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Selecting teachers for tenure in the East Whittier School District

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SELECTING TEACHERS FOR TENURE IN THE
EAST WHITTIER CITY SCHOOL DISTRICT

A Thesis
Presented to
the Faculty of the Department of Education
The College of the Pacific

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

by
Russell Palmer Vincent
June 1959

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CHAPTER I

INTRODUCTION

Boards of education throughout the country are cognizant of the shortage of well qualified elementary school teachers. There has been considerable competition among school boards for the limited supply of teachers, so much so that teachers have been tempted to move from place to place, standards of teaching proficiency have been lowered, and little relief of the general shortage has been achieved. When a school system has succeeded in filling all teacher vacancies, too frequently complacency reigns until the beginning of another school year.

When the quantitative shortage of teachers is compounded by a recognition of the persistent qualitative shortage, the situation becomes critical, and its solution is a challenge to the best professional and lay minds in the country.

Boards of education and public school administrators have a major responsibility, one that they dare not ignore. Their chief business is to employ competent teachers and to create a favorable situation in which these capable teachers can work.

I. THE PROBLEM

Importance of the Study

A shortage of skillful teachers has always existed and, despite effective recruitment, this shortage will continue for a long time. The most disturbing aspect of this situation is the apparent ease with which many professional educators become reconciled to lowered quality of performance.¹ Continued awareness of the necessity of maintaining high standards of preparation and performance is essential.

Statement of the Problem

Teacher tenure has long been of a major concern for many school districts. The quality of teachers granted tenure in a district determines to a high degree a district's educational program. The purpose of this study was to develop procedures through which competent teachers can be identified for tenure in the East Whittier City School District.

Section 13031 of the California Education Code states:

"Every employee of a school district of an average daily attendance of 850 or more, who, after having been employed by the district for three complete consecutive school years in a position, is re-elected for the next succeeding school year to a position requiring certification qualifications shall, at the commencement of the

¹National School Boards Association, Inc., Seven Studies (Chicago: National School Boards Association, Inc., August, 1958), p. 30.

succeeding school year be classified as and become a permanent employee of the district.²

To read this section of the Education Code without reference to quality can be disastrous to a school district. There is no statement to the effect that the three required years mentioned in the code shall be satisfactory teaching years. It then becomes mandatory for a school district to protect its educational program by establishing teaching standards which must be met before a teacher can gain permanent status.

Assuming that districts are vitally concerned with the selection of the most competent teachers possible, the "preventive" approach should be exercised rather than the "curative" approach. In other words, no district should find itself faced with the unpleasant task of eliminating teachers who have reached tenure status because the district failed in its obligation to appraise properly candidates for tenure.

The East Whittier City School District is one of the many elementary districts that has gone through a very rapid growth period and is now approaching a degree of saturation. It is possible that, during this period of rapid growth involving the selection of many new teachers, some of the qualitative element has been overlooked. Thus, it is necessary

²State of California, Education Code (Sacramento: The State of California, Documents Division, 1957), Section 13081.

to examine tenure procedures and to establish measures for the selection of competent teachers for tenure.

II. DEFINITIONS OF TERMS USED

As used in the thesis, the terms below are defined as follows:

Tenure. Tenure is the permanent term of office under which a teacher shall hold his position. In California, it is obtained after a teacher, holding a regular credential, has served three consecutive years and has been elected for a fourth year in a given district.

Permanent teacher. This is a teacher who has gained tenure in a school district after serving three consecutive years and being elected for a fourth year.

Probationary teacher. This is a teacher, holding a regular credential, who has not gained permanent tenure and has served less than three consecutive years.

Provisional teacher. Such a teacher holds a sub-standard credential and is not eligible for tenure.

Average daily attendance. This is the average number of children in attendance each day of the school year, determined by dividing the total annual attendance by 175.

III. ORGANIZATION OF REMAINDER OF STUDY

An examination was made of the history and the status

of tenure in California. Since it was important that the intent of tenure and its inception in this State be understood, current literature was reviewed in an attempt to identify "good" teaching.

The results of a survey of selected school districts in Southern California were reviewed. These results were contrasted with tenure conditions in the East Whittier City School District and show some of the problems associated with rapid growth in a school district. The development of an instrument which will aid in the identification and selection of teachers for tenure through committee action, and the final adoption of this instrument in the East Whittier City School District, were the desired outcomes of the study.

CHAPTER II

REVIEW OF THE LITERATURE

Research in the field of tenure is varied. Most of it is concerned with statistical investigations on teacher turnover, analysis of the contractual status of teachers, studies of tenure legislation, court decisions and the effects of tenure, and the opinions of educators as to the advantages and disadvantages of tenure.

Unfortunately, the emphasis in the literature is placed upon the legal rights of tenure teachers and upon court decisions regarding attempts to release tenure teachers. There is little available reference material dealing with the selection of teachers for tenure.

I. LITERATURE ON HISTORICAL DEVELOPMENT OF TENURE IN CALIFORNIA

Beginning of California Teacher Tenure

A 1952 publication of the California Teachers Association reports that following California's admission to statehood in 1850, governing boards customarily elected teachers for one year at a time.¹ A teacher could be dismissed for

¹California Teachers Association, Teacher Tenure in California (Los Angeles: California Teachers Association, 1952), p. 1.

any reason, just or unjust, at the end of the term for which he was employed. There was little continuity of service.²

In an attempt to improve this situation, John Swett, founder of the California Teachers Association, in 1869 persuaded the San Francisco School Board to adopt the policy of electing teachers "during good behavior" rather than on an annual basis. Teachers thereby felt some reasonable security in their positions as long as their services were satisfactory. There was some question, however, whether or not the board policy conflicted with the state law which authorized yearly contracts only. Consequently in 1881, by state law, legal sanction was given to the San Francisco practice. This was done by means of a provision which stated that the holders of city or city and county certificates might be dismissed only for insubordination or for the several causes for which a teaching certificate might be revoked. San Francisco was the only school district in the entire state to which this statute applied.³

During the same year, 1881, the San Francisco Board of Education adopted a two-year probationary period. It was understood thereafter that San Francisco teachers who had been

²Ibid.

³Roy W. Cloud, "The Teacher Tenure Law," Sierra Educational News, Volume XXXI, No. 8 (October, 1935), p. 12.

employed more than two years were permanent. In 1887, the constitutionality of the code section dealing with the indefinite tenure provisions of the 1881 law was tested and upheld in the courts. Following this decision, the tenure of teachers in San Francisco became a matter of settled policy and law.⁴

Early Statewide Efforts to Secure Tenure

The first California tenure legislation which applied outside San Francisco was passed in 1911. These statutes provided that the teacher in any public school was automatically re-elected for the following school year, unless notified in a prescribed manner on or before the 10th of June that his services would not be required.⁵

The second step in statewide tenure came in 1931. The law which became operative that year made permanent tenure possible for all teachers in districts employing seven teachers or more. Permanent status was legalized after two years of satisfactory service. Probationary teachers could be dismissed at the end of the school year by written notice given on or before June 10. A course of procedure for the dismissal of permanent teachers was outlined in the law. The constitutionality of this law was attacked on the ground that it was

⁴Peter T. Conmy, "Historical Development of Teacher Tenure," San Francisco Public Schools Monthly Bulletin (April, 1933), p. 2.

⁵Cloud, op. cit., p. 12.

discriminatory inasmuch as teachers in all school districts of the state were not affected alike by its provisions. The Supreme Court in 1927 reversed a lower court decision and ruled that the 1921 tenure law which classified districts according to size was constitutional and was a proper exercise of legislative power.⁶

Development of Tenure Legislation

While the previously mentioned suit was pending, the legislature in 1927 made modifications which conferred the protection of tenure upon teachers in all districts after the completion of three consecutive years of service and election for the fourth year. This law met heavy resistance in some quarters. Whereas previously, trustee and school officials had in general accepted tenure in principle and in practice, it now became the custom to dismiss the teachers before the attainment of permanency, particularly in the smaller districts and in certain parts of the state. It was persistently claimed that the boards' inability to remove incompetent teachers deprived children of educational rights and, further, that in small schools the difficulty or impossibility of transferring teachers within the system precluded possible teacher readjustments.⁷

⁶Ibid., p. 13.

⁷Ibid.

Because of the controversies thus engendered, it was necessary in 1929 for the California Teachers Association to combat vigorously legislative proposals to emasculate or abolish the then existing tenure laws. The education committee of the assembly requested that a study be made and that recommendations be submitted at the 1931 session for correcting the alleged deficiencies. Accordingly, new bills were introduced in 1931. The major change as finally passed included the provision that in schools with an average daily attendance of less than 850, permanent tenure could, but need not, be granted by the board upon electing the teacher for the fourth year.⁸

Agitation, particularly on the part of school trustees, continued after the adoption of the 1931 act. At the 1933 session of the legislature, attempts were again made to have the legislature drastically modify the law or abolish it entirely. These attempts failed.⁹

Early in 1933, the California Teachers Association resumed the study of tenure in the hope that amendments of mutual acceptability could be suggested to all groups concerned. The modifications which were proposed, although not totally agreeable to the School Trustees Association, were not opposed by that group during various committee hearings of the

⁸California Teachers Association, op. cit., p. 3.

⁹Ibid.

