Spring 1992

# The Development of a Teacher Induction Handbook

Nicholas J. Grubich Jr.

THE DEVELOPMENT OF A

TEACHER INDUCTION HANDBOOK

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A Project Report

Presented to

The Graduate Faculty

Central Washington University

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In Partial Fulfillment

Of the Requirements of the Degree

Master of Education

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by

Nicholas J. Grubich Jr.

May, 1992

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produce a teacher induction handbook for use by school
administrators and first year teachers.  The handbook was
designed to assist high school administrators in
conducting inservice training for beginning teachers
intended to familiarize them with Toppenish High School.
An effective teacher induction program is essential to
retaining our best and brightest beginning teachers.

ACKNOWLEDGEMENTS

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Chapter 1

Background of the Study

Introduction

Overwhelmed is probably the most accurate word to
describe the experience of beginning teachers.  In the
first few weeks of the school year, all the hope,
skill, and talents of an aspiring teacher meet head-on
with the needs and expectations of students, parents,
and administrators.  Many teachers are not ready for
the pressure of dealing with so many and varied
expectations.  In addition to the stress
created by the expectations of other people, the
beginning teachers must deal with their adjustment to
balancing personal and professional lives (Tennessee
Education Association [TEA] 1988).

In the above article, the T.E.A. publication concisely
identifies the overwhelming task ahead of the beginning
teacher.  Conforming to expectations of the new job
situation is compounded by differing expectations of
students, parents, and supervisors.  Successful balancing of
the expectations and abilities is paramount to the beginning
teacher's survival.

Unfortunately, seasoned teachers and administrators
have too often failed to realize that high rates of teacher
turnover,  burnout, and a period of ineffectiveness at the

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beginning of the school year are logical results of inadequate teacher induction (Dronka 1987).

Dronka (1987) further explained, education lost many new teachers in the first two years in the profession. Many losses were attributed to poor teacher induction efforts. In order to retain quality teachers, more effort must be made to insure teacher support in the first years.

The effectiveness of beginning teachers has also been determined by their ability to adapt to the pressures of the profession. Beginning teachers are expected to move into the educational setting as effective instructional leaders. This has often been far from the level of proficiency beginning teachers display during the first year. Littleton and Littleton (1988) report the manner in which a teacher begins the school year is important to the effectiveness of that teacher for the entire year.

The well being of the new professional has also been greatly affected by the amount and type of support the beginning teacher receives. Teacher moral and effectiveness have been direct results of the teacher's ability to adapt to the stresses of the occupation. In addition to the professional stresses, some beginning teachers experience their first contact with the working world.

Induction programs have been an effective method for dealing with the adjustment period for beginning teachers. An organized and effective induction program can assist

beginning teachers in dealing with professional adjustment, effective instruction and teacher retention issues in the educational setting. Research indicated that induction programs can improve teaching, teacher self-confidence, and increase teacher retention. (Huling-Austin 1986).

## Purpose of the Project

The purpose of this project was to design and produce a teacher induction handbook for use by school administrators and first year teachers. The handbook was designed to assist high school administrators in conducting inservice training for beginning teachers intended and familiarize them with Toppenish High School.

## Limitations of the Study

For the purpose of succinctness and focus, it was necessary to set the following limitations for the study:

1. The literature and research summarized in chapter 2 was limited to research current within the last twelve years.

2. The handbook produced as a result of this study has been specifically designed for use at Toppenish High School, Toppenish Washington.

3. Teacher input used in the development of the teacher induction handbook was solicited only from teachers at Toppenish High School.

## Definition of Terms

Significant terms used in the context of this project have been defined as follows:

1.  <u>Beginning teacher</u>:  A teacher who posseses no previous teaching experience (Huling-Austin, 1987).

2.  <u>Teacher induction</u>:  An organized process of activities with the goal of socializing a teacher into the organization (Fox and Singletary, 1986).

3.  <u>Beginning Teacher Handbook</u>:  A handbook of information and activities designed to assist in the induction process (Odell, 1986).

Chapter 2

Review of Related Literature

In undertaking the review of literature summarized in Chapter 2, the investigator, Nicholas J. Grubich, sought to discover information to support the following basic assumptions:

1.  Beginning teachers possess common problems specific to transitioning into the education profession.

2.  Teacher induction programs are effective in meeting the needs of beginning teachers.

3.  Teacher induction programs have multiple component possibilities.

4.  Printed materials are a necessary component of teacher induction programs.

5.  Teacher induction programs increase teacher retention.

6.  Summary

Accordingly, the literature reviewed and presented on the following pages has been organized to address these basic assumptions.

Data current within the last twelve years were identified through an Educational Resources Information Centers (ERIC) computer search.

## Beginning Teachers Possess Common Problems

According to Huling-Austin (1989a), when developing an induction program for beginning teachers, special consideration should be given to the first year teacher practitioner. Health-Camp and Camp (1990) found that most beginning teacher's problems came from three sources: the school system itself, the students, and each teacher's internal disequilibriums.

School system problems have included working in an organizational structure that has not clearly defined the expectations or procedural constraints. Inadequate job orientation has been identified as a major concern of beginning teachers, who sometimes believe they have been left on their own to figure out, for example, how to order supplies and equipment (Health-Camp & Camp, 1990).

Sixty percent (60%) of new teachers surveyed reported they did not receive formal orientation to their assigned schools. Of those who did receive formal orientation, nearly all indicated that the orientation was inadequate and contributed little to their school adjustment (Deal & Chatman, 1989).

Corcoran (1981) has used the term "procedural shock", to describe the phenomenon of new teacher disorientation which he described as follows:

> In the midst of so many strangers, it is difficult to know to whom to turn or where to begin. In addition,

the school and community environments have norms and rituals that most probably are new and strange. The large number of factual and procedural unknowns can send the beginning teacher into a state of shock, wherein it becomes impossible to transfer previously mastered concepts and skills from the university to the public school classroom (p. 20).

Young (1989) also found that the impersonal nature of the school setting and insecurity with school expectations were major concerns for new teachers. This uncertainty of school expectations was further compounded by the nature of administrative interaction.

A survey conducted by the NEA (1988), found that only 34 percent of teachers surveyed indicated building administrators gave helpful information or clarified what was expected of teachers. New teachers have often found the answers to their questions by asking other faculty members. School principals were perceived as supportive by some teachers, but overall, school principals were not viewed as a particularly strong source of support (Odell, 1989).

Not knowing the specific expectation of their job has contributed to increased stress and diminished confidence in the beginning teachers' ability to perform their job. Fox and Singletary (1986) have further

observed that new teachers were often apprehensive about asking principals for help, due in part to the principal's role as evaluater and the feeling of incompetence when asking for assistance.

Another school-related problem, commonly identified in the research, focused on the initial assignment of many beginning teachers. The initial assignment of teachers has historically been in schools that serve students from minority, low income backgrounds. These schools presented an exceptional challenge for the beginning teacher because they are called on to adapt to a much more diverse student population. Wasserman and Emery (1989) have concluded:

> Many beginning teachers are assigned to schools with an enrollment of predominantly low income, minority and/or language different children. These schools may have a multitude of government sponsored programs. Competency to meet all the necessary aspects of these programs is difficult for even the most committed and experienced of teachers let alone for a first or second year teacher (p. 3).

Misassignment of teachers was a problem researchers indicated occurred more with beginning teachers. Misassignment was defined as an assignment out of the teacher's area of expertise and sometimes out of their certification (Wassermann & Emery, 1989). Roth (1986)

concluded the problem of misassignment was particularly bad in regard to beginning teachers. He wrote, "When new teachers are hired, they are more likely than veteran teachers to be placed in assignments for which they are not certified." (p. 726). Misassignment also contributed to placing the least experienced teachers in the most difficult assignments. In part, the problem of misassignment was due to the system related concept of seniority. The more experienced teachers received the most desirable assignments, leaving the beginning teachers to the assignments that would challenge even the most skillful veterans. Huling-Austin (1989b) indicated difficult assignments could take several forms. Teaching in noncertified subject areas, having numerous class preparations, "floating" from classroom to classroom, working with low-ability or unmotivated/disruptive students, or being responsible for demanding or time-consuming extracurricular activities were all denoted difficult assignments.

Student-related problems have comprised the second major source of concern for beginning teachers. Beginning teachers were expected to move into their classrooms as competent and skilled teachers. Many times the students they find in their classrooms are much different then had been expected. Discipline, classroom management, student motivation and even instructional

planning, induced great stress to the beginning teacher
(Doworkin, 1987; Dunhum, 1984). In Biting the Apple,
Ryan, K; Newman,K. K.; Applegate, J.; Lesley, T.; Flora,
R.; and Johnson, J. (1980) stated, "There is probably no
single thing that causes beginning teachers more trouble
and more anxiety than discipline problems" (p.11).

Additionally, many beginning teachers found
themselves adapting instructional practices to meet the
diverse needs of language and culture (Doworkin, 1987).
Doworkin explained, beginning teachers frequently taught
non-English speaking students or students with diverse
cultural backgrounds.

Beginning teachers often had problems adjusting
their instruction to the students' level, pacing their
lessons, managing their classrooms effectively,
interacting with students from different socioeconomic
levels, and establishing "nitty-gritty" classroom
routines (Orlich, 1989). These student-related problems
stemmed from misplacement. Nevertheless, inexperienced
teachers  dealt with challenges without the benefit of
broad educational experience. The uncertainty of the
situation and uncertainty of school expectations lead to
their stress and a lack of self-confidence.

The third source of problems, perhaps less prominent
but equally important, originated within the teacher.
New teachers struggled with self-perception,

self-confidence, values, (Health-Camp & Camp, 1990; Krajewski & Veatch, 1988) and internal professional and personal conflicts (Griffin, 1985). New teacher's self-perceptions and self-confidence were tested while they performed with the same basic job responsibilities as the 20 year veteran teacher. Beginning teachers often expressed a lack of self-confidence and worried they were not educationally prepared to handle discipline problems (Health-Camp & Camp, 1990).

Frequently the values/norms in the public school differed from previous exposure by the education departments of their university. The conflict between university and public school values/norms caused a lack of effective instruction by beginning teachers. Etheridge (1989) suggested a teacher will move through socializing steps that include: acquiescing to the values of the authority figure (school administrator); adjusting their own perceptions toward those congruent with the authority figure; or abandoning the university-based practices to foster the teacher's survival. This whole process of redefining values was stressful in the professional and personal lives of the beginning educator.

Teacher Induction Programs are Effective.

