (Kratzer, 1995). Fullan (1991) pointed to the difficulty in changing the environment, norms, beliefs, attitudes, and practices which have developed in a school over time. Sergiovanni (1994) described how a sense of community or a communal form of organization can unite a school, build teacher morale, and affect student achievement. Teachers who feel empowered and committed to their school and colleagues are more likely to stay at the school for a longer period of time.

Glickman (1993) portrayed the initial entry into the teaching profession as uncaring and often unwelcoming. In an attempt to welcome and provide support to new teachers, many school systems rely on mentor programs. The mentoring process provides personal and professional support for new teachers (Bey & Holmes, 1990). System-led mentoring programs assign mentors to new teachers. New teachers may also seek out mentors on their own. A significant concern with assigned mentor-teacher relationships is that they may lead to contrived collegiality (Lawson, 1992). In Pappalardo's (1996) study, mentor relationships were successful only in those instances where the mentor and the protege built a relationship based on mutual interests. Without support, the beginning teacher may not survive the rigors of the profession.

According to Grossman (1997), 50% of all beginning teachers leave the classroom within the first six years. Professional development is critical to a teacher's first few years. In a study designed to probe the relationship of job satisfaction and performance, Lawler and Porter (1967), and later Hickman-Long (1995) found a statistically significant link between job satisfaction and performance. It is important for

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beginning teachers to experience job satisfaction, and satisfaction begins with their induction into the profession.

The review of related literature will identify literature pertinent to this study. The first part of the literature review will provide an overview of induction programs for teachers. The second part of the review will discuss best practices in the area of induction.

Background

In the professional life of a teacher, no period is more critical to success, even to professional survival, than the induction phase (Heath-Camp & Camp, 1992). Lawson (1992) defined teacher induction as the pre-planned, structured, and short-term assistance programs offered in schools for beginning teachers. Prior to 1985, few references were made to teacher induction. In fact, induction as a descriptor word was not added to the subject listing for the Educational Resources Information Center (ERIC) until 1986 (Brooks, 1987). The publication of national reports such as A Nation at Risk (1983) called attention to teachers' needs and the necessity to reform teacher education. Although A Nation at Risk (1983) did not directly address teacher induction, it did call for differentiating levels of teacher classification according to service and professional development. This called national attention to the importance of an induction phase into the profession of teaching. Such differentiation distinguished beginning level teachers and experienced teachers. States began to implement career ladder plans and master teacher programs that rewarded levels of professional mastery.

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Professional publications began not only to look at the status of current programs but also to make recommendations as to what format induction programs should take. The Journal of Teacher Education dedicated an issue to teacher induction in January/February 1986; Kappa Delta Pi dedicated a special issue of The Record (July/August, 1986) to first year teaching; Phi Delta Kappa published a Fastback on induction in Action in Teacher Education (Winter, 1987). During the last ten years, induction programs have grown and followed a formula that has included a new teacher handbook, a pre-service workshop/inservice program, and usually a mentor or peer teacher/colleague to answer questions. During a current ERIC search, 188 entries were netted using the identifier "new teacher induction." The primary focus of articles and publications during the last five years has been mentorships and the socialization process of new teachers. These publications indicate new teachers need to be prepared to reflect and critically examine their practices to improve their success in the profession.

Mentoring programs, pairing beginning teachers with experienced teachers, have proliferated across the country in response to high turnover rates of teachers in their early years. Various formats for these programs have emerged. Some are university-based while others are sponsored by local school districts and state departments of education.

Mentoring

Freiberg (1994) studied the effectiveness of a mentoring program designed to assist teachers in an urban setting. Four hundred new teachers were surveyed and interviewed. Teachers perceived significant problems associated with teaching in large

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school districts. Although most beginning teachers anticipate that discipline and classroom management will be problems, the most problematic aspect of teaching was for assistance in gaining knowledge of district and building policies. The second greatest concern was lack of available resources for teachers. In comparing mentored and non-mentored beginning teachers, surveys indicated similar needs. However, almost all who worked with mentors gained some benefit from the experience. This study identified at-risk teachers (those most apt to leave) as beginning teachers between the ages of 31 and 35, middle school teachers, and those teachers hired on short notice.

Most principals and colleagues tell new teachers, "My door is always open. Don't hesitate for a second to see me if you have a problem you need to talk about." They are very sincere about their offer of assistance. However, it means new teachers have to admit to themselves and to their principals or colleagues that they have a problem. They have to make the first move. Having an experienced colleague to turn to for advice and information can ease the beginning teacher's transition into teaching. Ganser (1995) found that one shortcoming of many staff development programs is that they are "front-end loaded." Information and strategies are presented at the beginning of the year with little opportunity for application, practice, and follow up. In his paper, Ganser lists many questions that must be addressed in the design of mentoring programs such as resources available especially the resource of time. Beginning teachers and mentors need time together, "both to be in each other's classrooms and to meet together (Ganser, p. 4)." This time has a price tag. This price could involve hiring substitutes or principals covering classes. Decisions about resources should be made at the onset of the program.

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Establishing goals and objectives for the mentoring program is another area to address. These goals and objectives can be aimed at improving beginning teachers' job satisfaction, understanding the unique history, customs and culture of the schools in which they work, or planning long-term professional development. There must be program evaluations and benchmarks. The evaluation mechanism must be designed. Ganser (1995) also pointed out that roles, responsibilities, and mentoring activities must be outlined. Expectations of the mentor and beginning teacher must be clarified, but flexibility to meet the unique needs of the individual must be allowed.

Frequently the only selection criteria for a mentor is "willingness to serve" (Ganser, 1995, p. 4). This may be expedient, but using multiple criteria may result in more qualified prospective mentors. Weymouth Teachers Association in Massachusetts runs a mentoring program that matches novice teachers with veteran teachers. In Virginia, members of the Education Association of Norfolk work with Norfolk State University staff to provide seminars and professional development activities for college education students. One thousand five hundred new teachers were hired in Las Vegas, Nevada last year. Each of these new teachers received an orientation from the Clark County Classroom Teachers Association weeks before the school year began. Veteran teachers believe that the mentoring program promotes high teaching standards and professionalism (Gutloff, 1997).

Staff developers are key players in mentoring programs for beginning teachers. Staff development responsibilities can include selecting and training mentors, pairing beginning teachers with mentors, defining roles and responsibilities, designing mentoring

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activities, and evaluating program outcomes. Promoting a professional mentoring relationship makes sense as part of beginning teacher induction. Successful mentoring depends on how carefully beginning teachers and mentors are matched (Adkins & Oakes, 1995; Ganser, 1995; McCann & Radford, 1993). However, perspectives on mentoring are changing. The view of mentoring as a discrete activity intended to help beginning teachers deal with transitioning into the profession is disappearing. Some school districts are using full-time mentors to work with teachers. These mentor positions are seen as positions for career advancement and provide new levels of aspiration for teachers. Mentoring is valued to the extent that it is an integral part of schools as learning communities.

Elements of mentoring programs have included team building, opportunities to see other schools, attendance at conferences, and teacher-to-teacher consultation. Freiberg, Zibikowski, and Ganser (1996) suggested that staff developers think of mentoring not only as help for beginning teachers, but also as a stage in career development for the mentors as well. For programs in which mentors are given release time to serve as full-time mentors, consideration must be given to what the mentors will do after they finish a tour of duty as mentors. It would be unrealistic to expect mentors to return to exactly the same roles they had before assuming the mentor role.

Attitudes that Affect Beginning Teachers

Beginning teachers are high achievers, academically well prepared, and anxious to provide students with stimulating learning experiences (Cole, 1993). Harris (1991)

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surveyed 1,002 teacher education graduates and found that 99% of the new teachers surveyed believed all children could learn, and 83% said they were confident they could make a difference in students' lives. After teaching one year, the numbers dropped to 48% believing all students could learn, and 58% saying they wished for more training before entering the classroom. Kirby and Grissmer (1993) offered reasons why teachers as a whole are leaving the profession. After retirement, pregnancy, and child-rearing, over 22% of responding teachers listed pursuit of another career and dissatisfaction with teaching as a career as the reason for leaving.

Harris (1991) reported that the reason most cited as a major factor for teachers leaving the profession was lack of support or help for students from their parents. The same study indicated poor student motivation was a major factor for 18% of new teachers' discontent. Lack of administrative support was another major factor indicated by teachers for job dissatisfaction.

New teachers cite a lack of encouragement and not being seen as valued professional by parents as significant causes of disenchantment with the teaching profession (Hewitt, 1993; Hickman-Long, 1995). Another reason given for lack of job satisfaction was lack of career advancement (Hewitt, 1993). After becoming employed, there is no opportunity for advancement. Lortie (1975) viewed teaching as careerless due to the lack of opportunities for advancement.

In addition to job satisfaction, job adjustment also plays a role in the attitudes of beginning teachers. The journey from novice to experienced teacher is one that requires much job adjustment. Emotional, instructional, and managerial concerns are sources of

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stress, frustration, and anxiety for new teachers (Odell, 1990). Griffin (1982) discussed four realities that new teachers must cope with during their first year: accommodating their professional and personal lifestyles; dealing with enormous time and energy demands resulting from their teaching responsibilities; surviving at the entry level of the profession; and feeling a sense of powerlessness.

Lastly, new teachers find it difficult to become socialized into the profession. Gordon (1991) and Little (1990) describe the teaching profession as one with a tradition of isolation and a cultural myth of self-sufficiency. Beginning teachers are often socially isolated from their peers. Experienced teachers are not likely to offer assistance to beginning teachers, even when the beginners are experiencing difficulties (Cole, 1993). The beginning teacher's first year is filled with many new experiences. Beginning teachers must deal with new colleagues, new supervisors, and new students (Corcoran, 1995). Beginning teachers need organizational environments that allow them to be comfortable seeking assistance. Opportunities to share ideas with colleagues and participate in decisions must be part of the work environment.

Job satisfaction, job adjustment, and socialization into the profession are key components in the retention of teachers. Each of these attitudes should be fostered and developed, beginning with new teacher induction activities. Ideal induction programs should initiate collaboration, provide opportunities for encouragement, and invite collegiality. If a first year teacher is more satisfied on the job, and feels accepted by peers, job performance will be enhanced.

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Unique Needs of Second-Career Teachers

Traditionally men and women have entered the teaching profession upon completion of undergraduate studies. However, many non-traditional candidates choose teaching as their second-career. Second-career teachers bring with them a wide range of professional and personal experiences that are different from the experiences of those who select teaching as their first profession. A recent body of literature (Bullough & Knowles, 1990; Bennett & Spaulding, 1991; Merseth, 1991; Powell, 1992) indicated concerns common to those who choose to make a career change into teaching. These individuals have tried and succeeded at careers in other fields. Those individuals whose career change is forced due to corporate downsizing appear to have reassessed their goals and see teaching as a desirable career choice. Second-career teachers have made conscious decisions that teaching is a career that they want.

As second-career teachers move into their new profession, they are eager to find mentors to help them learn the culture of schools. This leads to concern because the second-career teacher is often exempt from novice standing. Due to perceptions of age and experience, those mentoring second-career teachers may assume there is no need to explain the fundamentals of classroom teaching. Second-career teachers are often surprised to find the true isolation that exists in the teaching profession. The social image of teaching is not seen as particularly interesting, especially for women (Freidus, 1994). Men often fare better because of their willingness to transcend traditional social roles. The lack of fundamental knowledge, the isolation, the social adjustment, and the struggle to manage on salaries that are lower than most professions cause a great deal of anxiety.

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Research by Freidus (1994) supports a social constructivist approach to the supervisory process when working with beginning second-career teachers. She suggests that the supervisory role is most effective when it is defined as one of the facilitator rather than a dispenser of knowledge. Opportunities must be provided for second-career beginning teachers to articulate, examine, and reconstruct their visions of teachers and teaching. Second-career teachers need as much help and feedback as their younger colleagues. A sense of community must be provided for these individuals.

Current Practices

In his book The Courage to Teach, Palmer (1998) reminds us of the complexity of becoming a teacher:

> If we want to grow in our practice, we have two primary places to go: to the inner ground from which good teaching comes and to the community of fellow teachers from whom we can learn more about ourselves and our craft. . . . The resources we need in order to grow as teachers are abundant within the community of colleagues. Good talk about good teaching is what we need--to enhance both our professional practice and the selfhood from which it comes. (p. 144)

Today's schools face enormous challenges. "In response to an increasingly complex society and rapidly changing, technology-based economy, schools are being asked to educate the most diverse student body in our history to higher academic

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standards than ever before" (Darling-Hammond, 1998, p. 7). "This task is one that cannot be 'teacher proofed' through management systems, testing mandates, or curriculum packages" (Darling-Hammond, 1998, p. 7). Achieving high levels of student understanding requires "skillful teaching--and schools that are organized to support teachers' continuous learning" (Darling-Hammond, 1998, p. 7). Acquiring this sophisticated knowledge requires learning opportunities for beginning teachers. These opportunities include studying, doing, reflecting, collaborating with other teachers, looking closely at students and their work, and then sharing what they see with their peers.

Other countries have acknowledged the need for learning opportunities for teachers. Countries like Germany, Belgium, and Luxembourg have long required two or three years of graduate study for prospective teachers. This enables teachers to focus on professional development. In 1989, both France and Japan undertook major teacher education reforms (Darling-Hammond, 1998). By Japanese law, first-year teachers receive at least 20 days of inservice training and 60 days of professional development (Darling-Hammond, 1998). Providing for regular collegial exchange enables teachers to share knowledge and refine their practice.

Although teacher preparation programs have evolved to include more field experiences, the new teacher, in reality, learns his or her craft on the job during the first year of teaching. New teachers depend on support and assistance from experienced teachers. According to Tellez (1992, p. 214), one unspoken and unwritten expectation of new teachers during their first years of teaching was that they should carry out the same

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responsibilities with the same competency as veteran teachers. New or novice teachers enter teaching with minimal preparation for its full responsibility. New teachers must find ways to adapt to their work environments quickly or they will not succeed. Howey and Gardner (1983) have recommended that new teachers be prepared to enter the teaching profession and must be equipped to undertake a critical examination of their practice with colleagues. One way universities and colleges have prepared their teacher candidates for the teaching environment has been to introduce them to the profession through an extended hands-on experience in a professional development school.

One of the newest developments in the field of teacher induction is the use of Professional development schools as induction sites (McBee, 1998). Beginning teachers learn from many colleagues including professors, cooperating teachers, specialists, aides, and their own peer group. Through the Professional development schools, beginning teachers can consider multiple perspectives and practices in many different settings before they take responsibility for their own classrooms.