1935 legislation.¹⁰

This same 1952 pamphlet issued by the California Teachers Association states that in 1935 statutes provided for several modifications in tenure legislation. Among the more important changes were the following:

1. A teacher who has arrived at age 65 may be elected from year to year at the pleasure of the board and does not retain permanent tenure.
2. A teacher cannot hold permanent tenure in both evening and day school and by so doing acquire double tenure.
3. Tenure rights are not abridged by union, disunion, or change in boundaries of school districts.
4. Transferring a teacher within the district or districts governed by the same board of trustees, or by boards of trustees with identical personnel, does not affect the tenure status.
5. The entire procedure for dismissing permanent teachers was changed. Instead of a trial before the board, the matter must be tried before the court. Verified charges, specifying one or more of the causes for dismissal set forth in the law, must be filed with the board, and the board may then give written notice to the teacher that it intends to dismiss him unless within 30 days he demands a hearing. Such notice must also be accomplished by a copy of the charges. If the teacher does not so demand a hearing, the board may dismiss him. If he does demand a hearing, the charges are submitted directly to the court.¹¹

Since 1935, various provisions relating to employment, classification, resignations, leaves of absence, and dismissal

¹⁰Ibid., p. 4.

¹¹Ibid.

of teachers have been amended and expanded, and new sections have been added. However, no major changes in structure have been incorporated into that part of the code commonly regarded as applying to tenure.

II. LITERATURE ON PURPOSES AND PRINCIPLES OF TENURE

Purposes of Tenure

A 1946 report of the Committee on Tenure and Academic Freedom states that basic to all tenure practices is the assumption that the best interests of the school children must be served. According to the report, since the schools do not exist for the teachers, the ultimate criterion of what constitutes good practice and law takes its bearings from the beneficial effects on children. Benefits which accrue to the teachers are passed on to children in the form of better education. It follows that statements of purposes necessarily reflect benefits to both teachers and children.¹²

The Committee on Tenure and Academic Freedom states the purpose of tenure as follows:

1. To maintain and improve the educational opportunities of children and youth.
2. To build in the teacher that confidence and freedom which come with a sense of stability and security as a citizen in a free republic.

¹²National Education Association, Report of Committee on Tenure and Academic Freedom (Washington, D. C.: National Education Association, 1946), p. 15.

3. To protect teachers in preparing children and youth for loyal, effective participation in a democratically controlled society, of free men cooperating for the common welfare.
4. To enrich community life by giving permanency and continuity to the service of the teacher.
5. To encourage boards of education to place the welfare of children above the selfish interests of those political or economic groups which may seek to dominate the schools.
6. To guarantee employment conditions, providing the highest standards of professional competence.
7. To encourage the most promising young men and women to prepare for teaching as a life work, not as a stepping stone.
8. To set up definite orderly procedure by which incompetent, unsatisfactory teachers may be dismissed.
9. To protect competent, satisfactory teachers from unjust dismissal.
10. To protect teachers in the exercise of their rights and duties as American citizens.¹³

Principles of Tenure

The California Teachers Association Tenure Committee reported in 1952 that the purposes of tenure include the improvement of teaching and teaching conditions. With these fundamental conditions in mind, the following principles have been adopted by the California Teachers Association Tenure Committee:

¹³Ibid.

1. A tenure law improves the educational opportunities of children by making necessary increased care in the selection, retention and supervision of teachers.
2. Pupils are entitled to competent teachers and a tenure law protects children by the resultant care in the selection of teachers.
3. It protects children from being taught by poorly trained and dissatisfied teachers.
4. It raises the standard of education for children by:
 - a. Enabling teachers, in spite of political and economic pressures, to prepare children for life in a democracy under changing conditions;
 - b. Encouraging people to enter the teaching profession because they know that at the end of a successful probationary period they will have an opportunity to make teaching a life-time career;
 - c. Benefiting the profession of teaching through encouraging a sense of security and stimulating teachers to attain the highest standards of professional competence without fear of unjust dismissal; and thus
 - d. Making teaching a "Profession rather than a Profession."¹⁴

III. LITERATURE ON PRESENT STATUS OF TENURE IN CALIFORNIA

Tenure in Districts of Various Sizes

Tenure legislation in California does not apply to all school districts in the same manner. By law, districts are

¹⁴California Teachers Association, Tenure. A handbook prepared by the tenure committee (San Francisco: California Teachers Association, 1952), p. 8.

divided into three classes: (1) those under 850 average daily attendance, (2) those whose average daily attendance is 850 or more but less than 60,000 and (3) those whose average daily attendance is 60,000 or more. Los Angeles Elementary and High School Districts and the San Francisco and San Diego Unified School Districts are the only districts in the last classification.¹⁵

In the small school districts (less than 850 ADA) teachers may at the option of the school board be given permanent status. Three consecutive years must be served by the teacher as a probationer. Any year subsequently the board may, if it chooses, classify the teacher as permanent.¹⁶

In school districts of the second classification, (850-60,000 ADA) teachers likewise must serve a three-year probationary period.¹⁷ Election to a position the fourth year, either by board action or by failure to dismiss by written notice on or before May 15, automatically confers the protection of permanent tenure on the teacher.¹⁸ As is also true in schools under 850 ADA, probationary teachers may be dismissed at the end of a school year without cause being

¹⁵State of California, Education Code (Sacramento: State of California, Documents Division, 1957), Sections 13081-83.

¹⁶Ibid., Section 13084.

¹⁷Ibid., Section 13081.

¹⁸Ibid., Section 13582.

shown.

In the San Francisco, Los Angeles and San Diego districts, teachers may be classified as permanent after two consecutive years of service and re-election for the third year. Probationary teachers get more protection than they do in the smaller districts since they are not subject to dismissal at the end of the year without cause. The cause need not be one which is required in the case of dismissal of a permanent teacher, but it must be a cause which is for the good of the schools, and the teacher is entitled to a hearing before the board with the right to have the proceedings reviewed by the court.¹⁹

Probationary teachers in all districts are protected from dismissal during the school year except for one of the causes which are grounds for dismissal of a permanent teacher and by following the same procedure as that required in the case of dismissal of a permanent teacher.²⁰

E. E. Rosling stated in the N. E. A. publication of 1899, Addresses and Proceedings:

Except in cases justifying summary action, such as immoral conduct, each teacher is entitled to fair warning before dismissal for incompetency. The notice should be coupled with friendly criticism and advice from the proper

¹⁹ California Teachers Association, op. cit., p. 5.

²⁰ State of California, op. cit., Section 13581.

source, acquainting him with his deficiencies, and both supervisors and principals should give him careful attention and assistance, not only for the sake of the children for his own sake. Such a course has been the making of some of the best teachers, who would otherwise have retired from the profession discouraged. A change of grade assignment or environment may bring about a satisfactory result. If it is self-evident that he can never become a successful teacher, have him told so, kindly, and above all, do not soothe his disappointment by arming him with credentials and recommendations in subtle form, calculated to deceive wherever presented. Do not pass such a teacher along to inflict his incompetency upon others: nor keep him yourself because of his influential friends: but remain true to your trust, and remember that the welfare of the child is your highest trust.²¹

The Probationary Period

Since it is virtually impossible to predict accurately what degree of success a new teacher will have in a particular position until he actually functions in it, a probationary period prior to the granting of tenure is essential. Yet, many problems arise in connection with the probationary period.²²

In the California Teachers Association publication of 1952, it was reported that several studies in different states had shown that failure to renew contracts tended to cluster at the end of the probationary period.²³ The report states that

²¹Eric Edward Rosling, Addresses and Proceedings (Washington, D. C.: National Education Association, 1899), p. 1123.

²²Willard S. Elsbree, and E. Edmund Keutter, Jr., Staff Personnel in the Public Schools (New York: Prentice Hall, Inc. 1954), p. 207.

²³California Teachers Association, op. cit., p. 6.

in part, this is due to the fact that administrators and board members seek to give teachers who do not prove successful during the first trial period, the longest trial time possible rather than to remove them at once. Unfortunately, this is attributed in part to the deliberate action to circumvent the purposes of the law by some unethical boards. By not allowing teachers to gain tenure, unscrupulous boards can retain rather absolute power over teaching staffs. The school system, of course, suffers from such turnover, but it would suffer on many scores if it were subject to a board of education which operates in this manner. Some cases are known where the same teachers who were refused tenure status have been rehired on probation.

No adequate solution to the problem has been advanced. To grant tenure upon original appointment might seem helpful, but other problems are introduced which could be handled through the use of a probation period, and the large number of ethical school boards would be handicapped in order to correct the abuses of the relatively few unprincipled ones. The State of Pennsylvania tried the immediate tenure plan, but soon discarded it.²⁴

²⁴ National Education Association, The Problem of Teacher Tenure (Washington, D. C.: National Education Association, 1924), p. 21.

Willard S. Elsbree stated that the burden of proving fitness rests on the teacher during the probationary period. During the tenure period, the burden of proving unfitness lies with the administration. Therefore, it is the duty of the school administration to help the probationary teacher to succeed. This is not only a moral consideration but also a practical one, because the school system has in each new teacher an investment which is lost if the teacher must be replaced. Yet great care should be taken in promoting probationary teachers to tenure status. The decisions should not be based on sentiment or the theory of "giving the teacher a break." It also seems justifiable that a probationary teacher who is not to be granted tenure should be given some guidance and help on planning his future, either within or outside the field of education. Fair play would indicate that prior notice be given, so that the teacher's failure does not come as a sudden blow.²⁵

Also according to Elsbree, the erection of legal barriers against end-of-year dismissal during the probationary period, other than requiring timely notice and statement of reasons, would tend to grant protection to those who had not yet merited it and would not serve the best interests of the

²⁵Willard S. Elsbree, and E. Edmund Reutter, Jr., Staff Personnel in the Public Schools (New York: Prentice Hall, Inc. 1954), p. 207.

schools. During a probationary year, the teacher should serve under a contract, which could be broken only upon proof of specified shortcomings on the part of the teacher.²⁶

IV. LITERATURE ON TEACHER TURNOVER

In a Columbia University publication, advocates of tenure legislation claim the reduction of teacher turnover as one reason for tenure laws. Yet there has been no conclusive evidence that any such connection exists.²⁷ A study of teacher turnover in New York found "no evidence to show that tenure legislation tends to reduce turnover."²⁸ Another study reported that "the difference between Connecticut and New Jersey teachers (Connecticut having no tenure law and New Jersey having one) with respect to stability is not large enough to be of much practical significance in individual school systems."²⁹ A third concluded that "evidence. . . is so meager that no affirmative conclusions is warranted."³⁰

²⁶Ibid.

