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Orientation of New Teachers

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ORIENTATION OF NEW TEACHERS

A Research Paper
Presented to
the Graduate Faculty
Central Washington State College

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

by
James W. McGinnis, Jr.
August 1964

THIS PAPER IS APPROVED AS MEETING
THE PLAN 2 REQUIREMENT FOR THE
COMPLETION OF A RESEARCH PAPER.

William M. Brown
FOR THE GRADUATE FACULTY

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CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

Were you properly oriented as a new teacher? This is a question often asked by fellow teachers inquiring about the induction of new teachers. I became interested in the importance of the orientation of new teachers because of the lack of it in my own experience.

I. THE PROBLEM

Statement of the problem. It is the purpose of this study (1) to analyze the literature pertaining to the need of an orientation program; (2) to show who is involved in the orientation program; (3) to show the needs of the new teacher; and (4) to propose an orientation program which could be used in the school system in which I am employed.

II. DEFINITIONS OF TERMS USED

New Teacher. The new teacher refers to both the inexperienced and the experienced teacher. Both inexperienced and experienced teachers need orientation to the new situation due to the variety of school roles and policies.

CHAPTER II

REVIEW OF THE LITERATURE

The new teacher discovers that starting out on his first teaching position presents a difficult problem. Most of the problems that arise could have been avoided or better solved had there been some type of an orientation program. The new teachers are undoubtedly interested in salaries, working conditions, opportunities for promotion, school policies, class loads, housing, etc., to mention only a few. These facts should not be ignored if a school system is going to attract teachers as well as to retain teachers who are coming to the system for the first time. If properly carried out, the orientation program should be beneficial to both the community and the teacher if the needs of both are recognized and something is done about them.

The following story was related by a young lady to a graduate class whose instructor had requested a new teacher to meet with the class to answer questions about the orientation program.

I was notified by telephone early in June that the board of education had approved my appointment in their school system. A few days later contracts arrived and were signed and returned by me. I sent a

letter along telling the superintendent that during the summer I could be reached at the state university and that from August 7th until moving to my new job, I would be at home.

I had never taught before, except as a cadet teacher, but I had learned from my teachers that it would be wise to go to my new location at least a week before school opened to locate a room, get the "lay of the land," and become oriented to the school plant and equipment.

On August 1st, no word had come to me regarding the opening date of school, so I wrote a letter inquiring. I was told to report to my school building, which was named, at nine o'clock the first Wednesday after Labor Day.

I had applied for a position as teacher of science in the junior high school, so during the summer much of my time was spent gathering materials and laying plans for the opening weeks of teaching children of the seventh and eighth grade some science.

On September 1st, I had received no further information from my superintendent or principal, so I borrowed our family car and drove to my new educational workshop. To my utter disappointment the superintendent was out of town and the secretary advised me to try to locate the principal. He was gone, too. In fact, the building in which I was to teach was locked so that I couldn't even talk with a janitor. So I drove home, wrote a letter, and waited.

A week later the mail brought me word that the superintendent was still out of town. By this time my disposition became a bit eroded, so I went to the city of my employment, located a room, and moved in with a determination to get acquainted with the community and school prior to my starting job.

The next day I located the principal at his home and was told that my assignment had been changed, that instead of teaching science in the junior high school, I would be given three classes in home economics and two session rooms. This was great! I objected, but

the principal assured me that my background in science was assurance of success. He also said that because of the fact that home economics was new to the school, everything would be relatively easy.

I was also told that, because of renovation activities, the building wouldn't be open until the day before school started, so I should take it easy. This, too, was discouraging, so I left my newly rented room and went home, quite disgusted and emotionally upset.

Well, school started and I was there on the spot. No faculty meeting was held to give me any clues--just mimeographed bulletins. I was forced to introduce myself to a few teachers, who in turn took me to others.

After much inquiry I found out about the details of scheduling, lunch periods, and reports, but it took me five weeks to discover enough about the school to begin to feel that I was a part of it (25:55-56).

The above story sounds like an exaggeration and probably would be in most school systems. Nevertheless, most beginning teachers experience some type of difficulty which is undoubtedly due to improper orientation.

The topic of orientation must be significantly defined for all. Webster defines "orientation" as: "Adjustment to an ideal or principle; determination or sense of one's position with relation to environment or to some particular person, thing, field of knowledge, etc." (24:1720). Barnhart defines it as: "A finding out of the actual facts or conditions and putting oneself in the right relation to them." (1:552).