The number and nature of problems encountered by beginning teachers have been vast and varied. Most data concerned with teacher induction programs have been obtained from surveys of teachers and case studies. Kester and Marockie (1987) described the evaluation of induction programs:

Formal evaluation of induction programs is not widespread and does not appear to be a routine procedure in most districts. However, those programs that use a formal process tend to evaluate in detail the objectives of the program. Generally, the emphasis is on perceptions of how well the program helped the participants during the time of their induction.... The level of satisfaction reported by the inductee or other personnel appears to be the most prevalent indicator of a successful induction effort (p. 29).

Gold (1989) has concluded that programs designed to reduce beginning teacher stress were effective. Said Gold:

Many students reported that they would have dropped out of teaching after the second month had they not attended the induction seminars. In support of teacher assistance components teachers involved

said, "I feel so much better. I now realize I'm not the only one with these problems". Acknowledging commonality of problems lead to lessened feelings of isolation and assisted new teachers in the formulation of realistic expectations for themselves and their classrooms (p. 68).

According to Varah, Theune, and Parker, (1986) the following benefits accrued to new teacher inductees, if they were provided an effective teacher induction program: increased time commitment to the profession; fewer student behavior problems; fewer problems with student motivation; more positive relationships with their students; better problem resolution skills and more positive descriptions of the first year experience. In addition to inductee benefits, the school administrators indicated that teachers involved in induction programs required fewer student referrals, fewer parent calls, and fewer student complaints.

Research cited by Huling-Austin (1989a) reported outcomes for first-year teachers in Indiana State University's Project CREDIT (Certification Renewal Experiences Designed to Improve Teaching). Huling-Austin found that these studies showed specific and significant measurable changes when compared with the control group in (a) use of mastery learning and mastery learning

theory, (b) motivation to understand and use higher order questions, (c) teaching critical thinking skills, (d) awareness of state and local curriculum guides, (e) ability to communicate with parents, and (f) ability to communicate with the public at large. The induction program did provide significant changes in the beginning teachers' performance.

### Teacher Induction Programs have Multiple Components.

Teacher induction program components encountered in the review of literature identified commonly recognized ways of fulfilling the needs of new teachers. For example, Odell (1987) has emphasized the importance of helping teachers to make the transition from student teaching to classroom teacher. Odell stated:

> The professional and personal concerns of beginning teachers are unique. Accordingly, the rationale underlying teacher induction programs is that the development of beginning teachers can be enhanced if they are given support to address those concerns during their transition from student teacher to instructional leader in the classroom (p. 69).

Other teacher induction programs commonly identified in the literature, that have proven successful, included the eleven program components paraphrased below:

1. Orientation meetings. Orientation meetings took place over a period of several days. During these meetings, the inductee received information about the administrative policies and district rules (Goodlad, 1983).

2. Support teachers: The concept of support possessed many names e.g. "helper, buddy, mentor". The basic premise was to provide new teachers with continual contact with support people. (Deal & Chatman, 1989).

3. Observing other teachers: The beginning teachers were offered the opportunity to observe experienced teachers in the same subject. The observation provided both socialization and demonstration of varied approaches to instruction (Varah, Thuene & Parker, 1986).

4. Consulting experienced teachers: Similar to observations, the beginning teachers were involved in frequent consultation activities with experienced teachers. These activities assisted beginning teachers in the development of problem solving strategies and classroom management techniques. (Wasserman & Emery, 1989).

5. Supervisors/Peer feedback: Valuable teaching information was gained through objective observation of teaching performance and feedback. Although the observation of teaching was described as uncomfortable, the assessment of teaching abilities were best made in

the teaching situation (Deal & Chatman, 1989).

6. Teaching/faculty team: The beginning teacher's socialization was greatly fostered by the careful inclusion in social groups that allowed the new teacher to express strengths in a safe situation (Deal & Chatman, 1989).

7. Release time: Both release time and reduced work loads were instrumental in reducing job related time and work for beginning teachers (Wasserman & Emery, 1989). The reduction of workload for the first term did much to reduce beginning teacher stress (Health-Camp & Camp, 1990).

8. Group meetings: The use of group meetings where beginners interacted and shared experiences proved instrumental in reducing teacher stress and burnout (Gold, 1989). The workshops were a frequent and regular occurrence lasting throughout the first year (Fox & Singletary, 1986).

9. Seminars: Improvement of instruction was a common teacher induction goal. Often beginning teachers needed repeated exposure to varied strategies in a seminar setting. These seminars were scheduled throughout the year and focused on specific instructional goals (Deal & Chatman, 1989; Health-Camp & Camp, 1990).

10. Resource assistance: Beginning teacher had little time to expand materials and media use in the

classroom. Assistance organizing, ordering, and utilizing media increased the probability the instructional practice would be used (Varah, Thuene & Parker, 1986). Another concern was the amount of clerical work required of the new teachers. In some programs, clerical assistance was provided to reduce the teachers workload (Health-Camp & Camp, 1990).

11. Printed materials: Prepared resource packets (Wasserman & Emery, 1989) or a beginning teacher's handbook proved useful to the beginning teacher (Health-Camp & Camp, 1990).

Although not all inclusive, this list demonstrates some more frequently cited components of induction programs. Not all programs included all components. Most programs did however, include more than one component. A study detailing the frequency of components included in local induction efforts, found that special inservice sessions, frequent evaluation, and buddy/mentor teachers were used in over 58% of teacher induction programs, 85.9%,84.8%, 58% respectively (Kester & Marockie, 1987).

## Printed materials: A

## Necessary Component of

## Teacher Induction Programs

Some important resources and printed materials which have provided valuable assistance to beginning teachers have included school district policy and procedure manuals and specially designed handbooks for new teachers. Pataniczek and Isaacson (1981) reported that beginning teachers believed orientation activities could have been more expediently transmitted via a new teacher handbook. Information beginning teachers deemed helpful in such handbooks included: district policies and procedures; employee benefits; insurance; sick leave; collective bargaining agreement and, community information.

Wasserman and Emery (1989), observed that specifically designed new teacher handbooks can provide essential information in an expedient manner. It was their belief that information was best organized in a resource packet format. Packets were available on certain topics and accessed when the teacher needed information. This approach was teacher-centered and minimized the information gathering time.

Health-Camp and Camp (1990) advocated a different approach which provided a comprehensive handbook including step by step checklists for ordering supplies,

reporting grades, and organizing their time. These were routine operations experienced teachers took for granted, but caused beginning teachers stress. Regardless of design, the handbook was responsive to the needs of the beginning teacher.

It was the opinion of Odell (1986) that beginning teachers required the most assistance on system-related and resource/materials categories of support. Odell further explained that the content of information changed as the year progressed. Later in the year, support focused more on instructional support. If successful induction programs were flexible to the needs of the beginning teacher, as Gold (1989) suggested, the handbook also required flexibility.

Teacher Induction Programs Increase Teacher Retention

The literature reviewed for the purpose of this project included three research studies that provided evidence that teacher induction programs increase new teacher retention. Two of the programs, project CREDIT at Indiana State University and University of Wisconsin-Whitewater Teacher Induction Program, linked university and public school district efforts in the induction programs. Alabama/Birmingham First-Year Teacher Pilot Program was a state department of education model

used by public schools in Birmingham.  This model did not include direct linkage with a university.

Project CREDIT, had a retention rate of 100%. Twenty-one first year teacher participants indicated a desire to continue teaching the following year.  Prior to implementing Project Credit, the public school new teacher drop out rate had averaged 26.5% during their first two years (Huling-Austin, 1989a).

Unversity of Wisconsin-Whitewater Teacher Induction Program had a retention rate of 100% of the experimental group.  In the control group the retention rate was only 83%.  Additionally, researchers noted 75% of the experimental group indicated they planned to be teaching in five years, in comparison only 25% of the control group indicated they planned to be teaching in five years (Varah, Theune, and Parker, 1986).

Alabama/Birmingham First-Year Teacher Pilot Program also had a control and experimental group.  After the first year, the experimental group had a retention rate of 96%.  Whereas, the control group had a retention rate of 80% (Huling-Austin, 1989b).


## Summary

The review of literature addressed in Chapter 2 has provided an abundance of information to support the following assumptions:

1.   Beginning teachers possess common problems specific to transitioning into the education profession.

2.   Teacher induction programs have been effective in meeting the needs of beginning teachers.

3.   Teacher induction programs have multiple component possibilities.

4.   Printed materials are a necessary component of teacher induction programs.

5.   Teacher induction programs have increased new teacher retention.

Chapter 3

Procedures of the Project

Need for the Study

The need to develop an induction handbook for beginning teachers at Toppenish High School was influenced by several factors:

1.  Course work completed at Central Washington University as part of the writer's ( Nicholas J. Grubich) Master of Education in School Administration.

2.  The investigator's prior experience developing a special education handbook for teachers detailing the Toppenish School District policies and procedures.

3.  The writer's 1991-1992 administrative internship/field experience at Toppenish High School.

4.  The need to help beginning Toppenish High School teachers overcome anxieties related to working in a new professional environment.

Developing Building Level Support

In the spring of 1991, the writer met with the principal and assistant principal at Toppenish High School and discussed the need to develop a teacher induction handbook for beginning teachers.  As a result of these discussions, the following agreements were reached:

1.    The writer would provide more information about the type of handbook to be developed.

2.    The principals pledged their support and assistance in developing the handbook during the 1991-92 school year.

3.    The high school administration identified mentor teachers to assist with new teacher induction activities.


## Procedures for Implementation

A three phase plan to design and develop a teacher induction handbook, detailed below, was adopted:

1.    A review of current literature and research would be used to determine critical handbook content.

2.    Consultation with the high school administration regarding the desired outcomes for the teacher induction program.

3.    The teacher induction handbook developed, would be field tested on 5 new teachers hired at Toppenish High School during the 1991-92 school year. The input of the beginning teachers and their mentors would be considered for handbook content.

## Overcoming Developmental Problems

One particularly challenging part of the development of the teacher induction handbook was the selection of content. If all recommendations in the literature had been included, the handbook would have been too large. Therefore, content of the handbook was limited to issues that appeared commonly in the literature.

Another problem to be addressed was the dual purpose of the handbook. First, the handbook was to be a resource for beginning teachers. Second, it needed to be organized in such a way that it could be presented in short inservice formats. This dual purpose was overcome by developing a section in the handbook to assist the facilitator in leading inservice activities.

# Chapter 4

## The Project

The purpose of this project was to design and produce a teacher induction handbook for use by school administrators and first year teachers. The handbook was designed to assist high school administrators in conducting inservice training for beginning teachers intended to familiarize them with Toppenish High School.

The remainder of chapter 4 has been devoted to a systematic presentation of the Beginning Teacher Handbook developed for Toppenish High School. The handbook has been organized in the following format:

1. Toppenish High School
2. Get Ready
3. Keep Going
4. Inservice materials
5. Appendix

# Beginning Teacher Handbook

# 1991- 1992

TOPPENISH HIGH SCHOOL

Please note: Clip art throughout this handbook was redacted due to copyright concerns.