²⁷Ibid., p. 215.

²⁸Willard S. Elsbree, Teacher Turnover in Cities and Villages of New York State (New York: Teachers College, Columbia University, 1928), p. 67.

²⁹O. Raleigh W. Holmstedt, A Study of the Effects of the Teacher Tenure Law in New Jersey (New York: Teachers College, Columbia University, 1932), p. 100.

³⁰Cecil W. Scott, Indefinite Teacher Tenure (New York: Teachers College, Columbia University, 1934), p. 142.

Elsbree and Reuter claim that although the rate of teacher turnover has been frequently deplored by education spokesmen, very little research in the area has been forthcoming. They report that lack of adequate records in most school systems on why teachers leave positions has been one big handicap in dealing with the problem. Some turnover, of course, is unavoidable, and some is even desirable.³¹ Causes that might be considered unavoidable from the point of view of the administration include marriage, maternity, retirement, illness, death and professional study. Avoidable causes could include dissatisfaction, acceptance of a better position in the field of education, acceptance of a better position in another field of endeavor and dismissal.³²

The significant conclusions that Elsbree and Reuter have drawn from the limited research devoted to teacher turnover may be summarized as follows:

1. The chief causes of teacher turnover are acceptance of a better position and marriage.
2. The rate of turnover bears little relation to prevailing conditions regarding termination of employment.
3. The rate of turnover does not seem to be closely related to the salary maxima provided by local school systems despite the fact that "leaving to

³¹Elsbree, Reutter Jr., op. cit., p.216.

³²Ibid.

accept a better position" is one of the leading causes of turnover.

4. The rate of turnover varies widely from school system to school system.
5. The rate of turnover in large city school systems is consistently less than in small school systems.
6. Interstate teacher migration figures show a wide divergence among states in regard to per cents of teachers entering and leaving.
7. The practice of employing local residents as teachers apparently tends to keep turnover relatively low, although certain other effects of "inbreeding" are less favorable.
8. Teachers with better professional backgrounds tend to migrate more than those less well prepared.³³

Increased professional attention to research into the amounts and causes of teacher turnover is sorely needed.

Undoubtedly some aspects can be attacked directly through enlightened local personnel policies, attitude and procedures.

In the absence of research data, however, reduction of the rate of teacher turnover seems destined to be an elusive goal.³⁴

V. LITERATURE ON TEACHER COMPETENCE

In one form or another the question "what is a good teacher?" has pervaded education for centuries. Probably some of the current unrest in education can be traced to uncertainty

³³Ibid., pp. 216-217.

³⁴Ibid., p. 217.

about what constitutes "good" teaching.³⁵ There are many specific and practical problems waiting for their solution, on a satisfactory answer to the question. Teacher training institutions would have fewer doubts about how to prepare teachers if the "good" teacher or the "competent" teacher can be identified. Also, such administrative devices as merit based salary scales and other kinds of rating scales would be on a firmer foundation if teacher competence could be identified and agreed upon.³⁶

For the past several years, the literature has been replete with studies which have attempted to identify and measure teacher competence. The studies have added quite materially to the understanding of desirable teacher abilities, qualities and traits. But, it is apparent that the identification and definition are by no means satisfactory and one is left with a tremendous discontent as the literature is examined. Educators question whether the studies are concerning themselves with specific characteristics or with more general characteristics of teaching efficiency.³⁷

³⁵ Levin, Harry, "A New Perspective on Teacher Competence Research," Harvard Education Review, Volume XXIV, No. 2 (Spring, 1954), p. 98.

³⁶ Ibid.

³⁷ Ibid.

Since there is not yet available a satisfactory definition of teacher competence, consequently there are no adequate means of measuring this variable.

Dr. A. S. Barr, in his summary of research studies, states that even though there is no adequate explicit definition of teacher efficiency, three approaches are apparent in measurement procedures:

1. Definitions based upon estimates of traits (qualities) assumed to function in the teaching act such as drive, considerateness, emotional stability, objectivity, intelligence, and the like.
2. Definitions based on appraisals of activities included in teaching such as discovering and defining pupil needs, setting goals, stimulating interest (pupil activity), choosing learning experiences, guiding learning activities, and appraising results.
3. Definitions derived from pupil growth.³⁸

Dr. Barr states that the third approach is the soundest, the first two being in terms of means to an end (pupil growth).

Teacher-rating scales reflect the first two approaches and frequently include items relating to the teaching-learning situations. The lack of agreement in regard to the definition of teacher efficiency limits the validity of research findings in this area.³⁹

Research findings conclude that the ultimate measure of teacher effectiveness, particularly in the teacher-pupil relations, will be found in the changes produced in the pupils

³⁸Walter S. Monroe, (ed.), Encyclopedia of Educational Research (New York: The Macmillan Company, 1950), pp. 1446-1447.

³⁹Ibid.

under his direction. Hence, it seems sound to attempt the evaluation of teaching efficiency on the basis of pupils' growth, but a practical procedure has not yet been developed. The development of more adequate means of measuring the total changes in pupils will doubtless contribute to the success of this approach to the measurement of teaching efficiency.⁴⁰ Obviously a battery of achievement tests is inadequate, since teaching is only one among many factors operating to produce changes in pupil behavior.⁴¹ Many different types of rating scales as a means of evaluating teacher competency have been developed. Results of fifty-seven scales studied show that there is little agreement in regard to the items that should be included in a teacher-rating scale.⁴² It was also apparent that many of the items refer to aspects of the teaching-learning situation rather than to teacher traits.⁴³ However, the higher frequency items probably are indicative of teacher traits generally considered to be significant: discipline, cooperation, adequate scholarship, voice, care of individual differences, health, loyalty, command of English, daily preparation,

⁴⁰Ibid., pp. 1447-1448.

⁴¹Ibid., p. 1448.

⁴²Ibid.

⁴³Ibid.

care of physical conditions--heat, ventilation and light.⁴⁴ Another approach to the evaluation of teaching efficiency is the use of tests to measure qualities of teachers considered to be related to teaching efficiency: intelligence, knowledge, of subject matter, cultural background, teaching aptitude, professional information, social and professional attitudes, interest in teaching and social adjustment.⁴⁵ As with the rating scales, a great deal of effort has been expended in the study of reliability and validity of these instruments.

The research in the area of teacher competency has added materially to the understanding of desirable teacher traits, abilities, and qualities. However the literature showed that the identification and definition of teacher competencies is as yet by no means satisfactory. Until teacher efficiency is identified and defined, there will be no satisfactory means of measuring that variable.⁴⁶

⁴⁴Ibid.

⁴⁵Ibid.

⁴⁶Ibid., pp. 1453-1454.

CHAPTER III

AN OVERVIEW OF THE EAST WHITTIER CITY SCHOOL DISTRICT

I. GROWTH OF THE DISTRICT

The past ten years have changed the East Whittier School District from a one school county district to a city district of fifteen schools. The number of personnel, classified and certificated, now employed is slightly less than the total pupil enrollment a decade ago.

The data in this chapter was taken from the official records and reports of the personnel office of the East Whittier City School District.

During the school years of 1948-51, the enrollment in the East Whittier City School District increased four times in size. The next two-year period, 1952-1954, the enrollment doubled. From 1954 to the present, enrollment in the district has almost doubled again. This spiral of growth has presented many problems to the district in housing and in staffing. Table I shows the number of schools, classrooms, certificated personnel, and the average daily attendance by school year, over a ten-year period in the East Whittier City School District.

School building number fifteen is now under construction

TABLE I
 NUMBERS OF SCHOOLS, CLASSROOMS,
 CERTIFICATED PERSONNEL AND ADA BY SCHOOL
 YEAR IN EAST WHITTIER CITY SCHOOL DISTRICT

School year	No. of schools	No. of classrooms	No. of certificated personnel	Average daily attendance
1958-59	14	325	388	11500
1957-58	13	308	370	10700
1956-57	11	257	358	9960
1955-56	9	217	315	8528
1954-55	9	187	251	7041
1953-54	7	159	218	6008
1952-53	7	127	163	4541
1951-52	5	99	107	3061
1950-51	3	49	66	1712
1949-50	3	30	44	1026
1948-49	2	20	31	745

and will be available in September of 1959 to aid in the housing of a projected enrollment of 12,032 children. East Whittier provides employment for approximately 616 people, 390 certificated and 216 classified personnel.

II. CURRENT STATUS OF TEACHING STAFF

Per Cent of Teachers According to Sex

The percentage of young men entering the elementary field in California has increased over the period of the last ten years.¹ A bulletin of the California State Department of Education indicates that there are 20 per cent men and 80 per cent women teaching in California elementary schools. East Whittier compares favorably with the state, since it has identical percentage figures.

Thirty-eight per cent of the men teachers in the East Whittier City School District have gained tenure. During the period of growth, the percentage of men on the teaching staff has remained quite constant. The District has not placed male teachers below the fourth grade. Over an eight year period, 1951-1959, the per cent of men teachers in East Whittier has varied from 18 per cent to the present 20 per cent, and reached a high of 23 per cent during 1956-57. This is illustrated in Table II which presents the percentage of men teachers by

¹California State Department of Education, California's Teachers, Bulletin of the California State Dept. of Education, Vol. XXVII, No. 10 (Sacramento: 1958), p. 6.