Good defines orientation as:

(1) The act of determining one's course or position, which actually, as in finding the direction of the compass in which to go, or figuratively, as in adjusting to a confusing situation or coming to an understanding of a problem; (2) determination of the relations of objects or data to one another; (3) capacity to estimate oneself correctly in the environment with reference to location, persons who should be recognized, and approximate time; (4) the process of making a person aware of such factors in his school environment as rules, traditions, and educational offerings, for the purpose of facilitating effective adaptation (8:283).

The primary purpose of an orientation program, as derived from the definition, "is to determine one's position with relation to the field of knowledge" and see if "the act of correcting and making exact one's conception of an object" is being carried out (9:69).

Orientation begins with the first contact. For the teacher, this is the pre-employment interview. There is a natural chronology to teacher orientation. Basically, the time table breaks down into four important periods: (1) contact to contract time, (2) contract to reporting time, (3) reporting and getting started, and (4) adjusting to the job.

Trott and Howland say that induction begins with the first contact which the new teacher has with a school system and extends through an indefinite period. It is not limited to the first month or two of service, although this is often the most crucial time (21:127).

New teachers definitely need some type of orientation program which helps prepare them for the new assignment which they will be undertaking. Whose responsibility is this? Does it lie with the preparatory college or university? Are the public schools solely responsible? Perhaps this involves joint cooperation between the college and the public school. Although joint cooperation between the institutions seems logical, the primary responsibility undoubtedly lies with the public school. Yet the college cannot wash its hands. It is the preparing agency.

Orientation to the school and to community, induction into a career and to a professional organization, development of effective personal relationships--these make a larger order for the school administrator and staff which seriously attempts to help new teachers become adjusted and develop their own potentialities as possible. The stakes may be higher than most school administrators realize, for the absence of a genuinely helpful induction may be a primary cause of much low teacher morale and dissatisfaction. The schools thus can lose two ways in this crucial introduction of new teachers to the system: by discouraged teachers actually dropping out of the profession, and by the mediocre achievement of teachers whose early interest and enthusiasm is snuffed out through

failure to provide the means that could draw out their best achievement. Very often it is the teacher's first-year experiences in a school system that determines his attitude toward his work and the extent of his participation in its broader aspects.

Many things were done to help new members of a school staff to make the adaptation to the new situation long before the term "induction" came into popular use. It always has been recognized that newness is in itself a problem. The seriousness of the problem and process of adaptation did not become the subject of study and concern until recent years. Places, persons, and situations can never be standardized to the point that newness will present no problem. The need for induction, then, will be a continuing one.

To be adequate, the program presented to new teachers on the faculty should meet at least four criteria. It should be:

1. - Purposeful. The objectives of the program should be developed in advance and should be thoroughly understood by all concerned.
2. - Timely. The program should bring to the

attention of teachers the information they need at the time they most need it.

3. - Authoritative. The information should be presented by the person or persons in the school best qualified to impart it.
4. - Comprehensive. The program, when completed, should leave the teacher concerned with a picture of the basic philosophy and skeletonized machinery of the school.

CHAPTER III

WHO IS INVOLVED IN THE ORIENTATION PROGRAM

Madeline Mitchell, in 1952, studied orientation programs of schools in the United States and found that very promising orientation programs had been developed in the following cities:

In Stockton, California, many people participated in planning and executing the orientation program. The participants included the superintendent of schools; supervisors of attendance, art, music, and health; directors of research and vocational education; coordinators of libraries and curricula; teachers; the secretary of the Chamber of Commerce; principals; and parents.

At Stockton, the orientation program included lectures, discussions, workshops, tours, special social functions, and informal gatherings.

In Des Moines the orientation program was developed as a responsibility of all members of the teaching group and laymen from the community.

In Portland the board of education and the state department were added to the teacher group which participated in the planning and executing of the induction program. Educational and civic organizations provided

conveyances for sight-seeing trips, and restaurants provided box lunches. The PTA was responsible for a picnic, and the teachers' organization provided teas and lectures by distinguished people. The civic theater and symphony orchestras provided an evening of entertainment.

In Wilmington, Delaware, the teachers assumed much of the responsibility for orientation.

At Corpus Christi, teachers, administrators, leaders from industry, the professions, civic clubs, and other aspects of community life participated.