Pre-service training through professional development schools connects educational theory with educational practice (Neubert & Binko, 1998; Mantle-Bromley, 1998; Black & Davern, 1998; McBee, 1998). Professional development schools in a number of states including Maryland, New York, Connecticut, and Colorado have achieved positive results with pre-service teachers. Participation in these schools extends far beyond mentoring in the classroom. "Participants see professional development schools as a process of continual improvement. They talk as much about the next level of improvement as about the present" (Mantle-Bromley, 1998, p. 48). Current ways of

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meeting beginning teachers' needs include redefining and refining the purposes of professional development schools. Professional teacher and teacher-candidate interactions enable the teacher-candidate to become aware of school culture and interaction of faculty with the teaching environment. Through the professional development school experience, the concepts of collaboration and efficacy are fostered, instead of the isolation that occurs in many schools (Huling-Austin, 1992; Palmer, 1998).

Teacher Induction as a State Reform Issue

Among the reform measures directed toward professionalizing the teaching workforce, special attention has been paid to new teachers. This attention is not surprising, given the potential for state level impact on teacher preparation programs and the licensure process. The attention to beginning teachers also represents the realization that it is crucial to provide a good beginning experience to promote teacher effectiveness and retention. In 1988, the California State Legislature appropriated funds for a pilot project entitled the California New Teacher Project (CNTP). As its main purpose, the CNTP addressed the low retention rate of beginning teachers in California schools (Bartell, 1995; Colbert, Wolff, & Trimble, 1994). During its four years of operation, CNTP's 37 funded projects throughout the state reported dramatic increases in teacher retention (Colbert, et al. 1994).

In 1992 the California State Legislature increased its commitment to beginning-teacher support and assessment by passing SB 1422, and providing 4.9 million dollars for the Beginning Teacher Support and Assessment Project (BTSA) (Colbert, et al., 1994).

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While both the CNTP and BTSA share similar objectives, the BTSA projects required a well-defined assessment component in addition to beginning-teacher support. Formative assessment served as another level of support for beginning teachers. Assessment was a common component of many induction programs (Schaffer, 1992; Littleton, 1991; Carter, et al. 1992). However, initial research from the BTSA indicates that the assessment components on an induction program may cause too much stress and anxiety. The impact of assessment on teacher stress is currently being researched.

Teachers must learn a variety of political tactics, strategies, management procedures, and school district policies, few of which could be adequately addressed in their pre-service training. Research of Huling-Austin (1992) and Lortie (1975), indicates that when teacher colleagues provide novice teachers with support and "tricks of the trade," the novice teachers are likely to experience increased job satisfaction. Meek (1998) stated that "even no-frills staff development resulted in teachers' willingness to try new strategies to improve classroom instruction (p. 16)."

Kuzmic (1994) argued that in an effort to retain talented and creative teachers, a concerted effort needs to be made to help new teachers develop realistic expectations of life within schools. The long term success of new teachers may be directly tied to how accurately and quickly they assimilate the school norms. "In the professional life of a teacher, no period is more critical to success, even to professional survival, than the induction phase. (Heath-Camp & Camp, 1992, p. 1)."

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Best Practices

There are many ways new teachers can be inducted into the profession and introduced to their school system. An examination of literature on successful induction programs showed several recurring components (best practices) common to many of these programs. These best practices for induction programs include: celebrating the arrival of the new teacher; building rapport; understanding the community; understanding district policies; using curriculum guides and obtaining resources; orientation to building level policies; and a mentoring program.

The most frequently mentioned component in successful new-teacher induction programs was orientation sessions (Huling-Austin, 1992). These orientation sessions include the general opening sessions at the beginning of the school year and specific orientation sessions that occur at the school site including grade level or department meetings, instruction on duty responsibilities, media checkout, and other schoolwide procedures. Gordon (1991) emphasizes that not all of the orientation time should be consumed by technical information. Informal interactions with other teachers at meals, during breaks, or team-building activities should be encouraged. Sessions on district policies (beyond that of distributing district handbooks) are considered best practice (Ganser, 1995; Gordon, 1991; Huling-Austin, 1992).

The greatest or most supportive elements of an induction program are elements in which trust and rapport are established and maintained. The use of mentorships is most effective when there is an emphasis on supportive and caring relationships (Huling-Austin, 1992). A survey conducted during 1987 and 1988 of three thousand teachers in

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their first, second, or third year of teaching indicated that support from colleagues and administrators outweighed the negative influences of discipline problems (Karge, 1993).

The last two factors considered for teacher induction are the use of curriculum guides and obtaining resources, and celebration of the new teacher's arrival. Although new teachers are given a subject to teach, little attention has been given to explaining to the new colleague how to use curriculum guides and how to relate assessment to instruction. Often the new teacher follows the textbook and uses the text as a guide instead of a support tool (Feiman-Nemser & Parker, 1990).

Ceremonies or celebrations are not frequently mentioned in the literature but have a powerful effect when used as part of new-teacher induction programs. Phelps (1993) and Gehrek (1991) argue that the employment of a new teacher should be tied to celebration and demonstration that the professional community welcomes the newcomer. This celebration should demonstrate support and encouragement to the new teacher and should be considered a "rite of passage" from student to professional (Phelps, 1993).

Currently, Tennessee has acknowledged the need for staff development and professional growth. Each school system must have five days of inservice per school year. For license renewal, teachers must participate in growth and development activities. New evaluation procedures allow for flexibility and individual growth plans (Tennessee State Board of Education, June, 1997). Although the need for staff development is acknowledged and encouraged, it is up to individual school systems to design and implement professional development programs for teachers.

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CHAPTER 3

METHODS AND PROCEDURES

Introduction

This chapter will describe the research methods used in this investigation. This chapter includes: (1) restatement of the research problem; (2) population design; (3) sampling method; (4) instrumentation; (5) research design, procedures, data collection; and (6) data analysis.

Restatement of the Problem

This study was designed to investigate teacher induction programs in the large and small school systems in Tennessee and the effects of the induction program on first-year teachers' job attitudes of satisfaction, adjustment, and socialization. Specifically, this study examined the concerns of beginning teachers and the difference between the attitudes of new teachers in small systems as compared to large systems.

The research questions were:

1. What do new-teacher induction programs look like in large and small systems in Tennessee?
2. Are there differences in new teacher induction programs in large and small systems in Tennessee?
3. Are new teachers' impressions of job satisfaction, job adjustment, and socialization into the profession influenced by new teacher induction programs?
4. Do differences exist between large and small systems when considering job

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satisfaction, job adjustment, and socialization into the profession?

5. What resources and types of support do new teachers locate and use?

The research hypotheses are:

Hypothesis # 1

There is no difference in new teacher induction programs in large and small systems in Tennessee.

Hypothesis # 2

There is no difference between new teachers' job satisfaction, job adjustment, and socialization into the profession in large and small systems.

Population

To investigate the research questions posed in Chapter 1, this researcher gathered data from large and small school systems in Tennessee. Thirty-four small systems with under 2000 K-12 students were identified using data provided by the Tennessee Department of Education. Five systems were identified with a student population of greater than 50,000 students. Beginning first-year teachers with zero experience were selected as the target population. Beginning teachers with one year intern experience prior to hiring were excluded from this study.

Sampling Method

Names of beginning teachers could not be supplied by the Tennessee Department of Education; therefore 34 systems with fewer than 2000 students (small systems) and five systems with 50,000 or more students (large systems) were contacted (K. Nye,

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Personal Communication, March 24, 1998). The study required the participation of 34 small systems in order to attain adequate sample size. (A list of cooperating systems appears in Appendix D). Based upon the information provided from the small systems, there were eighty-four beginning teachers without prior experience hired for the 1997-98 school year. Each of these individuals was sent a survey.

A random method was used to sample teachers in large systems. Two systems did not grant permission for research to be conducted. Memphis City Schools and Hamilton County Schools could not accommodate research at this time. At the time of contact (March, 1998), Memphis City Schools' Office of Evaluation and Research had already agreed to all research projects they would allow for the year. Its policy is not to permit research during the months of April and May due to end-of-year activities. Hamilton County Schools has recently merged with the Chattanooga School System. At the time of this writing, its office could not supply the researcher with needed information. Therefore three large systems (Shelby County, Knox County, and Metro Nashville) were included in my sample for beginning teachers. Names of beginning first-year teachers were solicited from the three systems. Individual names were randomly drawn from a pool of 389 large-system beginning teachers to achieve a sample comparable to the small systems' group. Two groups of 84 teachers were selected as participants for the study.

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Survey Instrument

The instrument used was an adaptation of the Beginning Teacher Attitude Survey (BTAS) (Westhoff, 1995). This instrument was used by Westhoff to survey first-year teachers' attitudes. Westhoff focused on stages of concern and job attitudes of first-year teachers. The BTAS was modeled after The Purdue Teacher Opinionnaire (Bentley & Rempel, 1980). The BTAS instrument was designed to detect attitudes of first-year teachers in the areas of socialization, job adjustment, and job satisfaction (See Table 1). These attitudes contribute to high beginning-teacher attrition rates (Little, 1990; McLaughlin, Pfeifer, Owens, & Yu, 1986; Veenman, 1984). The BTAS instrument consisted of 27 items that respondents rated on a 1-5 Likert scale, with 5 representing strongly disagree and 1 representing strongly agree.

TABLE 1

SURVEY ITEMS WITH CONSTRUCTS

Construct	Survey Items
Socialization	2, 5, 11, 12, 13, 17, 20, 25, 26
Job Adjustment	1, 3, 4, 7, 8, 10, 16, 18, 21
Job Satisfaction	6, 9, 14, 15, 19, 22, 23 ,24, 27

Note. Test Items match with the Beginning Teacher Attitude Survey Constructs of Socialization, Job Adjustment, Job Satisfaction.

The BTAS was field-tested in 1988 and yielded a .81 reliability coefficient (Westhoff, 1995). The instrument was modified for this study to include questions about

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the induction programs in which the beginning teachers participated, the type of assistance received by the beginning teacher, and the five best pieces of advice received during their first year of teaching (See Appendix E).

The literature was reviewed to determine best practices for new-teacher induction. The Consortium for Policy Research in Education (Corcoran, 1995) published a Policy Brief entitled "Helping Teachers Teach Well: Transforming Professional Development." This Brief reviewed what is known about professional development--where it is now, and where it is needs to be. Using this brief and other previously referenced sources, seven areas were defined and used as a comparison for best practices in the area of new-teacher induction. These seven areas were: celebrating the arrival, establishment of rapport, community policies, curriculum, orientation, and mentorship. Participants were asked which of the seven events occurred in their first year of teaching and how each activity was supportive in their role as a beginning teacher.

Participants were also asked to complete an assistance form indicating if they received assistance from anyone during their first semester as a teacher and from whom the assistance came. The beginning teachers surveyed were also asked to name their five best pieces of advice and list the sources.

The survey instruments mailed to participants were color-coded for easier classification. A packet was mailed to each selected beginning teacher. The packet included a survey instrument, a letter of introduction from the researcher, and a stamped, self-addressed envelope. The accompanying cover letter is included in Appendix A.

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Research Design

A descriptive research design, as described by Gall, Borg, and Gall (1996), was used for this study. It compared responses from both populations (teachers in large and small systems) to determine if there were differences in attitudes and types of induction.

Sampling was influenced by three factors beyond the control of the researcher. Some small school systems did not have any beginning teachers, or very few teachers; therefore the sample size is small. Memphis City and Hamilton County school systems did not divulge the names of their beginning teachers and, therefore, were not included in the survey.

Procedure

The Beginning Teacher Attitude Survey, with modifications, supplied information for the study. Written permission from Westhoff was obtained prior to the use of this instrument (See Appendix C). Each survey was mailed with a letter of introduction and a stamped, self-addressed envelope. The surveys were color-coded (gold for small systems, and blue for large system) for ease of classification. The packets were mailed in April, 1998, to teachers at their schools. Two weeks following the initial mailings, follow-up post cards were sent to encourage a higher return rate. The researcher made a charitable donation to Ronald McDonald Charities for each survey returned. One hundred sixty-four surveys were mailed, and 69 (41%) were completed and returned. No attempt was made to identify the demographics of non-respondents.

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Data Analysis

Participants' responses to each question provided values for calculating frequencies about the type of induction programs in which participants participated. To answer Research Question 1, the researcher looked at events that occurred in induction programs by respondent group. Respondents rated how each event was supportive in their role as beginning teacher. Data was analyzed and percentages calculated for each event. To answer Research Question 2 and Hypothesis 1, analysis of variance (ANOVA) was determined to test how supportive practices were for beginning teachers. Chi-square procedures were used to determine if there were differences in events occurring during the first year of teaching in large and small systems. Research Question 3 was answered using subjects' Likert type scale responses for the BTAS. These responses were analyzed using analysis of variance to determine differences between new teacher induction programs and the attitudes of beginning teachers regarding socialization, job adjustment, and job satisfaction. Analysis of variance was calculated to determine if there was statistical significance between teachers receiving induction programs in large and small systems and between formal and informal induction for each construct of socialization, job adjustment, and job satisfaction.

Research Question 4 and Hypothesis 2 were analyzed using analysis of variance calculated on each set of items for the attitudes of job satisfaction, job adjustment, and socialization into the profession. Research Question 5 was answered with data from the Assistance Information Form and with the survey question asking for sources of advice. Percentages were calculated and categories compared.

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Descriptive statistics were used for demographic information. A listing of responses for "Best Pieces of Advice" and their sources is included in Appendix E.

Summary

This chapter outlined the research design and procedures that were used for data collection from beginning teachers in large and small systems in Tennessee. Chapter Four will present the results of the data analysis for the questions stated in Chapter One.

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CHAPTER 4

PRESENTATION OF DATA

Introduction

This study was designed to investigate the differences between new teacher induction programs and first year teacher attitudes of job satisfaction, job adjustment, and socialization into the profession of teaching in large and small school systems in Tennessee. Beginning classroom teachers for the 1997-1998 school year with no previous experience were identified from large and small school systems in Tennessee. Beginning teachers who had completed internships were excluded from this study because of their prior classroom experience. The procedures used for the design of the study, selection of instrumentation, data collection and statistical methods were discussed in Chapter 3. Chapter 4 will present the results of the data analysis for the questions stated in Chapter 1.

The Sample

Surveys were distributed to the selected participants through the mail. Data were gathered over a period of eight weeks. A total of 69 surveys (41%) were returned from the 168 disseminated. Thirty-two surveys (38%) were returned from large systems and 37 (44%) were returned from small systems. The information presented in this chapter includes the analysis and interpretation of data obtained from the survey. The first section includes demographic data. The second section includes the analysis of the statistical tests conducted for each research question and corresponding hypothesis.

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Demographic Data

Beginning teachers from large and small systems completed four demographic questions that addressed their age, gender, ethnicity, and grade level taught.

As shown in Table 2, the majority of respondents from both large and small school systems were female. Less than 10% of new teachers surveyed were male.