TABLE II
PERCENTAGE OF MEN TEACHERS BY SCHOOL
YEARS IN EAST WHITTIER CITY SCHOOL DISTRICT

School year	Total teachers	Total men teachers	Per cent of men
1958-59	358	72	20
1957-58	319	69	22
1956-57	305	69	23
1955-56	273	61	22
1954-55	216	44	20
1953-54	186	36	19
1952-53	115	24	21
1951-52	94	17	18

school years in the East Whittier City School District.

These figures have remained rather constant probably because of the District policy of promoting from within to administrative assignments. This usually accounts for the need to replace several male teachers each year. Then, too, not placing men below the fourth grade limits the number of men and would contribute to the greater percentage of women.

Salaries

Salaries affect tenure conditions within a given area insofar as they are able to attract teachers and provide them with the incentive to gain tenure and live in the community. The salary schedule range for 1958-59 in East Whittier was from a minimum of \$4500 to a maximum of \$7600 over a period of twelve years. The average salary for a teacher in the East Whittier City School District for 1958-59 was \$5547.

Experience

In a fast growing district, such as East Whittier, it is difficult to find enough well-trained and experienced teachers; therefore it becomes necessary to employ large numbers of beginning teachers. This will account to a certain extent for a lower average salary than might be expected. Table III shows the numbers and percentages of beginning teachers, with no previous experience in the East Whittier City School District, also the total numbers of teachers by

TABLE III

NUMBERS AND PERCENTAGES OF BEGINNING TEACHERS
 IN EAST WHITTIER CITY SCHOOL DISTRICT
 (No previous experience)

School year	New teachers	Total teachers	Percentage of new teachers
1958-59	22	358	6.1
1957-58	24	319	7.5
1956-57	35	305	11.5
1955-56	32	273	11.7
1954-55	16	216	7.4
1953-54	34	186	18.3
1952-53	22	115	10.4

school year, beginning with the term of 1952-53 and including the present school year.

Recruitment

During certain years, it was necessary to employ teachers from out-of-state to fill the classrooms. East Whittier did this type of recruiting during 1953, 1954, and 1955. The number of out-of-state teachers employed during the past several years is indicated in Table IV.

Teachers holding sub-standard provisional teaching credentials were also employed. However, it was hoped that the policy of employing only those people on provisional credentials who had had either satisfactory teaching experience or practice teaching would aid in maintaining a high standard of teaching. Table IV shows the numbers of provisional people employed indicating that the sub-standard credential has almost become a thing of the past in East Whittier.

III. TENURE STATUS

It may be assumed that the granting of tenure to a teacher is an indication that the district seeking to retain his services is satisfied with that individual's performance as a teacher. It follows, then, that the criteria which a district employs in making decisions regarding the granting of tenure should provide in some degree a measure of adequacy in teaching.

TABLE IV

TEACHERS FROM OUT-OF-STATE AND THOSE WITH SUB-STANDARD
 CREDENTIALS EMPLOYED BY THE EAST WHITTIER
 CITY SCHOOL DISTRICT BY SCHOOL YEAR

School year	Out-of-state teachers	Sub-standard credentialed teachers	Total teachers in the district
1958-59	5	2	358
1957-58	13	3	319
1956-57	18	13	305
1955-56	26	15	273
1954-55	27	13	216
1953-54	33	8	186
1952-53	13	2	115

Any hesitancy that a district may have in granting tenure is probably reflected by the difficulty encountered in dismissing incompetent teachers.

Tenure Responsibilities

A recent state survey indicated that there are no established written policies regarding tenure in 90 per cent of the districts which reported. In many cases where such written policies do exist, there is lack of mutual understanding among district officials, employees, and public regarding the interpretation of such policies.²

Apparently, many districts have not been too concerned with tenure. A teacher is employed and if he is able to remain for the three years of probationary status, he is granted tenure merely by the appointment for a fourth term.

As is typical of a fast growing district, the East Whittier City School District is now confronted with large numbers of teachers coming up for tenure consideration. When the district was smaller, it was a relatively easy process to select teachers for tenure. Now the District is ten times its size of ten years ago. Tenure in East Whittier first became mandatory under state law at the end of the school year 1951-52.

²California State Department of Education, Toward Better Teachers, Bulletin of the California State Department of Education, Volume XXVI, No. 3 (Sacramento: April, 1957), p. 29.

During the same year, a cooperative teacher-principal evaluation form was used as a means of evaluating teacher growth and of providing evidence for tenure decisions. This form has been changed several times during ensuing years through committee action. The current one differs in that written value judgments are employed instead of the original check list.³

Upon the principal devolves the major part of the responsibility for determining whether or not a probationary teacher shall become permanent. If a teacher has served under more than one principal and there is a question as to whether or not to grant tenure, a meeting is held of all personnel who have knowledge of this teacher's work and tenure is granted or denied by a group decision.

~~Decisions are easily reached when a teacher demonstrates superior or definitely inferior ability. However, in situations where a teacher is a "borderline case," the principal may call for the opinions of the superintendent and the assistant superintendent in charge of personnel.~~

There is the procedure which has been followed in the district ever since decisions on tenure were required. There are no written policies to help guide those who are responsible for making these important decisions. There is need for mutual

³ See Appendix C.

understanding to avoid unfair handling of teacher personnel.

Numbers and Percentages of Tenure Teachers

National statistics on the numbers of tenure teachers and probationary teachers are not available. However, fairly satisfactory estimates can be made on the basis of geographical coverage of the districts of California. An often overlooked factor relates to the difference between eligibility for and achievement of tenure status. The number of teachers in a tenure district does not bear a definite relationship to the number of teachers in the district actually protected by tenure, for probationary and temporary teachers would have to be accounted for under other categories. A study of tenure in California during 1948-49 illustrates the point by revealing that among districts granting tenure, the percentage of teachers in the system on tenure varies from less than ten per cent to over eighty per cent.⁴ Elsbree and Reutter report that while absolute figures cannot be given, it may be estimated that about two-thirds of the teachers in the country as a whole, are in districts which grant tenure, but that fewer than half of all teachers in the national actually receive

⁴California Teachers Association, The Status of California Teacher Tenure in California in 1948-49, Research Bulletin No. 12, (San Francisco: California Teachers Association, 1949), p. 3.

tenure protection.⁵

In the East Whittier School District during the school year 1958-59, all teachers fell into one of three tenure categories: (1) permanent, (2) probationary, or (3) not eligible for tenure. The third category included those teachers serving on a provisional credential which is a sub-standard credential and does not count toward tenure. Permanent teachers represented 37.7 per cent, probationary 58.7 per cent, and provisional (not eligible) 3.6 per cent.

The number of teachers on tenure in relation to the per cent of total staff did not increase very rapidly because for a period of time, the increase in the number of new teachers considerably exceeded the number who were granted tenure.

As the rate of growth of the district began to decrease, the percentage of tenure teachers began to rise. Table V illustrates that during an eight year period the number of teachers increased from 115 to 358. The number of tenure teachers increased, during this same period, from 10 to 135, representing an increase from 8.7 per cent to 37.7.

It is anticipated that the superintendent will present to the Board of Education a list of sixty-seven teachers' names to be considered for tenure in the East Whittier City School District in the spring of 1959. This list has 22 more

⁵Willard S. Elsbree and E. Edmund Reutter, Jr., op. cit., p. 207.

TABLE V

DISTRIBUTION OF TENURE TEACHERS BY SCHOOL
YEAR IN EAST WHITTIER CITY SCHOOL DISTRICT

Year	Staff	Tenure teachers	Per cent
1958-59	358	135	37.7
1957-58	319	106	33.2
1956-57	305	75	24.6
1955-56	273	41	15.0
1954-55	216	20	9.3
1953-54	186	13	7.0
1952-53	115	10	8.7

names than in any previous year. Some questions may be raised. One is, "If all tenure teachers return, what per cent of the staff will they represent?" Initially, as indicated in Table VI, it is probable that all teachers will not return to the district the following school year. They will be included in the per cent of drop outs. In the East Whittier City School District during the seven years of granting tenure 187 teachers have been granted tenure. Fifty-two of the 187 granted tenure did not remain in the district. This represents a percentage of 27.8 drop out for the district. However, if all teachers recommended for tenure remain in the district, it will increase the percentage of tenure teachers to approximately 54.3 based upon projections for anticipated growth of the teaching staff.

Another question is, "Why is the list so large?"

Immediately, one might think that they had all been hired three years previously to be eligible for tenure at this time. Table VII indicates that of the sixty-seven teachers which are under consideration for tenure in East Whittier this year, forty-seven were employed in September, 1956, seven during 1955-56, seven in September, 1955, two in September, 1954, three in September, 1953, and one in September, 1951.

Teachers whose employment dates preceeded the September 1956 date are eligible for tenure at the end of the 1959 school year because their probationary period was extended by

TABLE VI
 NUMBERS OF TEACHERS GRANTED TENURE AND
 PERCENTAGE OF DROP OUT IN EAST
 WHITTIER CITY SCHOOL DISTRICT

Year	Teachers granted tenure	Now teaching in district	Per cent of drop out
1957-58	45	29	35.5
1956-57	35	31	10.4
1955-56	45	34	24.4
1954-55	32	21	34.4
1953-54	11	7	36.3
1952-53	9	3	66.6
1951-52	10 (assumed)	10	

TABLE VII
ANALYSIS OF EMPLOYMENT DATES OF 67 TEACHERS
TO BE RECOMMENDED FOR TENURE IN 1959 IN
EAST WHEATRIER CITY SCHOOL DISTRICT

Date of initial employment	Number of teachers
1956	47
1955-56	7
1955	7
1954	2
1953	3
1951	1

leave of absence or service on a provisional credential.