The administrative responsibility for effective orientation and induction is squarely on the superintendent's shoulders. All his professional staff should be utilized, and the parents, board members, and community agencies can be encouraged to participate, but it is the chief executive of the schools who must see that a well planned program is developed and carried out. The teachers in the system are more likely to know the real needs of a new teacher thus are the most promising group of planners on which the administrator can rely. They should also have the larger role in carrying out the aspects of school orientation. For community relations the PTA, board members, and other agencies are important. And for the newcomer, members of the supervisory personnel are most

valuable. Effective organization is necessary if this orientation program is going to be informative and beneficial to the new teacher (23:57).

"The right thing at the right time" is a good maxim for successful orientation and induction.

CHAPTER IV

NEEDS OF THE NEW TEACHER

A teacher faces his new position with many tensions and fears as well as with many hopes. Friendly assistance and information will help overcome these tensions and will enable the new teacher to determine whether his hopes and his objectives are practical or impractical. The information desired by a new teacher may seem illogical to the administrators and to the teachers. The administrators and the staff members may be preoccupied with anxieties and hopes of their own which are related to the problems of the school or the community, or to their personal welfare. Each one may be so concerned with his own tensions, fears, and hopes that he fails to see that others have problems and ambitions which are quite different.

Much too often the school year is opened by the administrator's telling the staff only about his plans for the coming year. Until the new teacher gains information concerning the problems that are faced by the school and its staff, he will not be in a position to understand them or to appraise them intelligently.

The new teacher, during the period of adjustment to

the faculty group and to the pupils, will need information which will relieve his immediate apprehensions and remove mental blocks to the achievement of his immediate goals. His immediate goals must lead, in easy steps, to an awareness and understanding of the school's objectives. The new teachers have information needs somewhat peculiar to themselves.

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

Many things can be done to help new members of the teaching staff to make the necessary adjustments to meet the new situation. An analysis of the resource materials indicates a likeness as to the needs of the new teacher.

What do new teachers find as most helpful in their initial experience in teaching? In an attempt to get an over-all conception of the new teacher's impression of their first year, Yauch asked them to rate twenty-four different items in the order of their opinion as to helpfulness, or the extent to which they have actually hindered progress. These items included information

about both the school and the community. The findings of these items are found in Table I (27:43).

TABLE I
HELPS AND HINDRANCES IN TEACHING

Item	Index of Helpfulness
Social relations with teachers	1.56
Relations with supervisors and administrators	1.43
In-service training	1.42
Records and reports	1.41
Subjects matter background	1.39
Contacts with parents	1.35
Professional relations with teachers	1.35
Planned orientation procedures	1.25
Family	1.19
Membership in civic and social organizations	1.17
Teaching methods	1.15
Living arrangements	1.11
Professional organizations	1.10
Information about school previous to employment	1.10
Special teachers	1.09
Recreational activities	1.07
Parent Teacher Association	.99
Pupil motivation	.99
Community attitudes	.72
Salary	.60
School facilities and equipment	.60
Pupil control	.51
Extra-class activities	.50

Lane interviewed one hundred twenty beginning teachers in the State of Wisconsin. He asked them for each item, "Is this something about which beginning teachers should be told?" Teachers were free to make or withhold comments on any or all of the items. During the interviews they were urged to screen out information which seemed not to be pertinent to a beginning teacher. The items of information were divided into these four categories:

1. Information about the community.
2. Information about the school.
3. Information about the teaching position.
4. Information of personal interest to the teacher.

The results of these items are found on Table II, page 21, Table III, page 22, Table IV, page 23, and Table V, page 24 (6:92,99, 107, 115).

One of the most recent studies of induction techniques was made by Wallace. His sampling included a reasonably large representation from each of the recognized levels; it included both urban and rural teachers; it included an almost equal distribution of men and women; it included married and single teachers; it included secondary as well as elementary teachers; it included chiefly those who had been newly inducted; it included teachers who had had teaching experience in from one to

eight communities; and it included school systems which appeared to be relatively representative of schools over the country.

The study involved a survey of the literature, personal visits to schools systems, use of a check sheet, and cooperation of one hundred thirty-six newly inducted teachers.

The problems of the newly inducted teachers, listed in their order of frequency of mention, were reported as follows:

1. Learning administrative routines, reports, and procedures.
2. Gaining an understanding of the marking system.
3. Handling disciplinary problems.
4. Getting materials.
5. Acquiring an understanding of the school philosophy.
6. Establishing good teacher relationships.
7. Making professional adjustment to other teaching personnel.
8. Becoming adjusted to building facilities.
9. Adjusting to teacher-class load.
10. Adjusting to demand for teachers' time and energy after school hours.
11. Getting used to unattractive surroundings.
12. Establishing good working relationships with the principal.
13. Utilizing auxiliary teaching aids.
14. Living on inadequate salary.
15. Discovering ways to use community resources.
16. Organizing class work.
17. Adjusting to pupil-teacher ratio.
18. Establishing working relations with parents.
19. Becoming informed concerning community culture and tradition.
20. Finding satisfying recreational outlets in the community.