TABLE 2

DEMOGRAPHIC CHARACTERISTICS OF THE RESPONDENTS, BY GENDER

Gender	Small System f (%)	Large System f (%)	Total f(%)
Male	7 (18.9)	3 (10.0)	10 (14.9)
Female	30 (81.1)	27 (90.0)	57 (85.1)
TOTALS	37 (100.0)	30 (100.0)	67 (100.0)

Respondents were asked to indicate ethnicity. The majority of respondents (94.0%) were White (See Table 3). Two individuals from large systems did not indicate ethnicity.

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TABLE 3

DEMOGRAPHIC CHARACTERISTICS OF THE RESPONDENTS, BY ETHNICITY

Ethnicity	Small System f (%)	Large System f (%)	Total f (%)
White	36 (97.3)	27 (90.0)	63 (94.0)
Black	1 (2.7)	2 (6.7)	3 (4.5)
Hispanic	0 (0.0)	0 (0.0)	0 (0.0)
Native American	0 (0.0)	0 (0.0)	0 (0.0)
Other	0 (0.0)	1 (3.3)	1 (1.5)
TOTALS	37 (100.0)	30 (100.0)	*67 (100.0)

Note. Two individuals did not identify ethnicity.

Table 4 shows grade levels taught by respondents. The largest group of respondents from small systems (32.4%) taught in combination classes (more than one grade level), with 29% of beginning teachers teaching combination classes in large systems.

New teachers were asked if they were second-career teachers (teachers who had another career prior to teaching). Thirteen (35.1%) beginning teacher responses from small systems indicated a prior career. Eleven (35.5%) beginning teacher responses from large systems indicated a prior career. The age range of beginning teachers surveyed was 22 to 50+ (See Table 5). Although the typical new teacher surveyed was between 26

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and 50 years of age, White, and female, one-third of all new teachers surveyed were second-career teachers.

TABLE 4

DEMOGRAPHIC CHARACTERISTICS OF THE RESPONDENTS, BY GRADE LEVEL TAUGHT

Grade Level Taught	Small System f (%)	Large System f (%)	Total f (%)
K	1 (2.7)	0 (0.0)	1 (1.5)
1	4 (10.8)	4 (12.9)	8 (11.8)
2	1 (2.7)	2 (6.5)	3 (4.4)
3	4 (10.8)	1 (3.2)	5 (7.3)
4	3 (8.1)	0 (0.0)	3 (4.4)
5	5 (13.5)	6 (19.4)	11 (16.2)
6	3 (8.1)	0 (0.0)	3 (4.4)
7	2 (5.4)	1 (3.2)	3 (4.4)
8	2 (5.4)	4 (12.9)	6 (8.8)
9-12 (High School)	0 (0.0)	4 (12.9)	4 (5.9)
Combination grades	12 (32.4)	9 (29.0)	21 (39.0)
TOTALS	37 (100.0)	31 (100.0)	*68 (100.0)

Note. One individual did not report grade level taught.

In a Rand Study published in 1993, Kirby and Grissmer tracked 50,000 full-time teachers from 1965-1987. They suggested that the age of new teachers in the 1980s was older than the age of new teachers in the 1960s or 1970s. This data was also supported by Bey (1990) who found that the majority of beginning teachers were White females and

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averaged in age from 26 to 27 years old. One-third of beginning teachers hired in Tennessee were second-career teachers and one-half of beginning teachers were between 26 and 50 years old. Based upon this data and data by Kirby and Grissmer (1993) and Bey (1990) there is a trend for beginning teachers to be older than the fresh-out-of-college 22-year-old.

TABLE 5

DEMOGRAPHIC CHARACTERISTICS OF THE RESPONDENTS, BY AGE

Age Group	Small System f(%)	Large System f(%)	Total f(%)
22-25	18 (48.6)	14 (48.3)	32 (48.5)
26-32	8 (21.6)	9 (31.0)	17 (25.8)
33-40	5 (13.6)	4 (13.8)	9 (13.6)
41-50	6 (16.2)	0 (0.0)	6 (9.1)
50+	0 (0.0)	2 (6.9)	2 (3.0)
TOTALS	37 (100.0)	29 (100.0)	*66 (100.0)

Note. Three respondents did not indicate age.

Induction Programs

The Tennessee Board of Education recognizes the need for staff development and has given school systems the flexibility to design programs to meet system needs. Because the needs vary, school systems handle professional development in differing ways. All school systems surveyed included the five days of mandatory inservice required by the state. Sometimes this involved elaborate pre-service programs as in Metro-

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Nashville, Shelby, and Knox County school systems. Metro-Nashville has a PALS program in which seven classroom teachers are released from duty to work with beginning teachers (Poulton, 1998). The goal of this program is to help new teachers be successful. Smaller systems often arrange a series of workshop sessions that both old and new teachers can elect to attend. Oneida City Schools works closely with new teachers and provides District support to enable teachers to become successful professionals (N. Williamson, Personal Communication, April 8, 1998).

Beginning teachers were asked to compare their induction program to best practices. New teachers indicated on the survey form if an event was part of their induction and rated how supportive the activity was to their role as a beginning teacher. New teachers were asked to complete 27 questions related to attitudes of job satisfaction, job adjustment, and socialization into the profession. Teachers were asked to complete an assistance information form so the researcher could determine the source of new teacher support. The information derived from an analysis of the data provided is listed in the following paragraphs, beginning with the research questions and the associated hypotheses.

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Research question 1: What do new teacher induction programs look like in small and large systems?

When looking at induction programs in Tennessee, the researcher examined which best practices the beginning teacher participated in and how supportive these activities were to the beginning teacher. Table 6 lists the findings based upon respondent group.

TABLE 6

NEW TEACHER INDUCTION PROGRAMS:
EVENTS THAT OCCURRED BY RESPONDENT GROUP

	Small System		Large System		Total	
Event	Yes f(%)	No f(%)	Yes f(%)	No f(%)	Yes f(%)	No f(%)
Celebrating:						
The Arrival	22 (61.1)	14 (38.9)	19 (63.3)	11 (36.7)	41 (59.4)	25 (36.2)
Rapport:						
Talking	34 (94.4)	2 (5.6)	28 (93.3)	2 (6.7)	62 (92.5)	4 (5.7))
Clarifying	32 (88.9)	4 (11.1)	19 (65.5)	10 (34.5)	51 (73.9)	14 (20.2)
Accepting	33 (91.7)	3 (8.3)	23 (79.9)	6 (20.7)	56 (81.1)	9 (13.0)
Providing Pre-service	17 (47.2)	19 (52.8)	16 (55.2)	13 (44.8)	33 (47.8)	32 (46.3)
Community:						
Awareness	25 (69.4)	11 (30.6)	12 (40.0)	18 (60.0)	37 (53.6)	29 (42.0)
Resources	16 (44.4)	20 (55.6)	13 (43.3)	17 (56.7)	19 (27.5)	37 (53.6)

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TABLE 6 (continued)

Event	Small System Yes f(%)	Small System No f(%)	Large System Yes f(%)	Large System No f(%)	Total Yes f(%)	Total No f(%)
Policies:						
Attendance	24 (66.7)	12 (33.3)	14 (46.7)	16 (53.3)	38 (55.0)	28 (40.5)
Salary	24 (66.7)	12 (33.3)	14 (48.3)	15 (51.7)	38 (55.0)	27 (39.1)
Evaluation	28 (77.8)	8 (22.2)	19 (65.5)	10 (34.5)	47 (68.1)	18 (26.0)
Rights	17 (47.2)	19 (52.8)	15 (51.7)	14 (48.3)	32 (46.3)	33 (47.8)
Record-keeping	17 (47.2)	19 (52.8)	15 (51.7)	14 (48.3)	32 (46.3)	33 (47.8)
Curriculum:						
Using Guides	10 (27.8)	26 (72.2)	14 (46.7)	16 (53.3)	24 (34.7)	4 (5.7)
Resources	15 (41.7)	21 (58.3)	12 (41.4)	17 (58.6)	27 (39.1)	38 (55.0)
Requests	10 (27.8)	26 (72.2)	13 (44.8)	16 (55.2)	23 (33.3)	4 (5.7)
Orientation:						
Discipline	26 (72.2)	10 (27.8)	17 (41.4)	13 (43.3)	43 (63.2)	23 (33.3)
Homework	17 (47.2)	19 (52.8)	9 (30.0)	21 (70.0)	26 (37.6)	40 (57.9)
S.O.P.	24 (66.7)	12 (33.3)	20 (66.7)	10 (33.3)	44 (63.7)	22 (31.8)
1st Week Assist.	21 (58.3)	15 (41.7)	13 (43.3)	17 (56.7)	34 (49.2)	32 (46.3)

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TABLE 6 (continued)

Event	Small System Yes f(%)	Small System No f(%)	Large System Yes f(%)	Large System No f(%)	Total Yes f(%)	Total No f(%)
Mentorship:						
Goals & Objectives	10 (28.6)	25 (71.4)	15 (50.0)	15 (50.0)	25 (36.2)	40 (57.9)
Roles & Re-ponsibilities	13 (37.1)	22 (62.9)	10 (33.3)	20 (66.7)	23 (33.3)	42 (60.8)
Classroom Visits	14 (40.0)	21 (60.0)	10 (33.3)	20 (66.7)	24 (34.7)	41 (59.4)
Demonstra-tion Lessons	6 (17.1)	29 (82.9)	5 (16.7)	25 (83.3)	11 (15.9)	54 (78.2)
Journals	3 (8.8)	31 (91.2)	4 (13.3)	26 (86.7)	7 (10.1)	57 (82.6)
Continued	12 (34.3)	22 (62.9)	18 (60.0)	12 (40.0)	30 (43.4)	34 (49.2)
Evaluation	7 (20.0)	28 (80.0)	11 (36.7)	19 (63.3)	18 (26.0)	47 (68.1)

Note. Categories in Table 6 are from induction activities (best practices) from page one, survey instrument.

Celebrating the Arrival

The first activity the researcher examined was the celebration of the arrival of the new teacher. Slightly more than 60% of beginning teachers in both large and small systems participated in some type of celebration. Celebrations included luncheons, dinners, ceremonies, photo events, or other social events. While the majority of respondents reported participating in celebration activities designed to welcome them into

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the profession of teaching, over one-third (36.2%) of the respondents did not have an expression of support to welcome them.

Rapport

New teachers surveyed were asked to respond to four questions dealing with rapport. These questions looked at four ways rapport could be established. Respondents were first asked if the principal of their school or a mentor spent time talking with them. The results for small and large systems are similar with 93.3% of large system respondents and 94.3% of small system respondents reporting the occurrence of this event. Although both groups spent time talking, new teachers in small systems (88.9%) spent more time on clarifying new teacher concerns than new teachers in large systems (65.5%). The ratings for new teacher acceptance by colleagues were 79.7% in large systems and 91.7% in small systems. The occurrence of a special pre-service prior to inservice was reported by 55.2% of new teachers from large systems and 47.2% of new teachers from small systems.

Community

Respondents were asked if they were made aware of community norms, customs and values. Only 40.0% of new teachers in large systems and 69.4% of new teachers in small systems had training in this area during induction. Community norms, customs, and values appear to be more readily definable in small systems than in large, and more easily communicated to the beginning teacher. Community Resources were addressed for 43.3% of new teachers in large systems and 56.7% of new teachers in small systems.

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Policies

All systems surveyed had some type of policy handbook or pamphlet that was distributed to new teachers. Teachers were asked if they participated in a "session" covering attendance, salaries, evaluation, rights, and record keeping that was in addition to receiving a handbook. Teachers in large systems (46.7%) participated in a session on attendance with 66.7% of teachers in small systems participating in a session on attendance. Teachers in large systems (48.3%) and small systems (66.7%) had salary policies covered during their new-teacher induction sessions. Evaluation was included in 65.6% of new teacher sessions in large systems and 77.8% of new teacher sessions in small systems. When asking about rights, 51.7% of new teachers in large systems and 47.2% of teachers in small systems had sessions dealing with this topic. Record-keeping sessions were attended by 51.7% of teachers surveyed in large systems and 47.2% of teachers in small systems.

Curriculum

The area of curriculum included three questions asking if the new teacher had received instruction using curriculum guides, locating available resources, and requesting new resources. The overall picture indicates that about half of the large system and about one-fourth of the small system beginning teachers received training in the use of curriculum guides. Teachers in large (41.4%) and small (41.7%) systems reported

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learning about available resources. New teachers in large systems (44.85) were more apt to have instruction on how to request new resources than new teachers in small systems (27.8%).

Orientation

The researcher asked if orientation at the building level was given on discipline policies, homework policies, and standard operating procedures (S.O.P.). Orientation on discipline policies at the building level was provided to 56.7% of large-system and 72.2% of small-system respondents. Less than one-third of large-system respondents (30.0%) and nearly half of small-system respondents (47.2%) reported receiving information about homework policies. Both large- and small-system respondents (66.7% each) reported receiving information about standard operating procedures at the building level.

Mentorship

Beginning teachers were asked if they received assistance during the first week of school. Teachers in large systems (43.3%) and small systems (58.3%) reported receiving assistance.

New teachers were asked seven questions related to mentorship. The majority of the large system respondents (93.5%) reported having someone provide them special assistance during their first year of teaching. Of this group receiving assistance, 27.6% reported having someone assigned to them in the role of mentor. In small systems, 81.1% of respondents indicated having someone provide them special assistance during their first year of teaching, with 10.0% of these having mentors assigned to them.

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Combined data from both large and small systems show 18.6% assigned a mentor, with the remaining 81.4% finding their own assistance.

Goals and objectives were established for 50.0% of large-system respondents participating in a mentorship program. For small systems, 28.6% of respondents reported having established goals and objectives for their mentorship program. Roles and responsibilities were decided upon for 33.3% of large system and 37.1% of small-system respondents in a mentorship program. Class visits comprised 33.3% of large-system respondents' mentorship program in large systems and 40.0% of respondents' programs in small systems. Demonstration lessons were used with 16.7% of large-system and 17.1% of small-system respondents. Journals were used by 13.3% of large-system respondents and 8.8% of small-system respondents during the first year of teaching. Mentorships continued throughout the year for 60.0% of those surveyed in large systems and 34.3% of those surveyed in small systems. Mentorship evaluation occurred for 36.7% of large-system and 20.0% of small-system respondents.

Perceptions of Support from Small Systems

Beginning teachers working in small systems indicated rapport building activities, specifically talking with teachers and the principal, clarifying information, and working with colleagues to be the most supportive part of their induction experience. Least supportive to beginning teachers in small systems was instruction on using curriculum guides, learning about curriculum resources, procedures for making requests for curriculum materials, and mentorship activities (See Table 7).