A third question is, "Why are not the ninety teachers which were employed in September 1956 all coming up for tenure this spring?". As is indicated by Table VIII, of the ninety teachers which were employed in September 1956, only forty-seven are now on the tenure list, twelve are either on leave or have returned from leaves, eleven are teaching on provisional credentials, one was assigned to an administrative position and will be eligible for tenure as a teacher, and nineteen have left the district.

IV. TEACHER TURNOVER

Rapid growth in the East Whittier City School District has created some problems in the area of staff stability. Working conditions have not been as good as in districts where all facilities are complete and where district policies are well established and understood. The staff populated by a majority of young teachers has a tendency to be less stable than those composed of older teachers of greater teaching experience. This is due in part to the fact that young people are making changes, the women are getting married and often resigning, and some move to other districts for possible financial gain. East Whittier is an elementary district with large numbers of women teachers who do not plan to make teaching a career.

TABLE VIII

ANALYSIS OF STATUS OF 90 TEACHERS EMPLOYED
SEPTEMBER, 1956, IN EAST WHITTIER CITY SCHOOL DISTRICT

Status	Number of teachers
Now on tenure list	47
On leave or have returned from leave	12
Served on provisional credential	11
Assigned to administration	1
Left district	19

The East Whittier City School District has experienced a decrease in the per cent of terminations from a high of 17.8 per cent in 1956 to 7.5 per cent in 1958. Table IX shows the number and per cent of terminations, per cent of resignations, and leaves by year in the East Whittier School District.

TABLE IX

NUMBERS OF TEACHERS NOT RETURNING, PER CENT OF
TERMINATIONS AND LEAVES OF ABSENCE IN EAST
WHITTIER CITY SCHOOL DISTRICT BY YEAR

Year	Total	Total not returning	Per cent of terminations	Per cent of leaves of absence	Total per cent of terminations and leaves of absence
1957-58	370	45	7.5	4.7	12.2
1956-57	358	56	10.3	5.3	15.6
1955-56	315	64	17.8	2.5	20.3
1954-55	281	46	15.5	2.8	18.3

CHAPTER IV

REVIEW OF PRACTICES, POLICIES, AND CONDITIONS OF TENURE IN SCHOOL DISTRICTS IN SOUTHERN CALIFORNIA

Seventeen school districts in Southern California were sampled in an attempt to discover certain requirements and conditions for tenure. The districts were of two types, unified and elementary. In all cases, the districts were of sufficient size to be comparable to the East Whittier City School District in numbers of personnel and in similar problems of tenure.

A simple questionnaire of nine questions was devised to request information from directors of personnel about practices, policies, and conditions of tenure. The major portion of Chapter IV is devoted to the responses received from the questionnaire. A copy of the questionnaire is included in Appendix A.

I. RESULTS OF QUESTIONNAIRE

Age

Of the districts sampled, there was no indication of an age limit which would prevent a teacher from reaching tenure status. It was indicated that a careful examination would be made of the application of teachers approaching tenure at an older age.

Marital Status

Boards of education at one time refused to employ married women.¹ This has changed since 1946. Therefore, the greatest percentage of women teachers today are married.² There are only a few remaining districts in which boards of education refuse to employ husbands and wives. Of the districts sampled, only one out of seventeen indicated that tenure would not be granted to the husband and wife. In all other cases, the granting of tenure is based on the ability of the individual.

Credentials and Physical Examinations

Sixteen of the seventeen districts surveyed require physical examinations before granting tenure. Fourteen of the districts pay for the physical examinations.

In seventeen districts surveyed, the lack of the general credential was not a deterrent to the granting of tenure. Special credentials present a certain lack of flexibility of staff because the movement of "specialists" to new assignments is not possible.

¹Willard S. Elsbree, and E. Edmund Heutter, Jr., Staff Personnel in the Public Schools (New York: Prentice-Hall, Inc., 1954), p. 66.

²California State Department of Education, California Teachers, Bulletin of the State Department of Education, Vol. XXVII, No. 10 (Sacramento: 1958), p. 12.

Percentage of Tenure Teachers

Table X shows the percentage of teachers on tenure in districts surveyed to be within a range of a low of 34 to a high of 68.5. An interesting observation was that the highest per cent of tenure teachers occurred in the Santa Monica Unified School District, a district that has long been established and has one of the highest salary schedules in the state of California.

Written Procedures

Seventeen districts were contacted to determine to what extent written procedures had been established for purposes of granting tenure. Table XI shows that out of seventeen districts sampled, only seven had established written procedures for granting tenure. A common attitude toward tenure policies is that policies are set up by law. If individuals are employed three years, the assumption is that they are candidates for permanency, and, for the most part, are not employed for the third year unless it is anticipated that they will become permanent.

II. PERSONNEL ASSOCIATION SURVEY

Terminations

A recent survey conducted by the California Association of School Personnel Administrators showed the casualty rate of

TABLE X

PERCENTAGE OF TEACHERS ON TENURE IN SELECTED
DISTRICTS IN SOUTHERN CALIFORNIA, BY DISTRICT

District	Percentage of teachers on tenure
Santa Monica Unified	68.5
Alhambra City Unified	67.0
Arcadia Unified	65.0
Montebello Unified	65.0
Paramount Unified	64.4
Pasadena City Elementary	64.0
Glendale Unified	63.2
La Mesa-Spring Valley Elementary	60.7
El Monte Elementary	55.0
San Bernardino City Elementary	53.6
Bakersfield City Elementary	49.0
Bellflower Unified	48.3
Pomona Unified	42.0
East Whittier City Elementary	37.7
Torrance Unified	37.0
Norwalk-La Mirada City Elementary	34.0

TABLE XI
DISTRICTS SURVEYED ON TENURE POLICIES

District	Have tenure policies	Have no tenure policies
Bakersfield City Elementary		x
Bellflower Unified		x
Compton Union High		x
El Monte Elementary	x	
Glendale Unified		x
La-Mesa-Spring Valley Elementary		x
Long Beach Unified	x	
Los Angeles City Elementary	x	
Montebello Unified		x
Norwalk-La Mirada City Elementary	x	
Paramount Unified	x	
Pasadena City Elementary	x	
Pomona Unified	x	
Redlands City Elementary		x
San Bernardino City Elementary		x
Santa Monica Unified		x
Torrance Unified		x

termination for elementary teachers is higher than that of secondary school teachers. Unified districts also reflect a lower rate of turnover than do elementary schools. A comparison of teacher terminations in school districts in Southern California showed that elementary districts had 17.92, unified districts 13.05, and high school district 10.5 per cent of terminations.³

Causes of Elementary Terminations. The four highest causes of terminations at the elementary level in their respective order were maternity, change of family residence, probationary contract not renewed, and preference for home-making. These four causes of teacher terminations represent 60 per cent of all the termination cases reported.

Table XII shows teacher termination causes in their respective order of frequency as reported in a recent survey by the Southern California Association of School Personnel Administrators of elementary districts.

Contracts--Non-renewal

Probably the most difficult area in which to present a true picture is in the matter of identifying the reasons for the non-renewal of teaching contracts. These non-renewals are difficult to report because often teachers voluntarily eliminate themselves from employment so that it does not become necessary for the district to request a resignation or to give

³California Association of School Personnel Administrators, Southern Section, "Teacher Turnover Survey, 1957-58" (Los Angeles: 1958), p. 4.

TABLE XII

CAUSES AND PER CENT OF TERMINATIONS OF ELEMENTARY
TEACHERS IN SOUTHERN CALIFORNIA

Cause	Per cent
Maternity.	17.94
Change of residence.	15.80
Probationary contract not renewed.	13.19
Preference for homemaking.	12.12
Personal or family illness	5.98
Location inconvenient.	5.37
Return to school	3.68
Dissatisfaction with district.	3.22
Teaching in foreign country.	2.91
Retirement.	2.61
Not granted tenure	2.45
Entered other business	2.30
Accepted professional advancement.	2.30
Greater opportunity for advancement.	1.99
Better salary46
Death.46
Miscellaneous.	7.21

notification of a non-renewal of a contract.

Table XIII, Column I, indicates the numbers of probationary teachers whose contracts were not renewed either at the end of the first or second year. The second column shows the numbers of teachers allowed to enter their third year of probation and at the end of which they were not granted tenure. Although there may be questions in regard to the reliability of these figures, they do present a picture of overall district similarities in meeting this problem.

Torrance Unified School District explained their large numbers of teachers not granted tenure as being due to (1) large numbers of new teachers hired each year, and, (2) a concentrated effort to evaluate and retain only those considered competent.