21. Participating in community social, political, and economic life.
22. Knowing assignment before assuming duties.
23. Understanding supervisory practice.
24. Becoming informed with respect to community problems.
25. Securing pleasant living conditions.
26. Selecting and establishing satisfying social contacts in the community.
27. Getting conferences with the principal.
28. Adjusting to new curriculum and new courses of study.
29. Knowing that the teacher was on trial.
30. Feeling inferior with respect to superiors.
31. Adjusting to assignment to teach outside field of preparation.
32. Understanding sick-leave policy.
33. Meeting difficulties of a nonprofessional nature with colleagues.
34. Handling assignments to teach classes composed of problem children.
35. Feeling insecure, never having a feeling of "belonging."
36. Feelings of inferiority with respect to other teachers.
37. Disturbances due to problems of personal love life.
38. Understanding retirement policy.
39. Disturbing reactions to dependency load.
40. Being assigned to teach retarded children.
41. Dating.
42. Reacting to community repressions concerning personal pleasures.
43. Reacting to contractual repressions.
44. Worrying about such problems as marriage (23:59).

Wallace found that the twenty-four most difficult problems, as opposed to the most frequently mentioned problems, were in order of difficulty:

1. Identifying the school's philosophy
2. Getting used to poor or inadequate working conditions.
3. Meeting demands for assignments to duties requiring teacher to work after school hours.

4. Learning administrative routine and procedures required.
5. Finding a way to live like others in community on inadequate salary.
6. Handling disciplinary problems.
7. Adjusting to inadequate building facilities.
8. Adjusting to teacher-class load.
9. Understanding the school marking system.
10. Securing pleasant living accommodations.
11. Getting used to nonconstructive supervision.
12. Finding and establishing satisfying recreational outlets.
13. Adjusting to drab, unattractive surroundings.
14. Discovering and using community resources.
15. Not knowing assignment before assuming duties.
16. Participating in community life.
17. Establishing good teacher-pupil relationships.
18. Establishing good working relationships with the principal.
19. Becoming informed concerning community problems.
20. Adjusting to pupil-teacher ratio.
21. Organizing class work.
22. Adjusting to teaching personnel.
23. Establishing good working relations with parents.
24. Utilizing auxiliary teaching aids (23:59-60).

Lane, in a doctoral study at the University of Wisconsin on the problem of the "Induction of Beginning Teachers," found that:

1. Teachers with a high college grade-point average wanted more information about the school and community than teachers with a low grade-point average.
2. There is a significant positive correlational relationship between the teachers' satisfaction with the school and community and the amount of

adequate information that they acknowledge as having received.

3. Teachers who receive more adequate information concerning their school and community gave a higher rating of the school and community as a place to work than did the teachers who received little or no information.
4. There is a significant correlational relationship between a teacher's satisfaction with the school and his success (6:90-91).

TABLE II

PER CENT OF TEACHERS RESPONDING TO THE QUESTION:
IS THIS SOMETHING ABOUT WHICH A BEGINNING
TEACHER SHOULD BE TOLD?

Items of Information Concerning the Community	Per Cent Indicating	
	Yes	No
1. Transportation facilities in and out of community	99	1
2. Names and positions of prominent community leaders.	97	3
3. Recreational opportunities in community	97	3
4. Activities in which the community expects teachers to participate	94	6
5. Activities of civic interest in community	94	6
6. Health facilities in community	93	7
7. Community interest in school	92	8
8. Dominant racial or nationality groups in community	86	14
9. Churches in community	85	15
10. Dominant vocation groups	82	18
11. Financial ability of community to support school	82	18
12. Other schools in the community	80	20

TABLE III

PER CENT OF TEACHERS RESPONDING TO THE QUESTION:
IS THIS SOMETHING ABOUT WHICH A BEGINNING
TEACHER SHOULD BE TOLD?