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TABLE 7

NEW TEACHER INDUCTION PROGRAMS:
PERCEPTIONS OF SUPPORT FROM SMALL SYSTEMS

Event	Extremely f(%)	Very f(%)	Some-what f(%)	Irrelevant f(%)	Not at All f(%)	Means	SD
Celebrating:							
The Arrival	9 (31.0)	6 (20.7)	8 (27.6)	4 (13.8)	2 (6.9)	3.55	1.27
Rapport:							
Talking	20 (58.8)	10 (29.4)	4 (11.3)	0 (0.0)	0 (0.0)	4.47	.71
Clarifying	19 (59.4)	9 (28.1)	3 (9.4)	1 (3.1)	0 (0.0)	4.44	.80
Accepting	22 (66.7)	7 (21.2)	4 (12.1)	0 (0.0)	0 (0.0)	4.55	.71
Providing Pre-service	11 (45.8)	5 (20.8)	3 (12.5)	1 (4.2)	4 (16.7)	3.75	1.51
Community:							
Awareness	11 (40.7)	9 (33.3)	2 (7.4)	4 (14.8)	1 (3.7)	3.93	1.21
Resources	8 (33.3)	3 (12.5)	6 (25.0)	3 (12.5)	4 (16.7)	3.33	1.49
Policies:							
Attendance	9 (34.6)	7 (26.6)	7 (26.9)	1 (3.8)	2 (7.7)	3.77	1.21
Salary	12 (44.4)	6 (22.2)	5 (21.7)	2 (7.4)	2 (7.4)	3.89	1.28
Evaluation	13 (46.4)	9 (32.1)	4 (14.3)	0 (0.0)	2 (7.1)	3.57	1.41
Rights	7 (30.4)	7 (30.4)	5 (21.7)	0 (0.0)	4 (17.4)	3.86	1.17
Recordkeeping	7 (31.8)	9 (40.9)	4 (18.2)	0 (0.0)	2 (9.1)	2.74	1.28

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TABLE 7 (continued)

Event	Extremely f(%)	Very f(%)	Some-what f(%)	Irrelevant f(%)	Not at All f(%)	Means	SD
Curriculum:							
Using Guides	1 (5.3)	5 (26.3)	6 (31.6)	2 (10.5)	5 (26.3)	2.74	1.28
Resources	8 (33.3)	3 (12.5)	6 (25.0)	3 (12.5)	4 (16.7)	3.15	1.14
Requests	3 (16.7)	4 (22.2)	6 (33.3)	2 (11.1)	3 (16.7)	3.11	1.32
Orientation:							
Discipline	8 (32.0)	11 (44.0)	3 (12.0)	0 (0.0)	3 (12.0)	3.84	1.25
Homework	3 (14.3)	7 (33.3)	7 (33.3)	1 (4.8)	3 (14.3)	3.29	1.23
S.O.P.	7 (30.4)	9 (39.1)	3 (13.0)	0 (0.0)	4 (17.4)	3.65	1.40
1st Wk Assist.	8 (32.0)	8 (32.0)	3 (12.0)	2 (8.0)	4 (16.0)	3.56	1.45
Mentoring:							
Goals & Objectives	3 (15.8)	4 (21.1)	4 (21.1)	4 (21.1)	4 (21.1)	2.89	1.41
Roles & Responsibilities	3 (15.0)	5 (25.0)	6 (30.0)	3 (15.0)	3 (15.0)	3.10	1.29
Classroom Visits	3 (15.8)	6 (31.6)	3 (15.8)	3 (15.8)	4 (21.1)	3.05	1.43
Demonstration Lessons	2 (13.3)	3 (20.0)	1 (6.7)	4 (26.7)	5 (33.3)	2.53	1.51
Journals	1 (7.1)	2 (14.3)	1 (7.1)	6 (42.9)	4 (28.6)	2.29	1.27
Continued Throughout the Year	3 (15.8)	4 (21.1)	4 (21.1)	4 (21.1)	4 (21.1)	2.89	1.41
Evaluation	2 (12.5)	5 (31.3)	2 (12.5)	3 (18.8)	4 (25.0)	2.88	1.45

Note. Table seven lists the kinds of induction activities participated in based upon response group and indicates how each activity was supportive in the role of new teacher.

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Perceptions of Support from Large Systems

New teachers working in large systems perceived rapport establishing activities as being the most beneficial to them in their role as beginning teachers. Support from instruction on using curriculum guides, identifying curriculum resources, and requesting curriculum materials was indicated as least supportive of induction activities on the survey. Teachers in large systems indicated a lack of induction activities in community norms, traditions, and values. Although new teachers in large systems received orientation to building-level policies, they perceived training in homework procedures to be less supportive than training in other building policy areas. They also perceived instruction in evaluation policies to be the least supportive activity that dealt with district-level policies. A summary of the data is in Table 8.

TABLE 8

NEW TEACHER INDUCTION PROGRAMS:
PERCEPTIONS OF SUPPORT FROM LARGE SYSTEMS

Event	Extremely f (%)	Very f (%)	Some-what f (%)	Irrelevant f (%)	Not at All f (%)	Means	SD
Celebrating:							
The Arrival	11 (39.3)	7 (25.0)	6 (21.4)	3 (10.7)	1 (3.6)	3.86	1.18
Rapport:							
Talking	20 (62.5)	8 (25.0)	2 (6.3)	1 (3.1)	1 (3.1)	4.41	.98
Clarifying	14 (45.2)	11 (35.5)	4 (12.9)	2 (6.5)	0 (0.0)	4.19	.91

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TABLE 8 (continued)

NEW TEACHER INDUCTION PROGRAMS:
PERCEPTIONS OF SUPPORT FROM LARGE SYSTEMS

Event	Extremely f(%)	Very f(%)	Some-what f(%)	Irrelevant f(%)	Not at All f(%)	Means	SD
Rapport (cont.)							
Accepting	22 (71.0)	7 (22.6)	2 (6.5)	0 (0.0)	0 (0.0)	4.65	0.61
Providing Pre-service	12 (38.7)	9 (29.0)	6 (19.4)	2 (6.5)	2 (6.5)	3.87	1.20
Community:							
Awareness	6 (24.0)	6 (24.0)	8 (32.0)	2 (8.0)	3 (12.0)	3.40	1.29
Resources	8 (32.0)	3 (12.0)	9 (36.0)	3 (12.0)	2 (8.0)	3.48	1.29
Policies:							
Attendance	10 (40.0)	11 (44.0)	3 (12.0)	1 (4.0)	0 (0.0)	4.20	.82
Salary	10 (43.5)	7 (30.4)	5 (21.7)	1 (4.3)	0 (0.0)	4.13	.92
Evaluation	14 (5.0)	8 (28.6)	5 (17.9)	1 (3.6)	0 (0.0)	4.25	.89
Rights	10 (41.7)	8 (33.3)	5 (20.8)	1 (4.2)	0 (0.0)	4.13	.90
Recordkeeping	10 (37.0)	8 (29.6)	7 (25.9)	1 (3.7)	1 (3.7)	3.93	1.07
Curriculum:							
Using Guides	8 (27.6)	6 (20.7)	9 (31.0)	1 (3.4)	5 (17.2)	3.38	1.40
Resources	8 (28.6)	6 (21.4)	7 (25.0)	3 (10.7)	4 (14.3)	3.40	1.95
Requests	9 (3.0)	7 (23.3)	6 (20.0)	3 (10.0)	5 (16.7)	3.39	1.40

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TABLE 8 (continued)

NEW TEACHER INDUCTION PROGRAMS:
PERCEPTIONS OF SUPPORT FROM LARGE SYSTEMS

Event	Extremely f(%)	Very f(%)	Some-what f(%)	Irrelevant f(%)	Not at All f(%)	Means	SD
Orientation:							
Discipline	10 (35.7)	7 (25.0)	6 (21.4)	4 (14.3)	1 (3.6)	3.75	1.21
Homework	3 (12.5)	8 (33.3)	3 (12.5)	6 (25.0)	4 (16.7)	3.00	1.35
S.O.P.	8 (28.6)	12 (42.9)	6 (21.4)	2 (7.1)	0 (0.0)	3.93	.90
1st Wk Assist.	10 (38.5)	8 (30.8)	2 (7.7)	3 (11.5)	3 (11.5)	3.73	1.40
Mentoring:							
Goals & Objectives	7 (24.1)	8 (27.6)	5 (17.2)	3 (10.3)	6 (20.7)	3.24	1.48
Roles & Responsibilities	6 (23.1)	7 (26.9)	3 (11.5)	3 (11.5)	7 (26.9)	3.08	1.57
Classroom Visits	8 (32.0)	4 (16.0)	4 (16.0)	5 (20.0)	4 (16.0)	3.28	1.51
Demonstration Lessons	5 (20.8)	6 (25.0)	1 (4.2)	6 (25.0)	6 (25.0)	2.92	1.56
Journals	3 (13.0)	4 (17.4)	3 (13.0)	6 (26.1)	4 (30.4)	2.57	1.44
Continued Throughout the Year	10 (35.7)	6 (21.4)	5 (17.9)	2 (7.1)	5 (17.9)	3.50	1.50
Evaluation	5 (19.2)	6 (23.1)	4 (15.4)	4 (15.4)	7 (26.9)	2.92	1.52

Note. Table eight lists the kinds of induction activities participated in based upon response group and indicates how each activity was supportive of the new teacher.

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Assistance Information

Fifty-nine new teachers (88.8%) reported assistance during their first semester in teaching (Table 9). Eleven teachers (18.6%) had some type of assistance assigned to them, while 48 teachers (81.4%) found assistance for themselves or decided to get help from a colleague that approached them (See Table 10). Teachers finding assistance chose their mentors from colleagues sharing the same grade level or subject assignments, or from individuals who were perceived as knowledgeable.

TABLE 9

ASSISTANCE INFORMATION BY RESPONDENT GROUP

Having Assistance	Yes f (%)	No f (%)
Large System	29 (93.5)	2 (6.5)
Small System	30 (81.1)	7 (18.9)
Combined	59 (88.8)	9 (13.2)

TABLE 10

ASSISTANCE INFORMATION BY RESPONDENT GROUP FOR ASSIGNED ASSISTANCE AND FOUND ASSISTANCE

	Assigned f(%)	Found f(%)
Large System	8 (27.6)	21 (72.4)
Small System	3 (10.0)	27 (90.0)
Combined	11 (18.6)	48 (81.4)

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Formal and informal activities occurred in both large and small systems. Formal activities included celebrating the arrival of the beginning teacher, sessions on policies, instruction on using curriculum guides and resources, and orientation to building-level policies. Informal activities included establishing rapport and mentorships. Using analysis of variance, no difference was found between formal induction practices and job satisfaction (F (40,26) = 1.083 with p = .42), job adjustment (F (40,26) = .543 with p = .96), and socialization into the profession (F (40,26) = 1.691 with p = .08). Additionally, no difference was found between informal induction practices and job satisfaction (F (33,32) = 1.072 with p = .42), job adjustment (F (33,32) = .539 with p = .96) and socialization into the profession (F (33,32) = .850 with p = .68). A summary of this data is in Appendix F.

Research Question 2: Are there differences in new-teacher induction programs in large and small systems in Tennessee?

Hypothesis 1: There is no difference in new-teacher induction programs in large and small systems in Tennessee.

Hypothesis 1 was proposed to determine if there was a difference between induction practices in large and small systems. A chi-square procedure was used to determine if there was a difference between the categories of Best Practices. The data is summarized in Appendix G. There was no significant difference between induction practices in large and small systems based upon seven categories of Best Practices.

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Further analysis using chi-square was conducted to test the occurrence of individual induction activities for beginning teachers in large and small systems. Tables 11 and 12 presented the results of the chi-square. Two activities showed a significant difference with chi-square (1, N=65)=5.192, p=.024, and chi-square (1, N=66)=5.759, p=.016. New teachers in small systems were better able to clarify their concerns with their principals or mentors. New teachers in small systems were made aware of community norms, customs, and values. Two out of 26 activities showed significance; therefore the null hypothesis was rejected when examining the occurrence of induction activities.

An analysis of variance was used to test how supportive these practices were for beginning teachers in large and small systems. A summary of results is shown in Appendix H. The analysis revealed no differences between the 26 best induction practices in large and small systems when looking at supportive practices.

TABLE 11

SUMMARY OF CHI-SQUARE OF RAPPORT-CLARITY BY TYPE OF SYSTEM

Type of System	Rapport-Clarity Yes	No	Total
Large	19	10	29
Small	32	4	36
Totals	51	14	65
Percentages	78	22	100

Note. Chi-square=5.192, df=1, p=.024

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TABLE 12

SUMMARY OF CHI-SQUARE OF AWARENESS OF COMMUNITY NORMS BY TYPE OF SYSTEM

Type of System	Community Norms Yes	No	Total
Large	12	18	30
Small	25	11	36
Totals	37	29	66
Percentages	56	44	100

Note. Chi-square=5.759, df=1, p=.016

Research Question 3: Are new teachers' impressions of job satisfaction, job adjustment, and socialization into the profession influenced by new-teacher induction programs?

Data from 27 questions were analyzed and compared to information given about induction programs. Analysis of variance was used with each activity or best practice for induction and with the three variables of job satisfaction, job adjustment, and socialization into the profession. The data show differences in socialization into the profession between small and large systems when looking at the dependent variable of celebrating the arrival of the new teacher. The analysis revealed a difference existed in socialization into the profession in small systems, $F(4,28)=2.793$ with $p=.049$. Table 13 summarizes this data.

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TABLE 13

ANALYSIS OF VARIANCE OF JOB SATISFACTION, JOB ADJUSTMENT, AND SOCIALIZATION INTO THE PROFESSION BY CELEBRATING THE ARRIVAL IN SMALL SYSTEMS

	SS	df	MS	F	p
Job Satisfaction					
Between Groups	.203	4	5.065E-02	.486	.746
Within Groups	2.502	24	.104		
Total	2.704	28			
Job Adjustment					
Between Groups	1.259	4	.315	2.380	.080
Within Groups	3.174	24	.132		
Total	4.433	28			
Socialization into the Profession					
Between Groups	.899	4	.225	2.793	.049
Within Groups	1.932	24	8.049E-02		
Total	2.831	28			

Research Question 4: Do differences exist between large and small school systems when considering job satisfaction, job adjustment, and socialization into the profession?

Hypothesis 2: There is no difference between new teachers' job satisfaction, job adjustment, and socialization into the profession in large and small systems.

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F values were determined using analysis of variance procedures for job satisfaction, job adjustment, and socialization into the profession, F values revealed a significant difference in the area of job adjustment (F (1,67)=4.052 with p=.048) as shown by Table 14. Analysis of variance showed no difference in job satisfaction (F (1,67)=.025 with p=.39) and socialization into the profession (F (1,67)=.736 with p=.048) between large and small systems. There is a significant difference in the area of job adjustment between large and small systems; therefore the null hypothesis is rejected.