TABLE XIII

NON-RENEWAL OF CONTRACTS FOR PROBATIONARY TEACHERS

District	1957-58		1956-57		1955-56		1954-55	
	I*	II**	I	II	I	II	I	II
Alhambra Unified	5	3	0	0	7	1	6	3
Arcadia Unified	7	3	2	0	6	0	6	2
Bellflower Unified	7	0	3	4	3	5	2	3
Culver City Unified	3	1	4	1	5	0	1	1
Glendale Elementary	7	1	8	1	7	0	10	0
Inglewood Unified	20	1	17	1				
Lynwood Unified	12	6	10	5	5	4	10	0
Montebello Unified	16	6	19	7	17	7	10	4
Paramount Unified	4	1	9	3	10	1	7	2
Pasadena Elementary	18	1	6	4	11	0	15	4
Pomona Unified	7	0	10	0	5	1	10	2
Riverside Elementary	5	5	3	5				
San Bernardino Elem.	14	1	7	3				
San Diego Unified	1	3	8	1	23	1		
Santa Monica Unified	7	3	3	0	0	1	2	2
Torrance Unified	32	10	22	5	24	1	21	0
Compton Elementary	10	0	4	1	3	0	8	1
Covina Elementary	8	3	22	0				
El Monte Elementary	2	0	2	1	0	3	1	0
Redondo Beach Elem.	17	5	8	1	13	6	9	2
La Mesa-Spring Valley Elementary	3	2	5	1			2	2
Norwalk Elementary	32	3	21	11	15	9	7	6
East Whittier Elem.	3	2	3	5	5	0	2	4

* Teachers not granted tenure at end of first or second year of teaching.

** Teachers not granted tenure at the end of three years of teaching.

CHAPTER V

A PLAN FOR THE EAST WHITTIER CITY SCHOOL DISTRICT

The plan that follows in this chapter is a plan of procedures for the selection of teachers for tenure in the East Whittier City School District. Many of the procedures included in the plan are currently in use in the District, but do not appear in official written form.

A tenure committee, composed of four principals and the assistant superintendent in charge of education, was appointed by the superintendent of the East Whittier City School District in December 1958. The functions of the committee include an evaluation of the status of tenure in the District and to make recommendations to the Superintendent regarding needs and content of written procedures for the evaluation of probationary teachers for tenure.

The committee has made two reports to the District staff. Present tenure conditions have been presented to show that the district now has 37.7 per cent of its teachers on tenure. This per cent of staff on tenure was compared with tenure percentage figures of other school districts. It was felt that further staff stability is desirable. The tenure committee desires to develop a principal's handbook on the district's responsibility to the probationary teacher.

The probationary period as now utilized is serving an important function in the schools. Continued effective operation is of primary importance in furthering the best interest of the school system. It is assumed that the East Whittier City School District can benefit from the development of a handbook on information for principals concerning probationary teachers. Information included should be on the principal's responsibility in connection with the assignment, induction, and evaluation of the probationary teacher.

I. PRINCIPAL'S RESPONSIBILITIES FOR ASSIGNMENT AND INDUCTION OF PROBATIONARY TEACHERS

A two-fold responsibility rests on the principal for the assignment and induction of probationary teachers: (1) to provide situations conducive to the success of the teacher, and (2) to maintain a consistent and constructive program of supervision and evaluation in the interest of the school district, assuring the adequacy of the teacher who is made permanent.

Teacher Assignment

The principal shall inform the assistant superintendent in charge of personnel of his teacher needs. The teacher assignment to a school is made by the assistant superintendent in charge of personnel. Placement is made in the area of the

greatest competence of the new teacher.

Principal's Responsibility Concerning Personnel Procedures

In most instances a new teacher will have completed all necessary forms with the personnel and business offices. However, the principal shall double-check to see that the following items have been completed:

1. Loyalty oath.
2. Teaching credential received and on file with County Office.
3. Present address and phone number.
4. Withholding exemption certificate.
5. Teachers' retirement forms.

Induction of the New Teacher

1. District-wide induction conferences and institutes shall be conducted by the superintendent's staff immediately preceding the opening of school and during the school year.
2. The principal shall provide adequate induction to the school for the probationary teachers under his supervision. The assignment of a pilot teacher for each new probationary teacher is a device that has proved effective.
3. The teacher new to the school shall be given a written statement of the content and objectives for each grade level or subject to be taught, including titles of textbooks and other instructional aids available.

4. Frequent conferences shall be held and specific help may be given during the first few days, particularly to probationary teachers who have not had recent experience in the grade level or subjects assigned.

Suggested Topics for Induction Meetings in Individual Schools

Adequate preservice education at the individual school level is essential. Topics that shall be discussed are listed below:

1. The educational philosophy of the school system and of the particular school.
2. Pertinent facts about the students of the school as to age, grade, mental development, and the community in which they live.
3. Acquaintance with the school plant, and a tour of the buildings and grounds.
4. An understanding of the nature of the immediate community and its relationship to the metropolitan Los Angeles area.
5. Instructional aids for good teaching, as audio-visual aids, textbooks, and library facilities available in the school and in the school system.
6. The mechanics of pupil accounting, attendance regulations, forms, and reports.
7. Special responsibilities such as yard duty, and

supervision of cafeteria and assemblies.

8. The philosophy underlying procedures of the guidance program of the school.

9. The philosophy and practices of the health program of the school.

10. The policy of the school on such matters as referrals to office, homework, tardiness, gum chewing, and dress standards.

11. Techniques for discipline and the development of good morale in pupils and classes.

12. Information on the social, athletic, and playground programs of the school, including clubs and other extra-curricular activities.

13. Professional organizations, their importance and services.

Supervisory Visits by Principal and Staff

1. The principal or a designated representative should visit the class of a teacher very early after the teacher's arrival at the school, preferably within the first two days, and frequently thereafter.

2. Every supervisory visit shall be made a matter of written record. This is imperative in the case of an unsatisfactory teacher. Written notes should be specific and dated. The importance of a cumulative file of information on

probationary employees should be stressed. Special cards, "Record of Class Visit," may be used.

3. After each supervisory visit the teacher shall be given the benefit of whatever advice the administrator can offer. Such conferences, even though informal, shall also be made matters of written record by the administrator.

Conferences with Teachers in Need of Special Help

1. Frequent conferences shall be held with the probationary teacher who needs special help. The teacher is entitled to expect definite assistance and advice.

2. The conference is the occasion for the administrator to commend the probationary teacher for his success as well as to point out his weaknesses. Every effort shall be made to have the teacher feel free to admit difficulties, knowing he has a friendly and sympathetic listener. Advice should be sincere, as encouraging as possible, but pointed and definite with regard to areas of weakness.

3. The principal shall ask the probationary teacher to assume a responsibility for the conference by preparing a list of problems and questions for discussion.

4. A written and dated record of the conference shall be kept on file and a copy shall be given to the teacher.

Health Referrals

1. Manifestations of poor health, mental or physical,

that affect the performance of duties shall be made the subject of conferences with the teacher.

2. If the condition of the teacher's health is such that he needs special assistance, the proper procedure is for the principal to refer the case to the Assistant Superintendent.

In-Service Training

1. Many opportunities for in-service training are available to probationary teachers to help strengthen areas of weakness in their preparation and training. Probationary teachers shall be encouraged to enroll in workshops in their fields and to attend appropriate institute meetings.

2. A consistent program for the educational development of new teachers shall be maintained throughout the probationary period by the principal or a designated representative. This guidance should include active assistance in techniques of teaching, including the requirement of daily or weekly lesson plans until the competence of the teacher is demonstrated.

II. EVALUATION OF THE PROBATIONARY TEACHER

Responsibility of the Principal

There is an urgent necessity for the most careful observation and constructive guidance of teachers who are on

probationary status. Upon the principal devolves the major part of the responsibility for establishing whether or not a probationary teacher shall become permanent. Principals shall exercise the utmost discretion in rating.

Procedure for Evaluation

1. The probationary teacher shall be evaluated formally by the principal once each semester when the forms for evaluation are sent to schools from the Personnel Office.
2. At this time, the principal meets each probationary teacher in an evaluation conference.
3. The completed evaluation form, signed by the teacher and the principal, shall be sent to the office of the Assistant Superintendent on the date specified.
4. In making evaluations, the principal needs to differentiate as to what may be expected from the first, second, or third year probationary teachers, respectively.

Basis for Evaluation

Two suggested ways to find a basis for evaluating probationary teachers are:

1. To rate in comparison with a typical, satisfactory permanent teacher on the faculty.
2. To consider the competencies of an outstanding teacher, an average teacher, and a weaker teacher, and compare the success of the probationary teacher with that of each

of these three types.

Suggested Items for Consideration in Evaluation

Teacher evaluation requires the consideration of personal qualities, teaching effectiveness, personal relationships, and professional attitudes. Many of these traits are listed below:

1. Appearance and grooming.
2. Mental alertness, creative ability, and originality.
3. Effectiveness of voice and speech.
4. Ability to express himself orally and in writing.
5. Emotional balance.
6. Health and vitality.
7. Mastery of subject matter.
8. Skill in planning.
9. Success in carrying out plans.
10. Attention to fundamental skills.
11. Skill in use of accepted methods and procedures.
12. Provision for individual differences.
13. Skill in evaluating pupils' growth and achievement.
14. Skill in classroom management and control.
15. Effectiveness as an inspirational leader.
16. Success in working cooperatively with administrators and consultants.
17. Success in working cooperatively with colleagues.

18. Success in working cooperatively with parents.
19. Promptness and accuracy in carrying out assigned duties.
20. Punctuality and regularity in attendance.
21. Professional growth.
22. Skill in furthering and safeguarding pupil health.
23. Skill in housekeeping, and in maintaining proper physical conditions in the classroom.

Evaluation of the First Year Probationary Teacher

1. In evaluating the first year probationary teacher some allowance shall be made for probable lack of experience in the school system. In his first teaching assignment, the performance of the probationary teacher cannot be expected to measure up to that of the experienced teacher.

2. The first year probationary teacher is rated by the principal using the East Whittier Teacher-Principal Conference Form. This completed form is to be returned to the Assistant Superintendent by June 1 of each year.

3. In the first year of probationary service a rating of "weak," or even under certain circumstances of "unsatisfactory," shall be looked upon as a warning signal of the need for special supervision and assistance for the person concerned. Such probationary teachers will be given assistance by the principal and district staff personnel.