Items of Information Concerning the School	Per Cent Indicating	
	Yes	No
1. Places where supplies, books, and equipment are kept and how to obtain them	100	0
2. School policies in regard to extra pay for extra work	100	0
3. School policies in regard to salary schedules	99	1
4. Name and position of immediate superior	98	2
5. Provisions and policies in regard to discipline	98	2
6. Building facilities	98	2
7. School policies in regard to teachers' absence	98	2
8. Enrollment of the school	97	3
9. Names of supervisors	97	3
10. What subjects had supervisors	97	3
11. General characteristics of the students	91	9
12. School policies in regard to channels of appeal	91	9
13. Types of marking systems	87	13
14. School policies in regard to limits of teacher's authority	87	13
15. Number of teachers in the school	85	15
16. Number of new teachers in the school	85	15
17. Names and positions of school board members	81	19
18. Grades in the school	81	19

TABLE IV

PER CENT OF TEACHERS RESPONDING TO THE QUESTION:
IS THIS SOMETHING ABOUT WHICH A BEGINNING
TEACHER SHOULD BE TOLD?

Items of Information Concerning the Teaching Position	Per Cent Indicating	
	Yes	No
1. Specific duties, classes, grades assigned	100	0
2. Extra-class assignments	100	0
3. Specific guidance or counseling responsibilities	100	0
4. Date to report for duty	100	0
5. Available audio-visual equipment	98	2
6. Approximate enrollment in each class or grade	97	3
7. Local required course of study	94	6
8. Time of day teachers are to be at school	94	6
9. Time of day teacher is free to leave school	89	11
10. Types of records required	87	13
11. Types and kinds of reports required	87	13
12. Time of lunch period	67	33
13. Time of last period ending	67	33
14. Nature of pre-session responsibilities	65	35

TABLE V

PER CENT OF TEACHERS RESPONDING TO THE QUESTION:
IS THIS SOMETHING ABOUT WHICH A BEGINNING
TEACHER SHOULD BE TOLD?

Information of Personal Interest to the Teacher	Per Cent Indicating	
	Yes	No
1. Approximate cost of room and board	99	1
2. Whom to see for living accommodations	99	1
3. When to make arrangements for living accommodations	99	1
4. Type of living accommodations	99	1
5. Vacation dates	98	2
6. Personal habits not approved by community	96	4
7. Number of salary payments per year and dates paid	93	7
8. Expectation of teacher's time on weekends	85	15

Pre-school conferences with the administrator or placement officer for teaching and building assignments, and with the building principal for discussion of specific teaching and extra-class duties, are the initial step. The true concern of the principal for the teacher's welfare will show up at this point in such matters as the sincerity of his efforts to be sure that the teacher had adequate living accommodations readily accessible to the school, the amount of effort he makes to acquaint the teacher with co-workers and the school plant, and the genuineness of his welcome and respect. "Esprit de corp" begins here.

Inclusion of the new teacher in the working conferences commonly held in school systems just prior to school opening will do much to augment the professional and personal status of the newcomer. These sessions are usually for teachers, supervisors, and administrators to cooperatively work on school problems and thus they cannot take special pains with new teachers. It will be valuable to involve the new teacher in the sessions if only as a bystander. Much can be gained by observation, and the operating relationships of the various types of personnel can be grasped through first-hand experience.

Orientation to the school system may be incorporated

in these pre-school working conferences, but since the conferences are system-wide little can be done about orientation to specific schools. A special orientation conference for all new teachers of a particular school, or a general faculty meeting of the school is usually necessary. Held just prior to school opening, such meetings are the best opportunity for the teachers to participate in orienting the newcomers. The principal can utilize the experienced teacher's help in discussing and presenting handbooks, guides, and bulletins explaining school philosophy and policies, and acquainting the new teachers with the special services of the school, the mechanics of pupil accounting, pupil personnel records, and the system for evaluating pupil achievement. Opportunities should be given for the new teachers to ask questions.

A "big brother" or "big sister" program may be chosen to personally help the new teacher. Thereafter, the sponsoring teacher can provide help in a more personal way as the new teacher comes with further questions. The sponsoring teacher should not be an authority figure but a friend for the newcomer. Such a relationship may be continued throughout the first semester or even the first year.

In larger schools, with well organized departments, the department faculty should carefully plan how to help the new teacher: to adjust himself to the new situation; and how to best use staff services in their school, the library, the guidance services, attendance procedures, etc. These things cannot be achieved by printing a manual and handing it to the new teacher.

A major purpose of an induction program is to help the new teacher to succeed through gaining a knowledge and understanding of the school and community. This knowledge and understanding supports his efforts to become an effective teacher in the classroom and a competent member of the school staff.