TABLE 14

ANALYSIS OF VARIANCE FOR JOB SATISFACTION, JOB ADJUSTMENT, AND SOCIALIZATION INTO THE PROFESSION IN LARGE AND SMALL SYSTEMS

	SS	df	MS	F	p
Job Satisfaction					
Between Groups	2.069E-03	1	2.069E-03	.025	.875
Within Groups	5.593	67	8.348E-02		
Total	5.595	68			
Job Adjustment					
Between Groups	.503	1	.503	4.052	.048
Within Groups	8.322	67	.124		
Total	8.825	68			
Socialization into the Profession					
Between Groups	.111	1	.111	.736	.394
Within Groups	10.086	67	.151		
Total	10.197	68			

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Individual questions for the attitudes of job satisfaction, job adjustment, and socialization into the profession were examined for differences in large and small systems. A summary of this data is in Appendix I. Three questions revealed a difference in large and small systems as shown in Tables 15 and 16. Question 19 ("If I could earn as much in another profession, I would stop teaching.") shows a value of $F(1,68)=10.766$ with $p=.002$. When further looking at this question using frequencies by type (large or small systems) the researcher found that 25.0% of new teachers in large systems disagreed with this statement while 45.9% of new teachers in small systems disagreed with this statement. Considering the fact that only four teachers returning the survey are not returning next year, one can conclude that there are large numbers of teachers returning next year who after their first year of teaching would already like to change professions.

Question 27 ("I am permitted to adapt curricular materials to meet my students' needs.") shows a value of $F(1,68)=11.362$ with $p=.001$. There is a difference between large and small school systems. A further analysis of this question by large and small school systems shows that new teachers in small systems strongly agreed (37.8%) or agreed (62.2%) to this question. In large systems, 9.4% of new teachers strongly agreed and 78.1% agreed. Overall, new teachers are permitted to adapt curricular materials to meet the needs of their students. Each individual question for job adjustment was tested using analysis of variance. Question number three ("The stress of my job makes teaching unpleasant.") yielded a value of $F=(1,68)=5.719$ with $p=.020$. Whereas 43.8 % of teachers in large systems strongly agreed or agreed with this statement, 29.7% of new teachers in small systems strongly agreed or agreed with this statement.

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TABLE 15

BEGINNING TEACHER ATTITUDE SURVEY
RESPONSES FOR QUESTIONS 3, 19, 27
FOR LARGE AND SMALL SYSTEMS

Question	SA f(%)	A f(%)	U f(%)	D f(%)	SD f(%)
Large Systems:					
Question # 3- The stress of my job makes teaching unpleasant.	7 (21.9)	7 (21.9)	5 (15.6)	13 (40.6)	0 (0.0)
Question # 19- If I could earn as much in another profession, I would stop teaching.	3 (9.4)	5 (15.6)	7 (21.9)	9 (28.1)	8 (25.0)
Question # 27- I am permitted to adapt curricular materials to meet my students' needs.	3 (9.4)	25 (78.1)	1 (3.1)	2 (6.3)	1 (3.1)
Small Systems:					
Question # 3- The stress of my job makes teaching unpleasant.	2 (5.4)	9 (24.3)	4 (10.8)	14 (37.8)	18 (21.6)
Question # 19- If I could earn as much in another profession, I would stop teaching.	1 (2.7)	1 (2.7)	2 (5.4)	15 (40.5)	17 (48.6)
Question # 27- I am permitted to adapt curricular materials to meet my students' needs.	14 (37.8)	2 (62.2)	0 (0.0)	0 (0.0)	0 (0.0)

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Research Question 5: What resources and types of support do new teachers locate and use?

This question was answered with information from the Assistance Information Form and with the question "What are the five best pieces of advice that you received this year and where did that advice come from?"

New teachers (86.8%) reported that someone on their faculty or in their system gave them special assistance. Nine teachers (13.2%) reported that they received no assistance from anyone during their first year. Most new teachers (81.4%) found help in an informal way. These teachers indicated they "sought a person out for assistance" or someone approached them or a combination of the two. Acquisition of Information is summarized in Table 16.

TABLE 16

ACQUISITION OF ASSISTANCE

How Assistance Occurred	Large Systems f (%)	Small Systems f (%)
Assigned	8 (27.6)	3 (10.0)
Approached	3 (10.3)	6 (20.0)
Sought Out	6 (20.7)	7 (23.3)
Other	3 (10.3)	3 (10.0)
Combination	9 (31.0)	11 (36.7)
None	2 (6.3)	7 (18.9)

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Both teachers in large and small systems indicated a combination of reasons for selecting someone for assistance. Deciding factors on whom to seek assistance from are summarized in Tables 17 and 18.

TABLE 17

ASSISTANCE IN LARGE AND SMALL SYSTEMS

Deciding Factors	Large Systems f (%)	Small Systems f (%)
-knew what they were doing	3 (20.0)	0 (0.0)
-liked interaction	1 (6.7)	0 (0.0)
-room proximity	0 (0.0)	0 (0.0)
-taught same grade or subject	0 (0.0)	2 (10.5)
-no reason	1 (6.7)	0 (0.0)
-other	1 (6.7)	1 (5.3)
-combination	9 (60.0)	16 (84.2)

Information was gathered from the Assistance Information form to determine if a beginning teacher had assistance and from where this assistance came. Almost 50% of assistance for beginning teachers came from other teachers and colleagues.

Beginning teachers were also asked to list best pieces of advice as well as the source of the advice. The responses and percentages for each type of advice are included in Appendix E. The majority of advice (57.5%) came from the respondents' colleagues. One respondent (0.06%) indicated advice given by a spouse.

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TABLE 18

ASSISTANCE INFORMATION:
PERCENTAGES OF SOURCES OF ADVICE

Source	f	%
Teachers, Colleagues	95	57.5
Principals	26	15.8
Mentor Teachers	14	8.4
Supervisors/System Personnel	10	6.0
Parents	9	5.4
Guidance Counselors	4	2.4
University Professors	3	1.8
Self	2	1.2
Secretaries	1	0.6
Spouse	1	0.6

As shown in Table 19, the advice can be categorized into five groups: personal advice, advice on working with parents, advice on paperwork, advice on classroom management, and teaching lore. Category one (personal advice) includes 26.8% of the advice given. This is advice that strengthens the well-being of a person emotionally and physically. Examples of such advice are "You can make a difference"; "Remember there is a world outside of school"; and "Take time each day for yourself."

Category two is advice on working with parents. Seventeen examples (10.4%) of advice fell into this category, including "Keep in contact with parents"; "Document all phone calls"; "Stick to your guns with pesky parents."

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TABLE 19

ASSISTANCE INFORMATION:
ADVICE GIVEN TO NEW TEACHERS

	Large f (%)	Small f (%)	Total f (%)
Personal Advice	22 (13.4)	22 (13.4)	44 (26.8)
Working with Parents	7 (4.2)	10 (6.0)	17 (10.4)
Advice on Paperwork	8 (4.9)	5 (3.0)	13 (7.9)
Advice on Classroom Management	19 (11.6)	38 (23.7)	57 (34.8)
Teaching Lore	11 (6.7)	22 (13.4)	33 (20.1)

The third category included advice on paperwork such as "Label and organize everything"; "Get paperwork done on time"; and "Keep up with the grading." Thirteen pieces of advice (7.9%) fell into this category. Category four (advice on classroom management) had the most responses with 57 (34.8%) of the total. Examples of this type of advice include: "Stay consistent"; "Be flexible"; and "Involve students in their learning."

Category five, teaching lore, made up 20.1% (33 responses) of the advice listed by respondents. Teaching lore is defined by Gilstrop (1993) as bits of wisdom handed down from teacher to teacher. Examples of Teaching Lore include: "Don't smile the first semester"; "Don't eat in the lunchroom"; and "Beg, borrow, and steal any materials that you can get because no one will volunteer them."

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One respondent said "It's my first year, I'm still learning." This positive attitude is one to foster. New colleagues need help to develop and maintain this attitude, supporting lifelong professional growth. Without support and nurturing, the profession can often be overwhelming.

Summary

Chapter 4 investigated the differences between new-teacher induction programs and first-year teacher attitudes of job satisfaction, job adjustment, and socialization into the profession of teaching in large and small school systems in Tennessee. When examining seven categories of best practices, no difference was found in induction programs in large and small systems. When examining the 26 activities within the categories, two activities were different between large and small systems. Teachers in small systems were able to clarify concerns more often and participated in induction that addressed community norms, values, and customs. There was a difference in job adjustment between new teachers in large and small systems. New teachers usually found assistance from someone that was not assigned to them. Advice for new teachers came from colleagues and can be organized into five categories. Chapter 5 gives conclusions and specific recommendations.

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CHAPTER 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter contains a summary of findings from the study of New Teacher Induction Programs and first-year teachers' attitudes about job satisfaction, job adjustment, and socialization into the profession of teaching. The recommendations and implications are based upon the analysis of data presented in Chapter 4 and the literature reviewed in Chapter 2.

Summary

The induction phase is critical to the success and professional survival of a teacher (Heath-Camp & Camp, 1992). Beginning teachers have high expectations for themselves and their students; however, this changes when the reality of the job sets in (Gutloff, 1997). Paperwork, planning, meetings, and room set-up all take non-instructional time. New teachers find themselves overwhelmed. Historically, a beginning teacher was introduced to the profession with a minimum of pre-service preparation. The beginning teacher is expected, from the first day of school, to perform the same duties as a more experienced professional. As a result of intense job demands, many beginning teachers leave the profession. For those who stay, the first year determines whether or not the teacher will continue to grow professionally or become stagnant (Fessler & Christensen, 1992).

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The purpose of this study was to examine new teacher induction programs in large and small systems and to examine beginning teacher attitudes of job satisfaction, job attitude, and socialization into the profession. This study also determined where the teachers received assistance and their sources of advice.

Twenty-six activities were identified as "best practices" for new teacher induction programs. The twenty-six activities were placed in seven categories. The categories identified for this study included (1) Celebrating the Arrival; (2) Establishing Rapport; (3) The Community; (4) Policies; (5) Curriculum; (6) Orientation; (7) Mentoring Program. Beginning first-year teachers were asked if an activity occurred in their induction program. They were also asked to rate how supportive this activity was in their role as a beginning teacher. An analysis of variance was computed to determine if differences existed between large and small systems. Results were analyzed and hypotheses tested at the .05 level of significance. Two areas were significant (using Chi-square tests) in their occurrence during the first year of teaching. These areas were Clarifying Teacher Concerns and Becoming Aware of Community Norms, Values, and Traditions. There were no significant differences when comparing how supportive an event was to first-year teachers in large and small systems.

Beginning teachers were asked to respond to 27 questions relating to job satisfaction, job adjustment, and socialization into the profession. There were no differences in large and small systems when looking at job satisfaction, and socialization into the profession, but there was a difference in job adjustment. New teachers were asked to complete an Assistance Information Form. The majority of new teachers had

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assistance their first year. They sought out this assistance or someone offered assistance. Formal and informal components were examined and found to be included in induction programs in both large and small systems. There was no difference as to job satisfaction, job adjustment, and socialization into the profession based upon formal or informal aspects of induction.

Formal and Informal Aspects of Induction

Both large and small systems had formal and informal activities as part of their induction process. Formal activities included celebrating the new teachers' arrival; providing special pre-service activities; providing sessions on policies, including attendance, salaries, evaluation, rights, and record keeping; instruction on using curriculum guides and resources; and orientation on discipline, homework, and standard operating procedures. Informal activities included establishing rapport by talking, clarifying, and contact with colleagues; and mentoring activities, including classroom visits, demonstration lessons, using journals, and finding assistance from someone other than an assigned mentor. Beginning teachers (85.5%) reported finding assistance by seeking it out or from someone approaching them. There was no difference in job satisfaction, job adjustment, and socialization into the profession based upon formal or informal aspects of induction.

Conclusions

As a result of the findings, the following conclusions are drawn regarding new teacher induction programs and attitudes of beginning teachers. Similarities existed

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between induction programs in large and small systems. Both large and small systems had formal and informal activities as part of their induction program. Both large and small systems celebrated the arrival of new teachers, established rapport, provided sessions on policies, and provided orientation to building-level policies with the same level of occurrence. Mentorship programs in both types of systems were similar. Both systems had similar weaknesses, including helping new teachers with curriculum guides and resources, providing information on homework policies, and using journals as part of their mentorship programs.

Differences were found in job adjustment between large and small systems using ANOVA. When analyzing the actual questions that deal with job adjustment, the data show teachers in small systems find the job of teaching less stressful (as measured by question # 3 on the BTAS). Although not statistically significant, teachers in small systems found better ways to cope with paperwork (as measured by question # 1 on the BTAS) and perceived teaching as promoting their self-esteem more often than teachers in large systems (as measured by question # 8 on the BTAS).

Most of the responding first-year teachers (85.5%) sought out assistance or had assistance offered to them. The beginning teachers chose the persons to assist them for a combination of reasons, including finding a person who taught the same grade or subject; finding a person who seemed to know what they were doing; liking the interaction with other staff members; proximity of classrooms; and feeling comfortable with each other.

New teachers received best advice 45.8% of the time from other teachers. They received advice 16% of the time from principals, 9% of the time from mentors, 8% of the

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time from parents, 6% of the time from supervisors or system-level administrators, 5% of the time from guidance counselors, 2% of the time from university professors, and .06% of the time from secretaries and spouses. Colleagues are the primary sources of advice for new teachers.

Teachers entering the profession are not always 22-year-old White females fresh out of college. One-third of new teachers in the survey have chosen teaching as their career after having had a prior career in another field. Beginning teachers in this survey ranged in age from 22 to over 50.

Nearly one-half of all new teachers surveyed participated in the same opening school sessions as their colleagues, without attention to their unique needs or were hired after pre-service sessions had been held. Opportunities for pre-service induction activities varied from system to system.

Recommendations

Based on the findings of this study, the following recommendations are proposed:

1. Further study should be conducted to determine to what extent the loss of first-year teachers is due to induction programs or other factors because only four non-returning teachers responded to the survey.
2. A longitudinal survey should be conducted that studies job satisfaction, job adjustment, and socialization into the profession over a period of several years with a larger sample size.

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3. Research should be conducted to determine if second-career teachers have unique needs since one-third of beginning teachers are entering the profession after another career. If unique needs exist, appropriate professional development should be made available.
4. Systems need to make sure assistance is provided to beginning teachers during the first week of school, since the majority of new teachers in the survey "found assistance" on their own. New teachers sought assistance or accepted assistance from colleagues who offered help.
5. Mentoring training should be provided to all experienced faculty since new teachers are apt to seek assistance on their own prior to school beginning, during pre-planning, and during the first week of school. Experienced professionals often did not have training in how to assist new teachers.
6. The Tennessee Board of Education should provide best practices guidelines to each school system since it granted flexibility in determining needs and providing staff development. Specifically, principals need to be aware of "Best Practices" since training new faculty is their responsibility.
7. Mechanisms need to be in place to increase job satisfaction because the very nature of the profession is difficult. All but four teachers surveyed are returning, but they expressed concern over job satisfaction.