# Table of Contents

**WELCOME**

You have been chosen to teach at Toppenish High School because you possess the desire and ability to provide success for all students. Toppenish High School teachers are committed to seeing all students succeed.

As a new teacher at T.H.S. you will face many challenges. They may seem insurmountable, they are not. You will experience success, frustration, laughter and tears as you attempt to make a difference in the lives of the students at Toppenish High School.

Up to now, you have committed over four years to becoming a teacher. All the skill and knowledge acquired during your teacher training must now be integrated to enhance the learning in your classroom. At this point, you need to sort through the information and organize a system to work through the task at hand.

This handbook and the carefully planned inservice will provide you with some needed information. Each faculty member can relate to the frustration, pain and elation involved in becoming an experienced teacher so use each person as a resource to make your first year at Toppenish a joyful, growing experience.

**HISTORY**

The Toppenish schools and community have a long and proud history.  The following events are especially worth noting:

*   Through the early 1970's Toppenish was a predominately white farming community.

*   Closure of the U & I Sugar plant forced many skilled labor jobs in Toppenish to leave the community.

*   Agricultural products shifted and forced a change in the needed workforce.  Lowerpaying field labor work was readily available but skilled labor work was not.

*   The community's workforce became increasingly more minority/migrant in nature and the community's ethnic make-up changed to reflect the new workforce.

*   The traditional migrant worker settled in the community and maintained the workforce throughout the year.

*   As the agricultural economy declined during the late 70's and early 80's, "white flight" occurred, increasing the culturally diverse nature in Toppenish.

*   Through the 80's the community repeatedly attempted to develop a more diversified economic base.

*   The most significant boost for the lower valley came with wineries.  This industry has added to the tourist appeal of the Lower Yakima Valley.  Toppenish has been working hard as a community to increase the local tourist industry.

At present Toppenish is still an agricultural-based community with a very diverse population.  The four cultures that are represented in Toppenish are: Anglo-American, Mexican-American, Asian-American and Native American.

## PURPOSE

This handbook is provided to beginning teachers as a
resource for making your transition into Toppenish High
School a smooth one.  This handbook will not answer all your
questions or take the place of personal contacts you'll be
making with the staff here at the high school.  It was not
designed to take the place of the Faculty Handbook or other
district program handbooks.

Its purpose is limited:  to help beginning teachers get
through the crucial first months of school, by providing
check lists, suggesting resources, and outlining inservice
activities.  Between now and the first of October, we hope
you will refer to it countless times.


## GOALS

The Goals of the Toppenish High School beginning teacher
induction program are four fold:

1.  Provide beginning teachers with guidance to promote
    their professional development.

2.  Provide beginning teachers with support and information
    to reduce stress.

3.  Increase the retention of beginning teachers at
    Toppenish High School.

4.  Provide professional growth opportunities for
    participants in the teacher induction program.

**TOPPENISH HIGH SCHOOL**

Knowledge of the entire school curriculum assists in the development of course content. Cross-curricular student activities are highly valued at Top Hi. This section may assist you in developing student activities to compliment and support the overall school program. This section outlines the academic curriculum offered at Toppenish High School. The following listings are included in this section: academic programs, co-curricular activities, and a teacher directory.

**Academic Programs**

**Art**
  Arts & Crafts I and II
  Individual Art Studies
  Graphic Art I and II
**Music**
  Band
  Choir Advanced
  Chorus
  Music Survey
**English**
  A. P. English
  College Preparatory English
  English 9
  English 10
  English 11
  English 12
**Foreign Language**
  French I
  French II
  French III
  Spanish I
  Spanish II
  Spanish III
  Spanish IV
**Social Science**
  Contemporary World Problems
  Economics
  United States History
  Washington State History
  World Geography

**Special Programs**
  JOM Resource
  Migrant Resource
  Special Education
**Mathematics**
  Basic Arithmetic
  Common Math
  Career Math
  Consumer Math
  Pre-Math I
  Math I
  Math II
  Math III
  Math IV
  Trigonometry
**Physical Education**
  Advanced P.E.
  Physical Ed. & Health
  Strength Training
**Science**
  A.P. Biology
  A.P. Chemistry
  Biology I
  Biology II
  Biology III
  Chemistry
  Experimental Science
  MESA
  Physics

(Academic Programs continued)

**Business Education**
  Bookkeeping I & II
  Business Communication
  Data Processing
  General Business
  Information Processing I & II
  Keyboarding I & II
**Yakima Valley Skill Center**
  Auto Body Repair
  Automotive Technology
  Aviation Technology
  Carpentry Technology
  Computer Applications
  Cosmetology
  Dental Assisting
  Electronic/Computer Technology
  Fashion Marketing
  Legal/Medical Secretary

**Home and Family Life**
  Clothing and Textiles
  Contemporary Living
  Foods and Nutrition
  Home Economics
**Agriculture**
  Agriculture I - IV
  AG CarpentryI & II
  Applied Technology
  Horticulture I & II
**Traffic Safety Ed**
**Yakima Valley S. C.**
  (Continued)
  Med Science/Nursing
  Radio Broadcasting
  TV Production
  Welding

* A description of courses is available in the Registration
  Handbook.

## Co-curricular Activities

Toppenish High School strives to offer quality programs throughout the curriculum. The co-curricular programs at Top Hi have supported the commitment to quality. Our athletic programs frequently represent the student body at state athletic competitions. Clubs in Toppenish High School are continually involving the students in activities that expand their knowledge. Following is a list of the co-curricularr activities and sports offered at Toppenish High School:

**Sports Fall**
  Football
  Volleyball(Girls)
  Cross Country (Boys & Girls)
  Powerlifiting
  Soccer (girls)
**Sports Winter**
  Basketball (Boys & Girls)
  Wrestling
**Sports Spring**
  Baseball
  Golf (Boys & Girls)
  Soccer (Boys)
  Softball
  Tennis(Boys & Girls)
  Track (Boys & Girls)

**Clubs**
Annual
Apple Bowl
Aztlan
Board of Control
Choir
Drill Team
F.B.L.A.
F.F.A.
F.H.A.
Honor Society
Pep Band
Rally
Science
Ski
Spanish
K.I.C.

## Staff Directory

The following section provides a directory of faculty teaching/coaching/advising responsibilities:

Affholter, Andy - Teaches U.S. History and Math.  Coaches Head Girls Tennis. Assistant Athletic Director.

Berg, Doreen  - Teaches P.E. and Health.  Coaches J.V. Girls Basketball.

Bonfield, Dale  - Teaches P.E. and Health.  Coaches C squad Boys Basketball and Head Baseball.

Brumfield, Nancy  - Teaches English. Advises Travel club.

Burr, Jerry  - Teaches Math and Experimental Science.

Cerna, John  - Teaches Migrant Resource.  Coaches C squad football, Head Wrestling, Advises Atzlan Club.

Diaz, Arias  - Guidance Counselor

Davison, Tim  - Teaches English

Dorr, Doris  - Teaches Advanced P.E. , D & A/Sex Education. Coaches JV Volleyball.

Dorr, Scott  - Teaches English and A.P. English.

Galaviz, Leo  - Teaches Newcomers Resource.

Gordon, Jerry  - Teaches all music classes.  Advises Pep Band and Choirs.

Grubich, Nick  - Teaches Special Education

Hammack, Mike  - Teaches Art.  Advises Annual and Ski club.

Johnson, Bruce  - Teaches English and C.W.P..  Advises Apple Bowl.

Keene, Lloyd  - Teaches Business Courses, C.W.P. and Economics.  ASB Bookkeeper.

Keeth, Elaine  - Teaches Home Economics. Advises F.H.A..

Klarich, James  - Teaches Chemistry, Physics, A.P. Chemistry, Experimental Science.  Advises the Science Club.

Larson, Jenny  - Librarian

Livingston, Ron - Vocational Director, Teaches Ag Carpentry, Horticulture. Coaches Assistant Varsity Basketball.

Lommers, Rich  - Teaches Special Education

Lott, Blake  - Teaches Math

Miner, Marve  - Teaches Math, MESA, and Traffic Safety. Advises Honor society.

Nichols, Cliff  - Teaches Agriculture.   Advises F.F.A..

O'Hara, Jeane  - Teaches Spanish. Advises Spanish Club.

Patterson, Sherrie  - Teaches Special Education.

Piper, John  - Teaches Biology and A.P. Biology. Coaches Head Girls Basketball, Head Boys Track.

Strom, Leon  - Teaches JOM Resource. Coaches Head Softball and Assistant Varsity Football.  Advises K.I.C..

Thompson, Sandy  - Teaches Business Courses.  Advises F.B.L.A..

Tobias, Ramon  - Teaches Math, U.S. History, and ESL. Coaches Head Soccer Boys and Girls.

Tollefson, Gerry  - Guidance Counselor

Trudeau, Karleen  - Teaches French and English.  Advises Cheerleading.

Wallace, Jim  - Teaches Experimental Science.  Head Coach Golf.

Winters, Bob  - Teaches P.E. and Weight Training.  Head Coach  Football.

**GETTING READY**

This section of the handbook organizes the beginning of school. Attending to early preparations will prevent some last minute problems. Follow-up with the check lists to organize your efforts.

**Teacher's Desk: Materials**

Locate, in the office, the following list of teacher supplies and materials:

_____ Grade book

_____ Plan Book

_____ Pens and Pencils

_____ Chalk

_____ Scissors

_____ Stapler and Staples

_____ Paper clips

_____ Thumbtacks

_____ Tape and Dispenser

_____ File Folders

_____ Other (make a list of essentials for your classroom).

* resource people for this task are Linda Bruton and Cheryl Steimetz, office secretaries.

**Classroom: Preparations**

Check off the following classroom preparations:

____ Bulletin Boards - paper is available on the stage. Content varies, so decide what will support the environment of your classroom. Posting classroom rules as part of the bulletin board is one idea.

____ Instructional Materials - obtain materials displayed in the classroom. i.e. maps, lab materials, charts.

____ Class lists - obtain tentative student class lists from office.

____ Desks and seating arrangements - determine number of desks needed from class lists. Experiment with possible seating arrangements to provide best traffic flow and teaching situation.

____ Textbooks - determine number needed, check condition, secure teacher guides, make provisions to obtain a few additional texts for each section taught. *Don't assign text books on the first day. Many students change classes so postpone assigning texts.

____ Student names - familiarize yourself with the names of students. Take time to fill out a Temporary Roll Sheet (located in Appendix A-1) for each class. Filling out the book assignment forms will also reinforce student names. Finding some names hard to pronounce is part of working at Toppenish. Ask other teachers for help and make phonetic notation to assist in pronunciation.