CHAPTER V

CONCLUSIONS

1. The orientation program should be based upon purposes which are developed in advance and which are understood by all those concerned with carrying out the plans.
2. The orientation program should be timely; that is, it should give new teachers help at the time help is needed, not three weeks late or three weeks early.
3. The orientation program should be authoritative and accurate. Information presented should be accurate information.
4. The orientation program should be sufficiently comprehensive to ensure that the new teacher has seen the basic philosophy of the school in the community, the basic structure of the school and community, and the essential elements of administrative machinery.
5. The orientation program should be carried out by all large segments of the people concerned with the welfare of the new teacher.
6. There should be periodic evaluations of the

orientation program to discover weaknesses and strengths.

7. The professional personnel of the schools should take the initiative in developing an orientation program and evaluating it.
8. The orientation program should have the full support of the board of education on policy matters.
9. The orientation program should be the product of cooperative thinking and planning of the entire professional staff.

An orientation program is not ended until the new teacher in the school system has achieved acceptable status in the eyes of the students, the fellow teachers, the administrator, and the people in the community. The orientation program continues until the new teacher thoroughly understands all aspects of the community, the school, and his work. He is fully orientated when he is able to accept and meet responsibilities with the same stimulation, direction, effectiveness, and assurance as the established and experienced teachers in the school.

CHAPTER VI

A PROPOSED ORIENTATION PROGRAM

The content of the Handbook for Teachers is prepared for all teachers new to the system and those that have been with the system. The handbook is to be distributed two months in advance of the opening of school. This handbook is especially prepared for the high school teachers of Joseph High School, Joseph, Oregon. The first page carries a very friendly and cordial greeting from the superintendent.

- I. Welcome by the Superintendent of Schools
- II. The Community
 - A. Map of the community showing
 - 1. Topographic features
 - 2. Location of school
 - 3. Business district
 - 4. City
 - 5. Bus routes
 - B. Recreational opportunities
 - 1. List of state parks and
Federal campgrounds location
 - 2. Theater location
 - 3. Golf course location

4. Hunting and fishing opportunities location
 5. Map of Eagle Cap Wilderness Area
 6. Others
- C. List of activities of civic interest
 - D. Historical information
 - E. List of the churches and their location
 - F. Information about major industries and vocations
 - G. Railroad and bus lines
 - H. Civic clubs or organizations which teachers may join
 - I. Health facilities
 - J. Libraries
 - K. Cost of living in the community
 - L. Community interest in the school
 - M. Names and positions of school board members
 - N. Housing
- III. The School
- A. Short history of the school system
 - B. The philosophy of the school
- IV. Teacher Personnel
- A. Duties and responsibilities
 - B. Attendance

1. Hours
2. Tardiness
- C. Absence
 1. Personal illness
 2. Illness in the family
 3. Death
 4. Marriage
 5. Quarantine
 6. Subpoena
 7. Medical appointments
 8. Vacation periods
 9. Maternity
 10. Resignation
- D. Salary schedule
 1. Basic single salary schedule
 2. Recognition of advanced preparation
- E. Salary
 1. Payment time
 2. Payments and deductions
 3. Employee's statement of earnings and deductions
- V. The Teacher in the Classroom
 - A. Planning
 - B. Classroom management

- C. Discipline
- D. Records
 - 1. Attendance
 - 2. Marking system
 - 3. Examinations
 - 4. Grade reports
- E. Excuses to leave class or building
- F. Teacher's role
 - 1. Goals
 - 2. What is expected of you as a teacher
- VI. Operating Regulations
 - A. Bulletins
 - B. Field trips
 - C. Care of building and equipment
 - D. Fire drill instruction
 - E. Rest room regulations
 - F. Keys
 - G. Lockers
 - H. Lost and found
 - I. Study hall regulations
 - J. Class schedule and bell system
 - K. Supplies--Distribution
 - L. Telephone instructions
 - M. Use of equipment--location, etc.

- VII. Extra Classroom Activities
 - A. Student body organization
 - B. School clubs - purposes, privileges, etc.
 - C. Assemblies and rallies
 - D. Publications
 - E. Routine procedure for social events
- VIII. Faculty Meetings
 - A. Time
 - B. Program for current year
 - C. Responsibilities
- IX. School Calendar
- X. Professional Growth
 - A. National Education Association
 - B. Oregon Education Association
 - C. Wallowa County Education Association
 - D. Membership dues
- XI. Miscellaneous
 - A. Participation in school life
 - B. State Retirement
 - C. Group Insurance

Many questions cannot be answered in a handbook such as this. Please contact the school principal or a fellow teacher when you have questions.

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