The Tennessee Board of Education considers new teachers the responsibility of the Principal. Principals need to provide building-level assistance and include all seven "Best Practices" of new teacher induction into building-level inservice plans.

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Ideal induction programs should incorporate activities to celebrate the arrival of a new or beginning teacher. The employment of a new teacher should be tied to celebration and demonstration that the professional community welcomes the beginner. The celebration could be a contract-signing ceremony with system officials present and a commemorative photograph taken. Other types of welcoming ceremonies are luncheons, receptions, dinners, and school board breakfasts.

Establishing rapport is the most supportive activity as perceived by new teachers. Induction programs must provide the new teacher with time for talking, clarifying, and working with colleagues. This informal time can be used to address the unique needs of individual teachers.

It is very important for the new teacher to become aware of community norms, customs, values, and resources. Presentations from local school partners or chambers of commerce could be part of new teacher induction. Tours of the community and brief histories of the economy and government can become an integral part of induction as well as foster district community relationships.

A handbook is not enough for new teachers. Sessions on attendance, salaries, evaluation, rights, and record keeping should augment the receiving of a handbook. New teachers saw these as supportive measures in their roles as professionals.

Priority should be given to instructing new teachers on the use of curriculum guides, available resources, and procedures to request new resources. Beginning teachers need to understand that curriculum determines content to be taught, not textbooks. Although not specifically addressed in the survey, Chase (1995) recommends that new

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teachers have opportunities to look at student achievement and relate this to the curriculum.

Orientation to building-level policies is seen as supportive by beginning teachers. Policies on discipline, homework, and standard operating procedures should be part of a new teacher's induction program. Mentorships should have goals and objectives with roles and responsibilities defined. Mentorships should include classroom visits and demonstration lessons. Reflective practices such as the use of reflective journals should be encouraged. The mentorship should continue through the school year, however, due to new teachers seeking assistance, the new teacher should have the option at the end of the first semester to keep the assigned mentor or to select one.

Beginning teachers need encouragement from other teachers, administrators, and community members. Induction programs should foster this encouragement through collegial collaborations on projects or activities with other teachers or community partners. Released time to visit other classrooms and observe other teachers should be part of a new teacher's induction during his or her first year. Because new teachers are apt to seek out assistance, all experienced staff need training on the needs of new teachers and how to give supportive assistance. Opportunities for good talk about good teaching should be part of every new teacher's induction into the profession.

National Center for Education Statistics (NCES) projections indicate U. S. schools will enroll 54.6 million children by 2006. NCES estimates the teaching workforce will need to increase by 325,000 and 600,000 teachers to handle this increase in enrollment (Meek, 1998).

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Teaching can be a rewarding career if the proper groundwork is established for job satisfaction, job adjustment, and socialization into the profession. Increasing these attitudes will ensure successful experiences for beginning classroom teachers. Our future is in America's classrooms; our children are our link to the future. We must provide them with successful teachers.

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APPENDICES

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APPENDIX A

Cover Letters

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151 Windsong Drive
Gray, Tennessee 37615
April 1, 1998

Dear Director/Superintendent:

I am currently conducting research for a doctorate in Educational Leadership and Policy Analysis at East Tennessee State University in Johnson City. My study is being conducted under the guidance of Dr. Marie Hill, chair of my graduate committee. To collect data for my dissertation, I would like to survey first year teachers in your school system. This survey will look at the adjustment of new teachers to the teaching profession. I want to see if there is a difference in the way first year teachers view themselves as professionals based upon the types of staff development that they have participated in.

I am requesting your assistance in conducting my research. I would like to survey a random sample of first year teachers in your system. I have enclosed a copy of my survey. I would like to send this to all first year teachers at their schools. I will of course keep all individual responses anonymous. If you have any questions, please call me at 423-477-4694. Thank-you for your time and assistance.

Respectfully,

Peggy A. Goodson-Rochelle
Doctoral Candidate

Enclosure

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April 3, 1998

Peggy A. Goodson-Rochelle
151 Windsong Drive
Gray, TN 37615-3212

Dear Ms. Rochelle,

Enclosed you will find the names of the first year teachers we have hired in our district for the 1997-98 school year. To my knowledge these beginning teachers have no previous teaching experience.

NAME	SCHOOL	SCHOOL ADDRESS

I WOULD BE INTERESTED IN THE RESULTS OF YOUR RESEARCH:

YES_____ NO_____

_____ _____
NAME SCHOOL/DISTRICT

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Peggy Rochelle
151 Windsong Drive
Gray, TN 37615-3212

April 3, 1998

Dear Colleague,

I am committed to teacher professional growth. Because of this commitment and a growing concern regarding new teacher attrition rates, I am currently conducting doctoral dissertation research through East Tennessee State University. My study involves the transition of new teachers into the profession.

I am requesting your assistance. I have enclosed a survey entitled the Beginning Teachers Attitude Survey. I appreciate your taking a few minutes to complete this form and returning it to me in the enclosed self-addressed, stamped enveloped as soon as possible. I have contacted your central office and have received permission to conduct research in your school district.

For your time and assistance I will make a donation to the Ronald McDonald Charities for each survey returned. All information you supply will remain anonymous. No specific information concerning your particular comments will be shared.

If you have any questions regarding my research project or the survey instrument, please feel free to call me at 423-477-4694. Your assistance is critical to the collection of current and accurate data. If a difference is to be made in the induction of new staff members, administrators and colleges of education need your opinions to help make appropriate changes.

Sincerely,

Peggy Rochelle
Doctoral Student

Enclosure

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APPENDIX B

Survey Instruments

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no. _____ **Beginning Teacher Survey**

Beginning teacher induction programs provide a transition into the profession and provide professional development. Induction programs differ in their attributes. I am interested in determining the attributes of your induction program. Please circle which of the following activities occurred in your induction program and rate how this activity supported you in your role as a beginning teacher.

	This event occurred in my 1st year of teaching:	How was this activity supportive in the role of a beginning teacher? extremely 5	very 4	somewhat 3	irrelevant 2	not at all 1
CELEBRATING THE ARRIVAL						
• The new/beginning teacher is welcomed into the professional community by expressions of support including luncheons, dinners, ceremonies or other social events.	Yes / No	5	4	3	2	1
RAPPORT IS ESTABLISHED						
The principal, mentor, or other support person establishes rapport and builds trust by:						
• Talking with the new teacher	Yes / No	5	4	3	2	1
• Clarifying the new teacher's concerns	Yes / No	5	4	3	2	1
• Accepting the new teacher as a colleague	Yes / No	5	4	3	2	1
• Providing "special" pre-service orientation prior to inservice.	Yes / No	5	4	3	2	1
THE COMMUNITY						
• The new teacher is made aware of community norms, customs, & values	Yes / No	5	4	3	2	1
• The new teacher is made aware of community resources	Yes / No	5	4	3	2	1
POLICIES						
In addition to distributing a handbook, a "session" on district policies & procedures is conducted covering:						
• attendance	Yes / No	5	4	3	2	1
• salaries	Yes / No	5	4	3	2	1
• evaluation	Yes / No	5	4	3	2	1
• rights	Yes / No	5	4	3	2	1
• record keeping	Yes / No	5	4	3	2	1
CURRICULUM						
Instruction is given on how to:						
• use guides	Yes / No	5	4	3	2	1
• learn about resources	Yes / No	5	4	3	2	1
• how to request new resources	Yes / No	5	4	3	2	1

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Beginning Teacher Survey

	This event occurred in my 1st year of teaching:	How was this activity supportive in the role of a beginning teacher? extremely 5	very 4	somewhat 3	irrelevant 2	not at all 1
ORIENTATION						
An orientation is given on Building Level Policies including:						
• discipline	Yes / No	5	4	3	2	1
• homework	Yes / No	5	4	3	2	1
• standard operating procedures	Yes / No	5	4	3	2	1
• Assistance is given for the first week to new teachers	Yes / No	5	4	3	2	1
MENTORSHIP PROGRAM						
• Goals & Objectives for mentorship are established	Yes / No	5	4	3	2	1
• Roles & responsibilities decided on	Yes / No	5	4	3	2	1
• Includes classroom visits	Yes / No	5	4	3	2	1
• Includes demonstration Lessons	Yes / No	5	4	3	2	1
• Journals	Yes / No	5	4	3	2	1
• Continued throughout the year	Yes / No	5	4	3	2	1
• Evaluation of mentorship occurred	Yes / No	5	4	3	2	1

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no. _____

BEGINNING TEACHER ATTITUDE SURVEY

This section of the survey looks at beginning teacher attitudes. Your input will help design good induction programs for future new teachers.

1	Strongly Agree	(SA)
2	Agree	(A)
3	Undecided	(U)
4	Disagree	(D)
5	Strongly Disagree	(SD)

	SA	A	U	D	SD
1. The required paperwork is too time consuming.	1	2	3	4	5
2. The teachers in my school make me feel important.	1	2	3	4	5
3. The stress of my job makes teaching unpleasant.	1	2	3	4	5
4. Teaching does not make use of my abilities.	1	2	3	4	5
5. I am comfortable in asking my colleagues for assistance with problems I encounter.	1	2	3	4	5
6. My lack of professional "jargon" makes me feel like an outsider.	1	2	3	4	5
7. The range of student capabilties in my classroom matches my expectations.	1	2	3	4	5
8. Teaching promotes my self-esteem.	1	2	3	4	5
9. I believe my teaching enhances student learning.	1	2	3	4	5
10. The number of hours spent in my position is unrealistic.	1	2	3	4	5
11. The faculty tends to form "cliques".	1	2	3	4	5
12. There are few opportunities for me to participate in policy-making at my school.	1	2	3	4	5

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-2-

	SA	A	U	D	SD
13. Experienced faculty members accept me as a colleague.	1	2	3	4	5
14. I am capable of adapting curricula to meet my students' needs.	1	2	3	4	5
15. The people important to me value what I do.	1	2	3	4	5
16. Teaching allows me sufficient personal time.	1	2	3	4	5
17. There are few opportunities for me to share ideas with my colleagues.	1	2	3	4	5
18. Teaching affords me the security I need in a job.	1	2	3	4	5
19. If I could earn as much in another profession, I would stop teaching.	1	2	3	4	5
20. I develop close friendships in my school.	1	2	3	4	5
21. I often feel powerless in my teaching position.	1	2	3	4	5
22. There are opportunities for professional growth in my position.	1	2	3	4	5
23. My students' parents do not have confidence in me.	1	2	3	4	5
24. My principal commends my professional performance.	1	2	3	4	5
25. The cooperativeness of teachers in my school helps make my work easier.	1	2	3	4	5
26. There are opportunities for me to assist my colleagues.	1	2	3	4	5
27. I am permitted to adapt curricular materials to meet my students' needs.	1	2	3	4	5

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COMMENTS:_____

_____

_____

_____

What grade level and/or subject area do you teach? _____

Are you a second-career teacher? Yes_____No_____
(Did you have another career prior to teaching?)

What are the five best pieces of advice that you received this year and where did that advice come from?

Advice	Source of Advice
1.	
2.	
3.	
4.	
5.	

Do you plan on returning next year? _____

Please complete the following statistics. The information will be categorized as group data. Individuals will not be identified in the final analysis.

Demographic information:

Age 22-25___ 26-32___ 33-40___ 41-50___ 50+

Gender Male_____ Female_____

Ethnicity Caucasian_____ Black_____ Hispanic_____ Native American_____ Other_____

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Assistance Information Form

No._____

Please read the statements below and answer them with as much completeness as possible. Thank-you for your cooperation.

1. During your first semester as a teacher, was there anyone on your faculty or in your district that gave you special assistance? Yes_____ No_____

2. If no to number 1, how did you find information to get the help that you needed?

_____
_____
_____

3. If yes to number 1, how did the assistance happen?

A. This person was assigned to me. ____
B. This person approached me. ____
C. I sought this person out for assistance ____
D. Other:_____

4. If you selected "A" to number 3, do you know or think this person had any training in how to assist new teachers? Yes____ No____ Don't Know____

5. If you selected "C" for number 3, what made you decide on that person for assistance? (You may select more than one response)

A. I thought they seemed to know what they were doing. ____
B. I liked how they interacted with other staff members. ____
C. Their room is close to mine ____
D. We teach the same grade/subject. ____
E. No real reason except we happened to feel comfortable with each other ____
F. Other_____

6. If you had someone who assisted you during this semester, what were some of the strategies the two of you worked on together, i.e. classroom management, cooperative learning, curriculum material?

_____
_____
_____

_____

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APPENDIX C

Letter of Permission from Maggie Westhoff

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February 26, 1998

Dr. Maggie Westhoff
8610 North 19th Avenue
Phoenix, AZ 85021

Dear Dr. Westhoff,

I am currently a doctoral student with Dr. Marie Hill at East Tennessee State University in Johnson City, Tennessee. My dissertation will be focused on beginning teacher induction programs and job satisfaction in large and small school districts in Tennessee.

I am contacting you regarding the Beginning Teacher Attitude Survey used in your research for your dissertation. I would like permission to use this instrument (with modifications).

If you grant permission for me to use the Beginning Teacher Attitude Survey and include this instrument in the appendices of my dissertation, please sign on the line below:

Signature Maggie Westhoff

Thank you for your time and attention.