## Beginning: Instruction

With the classroom environment preparations close to completion, it is time to focus on the first few days of instruction. These first days are extremely important at setting expectations for the students and in turn their expectations of you. The first days and weeks of school set the tone for the entire year. Having your materials and planning your lessons will prepare you for a confident and successful beginning.

### Plan! Plan! Plan!

____    Opening Activities - direct the students toward the initial goals of instruction. Introductions activities will allow the students and yourself to become better acquainted. Clarifying classroom rules and expectations will be positive opening activities.

____    Class expectations and Syllabi - each semester a copies of your syllabi and classroom expectations are required by the prrincipal. Expectations include your grading policy and classroom discipline ladder. Having these ready before students arrive, provides a perfect subject for the first day of class. Helpful hint, ask another teacher in your department for a sample.

____    Classroom Rules - are important to classroom management. Utilize the first two days for define classroom rules and expectations. Reinforce rules consistently and refer to them as needed. Students will be observing you very carefully, only tolerate behaviors you want them to repeat.

Remember; Start with your strong foot forward and success will guide your first week's efforts. Plan each day of instruction carefully to insure success for yourself and your students.

### Remember to Plan!  Plan!  Plan!

**KEEP GOING**

This section is designed to direct your continued effort to
meet the challenges of teaching.  Up to now, the handbook
has focused on the first week.  Information needed
throughout the year is now presented.  Some information will
be important tomorrow.  Some of this information might not
be used for months. The following three topics are
presented: Instruction, Your Job, and You.

**Instruction**

The information and activities provided here should improve
your usage of supplemental materials.  Toppenish High School
and the Educational Service District are a provider of
outstanding instructional resources.  Use this checklist to
familiarize yourself with these resources.

Audio Visual Services

____ Locate the T.V. in your classroom.  All wall mounted
     T.V.'s at Toppenish High School are linked to a central
     media service located in the library.  The opportunity
     to view videos in your class is as easy as following
     these simple steps:

     1.  Sign up for a video channel in the library.
     2.  Provide the librarian with the selected video.
     3.  Indicate the time/period the tape is to play.
     4.  Tune your classroom T.V. to channel 40 at the
         proper time.

Educational Video/film ordering

____ Obtain an educational video for viewing in your class.
     Toppenish High School possesses two separate sources
     for educational videos/films.  One is the Educational
     Service District catalogue.  The other, our own library
     of recorded programs.  The librarian will assist you in
     learning how to access both these resources.

Satellite Service

____ View a Satellite TV program in your class.  Each
     classroom also has access to the school's satellite
     reception.  The satellite is accessed on channel 5 of
     the classroom television set.  Tuning the satellite to
     the particular band/program of interest requires the
     satellite tuner.  This is a small remote control
     located in the library.  The tuner can be checked out
     for use in your classroom.  All satellite viewing and
     recording is done from the individual classroom.

Projection T.V.

_____ investigate and experiment with the projection
television.  The high school does have a projection
television.  This device is very portable and simple to
use.  It is housed on the stage but can be checked out
to your room.

Macintosh Computer Lab

_____ open a file on the Macintosh file server in the
library.  In the library we have an 8 terminal
Macintosh lab.  These computers have educational
software loaded.  Sign up in the library for a class
demonstration or class computer time.

Computer Resources

_____ experiment with the computer reference resources in the
library.  The library also has computer resource
materials  consisting of electronic encyclopedias,
periodical searches, card catalogue, and access for
national data bases such as ERIC.  To put your class in
contact with these resources make an appointment and
schedule a class period for training.

After experimenting with the many technological
opportunities available to the students of Top. Hi, take a
minute and jot down ideas for incorporating technology in
your instruction.

**Your Job**

Undoubtedly you have several questions about your job.  This section is designed to quickly answer some of the information and procedure questions about our school. Remember if you don't know, somebody does, so ask!

<u>Arrival/departure times</u>:  Toppenish High School classes begin at 8:00 a.m. and end at 2:55 p.m..  You are expected to be here no later than 7:40 a.m. and leave no earlier than 3:20 p.m..

<u>Absence from work</u>:  In the event you are too ill to teach, follow these steps:

1. Phone an administrator before 6:30 a.m. Tom Shellenberger (865-3458) if unavailable call Steve Myers (865-4113) or Larry Brown (865-4464).

2. For absences that extend beyond one day, call the school in the afternoon and notify a secretary to continue the sick leave for additional days.

3. If you are at school and know you will not be attending work the next day, notify the principal and secretary before leaving.

4. Important upon returning after an illness, report to the secretary and sign the substitute sheet to verify your absence.

<u>Preparing for Substitute Teachers:</u>  It is your
responsibility to leave sufficient plans for the substitute
teacher.  These plans should be designed to continue or
maintain the instruction in your classroom.  Please remember
not all substitutes will have specific instructional
experience, so make your plans understandable to the average
adult.

If your position includes lab work, do not have substitutes
supervise potentially dangerous lab activities.  Utilize the
following checklist to prepare a substitute folder that can
be placed in a readily available place.

**Substitute Checksheet**

____    Schedule of classes include room numbers

____    Class roll including seating charts

____    Lesson plans for each class period

____    Classroom rules and discipline procedures
        (special problems should be noted)

____    Names and schedules for classroom aides/volunteers.

____    Location of teacher text and manuals

____    Names of students who can be depended upon to help with
        routine classwork or errands.

____    Name and location of a teacher to call upon for
        assistance.

____    Procedures for handling emergency situations

____    Help set the tone for a positive day by writing a brief
        note of greeting to the substitute, thanking them for
        filling in and extending best wishes for a good day.

Attendance:  Keeping careful records of student attendance is important and your gradebook should demonstrate a concerted effort to represent student attendance.  There is a procedure for reporting student absences and tradies.  You will find those procedures on page 4 and 5 of the Faculty Handbook.

Punctuality is a student expectation at Toppenish High School.  Therefore, a system of intervening in tardiness is outlined in the faculty handbook on page 4.

Leaving Class/Passes:  No students should be released from class without a pass.  Students should stay in class bell-to-bell, but on occasion they must be excused.  On those occasions, the student must have a pass from your class.

Student Progress:  At least two graded assignments should be recorded for each student weekly.  This insures a continuous measurement of student progress.

Progress Reports:  Each student earning a grade of c- or lower, needs to have a progress report (A-5) sent home.  Progress reports are required during the fourth and thirteenth weeks of each semester.  It is recommended a progress report be sent home any time a negative change is noted in student performance.  Parents are interested in the progress of their children.

Study Table:  After school tutoring, is designed to assist students' academic achievement.  Nancy Brumfield, the teacher in charge, and her staff of peer tutors will assist students before and after school in a tutorial program.  Please refer students needing additional academic assistance.

Daily Bulletin:  Read the daily bulletin to students during second period.  As the primary median of student information, the bulletin reading is necessary.  Students listed on the bulletin need to attend behavior intervention conferences with Steve Myers.  Please make a concerted effort to send these students in second period and do not allow those students listed into class without a pass from the office.

Classroom visitation: The principals will be visiting your classroom throughout the year. These visits may or may not be announced. Although obsevations can be stressful, these activities are the best way to gain objective information about the learning environment.. Please try not to be disturbed if someone stops in to observe. Any formal observation/evaluations will be scheduled by the principal in advance.

Checklist of additional information

\_\_\_\_  Purchase orders description on page 12 of faculty handbook.

\_\_\_\_  School discipline ladder pages 2-6 of faculty handbook.

\_\_\_\_  Behavioral referral form Appendix  A-6

\_\_\_\_  Building alarm system (see Steve Myers)

\_\_\_\_  Field trip request form Appendix A-7

\_\_\_\_  Fire drill on page 11 of faculty handbook

**YOU**

Evaluation:  As a new teacher an evaluation of your teaching is required within the first 90 days of school.  An observation of the entire class period will be used for the initial evaluation.

Initial evaluation will include a pre-observation conference, classroom observation, a written evaluation and a post-observation conference.  Briefly each is explained:

**Pre-observation conference** - is held between yourself and your evaluator to review the lesson to be taught and the instructional strategies to be used.  A written lesson plan will need to be provided to the evaluator at this time and any other information he requests.  This conference will provide you with an opportunity to discuss concerns and share areas you would like to have evaluated.

**Classroom observation** - your evaluator will spend the entire period in the classroom observing you and the students in the teaching situation.  He will be taking notes during this observation.  Remember, this is an experience designed to observe the classroom situation.  We know this is an anxious time, but we are all on the same side.

**Written Evaluation** -  within 24 hours after the observation you will be given a written evaluation.  This is a district form containing the evaluator's observations in the classroom.  Both strengths and weaknesses are listed and some anecdotal notes from the observation may be present.  Look over the form closely and make an appointment for the post-observation conference.

**Post-Observation Conference** - is for reviewing the written evaluation and answering any questions.  If there are specific recommendations for improvement, another observation may be scheduled and the cycle is repeated.  In no way should this supervision cycle be interpreted as punitive.  The sole purpose of an evaluation is to improve instruction.

Being a first year teacher,  the cycle will be repeated at least twice during the first year.

**Collective Bargaining** agreements apply to you as a teacher in the Toppenish school district. Within this collective bargaining agreement, certain rights and responsibilities have been extended to all teachers. There are several faculty members who are willing to discuss the collective bargaining contract. A copy will be provided for your personal file.

Checklist of additional information:

\_\_\_\_ Sick leave - page 27 of collective bargaining

\_\_\_\_ Personal leave - page 31 of collective bargaining. Sample form, A-8

\_\_\_\_ Grievance procedures - page 39 of collective bargaining

\_\_\_\_ Prep time - page 21 of collective bargaining

\_\_\_\_ Employee rights - page 7 of collective bargaining

## INSERVICE FACILITATOR'S GUIDE

Choice of inservice topics should be determined by the needs of the beginning teachers. The inservice materials presented in the handbook are not in any best order. Need should determine the topic of inservices. Other topics can be added to the inservice materials as the needs arise.

This section will briefly highlight each inservice for which materials have been provided. The goals and some suggested activities are included for each inservice. It is entirely up to the facilitator to determine how the presentations and activities will work. The goals and activities are for consideration and not a mandated curriculum.

## "ACTIVE LISTENING"

Inservice goals:
1. Introduce participants to basic elements of active listening.
2. Conduct an individual self-assessment of active listening skills.
3. Provide guided practice for application of skills.

Recommended activities:
* individual self-assessment checklist
* role play active listening in group situations
* video recording of role plays for self-evaluation
* observe of experienced teachers using active listening skills
* additional reading on active listening

## "PARENT CONFERENCES"

Inservice goals:
1. Introduce participants to strategies for successful parent conferences.
2. Guided practice for application of skills.
3. Practical, nonthreatening exposure to different personality types.