4. It is possible that the Assistant Superintendent will arrange for the first year probationary teacher rated as "weak" or "unsatisfactory" to be transferred if it is the consensus that the individual may be a potentially good teacher able to benefit by the transfer.

5. On the other hand, extreme care will be exercised to assure that a weak or unsatisfactory probationary teacher does not escape a full and conclusive evaluation by being allowed to transfer at frequent intervals. Under ordinary circumstances, transfer of second and third year probationary teachers will not be made.

6. If it appears there is no possibility for improving the services of a probationary teacher, he may be dismissed at the end of the first, the second, or the third year of probation.

7. A probationary teacher may be dismissed during the school year only for cause, and on the same basis as the permanent teacher.

8. A probationary teacher may be dismissed at the end of the year without cause.

Evaluation of the Second Year Probationary Teacher

1. In the second year of probationary service the staff shall continue to give careful supervision and assistance to the probationary teacher.

2. In evaluating the second year probationary teacher, the achievement of a standard of performance more nearly that of the satisfactory permanent teacher should be expected.

3. Follow same procedure of mechanics as indicated for first year teacher.

Evaluation of the Third Year Probationary Teacher

1. The first half of the third year is a most critical evaluation period. Unless some unusual change in performance occurs later, the rating made at this time is for practical purposes the decision on permanence. The rating given at this period should reflect that decision.

2. For the fifth semester evaluation, the usual rating form is used for the satisfactory probationary teacher. In the case of an unsatisfactory probationary teacher, notification will be sent to the assistant superintendent in charge of personnel.

3. The standard of performance for the probationary teacher at this time shall approximate that of the satisfactory permanent teacher.

4. The third year probationary teacher rated as "unsatisfactory" will be considered for dismissal. Adequate supporting evidence must be available.

Recommendations for Permanence

1. Each principal must indicate whether or not the probationary teacher concerned shall be made permanent. For this purpose, form "Recommendation for Permanence" is sent to each principal during the sixth month of the third probationary school year. This form must be returned to the assistant superintendent properly signed by the principal showing the principal's recommendation for retention or dismissal of the teacher.

2. If the recommendation is for retention, certain procedures, including board action, will follow in order to establish permanence.

3. If the recommendation is for dismissal, the principal will request a written resignation from the teacher. If there is no compliance to this request, the teacher must be notified in writing by the Secretary to the Board of Education on or before the 15th of May.

4. After completing three full years of probationary service and serving one day in the next succeeding year (or if on an approved leave of absence) the teacher becomes permanent in the district in which he served on the last day of the preceding school year.

5. On attaining permanence each teacher receives a letter from the personnel office designating him as a permanent teacher. The school also receives a copy.

III. UNSATISFACTORY SERVICE

Examples of Causes for the Dismissal of a Probationary
Teacher at the End of a School Year

Any of the following deficiencies, if evidence is available to show that it is persistent and sustained, may be cause for dismissal of a probationary teacher.

1. Lack of proper knowledge of the subject matter or school work that the teacher is attempting to do (if properly assigned).
2. Lack of proper organization of work.
3. Lack of proper presentation to pupils of subject matter of school work.
4. Lack of proper self-control in the discipline of pupils or in the presence of pupils.
5. Inability to control classes and maintain reasonable order and discipline.
6. Lack of courtesy in contacts with pupils, co-workers, or community.
7. Lack of interest in and understanding of pupils.
8. Indifference to pupil welfare.
9. Poor judgment in handling pupil problems.
10. Tardiness in arriving at school and/or in attending classes.
11. Failure to comply with rules and regulations of the

East Whittier City School District.

12. Failure to complete and submit reports and records as required by the principal for proper functioning of the school.

13. Insubordination.

14. Failure to accept suggestions and to cooperate with the principal, the supervisor, or co-workers.

15. Temperamental unfitness for teaching: dislike for teaching or for children.

16. Lack of personal cleanliness: poor grooming.

17. Failure to maintain a clean and orderly classroom.

18. Manifestation or development of habits or social practices not in conformity with reasonable professional standards or detrimental to the school.

Poor Health as Cause for Dismissal

When a teacher is reported by the principal as unsatisfactory and health reasons are given, supporting evidence including reports on health referrals must accompany the "Notice of Unsatisfactory Service."

Typical examples of poor mental or physical health that, if persistent and sustained, might justify unsatisfactory rating:

1. Frequent absences or illness: absences that follow a significant pattern.

2. Necessity for frequent rest periods.
3. Inability to assume extra-curricular activities.
4. Evidence of continuing fatigue in classroom.
5. Emotional instability as evidenced by moodiness, garrulity, constant complaining, feelings of persecution, resentment of authority, suspiciousness, frequent weeping.
6. Antagonistic attitudes toward administrators, co-workers, community.
7. Inability to accept constructive criticism.
8. Marked increase or loss of weight.
9. Facial tics and grimacing.
10. Addiction to alcohol or narcotics.

Suggested Techniques for Obtaining Objective Data Concerning Unsatisfactory Probation Teachers

For any teacher who is weak or unsatisfactory, the administrator must have as many objectively recorded instances as possible of a persistent course of unsatisfactory work or conduct.

Every supervisory visit by a principal to a weak or unsatisfactory teacher shall be made a matter of written factual record which shall include the class, date, period, clock minutes involved, and deficiencies and inadequacies observed. Principals may require similar written records from members of the staff who may be assigned to visit the teacher. These must

be specific and detailed in nature.

If a particularly bad situation is evident, it is well to have the occurrence immediately collaborated by another qualified observer and a confirming record made of the incident.

The subject field supervisor may be called upon to take an active part in visiting, making written notes of observations and of efforts made to assist the teacher.

Any records concerned, e.g., report cards, roll books, or cumulative records, should be carefully preserved as evidence.

Observations of specific deficiencies should be gathered systematically on such points as:

1. Actual teaching.
2. Planning of lessons.
3. Discipline and control of classes: Handling of pupil problems.
4. Relations with pupils, with teachers, with other school personnel.
5. Physical condition of the classroom.
6. Handling of extra-curricular activities.
7. Health and grooming.
8. Compliance with school routines and rules.

Suggestions made for improvement shall be recorded and dated as part of the record.

When the principal is to have an important conference at a critical time with an unsatisfactory teacher, a vice-principal or other qualified professional person shall ordinarily be present.

After the conference, the principal shall give a copy of the summary of the conference to the teacher with the written request that if the summary is not correct the teacher should so state in writing.

All of this written material shall be kept in an organized form in a separate folder for each teacher.

Types of Evidence Necessary for Dismissal

In every case where dismissal is sought, principals shall be prepared to show adequate evidence indicating:

Persistent nature of difficulties. Except under unusual circumstances, the unsatisfactory conduct on the part of the teacher has been persistent and sustained.

Repeated warnings. The teacher has been informed repeatedly of the unsatisfactory nature of his work or conduct.

Frequent assistance. Real efforts have been made to help him overcome his difficulties but the efforts have been unsuccessful.

Close supervision. Since the discovery of his deficiencies, his work has been closely supervised and the principal has personal knowledge of the teacher's failure to improve.

Characteristics of Acceptable Evidence

All of the types of evidence necessary for dismissal must have certain characteristics which are listed below:

Specific in nature. General charges carry little weight. Factual evidence of deficiencies in specific professional competencies and personal qualities must be presented.

Extensive in scope. An isolated case does not constitute sufficient evidence except under unusual circumstances. A number of instances of any incompetence or defection must be submitted.

Recorded. All specific charges must be backed up by written memoranda made by the observer immediately after the various times that the deficiencies were actually observed. Likewise, all occasions where assistance is given and all ~~advisory conferences that are held shall be made matters of~~ written record immediately thereafter.

Dated and Timed. It is of great importance that, at the time records of unsatisfactory performance and notes on visits and on advisory conferences are made, they include dates, the actual clock minutes involved, the type of class, and the period of the day. Visits lasting a considerable part of or all of a period are more likely to provide good evidence than a brief visit.

IV. REGULATIONS AND ADMINISTRATIVE POLICIES
CONCERNING PROBATIONARY STATUS

Transfer of Probationary Teachers

Under ordinary circumstances, teachers will not be transferred to another school during the period of probation.

Length of Probationary Period

1. Three full school years of service are required for the probationary teacher to achieve permanence.

2. Service as a probationary teacher during at least seventy-five per cent of the days that school is actually in session during the school year from September to June is required in order that service may be counted as a full school year for purposes of gaining permanence. As a result of this "Seventy-five Per Cent Rule" a teacher who is employed after approximately the middle of November will remain on Probationary I status at the beginning of, and throughout, the next school year.

3. After completing three full school years of probationary service and serving one day in the next succeeding year (or if on an approved leave of absence) the teacher becomes permanent in the district in which he served on the last day of the preceding school year.

Rights of Probationary Teachers

Probationary teachers are given most of the benefits and rights of permanent teachers.

1. The beginning salary is based on experience and preparation.

2. Progressive salary advancement may be earned during each year of probationary service.

3. Subject to service requirements, teachers may receive certain leaves-of-absence, including illness leave. Exceptions are sabbatical, opportunity, and exchange leaves.

4. They are given membership in the state retirement system.

CHAPTER VI

SUMMARY

This study was undertaken with the desire of developing procedures through which competent teachers can be identified for tenure in the East Whittier City School District.

The purposes of the study were to ascertain the purposes and principles of tenure and to understand its function; to determine the criteria for the identification of good teaching; to evaluate and compare the status of tenure in the East Whittier School District and other selected school districts in Southern California; and to prepare a plan for the granting of tenure in the East Whittier City School District.