Sincerely,

Peggy A. Goodson-Rochelle
Doctoral Student at East Tennessee State University

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APPENDIX D

Cooperating School Systems

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Cooperating School Systems

Athens City Schools

Bradford Special School District

Clay County Schools

Covington City Schools

Crockett County Schools

Dayton City Schools

Decatur County Schools

Fayetteville City Schools

Harriman City Schools

Hollow Rock/Bruceton Special School District

Knox County Schools

Lake County Schools

Lenoir City Schools

Lexington City Schools

Manchester City Schools

Meigs County Schools

Moore County Schools

Metro/Nashville Schools

Oneida Special School District

Paris Special School District

Perry County Schools

Pickett County Schools

Sequatchie County Schools

Shelby County Schools

Sweetwater City Schools

Trousdale County Schools

Van Buren County Schools

West Carroll Special School District

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APPENDIX E

Most Important Advice Given to Beginning Teachers

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New Teacher Responses, Large Systems

Advice	Source
Personal Advice	
You can only do the best that you can do.	SPED Supervisor
Step back, count to ten; Breathe.	Guidance Counselor
When you think you're done, it's Friday! Grab a margarita.	Mentor
It's my first year. I'm still learning....	Respondent (as a daily reminder)
Watch for guns.	Principal
Don't get upset.	Parents and teachers
You can't teach everyone.	Teacher
Don't give up. Try new things.	Teacher
Roll with it.	Another second-grade teacher
Don't stay all night.	Another teacher
Don't take my job home with me.	Personal acquaintance/coworker
Don't overwhelm myself with stress.	Personal acquaintance/coworker
Always think positive.	Personal acquaintance/coworker
Never let students "see" me upset.	Personal acquaintance/coworker
Always pray for guidance.	Personal acquaintance/coworker
Find someone you can go to.	Curriculum Coordinator
Take each day separately.	Fellow teacher
Do the best you can.	Mentor
Don't be afraid to ask questions.	Principal, Librarian, Teacher
Remove yourself from them (emotionally speaking).	Guidance Counselor
Keep your head on at all times.	Principals, Guidance and Teachers
Find another job.	Husband

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New Teacher Responses, Large Systems (continued)

Advice	Source
Advice on Working with Parents	
Document all phone calls, etc.	Mentor Teachers
Contact parents!!!	Principals and Guidance
Involve parents.	Colleagues
Communicate with parents.	Colleagues
Stick to your guns with a pesky parent.	My Mentor Teacher
Document parent contact.	Principal
Contact parents and introduce myself.	Fellow teacher
Advice on Paperwork	
Take roll each day.	Principal
Put my grades into Classmaster.	Another teacher
Turn things in on time (i.e. Paperwork)	Everybody
Be organized.	Colleagues
Turn paperwork in on time.	Mentor
Keep grading caught up.	Fellow teacher
Never get behind in paperwork.	Second Mentoring Teacher
Integrate cooperative learning and thinking skills into my evaluation lesson.	My Mentor Teacher

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New Teacher Responses, Large Systems (continued)

Advice	Source
Advise on Classroom Management	
Document behavior.	Fellow teacher
I'm the adult, I'm in charge.	First Mentoring Teacher
Be flexible.	First Mentoring Teacher
Be open to criticism.	Teachers, colleagues, my parents
Be consistent!	Teachers, colleagues, my parents
Explain, Explain, Explain!	Teachers, colleagues, my parents
Be fair.	Teachers, colleagues, my parents
Document everything.	Sixth grade teacher
Stay focused!	Principals, Guidance & Teachers
Be prepared-for ANYTHING!	Principals, Guidance & Teachers
Always be prepared.	Last year's co-operating supervising teacher
Be tough/strong/firm about discipline rules.	Mentor
Ask for help/advice.	More experienced teachers
Be consistent.	Colleagues
Don't send students to office.	Team Teacher
Don't show too many videos.	Team Teacher
Don't argue with students.	Teacher
Always keep students busy.	Teacher
Remember...teachers need different approaches, same as your kids.	Curriculum Coordinator

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New Teacher Responses, Large Systems (continued)

Advice	Source
Teaching Lore	
Dress like a teacher.	Principal
Don't sweat the small stuff.	Fellow teacher
Pick your battles.	Fellow teacher/Principal
Write everything out you'll say on Day One.	Teacher/Grade Chair
Send home any and all magazine subscriptions, etc. for free stuff (i.e. Troll or Highlights).	Fellow first-year teacher
Be content with any grade you're assigned; you'll eventually have a chance to get to try others.	Father--30 year teacher
Don't complain.	Mentor
Reserve audio/visual equipment early.	Librarian
Pick the battles to fight.	First Mentoring Teacher
If the kids do it rather than hear it, they learn it.	Second Mentoring Teacher
Be a team player.	Teachers/Colleagues/Parents

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New Teacher Responses, Small Systems

Advice	Source
Personal Advice	
Have fun!	Principal
Try not to worry!	Colleague
You can make a difference!	Colleague
I can't control everything.	My Principal and other teachers
Have fun!	My Mentor
Do as much as you can, don't worry about the rest.	Another sixth-grade teacher
Take time each day for yourself.	Principal
Hang in there, it will get better.	Everyone
Try not to take "too" much work home.	Another teacher
"Less than perfect" is okay.	Another teacher
Remember that there is a world outside of school.	Fellow teacher
Slow down.	Visiting professor
Pray a lot.	
Your first year of teaching is the worst.	Several teachers
Keep personal journal of first year.	All teachers, experience
Keep plenty of beer in home refrigerator.	
Be yourself-everyone teaches differently, develop your own style.	Colleague
Be yourself.	Parents who are both teachers
You're doing a great job!	Superintendent
Be good to the kids, and they'll be good to you.	Another teacher

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New Teacher Responses, Small Systems (continued)

Advice	Source
Personal Advice (continued)	
Do your best.	Parents
Enjoy what you do, and remember why you're doing it.	Another teacher
Advice on Working with Parents	
Don't let the parents get to you.	Another teacher (before I began teaching)
Communicate with parents.	Principal
Make early contact with parents.	Principal
Keep in contact with parents.	Colleague
Establish a good relationship with parents.	School Psychologist
Involve parents.	School Psychologist
Be confident with parents.	Teacher
Let parents know of child's bad behavior.	Another teacher
Don't worry about parents getting mad.	Fellow teachers
Be nice.	Fellow teachers
Advice on Paperwork	
Keep organized.	All teachers, experience
Stay on top of your paperwork.	Resource Teacher (inclusion)
Organize and label.	Peer
Keep updated student files in classroom.	Peer
Keep records of everything.	Colleague

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New Teacher Responses, Small Systems (continued)

Advice	Source
Advice on Classroom Management	
Involve students in their learning!	Parents who are both teachers
Plan...Plan...Plan!	Parents who are both teachers
Treat all students with respect.	Parents who are both teachers
Ways to introduce a new concept	Colleague
Plan 1 week ahead.	Principal
Be consistent.	Peer Teacher
Be flexible.	Colleague
Be firm, fair, and consistent with discipline.	Colleague
Don't be afraid to ask questions.	Principal
Do not show favoritism.	Another teacher
Be fair to all students.	My Principal
Keep records of discipline.	All teachers, experience
Be firm with students.	All teachers, experience
Share and receive ideas from peers.	School Psychologist
Teach to meet needs.	School Psychologist
Be caring and sensitive.	School Psychologist
Be tough.	Several teachers
Be flexible.	Teacher
Plan ahead.	Teacher
Lay rules in beginning.	Teacher
Be fair.	Teacher
Listen.	Self/Special Education Teacher

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New Teacher Responses, Small Systems (continued)

Advice	Source
Advice on Classroom Management (continued)	
Don't plan more than two weeks ahead so you can be more flexible.	Other teachers
Be consistent.	Special Ed Teacher
Be flexible.	Supervisor of Instruction
Be fair with students.	Fellow teacher
Be firm and consistent with students.	Fellow teacher
Plan well and ahead.	School
Document behaviors of undisciplined, unruly student.	Fellow teachers
Stay 30 minutes ahead of the students.	Principal
When you say you'll do it, do it.	Co-worker
Hands-on.	Principal
Be consistent.	Fellow teachers
Stay interested in your students!	Colleague
Be flexible!	Colleague
Keep students in break.	Teacher
Stay consistent.	Assistant Principal
Don't lower standards.	Principal

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New Teacher Responses, Small Systems (continued)

Advice	Source
Teaching Lore	
Just get in there and do it.	Mentor
Watch what you say in the teacher's lounge.	
Go in tough-soften later.	Another teacher
Don't try to be a student's "best friend."	Another teacher
Don't believe the students, ask someone else.	Principal
All students are capable of both good and bad.	Another teacher
Remember kids are people, too.	Principal
The first year is the hardest.	Colleague
Don't grade every piece of work.	Experienced staff
Handle discipline in the class & don't turn every matter over to the principal.	Professor
Give "problem" children responsibility in the class to better behavior.	Prior professor
Start each day with a smile for students at the door.	
Get along.	Principal
Keep open communication with principal.	All teachers, experience
Don't smile the first Semester.	
Don't eat in the cafeteria.	
Beg, borrow, or steal any material you can get to help yourself because no one will volunteer them.	Experienced teacher

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New Teacher Responses, Small Systems (continued)

Advice	Source
Teacher Lore (continued)	
Be stricter at the beginning of the year, then ease up.	The Principal
If you need to know something, you have to ask.	Secretary
You cannot treat all students the same.	Resource Teacher (inclusion)
Don't talk about students or teachers in lounge.	Parents who are both teachers
Don't let little brothers/sisters go on field trips.	Another teacher

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APPENDIX F

ANOVA Formal and Informal Induction and

Job Satisfaction, Job Adjustment, and Socialization into the Profession

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TABLE F-1

ANALYSIS OF VARIANCE SUMMARY TABLE OF FORMAL INDUCTION AND JOB SATISFACTION, JOB ADJUSTMENT, AND SOCIALIZATION INTO THE PROFESSION

	SS	df	MS	F	p
Job Satisfaction					
Between Groups	3.430	40	8.576E-02	1.083	.422
Within Groups	2.059	26	7.920E-02		
Total	5.490	66			
Job Adjustment					
Between Groups	3.993	40	9.983E-02	.543	.960
Within Groups	4.780	26	.184		
Total	8.774	66			
Socialization into the Profession					
Between Groups	6.645	40	.166	1.691	.080
Within Groups	2.554	26	9.824E-02		
Total	9.200	66			

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TABLE F-2

ANALYSIS OF VARIANCE SUMMARY TABLE OF INFORMAL INDUCTION AND JOB SATISFACTION, JOB ADJUSTMENT, AND SOCIALIZATION INTO THE PROFESSION

	SS	df	MS	F	p
Job Satisfaction					
Between Groups	2.868	33	8.690E-02	1.072	.423
Within Groups	2.595	32	8.109E-02		
Total	5.463	65			
Job Adjustment					
Between Groups	3.080	33	9.33E-02	.539	.959
Within Groups	5.537	32	.173		
Total	8.617	65			
Socialization into the Profession					
Between Groups	4.293	33	.130	.8501	.678
Within Groups	4.900	32	.153		
Total	9.193	65			

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APPENDIX G

Summary Data for Chi-square Results for Seven Categories of Best Practices

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TABLE G-1

Category	Results
Arrival	chi-square (11, N = 66) = 1.329 p = .85
Rapport	chi-square (12, N = 67) = 8.408 p = .75
Community	chi-square (8, N = 53) = 9.218 p = .32
Policies	chi-square (15, N = 59) = 15.612 p = .41
Curriculum	chi-square (8, N = 52) = 8.198 p = .41
Orientation	chi-square (15, N = 58) = 16.869 p = .33
Mentorship	chi-square (21, N = 52) = 27.199 p = .16

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APPENDIX H

Analysis of Variance Summary Between Large and Small Systems in Tennessee with Best Practices as Dependent Variables

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TABLE H-1

	SS	df	MS	F	p
Celebrating the Arrival					
Between Groups	1.329	1	1.329	.885	.351
Within Groups	82.601	55	1.502		
Total	83.930	56			
Rapport: Talking					
Between Groups	6.824E-02	1	6.824E-02	.095	.759
Within Groups	46.189	64	.722		
Total	46.258	65			
Rapport: Clarifying					
Between Groups	.937	1	.937	1.278	.263
Within Groups	44.714	61	.733		
Total	45.561	62			
Rapport: Colleague					
Between Groups	.159	1	.159	.361	.550
Within Groups	27.279	62	.440		
Total	27.438	63			
Rapport: Special Pre-service					
Between Groups	.198	1	.198	.109	.742
Within Groups	95.984	53	1.811		
Total	96.182	54			

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TABLE H-1 (continued)

	SS	df	MS	F	p
Community: Awareness					
Between Groups	3.590	1	3.590	2.306	.135
Within Groups	77.852	50	1.557		
Total	81.442	51			
Community: Resources					
Between Groups	.263	1	.263	.135	.715
Within Groups	91.573	47	1.948		
Total	91.837	48			
Policies: Attendance					
Between Groups	2.365	1	2.365	2.202	.144
Within Groups	52.615	49	1.074		
Total	54.980	50			
Policies: Salary					
Between Groups	.725	1	.725	.568	.455
Within Groups	61.275	48	1.277		
Total	62.000	49			
Policies: Evaluation					
Between Groups	.286	1	.286	.276	.602
Within Groups	55.929	54	1.036		
Total	56.214	55			

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TABLE H-1 (continued)

	SS	df	MS	F	p
Policies: Rights					
Between Groups	3.680	1	3.680	2.659	.110
Within Groups	62.277	45	1.384		
Total	65.957	46			
Policies: Record Keeping					
Between Groups	4.703E-02	1	4.703E-02	.038	.847
Within Groups	58.443	47	1.243		
Total	58.490	48			
Curriculum: Using Guides					
Between Groups	4.738	1	4.378	2.579	.115
Within Groups	84.512	46	1.837		
Total	89.250	47			
Curriculum: Resources					
Between Groups	.688	1	.688	.410	.525
Within Groups	77.229	46	1.679		
Total	77.917	47			
Curriculum: Requests					
Between Groups	.939	1	.939	.475	.494
Within Groups	90.978	46	1.978		
Total	91.917	47			

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TABLE H-1 (continued)

	SS	df	MS	F	p
Orientation: Discipline					
Between Groups	.107	1	.107	.071	.791
Within Groups	76.610	51	1.502		
Total	76.717	52			
Orientation: Homework					
Between Groups	.914	1	.914	.544	.465
Within Groups	72.286	43	1.681		
Total	73.200	44			
Orientation: S.O.P.					
Between Groups	.965	1	.965	.726	.398
Within Groups	65.075	49	1.328		
Total	66.039	50			
Orientation: First-Week Assistance					
Between Groups	.372	1	.372	.183	.670
Within Groups	99.275	49	2.026		
Total	99.647	50			
Mentorship: Goals and Objectives					
Between Groups	1.379	1	1.379	.653	.423
Within Groups	97.100	46	2.111		
Total	98.479	47			

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TABLE H-1 (continued)

	SS	df	MS	F	p
Mentorship: Roles and Responsibilities					
Between Groups	6.020E-03	1	6.020E-03	.003	.958
Within Groups	93.646	44	2.128		
Total	93.652	45			
Mentorship: Classroom Visits					
Between Groups	.558	1	.558	.255	.616
Within Groups	91.987	42	2.190		
Total	92.545	43			
Mentorship: Demonstration Lessons					
Between Groups	1.356	1	1.356	.573	.454
Within Groups	87.567	37	2.367		
Total	88.923	38			
Mentorship: Journal					
Between Groups	.680	1	.680	.358	.554
Within Groups	66.509	35	1.900		
Total	67.189	36			
Mentorship: Continued Throughout the Year					
Between Groups	4.147	1	4.147	1.928	.172
Within Groups	96.789	45	2.151		
Total	100.936	46			

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TABLE H-1 (continued)

	SS	df	MS	F	p
Mentorship:					
Evaluation					
Between Groups	2.289E-02	1	2.2889E-02	.010	.920
Within Groups	89.596	40	2.240		
Total	89.619	41			