Recommended activities:
* formulate lists of possible parent questions
* view video scenes of classroom behaviors
* write objective descriptions of student behaviors
* role play conference situations
* critic role play response
* tape (audio/video) a conference and self-analysis

## "QUESTIONING STRATEGIES"

Inservice goals:
1. Introduce participants to questioning strategies for the classroom.
2. Provide demonstration of skills.
3. Gain data on personal usage of problem solving techniques.

Recommended activities:
* tape (audio/video) classroom instruction
* analyze tapes of class instruction
* generate different types of questions on same topic
* include questioning strategies in lesson plans
* participate in observing other classes
* Participate in evaluating questioning strategies of self and others


## "PROBLEM SOLVING"

Inservice goals:
1. Introduce participants to problems in a training situation.
2. Clarify procedures for handling some situations.
3. Provide guided practice for problem resolutions techniques.

Recommended activities
* generate list of problems common to the job
* participate in group problem solving activities
* write possible responses to questions and share with group
* participate in "In box" problem solving activity

**INSERVICE MATERIALS**

This section is a collection of inservice materials. Covered topics include: active listening, parent conferences, questioning strategies, and problem solving. Each of the activities were designed to increase the beginning teacher's ability to work effectively.

## ACTIVE LISTENING

Active listening differs from passive listening in one specific way. While you are actively listening, your attention is on the speaker and you are taking an active role in the communication process. This differs from passive listening while one person talks and the other person hears what is being said. Examples of both:

| Active | Passive |
|---|---|
| Listening to a person give directions to a location you need to know. | Listening to a person describe a sporting event that does not interest you. |
| Listening to a doctor describe a health condition from which you are ailing. | Listening to a radio announcer forecast the weather for the third time that hour. |
| Problem solving with a parent about their child's participation in your class. | Listening to a person tell a joke you have alread heard. |

Not all situations require active listening, nor would it be advisable to attempt to use the techniques in all circumstances. When the situation arises, active listening is effective for insuring communication.

As a teacher, the primary occasions for using active listening are: interaction with supervisors, interaction with professional peers, conferring with parents, and problem solving with students. The following techniques will assist in the listening process.

A. PARAPHRASING
    This technique is the easiest of all to put into practice. Paraphrasing is simply restating the main idea the speaker has conveyed. This restatement is in your own words but summarizes the speakers main points. Remember, filter out the jargon.

In verbal communication both thoughts and feelings are intertwined.  One purpose of paraphrasing is to separate these for yourself and the speaker.  People are less direct with their feelings then with their thoughts.  Therefore, some interpretation of non-verbal language is required.

Sample statements

As I understand it......
So you mean that....
Would it be far to say.....
Did I hear you say.....

B.  REFLECTING THE IMPLICATIONS
This technique offers a way to test consequences.  The most direct application uses the "If..then" statements. Unlike the paraphrasing, reflecting the implication attempts to apply the speaker ideas into situations.  Application of the speakers  thought into a situation provides the listener with functional feedback for their interpretation.
A secondary purpose is to keep the speaker in control of the situation.  By reflecting the implications the listener can receive clarification without taking the conversation away from the speaker.

Sample statements

If this came to pass, you mean this......
In this situation... you would see this....
If ...... them ....... would be your prediction.
Would ..... help with the problem of .....

C.  REFLECTING THE UNDERLYING FEELINGS
Thoughts and feelings are not always easily separated. Reflecting the underlying feelings goes toward clarifying the affective component of the speaker.

Sample statements

I suppose that must make you feel .......
Are you experiencing a lot of anger when you discuss this?
How do you feel when somebody .......?

D.  INVITING FURTHER CONTRIBUTIONS
     In many cases this technique will not be necessary.
Inviting further contributions, attempts to encourage
clarification of the topic.  Sometimes the speaker will
quickly move past a key piece of information.  By using this
technique, the listener can recall the attention to certain
points in the conversation that may require further
discussion.
     This is especially useful in problem solving
situations.  Often while describing a problem, the speaker
fails to perceive a possible solution.  This technique
allows the listener to redirect the speaker back to a
possible solution, without solving the problem for them.

     Sample statements

     Tell me more about this........
     You said something about.... can you tell me more?
     I don't think I understood everything about......


E.  NON-VERBAL LISTENING RESPONSES
     Communication is much more than the spoken word.  The
non-verbal communication sometimes says more than
verbalization.  For this reason it is important to convey a
body language congruent with listening.  Eye contact,
appropriate facial expression, body position, and head
nodding are non-verbal indicators of listening.

     Examples

     Nodding head in the affirmative or negative.
     Making or not making eye contact.
     Leaning back/forward in chair.
     Books closed.
     Correct proximity


Check your personal listening habits and see if you use
active listening.

Getting ready to listen:   **Have eye contact**
                           **Pleasant facial expression**
                           **Correct body position**

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Another important aspect to non-verbal communication is being able to determine the speaker's non-verbal messages.

**1.  Body Position**
(tensed, slouched, etc..)
>        **2.  Tempo of Speech**
>        (slow................rapid)
>>             **3.  Voice Tone**
>>             (soft/warm ..... harsh/loud)
>>>                  **4.  Eye Contact**
>>>                  (avoiding......... direct)

It takes practice to become proficient at observing and interpreting non-verbal communication cues.  By paying attention to the four cues listed above, important non-verbal information will be received.

**Ending the conversation** is frequently overlooked as an important part of creating positive outcomes. The following steps help create a positive end to the conversation.
1.  Review main points understood.
2.  Review possible outcomes.
3.  Thank the person for the conversation.
4.  Indicate a receptiveness to further conversations.

## Active listening activities

1.Self-evaluate your active listening skills by filling out the following check sheet.

2.Choose a situation that is conducive to active listening and attempt to use each of the five strategies of active listening.

## Active Listening check sheet

In order to assess your use and familiarity with the techniques please self-evaluate your skills in using active listening.  The following check sheet is intended to assist the evaluation process.

## Active Listening Checksheet

_____ I listen to the speaker without making judgements about what is being said.

_____ I allow the speaker to control the conversation.

_____ I do not relate similar personal experiences during the conversation.

_____ I attempt to clarify what is said by the speaker.

_____ I listen for how things are said not just what is said.

_____ I search for non-verbal communication cues while the speaker talks.

_____ I attempt to act in a manner that does not upset the speaker.

_____ I wait for all the facts are given before I draw conclusions.

_____ I attempt to identify the feelings that are present with the speaker.

_____ I do not assume my understanding is correct.

_____ I check my perceptions before I make a judgement.

_____ I do not talk while I am listening.

_____ I make a consciences effort to limit distractions.

_____ I provide non-verbal cues that are congruent with listening.

_____ I do not think about my problems while listening.

_____ I concentrate on the main points.

_____ I control my reactions so they do not interfere with what the speaker is saying.

_____ I allow other people to solve their problems.

_____ I recognize when it is time to stop the conversation.

_____ I followed a specific pattern to conclude the conversation.

## PARENT CONFERENCES

Your first parent teacher conference may occur before you are feeling settled and confident. The following suggestions for preparation will help in confidently approaching and conducting conferences.

Remember, the purpose of a conference is to enhance the communication between school and home. Developing the parent's understanding of their child's performance is a key to successful conferences. Focusing on the positive aspects of performance first will encourage an open communication in the meeting.

Whether a conference is requested by you or a parent, a note home before the meeting is a good idea. Suggest some issues that might be discussed and encourage the parents participation in problem solving. List some questions the parents may want to ask, such as:

* What are my child's areas of strength and weakness.
* Is my child involved in any special instruction.
* What method is used to evaluate or grade school work?
* What is the teacher policy on homework?
* Are there any special problems related to discipline or socialization.
* How well does my child communicate with the teacher?
* What specific suggestions does the teacher have for the child.

Also, encourage the parents to discuss the planned conference with the child, asking if there is anything the child would like the parent to see to or discuss.

In preparing for the conference, gather any information pertinent to the student's performance: grades, sample work, attendance reports, and other pertinent data. It is also wise to have on hand information on rules and procedures that the student has received. Be prepared to discuss each child in terms of:

* ability to do school work.
* special interests and abilities
* relationships with other students
* level of self-esteem
* behavior in and out of class

As the conference begins, greet the parents in a warm and friendly manner so they will be comfortable in asking questions and sharing in the discussion. As you talk with parents, keep in mind these four principles:

1. Speak in everyday language. Avoid the use of educational jargon that tends to confuse and distance the parent from the purpose of the conference. Example, "Your student's **MAT scores** indicated an academic **funtioning level** in the **35th percentile**".

2. When describing student behaviors, describe the behavior in the context and conditions of the surroundings. This allows the parents to understand their child's behavior in specific situations. It is also very important to describe only the behavior with no emotional reactions on your part. If you describe your emotional state during the behavior, the parent is more likely to judge your response than the student's behavior. Example, "**I get** real **angry** when **I see** John waltz into class late".

3. Throughout the conference, invite questions and comments from parents, responding with positive comments about their contributions. Communicate your understanding of any difficulties they are experiencing with the child, yet maintain a focus on student performance.

4. Avoid emotionally charged words that alarm parents and prevent them from objectively exploring the child's progress. Labels such as "hyperactive" or "immature" are detrimental to parent-teacher communication, as are polarizing words as "humanism" or "permissive".

As you conclude the conference, summarize important topics of discussion, check with parents for mutual understanding of important issues and plans of action. As the parents prepare to leave, remind them when you are available and encourage them to contact you if needed. Convey your appreciation for their interest and involvement in their child's schooling.

* Write a brief anecdotal record on the conference for future reference.