The literature in the field of tenure is concerned with court decisions regarding attempts to remove teachers from tenure. There is little available reference material dealing with the selection of teachers for tenure.

Many uncertainties were indicated in the literature concerned with the identification of good teaching. However, the study of the teacher in determining teacher competency becomes a study of the teacher teaching, of the teaching in process, and of the learning taking place.

The East Whittier City School District is approaching a degree of stability with regard to permanency of staff.

There has been a gradual increase in the per cent of tenure teachers on the staff. The rate of teacher turnover, and the number of sub-standard credentialed teachers employed has been gradually decreasing for a period of years.

It was found in a survey of 17 selected school districts in Southern California that the East Whittier City School District ranked low in the percentage of teachers on tenure. Age and marital status were no longer deterrents to the obtaining of tenure. The districts surveyed indicated no evidence to substantiate the claim that school districts should and do establish a maximum percentage figure indicating the number of tenure teachers on a staff. Maternity and change of residence rated highest as reasons for teacher terminations at the elementary school level.

~~A tenure committee appointed by the Superintendent~~ developed a plan of procedures for the evaluation of provisional teachers for tenure. The plan presents in official written form the prescribed steps to be followed by the principal. It is hoped that it will provide consistency in the District program to select teachers for tenure. Some of the areas of responsibility of the plan as outlined in Chapter V are:

Areas of the principal's responsibilities for assignment and induction of probationary teachers include: assignment, personnel procedures, and induction of the new teacher.

Supervisory visits by the principal should be made at an early date and conferences held with teachers in need of special help.

Inservice training must be made available to probationary teachers to strengthen areas of weakness.

The major responsibility for the evaluation of the probationary teacher is placed on the principal. The procedure and basis for evaluation are established and items for consideration in evaluation are listed. Criteria for evaluating, and comparing, first, second, and third year teachers are set forth followed by the steps of recommendation for permanence.

Unsatisfactory service is identified with examples of deficiencies in teaching.

The tenure committee will consider further refinement of the plan prior to presenting it to the Superintendent and District staff for their consideration. If acceptable, with modifications if necessary, the plan of procedures will be presented to the Board of Education for adoption.

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APPENDIXES

- Appendix A. Cover Letter for Questionnaire.
 - Appendix B. Tenure Survey Questionnaire.
 - Appendix C. Teacher-Principal Conference Form.
 - Appendix D. Criteria for the Evaluation of Teachers.
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APPENDIX A

EAST WHITTIER CITY SCHOOL DISTRICT

Dear _____ :

The East Whittier City School District is in the process of developing a principal's handbook on the district's responsibility to the probationary teacher.

Your completion and return of the few questions enclosed will be appreciated.

When the handbook is completed and adopted by the board of education, I will be happy to send you a copy.

Very truly yours,

Russell P. Vincent

Assistant Superintendent
in Charge of Education

RPV

APPENDIX B

EAST WHITTIER CITY SCHOOL DISTRICT

TENURE SURVEY QUESTIONNAIRE

1. Do you have an age limit for granting tenure?
Yes _____ No _____ If yes, what age? _____
2. Will you grant tenure to husband and wife?
Yes _____ No _____
3. Do you require a physical examination for tenure? _____
At district expense? _____
4. Will you grant tenure to a teacher holding only a
special credential? Yes _____ No _____
5. What per cent of your staff is represented by tenure
teachers? _____
6. Is there an established percentage or number of teachers
on tenure in your district that you will not exceed?
Yes _____ No _____ If yes, state % _____
7. What do you consider would be an ideal per cent of your
staff to be represented by tenure teachers? _____
8. Do you have established board rules and regulations for
tenure? Yes _____ No _____
9. Comments _____

APPENDIX C

EAST WHITTIER CITY SCHOOL DISTRICT

Whittier, California

TEACHER-PRINCIPAL CONFERENCE FORM

Name _____ School _____ Date _____

Grade _____ Aver. No. in class _____ Years Experience in East Whittier _____

Teacher Status: Probationary 1 2 3 Years Experience other than East Whittier _____

Permanent

PERSONAL CHARACTERISTICS:

(Grooming, Promptness, Emotional Stability, Sense of Humor, Dependability, Voice, etc.)

PERSONAL RELATIONSHIPS:

(With other Teachers, Students, Parents, Administrators, etc.)

RECOMMENDATIONS: (For Probationary Teachers only at 2nd rating)

This teacher's work is satisfactory and it is recommended that he be retained.

This teacher's work is in need of improvement. I have discussed the weakness with him and he understands that he is being given further opportunity to bring about the necessary improvement.

This teacher's work is not satisfactory and it is recommended that he not be retained.

Date

Signature of Principal

The Principal has explained the basis of this report to me and I understand its implications.

Date

Signature of Principal

EFFECTIVENESS IN TEACHING:

(Knowledge of Subject Matter, Planning, Organization, Classroom Environment, Classroom Management, Methods and Techniques, etc.)

ETHICS AND PROFESSIONAL ATTITUDE:

(Use of Professional Services, Acceptance and Support of Suggestions, Acceptance of Assignments in a Professional Manner, Observance of Ethics of the Teaching Profession, etc.)

CONFERENCE SUGGESTIONS:

(To be executed at mid-year conference)

Date _____ Principal

The Principal has explained the basis of this report to me and I understand its implications.

Date _____ Teacher

APPENDIX D

EAST WHITTIER CITY SCHOOL DISTRICT

Whittier, California

Criteria for the Evaluation of Teachers

Evaluation of teachers falls under four major areas, each with appropriate criteria comprising the qualifications necessary for proper appraisal and maintenance of standards. These criteria should be used as:

- (1) A guide for teachers in evaluating their own proficiency and growth.
- (2) A guide for administrators in evaluating teachers.
- (3) A basis for discussion in conferences between teachers and principals.

One form will be used for both rating periods; probationary teachers shall be evaluated two times a year, permanent teachers once during the same period.

PERSONAL CHARACTERISTICS:

Grooming: Personal appearance and dress appropriate for work. Neat, attractive, and has good posture.

Promptness: Meets obligations on time, i.e. reports, attendance at meetings, yard duty, observes standards of district as to arrival and departure.

Emotional Stability: Adjusts to new situations; is controlled and effective under pressures; has mature understanding of his own and others' problems. Maintains proper perspective.

Sense of Humor: Friendly toward associates and students; exhibits social consciousness; sets proper tenor with individuals and groups.

Dependability: Is accurate in record-keeping, interpreting announcements in bulletins; has tact and shows good judgment; makes reliable decisions.

Voice: Expresses ideas clearly; has correct and pleasant speech; well-modulated.

Other: Has good health, mental and physical; enthusiastic about teaching; adaptable to new trends; is consistent.

PERSONAL RELATIONSHIPS:

With Teachers: Is accepted by other staff members; contributes to the professional plans of the staff; contributes to "team effort"; responsible for activities outside of classroom; compromises when necessary; amenable and loyal.

With Students: Accepts students regardless of ability, achievement, or background; is fair, willing to listen, considers pupils viewpoint; works for mutual cooperation, respect, and courtesy with students.

With Parents: Inspires confidence in parent by showing an interest in and a cooperative desire to understand the child; establishes good working relationship with parents; works with parents to interpret educational programs and problems of the district.

With Administrators: Actively seeks the advice, help, and cooperation of the administrative staff to improve the instructional program; effect an effort to use the suggestions that have been developed, and to analyze the results as objectively as possible; discuss the results of the suggestions, and seek additional advice when needed; observe the proper administrative channels; aid the administration professionally in every way possible.

EFFECTIVENESS IN TEACHING:

Knowledge of Subject Matter: Knows objectives of each subject taught; has good knowledge of subjects taught, and related fields; sees relationship between the different subject matter areas.

Planning: Plans in light of objectives and needs of class-group and individual; does long term planning with clear and purposeful aims; does careful, purposeful, daily preparation; encourages pupil participation in planning; helps pupils to be aware of purposes of work planned; plans clear, purposeful assignments and methods of evaluation.

Organization: Establishes routines which provide a well organized, orderly working situation; organizes the instructional program effectively, and in sequential order for maximum participation.

Classroom Environment: Reflects purposes of subjects taught and work in progress; includes a rich variety of appropriate materials which stimulates thinking on part of child; is attractive and neat; uses purposeful pupil-made materials; shows evidence of skills developed at particular level; shows well organized arrangement of equipment; interprets program clearly to visitors.

Classroom Management: Understands maturity level and individual differences within the group; has an objective attitude toward the child and his problems; looks for causes of behavior and uses intelligent guidance techniques; provides a democratic classroom environment; recognizes and uses interest as a motivating force; helps pupils develop good attitudes and good habits of work and study.

Methods and Techniques: Knows and uses methods that achieve objectives of subjects taught; evaluates effectiveness of methods; uses variety of materials and methods to meet individual differences; stimulates child to think critically; develops self-evaluation on part of pupils to stimulate progress.

ETHICS AND PROFESSIONAL ATTITUDE:

Evidence of Professional Attitudes: Respects and conducts himself within the recognized ethics of his profession, as set forth in the N.E.A., C.T.A. and East Whittier Teachers' Association codes of ethics; avails himself of opportunities to grow in his profession, including in-service training as well as collegiate work; demonstrates in the classroom and school a sound educational philosophy in harmony with the basic principles of the district's program; is willing to seek and try new ideas; seeks assistance of administrators and supervisors; is able to accept and put constructive suggestions into practice; plans personal

out-of-school activities in such a manner that professional obligations to the school district can be met.