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APPENDIX I

Analysis of Variance

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TABLE I-1

ANALYSIS OF VARIANCE FOR JOB SATISFACTION
BY LARGE AND SMALL SCHOOL SYSTEMS

	SS	df	MS	F	p
Question number 14					
Between Groups	.294	1	.294	.580	.449
Within Groups	33.996	67	.507		
Total	34.290	68			
Question number 15					
Between Groups	.771	1	.771	1.530	.220
Within Groups	33.780	67	.504		
Total	34.551	68			
Question number 19					
Between Groups	13.495	1	13.495	10.766	.002
Within Groups	83.983	67	1.253		
Total	97.478	68			
Question number 22					
Between Groups	3.839E-02	1	3.839E-02	.050	.824
Within Groups	51.730	67	.772		
Total	51.768	68			
Question number 23					
Between Groups	2.413	1	2.413	2.200	.143
Within Groups	73.500	67	1.097		
Total	75.913	68			

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TABLE I-1 (continued)

	SS	df	MS	F	p
Question number 24					
Between Groups	1.661	1	1.661	1.631	.206
Within Groups	66.190	65	1.018		
Total	67.851	66			
Question number 27					
Between Groups	4.905	1	4.905	11.362	.001
Within Groups	28.921	67	.432		
Total	67.851	66			
Question number 6					
Between Groups	.210	1	.210	.231	.633
Within Groups	61.036	67	.911		
Total	61.246	68			
Question number 9					
Between Groups	.802	1	.802	1.568	.215
Within Groups	34.270	67	.511		
Total	35.072	68			

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TABLE I-2

ANALYSIS OF VARIANCE FOR JOB ADJUSTMENT
BY LARGE AND SMALL SCHOOL SYSTEMS

	SS	df	MS	F	p
Question number 1					
Between Groups	4.944	1	4.944	3.798	.056
Within Groups	85.923	66	1.302		
Total	90.868	67			
Question number 3					
Between Groups	8.637	1	8.637	5.719	.020
Within Groups	101.189	67	1.510		
Total	109.826	68			
Question number 4					
Between Groups	.849	1	.849	.579	.450
Within Groups	95.419	65	1.468		
Total	96.269	66			
Question number 7					
Between Groups	4.928E-02	1	4.928E-02	.032	.859
Within Groups	101.892	66	1.544		
Total	101.941	67			
Question number 8					
Between Groups	3.134	1	3.134	3.271	.075
Within Groups	64.199	67	.958		
Total	67.333	68			

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TABLE I-2 (continued)

	SS	df	MS	F	p
Question number 10					
Between Groups	2.338	1	2.338	1.352	.249
Within Groups	114.191	66	1.730		
Total	116.529	67			
Question number 16					
Between Groups	.397	1	.397	.245	.622
Within Groups	108.473	67	1.619		
Total	108.870	68			
Question number 18					
Between Groups	5.660E-02	1	5.660E-02	.055	.815
Within Groups	68.581	67	1.024		
Total	68.638	68			
Question number 21					
Between Groups	.598	1	.598	.399	.530
Within Groups	100.388	67	1.498		
Total	100.986	68			

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TABLE I-3

ANALYSIS OF VARIANCE BY SOCIALIZATION INTO THE PROFESSION BY LARGE AND SMALL SCHOOL SYSTEMS

	SS	df	MS	F	p
Question number 2					
Between Groups	.808	1	.808	.682	.412
Within Groups	79.394	67	1.185		
Total	80.203	68			
Question number 5					
Between Groups	1.215	1	1.215	1.089	.300
Within Groups	74.698	67	1.115		
Total	75.913	68			
Question number 11					
Between Groups	4.333	1	4.333	3.687	.059
Within Groups	78.739	67	1.175		
Total	83.072	68			
Question number 12					
Between Groups	4.414	1	4.414	3.822	.055
Within Groups	76.219	66	1.155		
Total	80.632	67			
Question number 13					
Between Groups	1.088	1	1.088	1.654	.203
Within Groups	43.441	66	.58		
Total	44.529	67			

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TABLE I-3 (continued)

	SS	df	MS	F	p
Question number 17					
Between Groups	1.958E-04	1	1.958E-04	.000	.990
Within Groups	84.203	67	1.257		
Total	84.203	68			
Question number 20					
Between Groups	3.109	1	3.109	2.364	.129
Within Groups	88.108	67	1.315		
Total	91.217	68			
Question number 25					
Between Groups	.168	1	.168	.121	.729
Within Groups	93.050	67	1.389		
Total	93.217	68			
Question number 26					
Between Groups	1.958	1	1.958	2.572	.114
Within Groups	51.027	67	.762		
Total	52.986	68			

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APPENDIX J

Summary of Means, Standard Deviations, and Values of t

Between Large and Small Systems

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TABLE J-1

Question	N	M	SD	t
1	68	2.46	1.16	17.390
2	69	2.29	1.09	17.514
3	69	3.13	1.27	20.461
4	67	3.90	1.21	26.402
5	69	1.83	1.06	14.356
6	69	3.84	.95	33.615
7	68	3.03	1.23	20.252
8	69	2.33	1.00	19.478
9	69	1.88	.72	21.792
10	68	2.85	1.32	17.839
11	69	2.55	1.11	19.170
12	68	2.93	1.10	21.998
13	68	2.15	.82	21.718
14	69	1.90	.71	22.208
15	69	1.86	.71	21.618
16	69	3.04	1.27	19.980
17	69	3.38	1.11	25.207
18	69	2.59	1.00	21.49
19	69	3.91	1.20	27.148
20	69	2.52	1.16	18.086
21	69	3.32	1.22	22.622
22	69	2.28	.87	21.662

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TABLE J-1 (continued)

Question	N	M	SD	t
23	69	3.83	1.06	30.08
24	67	2.18	1.01	17.592
25	69	2.48	1.17	17.582
26	69	2.32	.88	21.821
27	69	1.87	.71	22.019

Note. Questions are from BTAS.

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APPENDIX K

Analysis of Variance of Job Satisfaction, Job Adjustment, and Socialization into the Profession by Best Practices Indices

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TABLE K-1

ANALYSIS OF VARIANCE FOR JOB SATISFACTION, JOB ADJUSTMENT, AND SOCIALIZATION INTO THE PROFESSION BY RAPPORT INDEX

	SS	df	MS	F	p
Job Satisfaction					
Between Groups	.418	12	3.481E-02	.371	.968
Within Groups	5.072	54	9.392E-02		
Total	5.490	66			
Job Adjustment					
Between Groups	1.459	12	.122	.8972	.555
Within Groups	7.315	54	.135		
Total	8.774	66			
Socialization into the Profession					
Between Groups	2.390	12	.199	1.579	.126
Within Groups	6.810	54	.126		
Total	9.200	66			

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TABLE K-2

ANALYSIS OF VARIANCE FOR JOB SATISFACTION,
JOB ADJUSTMENT, AND SOCIALIZATION INTO THE PROFESSION
BY COMMUNITY INDEX

	SS	df	MS	F	p
Job Satisfaction					
Between Groups	.389	8	4.864E-02	.546	.815
Within Groups	3.920	44	8.909E-02		
Total	4.309	52			
Job Adjustment					
Between Groups	.599	8	7.492E-02	.5432	.817
Within Groups	6.066	44	.138		
Total	6.665	52			
Socialization into the Profession					
Between Groups	.704	8	8.799E-02	.622	.754
Within Groups	6.222	44	.141		
Total	6.926	52			

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TABLE K-3

ANALYSIS OF VARIANCE FOR JOB SATISFACTION, JOB ADJUSTMENT, AND SOCIALIZATION INTO THE PROFESSION BY POLICIES INDEX

	SS	df	MS	F	p
Job Satisfaction					
Between Groups	.957	15	6.382E-03	.693	.777
Within Groups	3.959	43	9.207E-02		
Total	4.917	58			
Job Adjustment					
Between Groups	.943	8	.118	.9812	.464
Within Groups	5.168	43	.120		
Total	6.111	51			
Socialization into the Profession					
Between Groups	2.268	15	.151	1.034	.442
Within Groups	6.287	.43	.146		
Total	8.555	58			

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TABLE K-4

ANALYSIS OF VARIANCE FOR JOB SATISFACTION, JOB ADJUSTMENT, AND SOCIALIZATION INTO THE PROFESSION BY CURRICULUM INDEX

	SS	df	MS	F	p
Job Satisfaction					
Between Groups	.391	8	4.884E-03	.557	.806
Within Groups	3.768	43	8.762E-02		
Total	4.158	51			
Job Adjustment					
Between Groups	.943	8	.118	.9812	.464
Within Groups	5.168	43	.120		
Total	6.111	51			
Socialization into the Profession					
Between Groups	1.461	8	.183	1.199	.322
Within Groups	6.546	43	.152		
Total	8.006	51			

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TABLE K-5

ANALYSIS OF VARIANCE FOR JOB SATISFACTION, JOB ADJUSTMENT, AND SOCIALIZATION INTO THE PROFESSION BY ORIENTATION INDEX

	SS	df	MS	F	p
Job Satisfaction					
Between Groups	1.804	15	.1209E-03	1.622	.109
Within Groups	3.114	42	7.415E-02		
Total	4.918	57			
Job Adjustment					
Between Groups	2.241	15	.149	1.444	.172
Within Groups	4.346	42	.103		
Total	6.587	57			
Socialization into the Profession					
Between Groups	2.642	15	.176	1.241	.282
Within Groups	5.962	42	.142		
Total	8.604	57			

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TABLE K-6

ANALYSIS OF VARIANCE FOR JOB SATISFACTION, JOB ADJUSTMENT, AND SOCIALIZATION INTO THE PROFESSION BY MENTORSHIP INDEX

	SS	df	MS	F	p
Job Satisfaction					
Between Groups	2.427	21	.116	1.446	.174
Within Groups	2.398	30	7.993E-02		
Total	4.825	51			
Job Adjustment					
Between Groups	1.987	21	9.461E-02	.877	.617
Within Groups	3.235	30	.108		
Total	5.222	51			
Socialization into the Profession					
Between Groups	3.027	21	.144	1.091	.405
Within Groups	3.963	30	.132		
Total	6.991	51			

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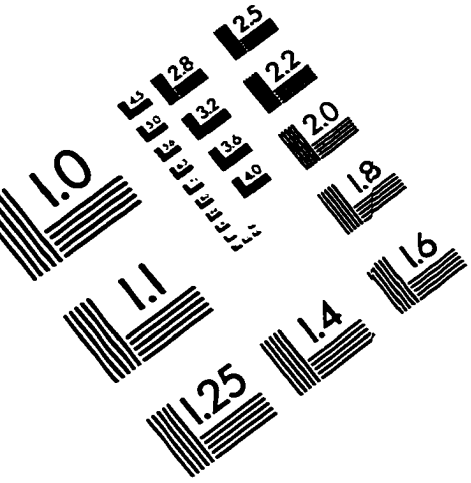
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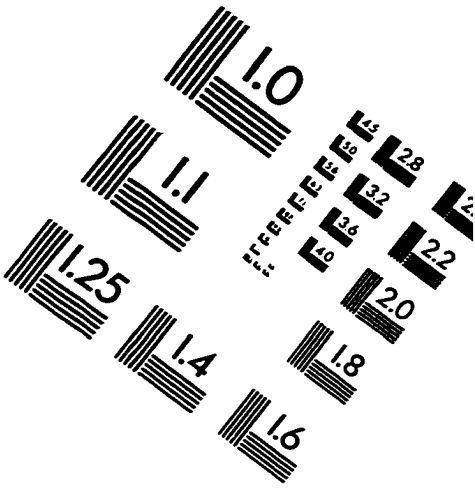
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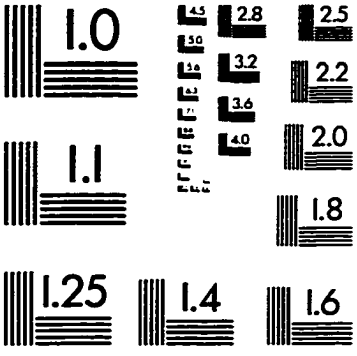
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Professional Experience:	Teacher, New Providence Middle School; Clarksville, Tennessee, 1983-1984 Teacher, Mountain City Elementary School; Mountain City, Tennessee, 1984-1988 Teacher, John Sevier Middle School; Kingsport, Tennessee, 1988-Present
Other Related Experience:	Internship, Johnson City Schools; 1997 Cognitive Coaching Training; 1996 Adjunct Faculty, East Tennessee State University; 1996-Present
Affiliations:	Association for Supervision and Curriculum Development The Association for Middle Schools The National Association for Gifted Children

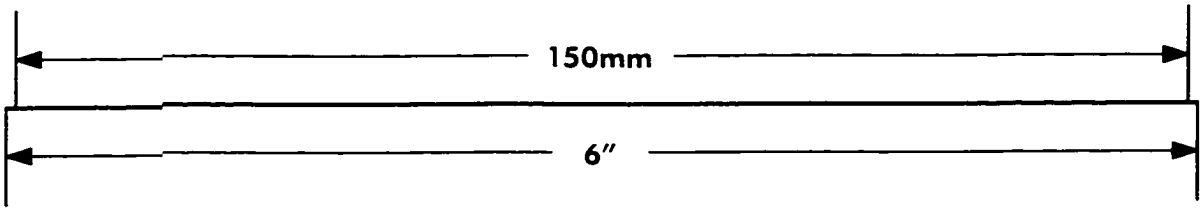
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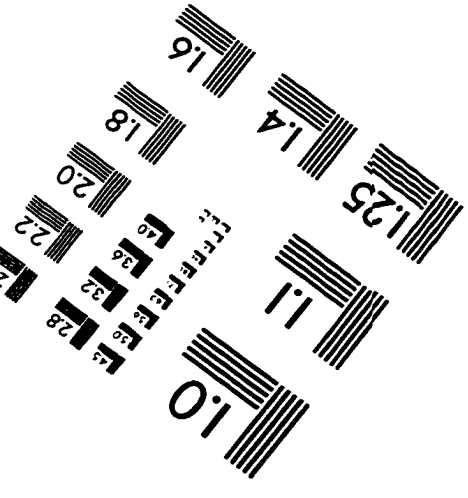
IMAGE EVALUATION TEST TARGET (QA-3)

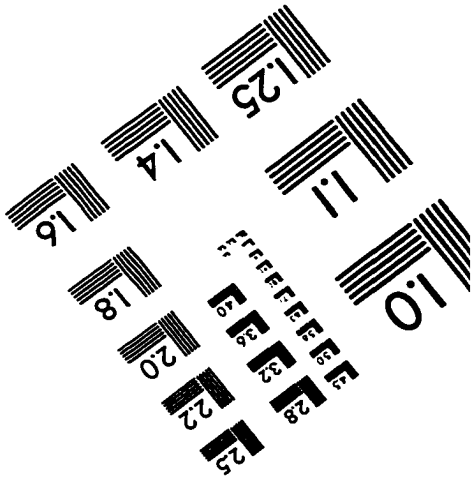












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