## QUESTIONING STRATEGIES

Questioning strategies are an important link to effective instruction. It is the purpose of questions to stimulate discussion, direct thinking, clarify content and assess knowledge. With this in mind, the questioning strategies presented here can assist the teacher in effectively using questions for the purposes stated, as well as, increasing the student's utilization of higher order thinking skills. The following graphic outlines the hierarchy of thinking.

```
                    ┌─────────────────────┐
                    │ Questions or Activities │
                    └─────────────────────┘
                              │
              ┌───────────────┴───────────────┐
         ┌────────┐                      ┌───────┐
         │ Narrow │──────────────────────│ Broad │
         └────────┘                      └───────┘
             │                               │
      ┌──────┴──────┐                 ┌───────┴───────┐
┌──────────────┐ ┌──────────────┐ ┌──────────────┐ ┌──────────────┐
│ A. Cognitive-│ │ B. Convergent│ │ C. Divergent │ │ D.Evaluative │
│    Memory    │ └──────────────┘ └──────────────┘ └──────────────┘
└──────────────┘        │                │                │
   ┌────┴────┐     ┌──────────┐     ┌─────────┐      ┌───────┐
┌────────┐ ┌────────┐ │Explain or│   │ Predict │      │ Judge │
│ Recall │ │ Define │ │Translate │   └─────────┘      └───────┘
└────────┘ └────────┘ └──────────┘        │                │
    │          │           │        ┌────────────┐    ┌───────┐
┌──────────┐ ┌──────┐ ┌──────────┐  │ Hypothesize│    │ Value │
│ Identify-│ │ Name │ │State     │  └────────────┘    └───────┘
│ Observe  │ └──────┘ │Relationship│      │               │
└──────────┘    │     │Implications│  ┌───────┐       ┌────────┐
    │           │     └──────────┘   │ Infer │       │ Defend │
┌──────────┐ ┌──────────┐ ┌──────────┐ └───────┘      └────────┘
│ Yes or No│ │Designate │ │ Compare  │    │               │
└──────────┘ └──────────┘ │and Contrast│ ┌────────────┐ ┌──────────┐
                          └──────────┘  │ Reconstruct│ │ Justified│
                                │        └────────────┘ │  Choice  │
                           ┌─────────┐        │         └──────────┘
                           │  Apply  │   ┌────────┐
                           └─────────┘   │ Create │
                                │        └────────┘
                           ┌─────────┐
                           │ Analyze │
                           └─────────┘
```

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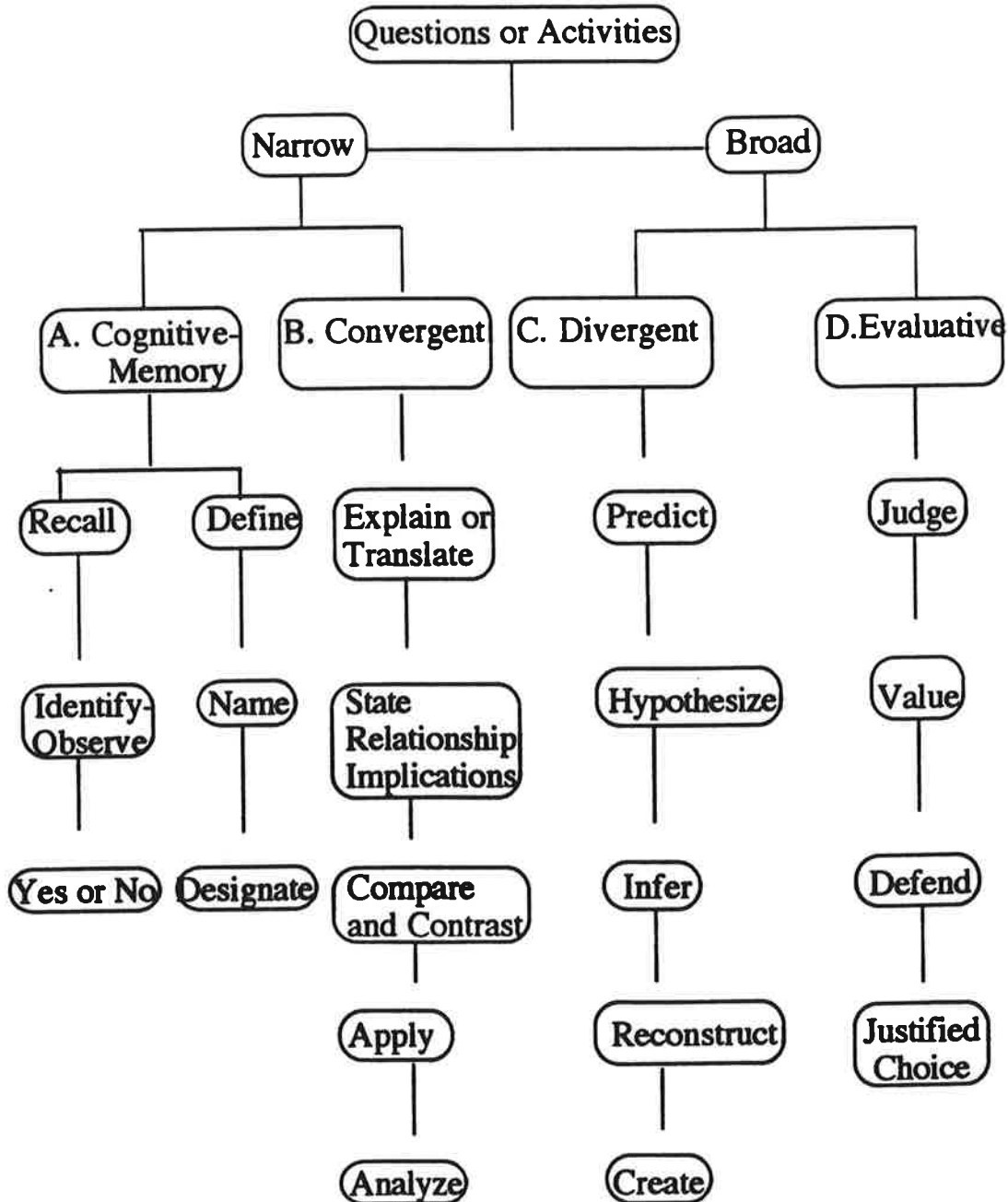
Questions can be designed to address different levels of the hierarchy and as a teacher, a conscious effort is needed to insure a good balance of question types in instruction. Some examples follow: Cognitive Memory, Who was the historical figure credited for the discovery of America?

**Convergent,** Compare and contrast the voyages of Columbus and John Drake.

**Divergent,** Create a journal entry of Columbus' first meeting with the Native Americans.

**Evaluative,** Was "discovery" a positive or negative event for the indigenous people? Why?

## Questioning Observation Activity

Over the next two weeks you will be involved in activities of shared observations. The focus of these observations will center on the level and types of questions used in daily instruction. In order to facilitate the critical thinking of students, teachers must challenge themselves to ask questions and expect answers that develop critical thinkers. This can be assured by analyzing and evaluating classroom questioning practices.

In order to accomplish this instructional activity, one must make a conscious decision, during lesson planning, to develop at least one question of the convergent, divergent and evaluative type. This may be the most difficult part of the task.

In order to accomplish the observational activity one must identify the use of convergent, divergent and evaluative questions in peer classrooms. In addition, evaluate the student's response to the questions.

Use the observation sheet provided in the Appendix (A-10) to assist you in the observation process.

I will observe _____ on _____.

I will be observed by _____ on _____.

I will observe _____ on _____.

I will be observed by _____ on _____.

**PROBLEM SOLVING**

<u>IN BOX</u>

The following is a list of problems for which teachers may be asked to respond.  Please think of responses carefully and utilize your knowledge of instructional theory, behavior management, motivation theory and human nature to formulate your answers.

In discussing your answer, remember that most well developed answers are acceptable and will be accepted by most thoughtful people.  One strategy that is extremely influential in the acceptance of a decision is knowledge of the foundation of the decision.  This is very easy to do with a little practice.  Points to remember are:

1.  Define the problem.
2.  Decide if action is necessary.
3.  Define more than one solution.
4.  Provide the rationale for the best solution.
5.  Communicate the decision to the necessary people.

This activity is not of an evaluative tool.  Meaning no answers will be judged as to the degree of correctness, but on how they are communicated.

* Each of the following questions should be written on a
  separate piece of paper to facilitate a lottery type draw.

If you are ready DRAW!

A student disrupts class upon entering late. (describe the action taken)

A students does not have his/her required materials. (describe the action taken)

A student is overheard making ethnic slurs to another student.(describe the action taken)

A "good" student approaches you and tells you about the boring class teacher "X " teaches,  and wants to know how to make the situation better. (explain your reaction)

For no apparent reason, a boy in the back of the class begins crying. (describe the action taken)

After a student returns from the bathroom, student "Z", a known time waster, asks to go. (describe the action taken)

After failing a test, a student makes a loud statement directed at you about being racist. (explain your reaction)

You receive a letter from a parent complimenting your handling of a behavior problem with their child.(describe the action taken)

You are told by another teacher that the kids in your class have been bragging about the ease at which they cheat on your tests. (describe the action taken)

You get a note from the central office stating your pay will be altered for the next two months. (explain your actions)

The vice principal sends a student to you with a referral you wrote the day before. (describe the action taken)

You have been notified of a meeting, of a disciplinary nature between  you,  the assistant supt. and principal. (describe your actions)

A student comes to you and tells (in confidence) her boy friend has raped her. (explain your actions)

A group of teachers are going "out" on Friday before the game.  You have agreed to monitor the gate. (explain your actions)

After a sporting event/school activity, a group of parents want to take you out for a drink. (explain your actions)

The principal has just notified you of your probation. (explain your actions)

H32

A student confesses her grandfather has been molesting her. (explain your action)

A student in your class has a continual problem with extreme body odor. (explain your actions)

You are on an overnight field-trip.  After the activity hours another staff member suggests you go out for a drink. (explain your actions)

A student comes to you and tells you another student is spreading damaging rumors about your personal life.(explain your actions)

# APPENDICES

DAILY TIME SCHEDULE  1991-92

PERIOD 1        7:08 -   7:58    (50 minutes)

PERIOD 2        8:02 --  8:52    (50 minutes)

Channel I       8:52 -   9:05

PERIOD 3        9:09 --  9:59    (50 minutes)

PERIOD 4       10:03 - 10:53     (50 minutes)

PERIOD 5       10:57 - 11:47     (50 minutes)

LUNCH A        11:47 - 12:17     (30 minutes)

PERIOD 6-A     11:51 - 12:41     (50 minutes)

PERIOD 6-B     12:17 -   1:07    (50 minutes)

LUNCH B        12:41 -   1:11    (30 minutes)

PERIOD 7        1:11 -   2:01    (50 minutes)

PERIOD 8        2:05 -   2:55    (50 minutes)

# TOPPENISH HIGH SCHOOL MASTER SCHEDULE 1991-92

|  | PERIOD 1 7:04-7:58 | PERIOD 2 8:02-8:52 | PERIOD 3 8:56-9:59 | PERIOD 4 10:03-10:53 | PERIOD 5 10:57-11:47 | PERIOD 6-A (LUNCH A 11:47-12:17) 11:51-12:41 | PERIOD 6-B (LUNCH B 12:41-1:11) 12:17-1:07 | PERIOD 7 1:11-2:01 | PERIOD 8 2:05-2:55 |
|---|---|---|---|---|---|---|---|---|---|
| MST... OR | | | | | | | | | |
| MR DORR Room 232 | | English 9 ENG158-12 | A P Eng ENG598-13 | A P English ENG478-14 | English 9 ENG158-15 | Lunch | Prep | English 9 ENG158-17 | English 9 ENG158-18 |
| MR JOHNSON Room 205 | | Language Arts ENG154-12 | English 11 ENG358-13 | English 11 ENG358-14 | English 11 ENG358-15 | Lunch | Prep | Cont Wld Pr CWP458-17 | English 11 ENG358-18 |
| MS BRUMFIELD Room 104/Cafeteria | | English 12 ENG458-12 | Study Hall STH108-14 Caf. | English 9 ENG158-14 | English 12 ENG458-15 | Lunch | Prep | English 11 ENG358-17 | English 12 ENG458-18 |
| MS TRUDEAU Room 208 | | French I & II FRN168/278-12 | English 10 ENG258-13 | Prep | French I & II FRN168/278-15 | English 10 ENG258-16 | Lunch | English 10 ENG258-17 | English 10 ENG258-18 |
| MR DAVISON Room 231 | | English 10 ENG258-12 | English 9 ENG158-13 | English 10 ENG258-14 | Lang Arts ENG154-15 | English 9 ENG158-16 | Lunch | Prep | Language Arts ENG154-18 |
| MRS O'HARA Room 206 | | Spanish III SPA388-12 | Spanish II SPA278-13 | Prep | Spanish I SPA168-15 | Spanish I SPA168-16 | Lunch | Spanish II SPA278-17 | Spanish I SPA168-18 |
| MR TOBIAS Room 307/204/303 | | ESL III ESL351-12 R304 | U S History USH358-13 R304 | ESL I ESL151-14 R307 | Prep | U S History USH358-16 R303 | Lunch | Math I HAT158-17 R303 | Math I HAT158-18 R303 |
| MR GALAVIZ Room 405 | | Science SCI140-12 | Math Fund HAT150-13 | Lang Arts/ESL II ENG150-14 ESL251-14 | ESL I ESL151-15 | Lunch | Social Studies SOC120-16 | Prep | Math Fund HAT150-10 |
| MR AFFHOLTER Room 110 | U S History USH358-11 | U S History USH358-11 | Math I HAT150-13 | Math I HAT150-14 | Math I HAT150-15 | Lunch | Math I HAT150-16 | Prep | |
| MR BOEKHOLDER Room 301/302 | Cont Wld Prob CWP458-11 R301 | Gr 10 Soc St SOC248-12 R301 | Gr 10 Soc St SOC248-13 R301 | Gr 10 Soc St SOC248-14 R301 | Gr 10 Soc St SOC248-15 R301 | Cont Wld Prob CWP358-16 R302 | Lunch | Prep | |
| MR WINTERS Gym/302 | | Prep | Gr 10 Soc St SOC248-13 R302 | Gr 10 Soc St SOC248-34 R302 | St Train I PEH148-15 | St Train II PEH348-16 | Lunch | U S History USH358-17 R302 | St Train II PEH348-18 |
| MS BERG GYM | | P E & Health PEH138-32 | P E & Health PEH138-33 | P E & Health PEH138-34 | Prep | P E & Health PEH138-16 | Lunch | P E & Health PEH138-37 | P E & Health PEH138-18 |
| MRS DORR GYM | | Social Issues | Social Issues | Social Issues | Adv. P E PEH358-15 | Social Issues | Lunch | Social Issues | Social Issues |
| MR BONFIELD Gym/301 | | P E & Health PEH138-12 | P E & Health PEH138-13 | P E & Health PEH138-14 | P E & Health PEH138-15 | Study Hall STH108-16 R301 | Lunch | P E & Health PEH138-17 | Prep |
| MRS THOMSON Room 104 | | Keybd/IPA I KEY146/IPA146-12 | Record Keeping RKP156-13 | Bus Proc-IPA II BUS266-14 IPA256-24 | Prep | Lunch | Keybd/IPA I KEY/IPA146-16 | Record Keeping RKP156-17 | Keybd/IPA I KEY/IPA146-18 |
| MR KEENE Room 105 | | Economics ECN458-12 | Cont Wld Prob CWP458-13 | Study Hall STH108-14 | Record Keeping RKP156-15 | Lunch | Prep | Bookkeeping BKG356-17 | Comp Data Pro COM356-18 |
| MR HINER Room 106 | | Math III(Alg 2) HAT378-12 | Math II(Geom) HAT268-13 | Prep | Math III (Alg2) HAT378-15 | Lunch | Math II(Geom) HAT268-16 | Math IV HAT498-17 | Trig HDAT398-18/25 |
| MR BURR Port 7/102 | | Basic Math HAT134-12 P 2 | Prep | Basic Math HAT134-14 P 2 | Basic Math HAT134-15 P 2 | Lunch | Exp. Science SCI158-16 R102 | Exp. Science SCI158-17 R102 | Exp. Science SCI158-18 R102 |
| MR LOTT Room 109 | | Common Math HAT138-12 | Common Math HAT138-13 | Pre-Math I HAT148-14 | Prep | Lunch | Pre-Math I HAT148-16 | Study Hall STH108-17 | Pre Math I HAT148-18 |
| MR KLARICH Room 103/110 | | Prep | Chemistry CHH378-13 R103 | Chemistry CHH378-14 R103 | A P Chemistry CHH378-15 R103 | Lunch | Physics PHY488-16 R103 | Chemistry CHH378-17 R103 | Math II HAT268-18 R110 |
| MR PIPER Room 101 | | Biology I BIO258-12 | Biology II BIO378-13 | Biology I BIO258-14 | Biology I BIO258-15 | Lunch | Prep | Biology I BIO258-17 | Biology II BIO378-18 |
| MR WALLACE Room 102/101/103 | | Exp Science SCI158-12 R102 | Exp Science SCI158-13 R102 | Exp Science SCI158-14 R102 | Exp Science SCI158-15 R102 | Lunch | Biology I BIO258-16 R101 | Prep | Biology I BIO258-18 R10 |
| MISS KEETH Room 108 | | Foods (Sem1) NTR256-12 Clothing (Sem2) TXT256-22 | Home Ec I HEC156-13 | Home Ec I HEC156-14 | Social Issues | Lunch | Home Ec I HEC156-16 | Home Ec I HEC156-17 | Prep |
| MR LIVINGSTON Room 401 | | Prep | Ag Carpentry I AGC256-14 | Ag Carpentry II AGC256-14 | Study Hall STH108-15 | Lunch | Ag Carp I AGC146-16 | Voc Director | Voc Director |
| MR NICHOLS Room 404 | | Ag I AGG146-12 | Ag IV AGG156-13 | Horticulture I&II HRT156/256-14 | Prep | Lunch | Ag III AGG346-16 | Ag I AGG146-17 | Study Hall STH108-18 |
| MR HAMMACK Port 4 | Ind Art. Study ART250-12/10 | Annual ANN340-12 | Art & Craft I ART140-13 | Prep | Art & Craft I ART140-15 | Lunch | Art & Craft I ART140-16 | Art & Craft II ART240-17 | Art & Craft ART140-18 |
| MR GORDON Music Room | | Music Survey MUS148-12 | Prep | Band BND148-14 | Music Survey MUS148-15 | Adv Choir CHR368-16 | Lunch | Chorus CHR148-17 | Music Survey MUS148-18 |
| MR GRUBICH Room 109/202/203 | | Hist Resource SOC245-12 R202 | Prep | Consultation | Math II MAT255-15 R109 | Science (HL) SCI145-16 R202 | Lunch | Adv Eng ENG655-17 R202 | Cons Math HAT345-18 R |
| MR LOHHERS Room 104/301 | | Work Exp WRK155-12 | Work Exp WRK155-13 | Career Awar CAR155-14 R106 | Ind St Math HAT155-15 R301 | Lunch | Prep | Eagle H S (Consulation) | Work Supv. WRK155-18 |
| MRS PATTERSON Room 103/203 | | Exp Science SCI155-12 R103 | Read/Lang Arts RDG155-13 R203 | Math I MAT245-14. R203 | Written Lang WRT155-15 R203 | Resource PRV005-16 R203 | Lunch | Prep | Consultation |
| MR WILLIS Room 107 | | Life Skills and Occupational Education | | | | | | | |
| MR CERNA Port 2 | | Migrant Ed | Mig Resource MIG002-13 | Mig Resource MIG002-14 | Mig Resource HIG002-15 | Lunch | Mig Resource HIG002-16 | Mig Resource HIG002-17 | Prep |
| MR STROH Room 107/207 | | JOM Resource JOM003-12 R207 | JOM Resource JOM003-13 R207 | JOM Resource JOM003-14 R207 | JOM Resource JOM003-15 R207 | Counseling | Lunch | JOM Resource JOM003-17 R207 | Prep |
| MRS LARSON Room 209 | | Comp Lab Aide LIB258-12 Library Aide LIB248-12 | Comp Lab Aide LIB258-13 Library Aide LIB248-13 | Comp Lab Aide LIB258-14 Library Aide LIB248-14 | Prep | Comp Lab Aide LIB258-16 Library Aide LIB248-16 | Lunch | Comp Lab Aide LIB258-17 Library Aide LIB248-17 | Comp Lab Ai LIB258-18 Library Aid LIB248-18 |
| MRS DIAZ COUNSELOR MR TOLLEFSON COUNSELOR Room 304/305 | | Counseling Aide TEA305-12 | Counseling Aide TEA305-13 | Counseling Aide TEA305-14 | Counseling Aide TEA305-15 | Lunch | Prep | Counseling Aide TEA305-17 | Counseling Aide TEA305-18 |
| MR BROWN ACTIVITY/ATHLETIC Office DIRECTOR | | ACT/ATH DIR | | | | | | | |
| MR HYERS ASSISTANT Office PRINCIPAL | | Office Aide OFF348-12 | Office Aide OFF348-13 | Office Aide OFF348-14 | Office Aide OFF348-15 | Office Aide OFF348-16 | Office Aide OFF348-26 | Office Aide OFF348-17 | Office Aide OFF348-18 |
| MR SHELLENBERGER PRINCIPAL Office | | | | | | | | | |

| YVC SKILLS CENTER | PERIODS 2-4 | | YVCC SKILLS CENTER | PERIODS 6-8 |
|---|---|---|---|---|
| | APPLIED TECHNOLOGY | TEC358-12 | | TEC358-16 |
| | AUTO BODY REPAIR | ABD347-12 | | ABD347-16 |
| | AUTOMOTIVE TECHNOLOGY | AMT347-12 | | AMT347-16 |
| | CARPENTRY | CPT347-12 | | CPT347-16 |
| | COSMETOLOGY | COS347-12 | | COS347-16 |
| | DENTAL ASSISTING | DNT347-12 | | DNT347-16 |
| | ELECTRONICS/COMP | ELE347-12 | | ELE347-16 |
| | FASHION MARKETING | FSM347-12 | | FSM347-16 |
| | LEGAL/MEDICAL SECRETARY | SEC347-12 | | SEC347-16 |
| | MED/SCI NURSING | MED347-12 | | MED347-16 |
| | RADIO BROADCASTING | BDC347-12 | | BDC347-16 |
| | TV PRODUCTION | TVP347-12 | | TVP347-16 |
| | WELDING | WLD347-12 | | WLD347-16 |
| | GRAPHIC COMMUNICATIONS | GRA347-12 | | GRA347-16 |

REV 10/16/91

TEMPORARY ROLL SHEET

A-3

TEACHER _____  CLASS _____  PERIOD ____

| STUDENT'S NAME | M | T | W | T | F | M | T | W | T | F | M | T | W | T | F | M | T | W | T | F |
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| | M | T | W | T | F | M | T | W | T | F | M | T | W | T | F | M | T | W | T | F |

H37

SUBJECT_____     TITLE OF BOOK_____ _____

Period_____         Author_____

| Book No. | Student's Name | Issued Date Condition | Returned Date Condition | Fine | Paid |
|---|---|---|---|---|---|
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TO PATRONS, TEACHERS AND PUPILS:  Texts in constant use should last on an average of five years, others much longer.  Any pupil who injures a book more than one-fifth of its life in one year will be fined accordingly.

SCHEDULE OF MARKING

"new" -- Mark all thus when given out the first time and date properly.

"1"    -- End of one year's wear, still in excellent condition, but approximately one-fifth of life gone.

"2"    -- Two-fifths or two years of life gone but still in good condition.

"3"    -- Three-fifths gone but in fair condition.

"4"    -- Four-fifths or four years of life gone and in poor condition but useable for one more year.

"5"    -- Too poor for further use.

SUPERINTENDENT OF SCHOOLS

## INTERIM REPORT

STUDENT'S NAME_____

SUBJECT
TEACHER_____ SUBJECT_____

PERIOD_____ ROOM NO._____ DATE_____

**NOTICE TO PARENTS:** This report offers an opportunity for better understanding of the student's current achievement. Please study the comments below in order that steps can be taken to bring about progress, where needed, by the end of the period.

RECENT PROGRESS: ☐ GOOD ☐ AVERAGE ☐ POOR ☐ OTHER_____

PRESENT STATUS: ☐ PASSING ☐ BORDERLINE ☐ NOT PASSING    **ATTENDANCE:** ☐ REGULAR    ☐ IRREGULAR

GENERAL ATTITUDE TOWARD WORK: ☐ IS INTERESTED    ☐ APPEARS TO TRY    ☐ CHANGES FROM DAY TO DAY    ☐ NOT INTERESTED

☐ IS GENERALLY OPPOSED ☐ OTHER_____

### RECOMMENDATIONS

☐ INCREASED PREPARATION FOR CLASS    ☐ INCREASED PARTICIPATION IN CLASS    ☐ MORE SERIOUS APPROACH    ☐ MORE REGULAR ATTENDANCE

☐ BETTER WRITTEN WORK    ☐ CONFERENCE SHOULD BE SCHEDULED (TEACHER, PARENT, STUDENT)    ☐ HELP AFTER SCHOOL NEEDED

☐ OTHER_____

_____

_____

TEACHER_____

FORM SCH-4-J50

(White Copy - Parent)          (Yellow Copy - Teacher)          (Pink Copy - Office)

| (WHITE-PARENT) | | TOPPENISH HIGH SCHOOL<br>TOPPENISH, WASHINGTON | | | | (PINK-OFFICE)<br>(YELLOW-TEACHER) |
|---|---|---|---|---|---|---|
| STUDENT NAME | | CLASS | GRADE LEVEL | PERIOD | CURRENT GRADE | DATE |
| | | | | | | |

**Stu ID#**              TEACHER REFERRAL

|  | TIMES ABSENT THIS SEMESTER _____<br>TIMES TARDY THIS SEMESTER _____ | STUDENT- TEACHER CONFERENCE<br>DATE _____ | PARENTS NOTIFIED |
|---|---|---|---|
| **ATTENDANCE** | DESCRIPTION_____<br>_____ | | DATE_____<br>LETTER ☐<br>PHONE ☐ |

| | |
|---|---|
| STEP 1 ☐<br>STEP 2 ☐<br>STEP 3 ☐<br>STEP 4 ☐ | ☐ ANNOYING TO CLASSMATES      ☐ EXCESSIVE TALKING      ☐ CHECK OUT PROCEDURE<br>☐ DESTRUCTRIVE TO SCHOOL PROPERTY   ☐ UNBECOMING CONDUCT    ☐ LATE EXCUSE<br>☐ LACK OF CLASS MATERIALS      ☐ LOITERING<br>☐ RUDE, DISCOURTEOUS      ☐ SMOKING<br>☐ PARKING LOT VIOLATION      ☐ ALCOHOL/SUBSTANCES<br>DESCRIPTION _____ |
| **DISCIPLINARY** | _____ _____ _____<br>                   DATE         TEACHER |

| | |
|---|---|
| **ADMINISTRATIVE<br>ACTION<br>TAKEN** | ☐ WORK DETENTION- DATES_____<br>☐ IN HOUSE SUSPENSION-DATES_____<br>☐ OUT OF SCHOOL SUSPENSION- DATES_____<br><br>                                   Administrator |

| PARENT | I would like to appeal this decision. ☐ |
|---|---|
| PARENT SIGNATURE: | DATE: |

### FIELD TRIP AUTHORIZATION REQUEST

(To be submitted to building principal)

Request submitted by_____ Grade _____
                     Teacher

Name of Field Trip_____ Date of Trip _____

Location (or Address) _____

Field trip correlates with what unit or subject: _____

Reason/reasons for requesting trip:_____

_____

_____

List the specific objectives desired to be gained for students from this trip:

_____

_____

_____

Type of transportation being requested or required:

Name(s) of drivers, if by car:          Walking        ☐

_____         School bus     ☐

_____         School cars    ☐

_____         Private cars   ☐

_____         Other_____

Authorization granted ☐          Authorization denied ☐

_____
Principal's Signature

| White — Building Principal |
| Yellow — Central Office |
| Pink — Teacher |

TOPPENISH SCHOOL DISTRICT NO. 202
106 Franklin Avenue
Toppenish, WA  98948

A-8

REQUEST FOR LEAVE

Name _____  Signature _____  Date _____

Bargaining unit (please check one):  [ ] PSE    [ ] TEA    [ ] OTHER

_____  Paternity Leave                        _____  Sabbatical Leave

_____  Vacation                               _____  Leave to attend a
                                                         Meeting and/or Conference
_____  Maternity Leave
                                                         _____  Full Payment
_____  Bereavement Leave                               _____  Partial Payment

_____  Personal Leave                         _____  Emergency Leave

_____  Leave of Absence (Other Leave)         _____  Family Illness Leave

_____  Association Leave                       _____  Adoption Leave

_____  Judicial Leave

* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

Date(s) requested: _____

Comments: (when applicable) _____
_____
_____

**Expenses paid by:**        Employee_____        Building_____
    Other non-district (specify)_____

    District Program (account number): _____
                                                        ⟶ Approval_____
    Estimated Total District Expenses: _____      Program Director

_____        _____  Form reviewed & complete
Building Principal or Immediate Supervisor
                                          _____  Date received
_____
Date signed and forwarded
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

_____        _____  Request granted
Superintendent or Designee
                                          _____  Request denied (written reason
                                                   required)_____
_____                 _____
Date
                                          _____  Request granted with modifications:___
                                                   _____
                                                   _____
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

Permissive Leave (If granted by Board action, request must be received by the
              Board for action before the date of leave.)

_____        _____  Request granted
Secretary to Board
                                          _____  Request denied (reason):_____
_____                 _____
Date
                                          _____  Request granted with modifications:_____

White - Central Office
Yellow - Employee             **H42**
Pink - Building Administrator

# CLASSROOM OBSERVATION FORM

Course_____ Teacher_____

Format (lecture, lab, discussion, etc.) _____

1. Who asked the most questions - the teacher or the students?

_____

2. What kinds of questions did the teacher ask the students?

    a. Questions that could be answered with "yes" or "no"
        many        some        few        none
    b. Questions that required the student to state facts
        many        some        few        none
    c. Questions that required the student to clarify or explain
        many        some  few        none
    d. Other kinds of questions asked _____

_____

3. What kinds of questions did the students ask the teacher?

    a. Questions that could be answered with "yes" or "no"
        many        some        few        none
    b. Questions that required the student to state facts
        many        some        few        none
    c. Questions that required the student to clarify or explain
        many        some  few        none
    d. Other kinds of questions asked _____

_____

4. When students asked questions did they get the teacher's attention?

    a. How often did they raise their hands and wait for the teacher to call on them?
        usually        sometimes        rarely        never
    b. How often did they ask the question while the teacher was still talking?
        usually        sometimes        rarely        never
    c. How often did they ask the questions, how did they get the teacher's attention?
        usually        sometimes        rarely        never

5. How often did the teacher call on the students by name?
        usually        sometimes        rarely        never

6. Did the students use the teacher's name?_____

7. What visual aids did the teacher use?
   a. writing on the blackboard_____
   b. references to diagrams in text _____
   c. handouts _____
   d. a film or slides _____ .
   e. demonstration using equipment _____

8. Where did the teacher sit or stand in relation to the students?

_____

_____

Did the teacher teach from the same place or move around the classroom?

_____

_____

9. What signs of informality did you observe in the classroom?

_____

_____

10. Did the teacher try to make the students feel relaxed? If your answer
is yes, describe how the teacher did this.

_____

_____

11. Did you hear the students speak? If so, how many spoke with an
accent? Did the teacher have difficulty understanding any of them? Did
you?

_____

_____

ADDITIONAL NOTES AND COMMENTS:

# Chapter 5

## Summary, Conclusions, and Recommendations

### Summary

The purpose of this project was to design and produce a teacher induction handbook for use by school administrators and first year teachers. The handbook was designed to assist high school administrators in conducting inservice training for beginning teachers intended to familiarize them with Toppenish High School, Toppenish, WA.

### Conclusions

Conclusions reached as a result of this project were:

1. Beginning teachers possess common problems in making the transition into the education profession.

2. Teacher induction programs are effective in meeting the needs of beginning teachers.

3. Teacher induction programs increase first year teacher retention.

### Recommendations

As a result of this project, the following recommendations have been suggested:

1.   Building administrators need to recognize the common problems encountered by beginning teachers and take an active role in assisting the beginning teachers' transition into education.

2.   Induction programs should be developed and maintained in all schools to insure the number of quality teachers in the profession.

3.   The teacher induction handbook developed as a result of this study may serve as a model for other school districts seeking to develop a similar handbook for inservice work with certified staff.

4.   Further research on the effectiveness and critical content of teacher induction handbook should be conducted.

# References

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